Observation of Twenty-fifth Anniversary
Observation of
Twenty-fifth Anniversary
Western State Teachers College

1904-1929

BULLETIN

Preliminary Activities, Proceedings
and Publications

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CHAPTER I

PRELIMINARY ACTIVITIES

At the first faculty meeting in the Fall Term, 1927, President Waldo appointed a committee on—Twenty-Fifth Anniversary. This committee consisted of ten members of the faculty, and was supplemented soon by an alumni representative, and in the fall of 1928 by the memberships of the president of the Student Council and the president of the Women's League, and an appointed secretary. The personnel of the Committee as completed was: For the faculty—Ernest Burnham (chairman), Dean Bertha S. Davis, Belmont Farley, John C. Hoekje, Edith Mullen, Dean Ray C. Pellett, W. M. Robinson, Lavina Spindler, George Sprau, Elisabeth Zimmerman, and the President, who was a member ex officio; For the alumni—Carl Cooper; For the students, Wayne Nestor and Jeanette Johnson were the representatives. The appointed secretary was Lucille Sanders.

Meetings of this Committee were held monthly during the two school years preceding the Anniversary and the general plans, which were early settled upon, were eventually worked out in the detail shown by the proceedings, which form the major portion of this Bulletin, and in the publications reviewed in Chapter III. As occasion called for them, sub-committees were appointed, and the chairman of these committees attended the monthly meetings. These committees with chairmen were as follows: Publications, Paul Sangren; Exhibits, F. W. Moore; Publicity, Belmont Farley; Pageant, Laura Shaw; Alumni, Carl R. Cooper; Finance, William McCracken; Emblem, Elisabeth Zimmerman; Program, W. R. Brown; and preliminary social events, such as the entertainment of civic clubs and school people, F. E. Ellsworth. Others, including practically the whole faculty membership and many of the alumni and students, gave freely of their time and initiative.

Established annual events in the life of the school were utilized in several instances to anticipate the Anniversary and develop momentum for the occasion when it came on June 12 to 17, 1929. Most of this effort was departmental and consisted of special correspondence, reunion dinners, and features of programs. Among outstanding parts in regular annual programs were the Twenty-Third Annual Rural Progress Lecture on "Anticipations in Rural Progress" by Dean A. R. Mann of the New York State College of Agriculture, Cornell University; and on the same occasion, "Twenty-Five Years of Progress in Rural Education" by Assistant State Superintendent G. N. Otwell. The major motive for the First Annual Schoolmen's Conference held at the College on February 8, 1929, was an historical summary of progress in education. The general statement was made by Dr. Charles H. Judd, head of the School of Education of the University of Chicago, and the statement about this College was by President Waldo. The theme for the June Breakfast for Women was "The Silver Sail" with responses by representatives of the sophomore and senior classes and by Elisabeth Zimmerman, representing the faculty.

At the annual commencement of the College High School a brief history of the College was a feature. Summary statements of the growth and significance of the College were made before the Men's and Women's civic clubs in the city, and to local alumni organizations in various centers throughout the state. These preliminary activities reached a fitting climax in the informal reception to the citizens of Kalamazoo on Wednesday evening, June 12, which was under the direction of the Kalamazoo Alumni. Fifteen hundred guests responded to an invitation requesting their presence at the public reception. When they came on the campus they were presented with a campus map which contained complete directions to places of interest. Walks and paths had been previously marked with arrows leading to the school gardens, the A. M. Todd art collection, the museum, and to the various buildings on the campus. A band concert on the green was a part of the evening entertainment immediately following the tour of the campus. After the obser-
vation of the various exhibits in the many buildings and departments, recep-
tion committees at different places on the campus continued to welcome the
visitors. Punch was served and to conclude the activities of the evening, a
program was presented in the women's gymnasium consisting of numbers by
a girl's trio, the men's glee club, the women's glee club, the teachers college
choir, and groups from the department of physical education for women.
Members of the alumni committee in charge were: James Shackleton, chair-
man, Olive Shumar, Karl Palmatier, Paul Snauble, Mary Ensfield, Lucretia
Polley, Zoe Shaw, Beulah Shermerhorn, Ila Boudeman, Albert Holmes, Harold
Barnes, and Carl Cooper. Faculty members cooperating were: Elisabeth
Zimmerman, chairman, Charles Nichols, Paul Rood, LaVerne Argabright, and
Leoti Combs-Britton.
CHAPTER II

THE PROCEEDINGS
June 13 to 17, 1929

The presentation in full of the formal and informal addresses and talks together with the musical, dramatic, athletic, and social features of the observation of the twenty-fifth anniversary will constitute this chapter. The summary of the programs is presented here to afford a table of contents for the chapter.

Thursday Afternoon

GREETINGS

Introduction of Guests by Chairman Smith Burnham
George E. Carrothers, Director, Division of University Inspection, University of Michigan
Robert Sidey Shaw, President, Michigan State College
Fred R. Gorton, Head of the Department of Physics, State Normal College
Violin Solo by Leona Skory
Axel E. Vestling, President, Olivet College
Ellis H. Drake, Superintendent of Schools, Kalamazoo, Michigan
Caroline Bartlett Crane, Kalamazoo, Michigan
Florence E. Strattemeyer, Bureau of Curriculum Research, Teachers College, Columbia University, New York City
Fred W. Green, Governor of Michigan

Closing Remarks by Chairman Burnham, including the reading of a letter from Albert E. Winship, Editor of the Journal of Education, Boston, Massachusetts; and a formal message of congratulation from President Allan Hoben of Kalamazoo College.

Thursday Evening

MENDELSSOHN'S ELIJAH
Presented by The Teachers College Choir and Soloists
Harper C. Maybee, Director
H. Glenn Henderson, Organist

Friday Morning

CONVOCATION

Opening Remarks by President Dwight B. Waldo
Address, "The Training of Teachers for the Universal School", by William C. Bagley, Professor of Education, Teachers College, Columbia University, New York City

Address, "The Unity and Continuity of Elementary Education as Experienced in Teachers Colleges", by Lucy Gage, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tennessee
Violin Solo by Clarence Roth

Address, "The Teachers College—What Manner of Child Shall This Be?" by William John Cooper, United States Commissioner of Education, Washington, D.C.
Friday Noon
ALL CAMPUS PICNIC

Friday Evening
PAGEANT

Saturday Forenoon
ANNUAL ALUMNI MEETING

Saturday Noon
ALUMNI BANQUET

Concert during Banquet, College Orchestra
Introduction of Old Settlers’ Club, representatives of the alumni and former faculty members
Announcement of Burnham Rural Life Library Fund and Presentation of Volume and Bookplates to Ernest Burnham
Response by Ernest Burnham
Reading of Letters from Honorable A. M. Todd, Kalamazoo, Michigan
Introduction of Guests
Remarks by Dr. Norman W. Cameron, President, State Teachers College, West Chester, Pennsylvania
Remarks by Honorable Joseph Hooper, Congressman, Third District, Battle Creek, Michigan
Remarks by Honorable John Ketchum, Congressman, Fourth District, Hastings, Michigan
Remarks by Miss Florence E. Stratemeyer, Bureau of Curriculum Research, Teachers College, Columbia University, New York City
Remarks by Honorable J. T. Upjohn, State Senator, Sixth District, Kalamazoo, Michigan
Remarks by Dr. R. Clyde Ford, Head of Modern Language Department, State Normal College, Ypsilanti, Michigan
Remarks by Dr. J. B. Edmondson, Dean, School of Education, University of Michigan, Ann Arbor, Michigan
Remarks by Professor Lucy Gage, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tennessee
Remarks by Honorable Henry B. Vandercook, Former Michigan State Representative, West Hollywood, California
Remarks by Honorable Allen M. Freeland, Member of State Board of Education, Grand Rapids, Michigan
Remarks by Dean Raymond A. Kent, Liberal Arts College, Northwestern University, Evanston, Illinois
Remarks by Dr. William C. Bagley, Professor of Education, Teachers College, Columbia University, New York City
Speech by Mrs. Mary Master Needham, representing the Senior Class
Speech by Henry Ponitz, representing the Alumni
Presentation of Ring to President Waldo by Mr. Dan Karn, President of Kalamazoo Chamber of Commerce
Presentation of Watch to President Waldo by Wayne Nestor, President of the Student Council
Response and Remarks by President Waldo.
Vocal Solo, Lynn Clark
Benediction
OBSERVATION OF 25TH ANNIVERSARY

Saturday Afternoon
THE VARSITY-ALUMNI BASEBALL GAME

Saturday Evening
ANNUAL ALUMNI PARTY

Sunday Afternoon
BACCALAUREATE SERVICES

Processional, College Orchestra
Invocation, by Reverend John W. Dunning
Song, Faculty Quintette
Baccalaureate Address, by Rabbi Stephen S. Wise, Pastor, Free Synagogue, New York City.
Song, College Choir
Benediction, by Reverend John W. Dunning

Monday Morning
COMMENCEMENT EXERCISES

March, College Orchestra
Invocation, by Reverend D. Stanley Coors
Vocal Solo, Dorothea Sage Snyder
Address, "The Art Spirit", by Dr. Frank L. Mc Vey, President, University of Kentucky, Lexington, Kentucky
Songs, College Women's Quartette
Remarks, by President Dwight B. Waldo
March, College Orchestra
Presentation of Diplomas by President Waldo
Benediction, by Reverend D. Stanley Coors

Thursday Afternoon Session
June 13, 1929

The opening session of the Anniversary Exercises of the Western State Teachers College convened at two-fifteen o'clock, in the City Auditorium, Kalamazoo, Michigan, Professor Smith Burnham presiding. Formal greetings were presented by representatives of the educational institutions of the State, and by a representative of the alumni. Governor Fred W. Green was present for a part of the session and responded informally.

RESPONSE FOR THE UNIVERSITY OF MICHIGAN

Dr. George E. Carrothers
Director of the Bureau of University Inspection
Ann Arbor

It is a pleasure, indeed, for me to come here and have an opportunity to mingle with you on this occasion, and to bring greetings from a sister institution.

It has been my pleasure to work in a number of different states in the Union, and in no state have I found the relationship, and the fellowship finer
and better than in the state of Michigan. I am new here, in a way. I am really a freshman. This is my first year here in Michigan, but I feel as though I am ready to graduate and go out with a degree. I have had a thoroughly enjoyable time here, and chief among the things of interest to me has been the splendid way in which the different institutions work together, and so I say it is a real pleasure to come here and join with you in celebrating this first quarter-century of activity of the Western State Teachers College.

I should like for just a moment, if I may, in bringing greetings, to say that one thing that appeals to me as worth while while saying is that while we have studied, and talked, and discussed courage through a great many years, one of the things that I find now that ought to be considered more than heretofore is that there is a finer quality of courage than we have thought of in the past.

May I for a moment just speak of that quality of courage that we have thought of, and that in a sort of manly way we call “stern, austere courage” that has sent people out into the world to fight, to do the things that we think a man ought to do?

Going clear back to the cave-man days, when a man wanted a wife, he went off to a neighboring tribe and killed off some people, and came back with his wife, and in the days when man was supposed to have what we called “manly” courage and coming on from that day to this we find that sort of courage exalted. We can even go back to that time, and read in the book we more often refer to than read, and find there that this austere courage was very highly exalted. We read there where this man killed one thousand, and somebody else killed two thousand, and we read one time where the women sang about Saul having slain his thousand, and David his tens of thousands. Somehow that courage was exalted and we thought of that sort of courage for centuries.

We are not entirely free from exalting that kind of courage today, but I think we are at least a little distance away from the courage that was exalted when David threw that stone at Goliath and then ran across the field and stood on the body of Goliath, and cut off his head.

It has only been a few years since I was down in a neighboring state and heard a man giving a war speech, and we were all inspired and aroused, and thought we ought to go out and fight. “If you have any courage, fight,” that is what the man said, and I can still look over in the corner and see a man having his courage aroused until he, too, volunteered, and left a wife and three children and went to France and was gone three years. It took courage of a certain sort of kind to do that.

I might go ahead and speak for some time of that sort of courage that we have heard about and read about, and exalted for many years, but I would like to speak for just a moment in this time of celebration of a finer kind of courage, a finer quality that I have seen exemplified by graduates from the Western State Teachers College this year, as I have gone up and down the state of Michigan, into the various high schools and elementary schools, and that is a quality that doesn't go out to butcher one's fellowmen, and that doesn't go out and fight and be what we call “manly” which we know we should call “mannish” instead of “manly.”

Not that quality of courage that this man had, but that his wife had, that during those three years while he was away from home, she went back to teaching, and kept that home for those children, and many a night as she came home tired from her school work, I am sure there was a quality of courage there that her husband knew not of. Somehow there is a courage necessary for killing one's fellowmen, but there is a finer quality of courage that keeps the teacher in the schoolroom, working with those children from three-thirty until four, and on until later hours, a quality of courage that we haven't heard much about.

We read in that book I mentioned a moment ago of the fighting and the slaying of thousands of people, and yet in the same book we might read about other sorts of courage. I believe it was Esther who was called upon one time to
do a very difficult deed. It was said to her, "Who knowest that thou has come to the kingdom for such a time as this?" And she thought it over when her people were in difficulty, and then she said, "I go to the king, which is not according to law." That meant she might go in to the king to ask for that favor, and the chances were a thousand to one she would be killed, but she said, "I go in to the king to ask for a favor for my people, and if I perish, I perish."

I come to you friends on this occasion to say that in the homes and in business, and all about us there is a finer quality of courage being exemplified than we ever found on the battle field, and weren't we all thrilled the other day when some one recalled the story of the young man who received the French cross of war for bravery and courage, and who said, "I refuse to wear it until I can go back home and be decent and fair to my widowed mother and sister. I was a deadbeat back home. I will not wear this cross of war until I can go back home and have the courage to live as a man ought to live."

And I would like to recall another sort of courage. I mean that same sort of courage in another field, because I have seen your teachers, President Waldo, I have seen your graduates all over this state going ahead with their work in a fine way this year, and they have been doing that for twenty-five years, and that sort of finer quality of courage is the thing that I want to particularly treat for just the few minutes at my disposal, and this story comes to my mind, this incident that I would like to relate at this time because it shows a quality of courage that we see in the school room, and that the newspapers pay so nearly no attention to. There is no blood in it. There is no excitement in it at all. It is just a quiet, everyday courageous work.

Once upon a time I was a student in a Latin class under a teacher who sits on this platform. Something happened in the junior class as we were studying Cicero, as I recall it, and one of the boys was sent from the room, and in a few minutes the teacher went out, and pretty soon that teacher came back and he did the strangest thing a teacher ever did, so far as I know. He said to the freshman class sitting over here, "We will put all books away for the moment," and then he said to the junior class, studying Cicero, "Put your books aside," and then he made this strange remark, "I was mistaken when I sent that boy from the room. I was in the wrong and not that boy," and there was a quality of courage so potent to us that afternoon, that made us love that man from that day to this, and when I went back to my hometown years later where that man taught, many times that same thing was mentioned to me, that quality of courage exemplified in helping us boys find our ways in the world, helping the girls get along a little better than they had before, and somehow that man has left an impression upon us that will never be effaced.

People don't know that, but there was a quality of courage exemplified in the school room there, and outside of the school room such as we don't hear of on the battle field; and so there go out from this hill up here where the Western State Teachers College is located, teachers of that sort, well trained, and qualified, and ready for work. They have been going out for twenty-five years.

The other sort of courage is fine, but I commend to you members of the staff, alumni from this institution, and everyone interested in it, I commend to you going right ahead in the thing you have been doing and developing within your students and your graduates a finer quality of courage, so that they may go on and make this a better world in which to live.

I thank you for the opportunity of being here, and bringing greetings to you from a sister institution, the University of Michigan.

I thank you!
RESPONSE FOR THE MICHIGAN STATE COLLEGE

Robert Sidey Shaw
President of the College
Lansing

Professor Burnham and Friends: There are two special reasons why it is a great pleasure to be here with you this afternoon, and to convey to this institution the congratulations and good wishes of Michigan State College as expressed by their faculty yesterday afternoon. We have two points of interest in particular. One of these has been mentioned to you: The fact that we regard the President of your institution as one of the great Michigan State College family.

We have another one. We are proud of the fact that you have in connection with your organization at the present time, undertaking a comparatively new work in education and training along agricultural lines, another representative of the institution, of whom we are proud.

Our attention has already been called to the fact that these state institutions are engaged in big business. The educational business of the United States is probably the greatest of that of any country in the world, not only the greatest, but the most efficient of them all. Our attention has also been called to the fact that we have a wonderful setting, so far as the educational institutions of the state of Michigan are concerned, of which this particular institution forms a very important part.

It is sometimes a good thing for us to see ourselves as others see us. One of the wise old philosophers has said, that to the eyes of the unobservant this "world is nothing more or less than a rubbish heap."

It has been my privilege to be associated with the President of your institution by way of acquaintance throughout the entire period, from the founding of the institution, so I have had somewhat of an opportunity to observe, to look, and to listen, and to draw conclusions. There are some things for which your institution may be congratulated especially.

Your attention has been called to the fact that the output of the institution is characterized to a large extent by the quality of courage. It has been my observation that the graduates of this institution in active operation in the educational field in this state and in others, are characterized by a spirit of loyalty that is very marked, indeed, and that spirit and those qualities of loyalty which are manifested toward the institution, as is also true in the case of those same relationships between individuals and the various parts of organizations, is a very important quality, indeed. So I think that you ought to be congratulated from this standpoint.

I believe that your institution puts an utilitarian brand upon its graduates, which is one of the reasons for the success which they achieve when they go out into the world, and then I feel, too, that we ought to pay a tribute at this time to those who have gone out from this institution through these years, and whose efforts have been put into the guidance of the mind of the American boy and girl, resulting in the development of good types of citizenship, for these people have made sacrifices which are worthy of great commendation, indeed.

I prize very much, indeed, the personal relationships which have existed between myself and President Waldo during these twenty-five years. I have come to him occasionally with some of my problems, and I can assure you that he has kept me from running off the track quite a good many times. I shall always regard this relationship as being a very precious one, indeed, these fond relations not only of acquaintance but of comradeship as well.

I listened a few days ago to the unfolding of the tale of the evolution of the educational system, not only in general throughout this great country, but in particular so far as Michigan is concerned, and especially as regards the matter of the evolution in the development of the teachers' college. That
seemed to have been presented almost like a fairy story, and has given to me a greater appreciation of the dignity and importance of the place which these institutions occupy in our great educational efforts.

I said to myself, "What is the objective?" And the objective seemed to be answered in these words which are quoted, "The enormous expenditures by way of salaries, by way of building equipment and facilities, expenditures for the purpose of maintaining social, civic, and political helpfulness in Michigan and throughout the nation as a whole."

I want to congratulate you upon the policies which your executive has followed. An institution may not be a successful educational institution, if reliance is placed to a large extent on the matter of large income, on the matter of enormous investments in buildings, in facilities, and so on, but one of the most important factors in connection with the success of any educational institution is dependent upon developing, retaining, or procuring the very best trained brains that the pocketbook of the institution will allow, and so, as we look in from the outside, we feel that your institution is to be congratulated because of the fact that great wisdom has been exercised, that apparently this principle has been observed, and your investments have been made to splendid advantage in the setting up of a staff of people, well trained in the specialties which they represent.

For years and years the educational system of the state of Michigan was regarded as being a leader among the states of this country. I know that many states have looked with pride upon the efficient teachers' colleges, state teachers' colleges in the state of Michigan. If these institutions in the state of Michigan are to maintain that place which they have gained, and which they now occupy, it will mean that there must be very generous support in a financial way and so, while I am congratulating you today, it is my most earnest wish for you that the support financially which may be given to the teachers' colleges of this state in the future will be such as to enable them to maintain for all time in the future that position of first place which they have occupied in the past.

RESPONSE FOR THE MICHIGAN STATE NORMAL COLLEGE

Professor F. R. Gorton

Head of the Department of Physics
Ypsilanti

Mr. Chairman, Governor Green, Friends of Western State Teachers College:

In spite of the rain which treated me to an involuntary bath as I came up the steps yonder, I deem it an honor to be sent here to bring the warm congratulations of a sister teachers' college. My regret is that you are not privileged to receive these cordial felicitations from our President, who would willingly give up his cot in the hospital, I am sure, to be here on this occasion. I know he regrets it also.

The career of Kalamazoo has, of course, been watched with more than casual interest by the Normal College at Ypsilanti. We were concerned with the possible effect that the installation here might have upon our student enrollment. At the time of the dedication of this school, after fifty years of rather slow and steady growth, our college had reached an attendance of about 1000. That fall, in 1904, in spite of the fact that this college had been established, the attendance there increased slightly, and I suppose the attendance here was 400 or 500. I do not know the exact number, but since that time the two colleges have developed in numbers rather steadily onward.

These figures show that when Michigan established a normal teachers' training college in this part of the state, she brought a needed educational advantage to great masses of people in this part of the commonwealth. It shows also that if Michigan was to have an abundance of well prepared teachers for her schools, she could not, and should not compel teachers to
travel from 150 to 200 miles across the state to secure that preparation, and I doubt if the salaries paid at that time to teachers in the state would have justified the efforts and expense of such travel.

Since that time the two colleges have grown about equally, and now they are running neck and neck. With the development of the courses of study, and with the prestige of thousands of graduates throughout this and other states, and with the increasing qualifications required of their faculty members, these two colleges of southern Michigan are now outstanding among the world of teachers' colleges.

Kalamazoo is to be congratulated for the influence that she has had upon the normals of the state. President Waldo has set a fine pace, and I want to assure him that his success here is of more than local pride. I am sure I voice the feelings of our own President when I say that a fine note of harmony, and mutual interest, and effort permeates all their work in the promotion of the welfare of the teachers' colleges of the state. They may clash upon the athletic field, but they are surely uniformly united when it comes to the preparation of teachers. They have a prestige of many years of successful effort to maintain, and they can maintain this only by giving the best they have, as Kalamazoo is now giving and doing.

Paraphrasing a well-known slogan of an industry of Michigan, “When better teachers are made, we are sure Kalamazoo will make them.”

**GREETINGS OF KALAMAZOO COLLEGE**

Before introducing the next speaker, Chairman Burnham read the following letter from Dr. Allan Hoben, President of Kalamazoo College, who was unable to be present because of an engagement out of the city:

>“With the rest of your fellow-citizens and the very large company of educators from all parts of the country, I wish to join in the praise which is your just due for the splendid accomplishment in your twenty-five years of labor in building Western State Teachers College.

>“You have my sincere congratulations and best wishes for your continued success and happiness.

>“Cordially yours,

>“ALLAN HOBEN.”

**RESPONSE FOR THE LIBERAL ARTS COLLEGES OF THE STATE**

Axel E. Vestling

President of Olivet College

Olivet

**Mr. Chairman, Governor Green, Ladies and Gentlemen:** I esteem it a very high privilege, indeed, to be allowed to represent the so-called small colleges of the state. We go by a variety of names. Sometimes we are called “small,” and that is not always a correct term, because some of these colleges are no longer certainly as small as they once were. Sometimes we are called “endowed.” That is a very nice sounding name. Sometimes we are called “liberal arts colleges.” No matter by what name you call us, I think you understand something of what our mission is.

There was a time in the religious life of our country when a good and loyal member of any one denomination seemed to feel that it was a very large part of his duty to say things which were not very complimentary about other denominations. I can remember, as a boy, feeling rather sorry for one of my playmates because he didn’t belong to the same denomination as I did, and I thought his chances were really not very good.

Fortunately we have passed through that phase, not entirely, perhaps, but to a very large extent, and we all realize that no matter to what particular denomination we may belong, we are all of us united in certain things, that
we are fighting the same battles against the same great enemies, and that we
have so many things in common that it is very foolish for us to spend very
much time, or very much energy in talking about those things, minor most of
them, concerning which we do not fully agree.
I think, perhaps, that something of that spirit, too, could be found some-
time ago in the representatives of the various educational institutions of
any great state. I don't suppose that very many of you have heard the great
state university referred to as the "godless university." That is a phrase
which was not uncommon many years ago, and I am afraid that perhaps
friends of the group of colleges to which I belong may have been responsible
for using that phrase occasionally.
Of course, we are all of us tremendously proud of that great state uni-
versity, which, as has already been mentioned, is probably the greatest of all
state universities. We are all of us tremendously proud of the other state
institutions: Michigan State College, the normal institutions, and we no
longer quarrel with each other about our relative importance, or about the
tasks which we have to perform, because we have learned to see very well
that if the work which we are all trying to do is to be performed, we will all
of us be kept fairly busy.
We have certain tasks in common. We are all of us trying to prepare the
young men and women who come to our halls to make a living, because, of
course, every man, and I might almost say every woman should know how
to do that. There will be people depending upon us, and we must earn our
own way, stand upon our own feet, but we know also that all of us must
help to prepare these young men and women to live as well as to make a
living, that we must prepare them in some way to live that abundant life,
which is the heritage of all men and all women.
Qualities of courage and loyalty have been referred to by previous speak-
ers. When we spoke of the Institutions which were founded here so long
ago in this state, we could not help but think of those qualities which came
with those pioneers who came here, and who, almost as soon as they came,
immediately thought of institutions of learning which they must found.
Something of those pioneer virtues which came with them, we sometimes
fear have vanished, and I take it that it is the part of the great state uni-
versity, and all of the other state institutions of learning, and of the small
colleges to see that those pioneer virtues, perhaps, in altered form and yet in
some way find a place in the lives of the children of these pioneers, because
without them the state must perish.
We congratulate this institution, whose twenty-fifth anniversary we are
privileged to share this afternoon, not only upon the splendid work which
it has done during these twenty-five years, but we congratulate this institution
because of the still greater work, the greater unfinished task which lies
before it in the future. We know that it is approaching these tasks with
high courage, with great loyalty, and with an enthusiasm which grows stronger
and stronger with the years, and I take it that all of the institutions would
like to have me say to you that we are working with you, all of us, in this
great common task of perpetuating these pioneer virtues which the men and
women of an earlier day brought to this state.

RESPONSE FOR THE PUBLIC SCHOOLS OF KALAMAZOO
Ellis H. Drake
Superintendent of Schools
Kalamazoo

Mr. Chairman, Governor Green, Ladies and Gentlemen: Indeed, it is a
great pleasure for me to be here this afternoon to participate in these exer-
cises. I not only wish to bring greetings on this occasion, but I wish to ex-
press a few words of appreciation of the great institution that has been built
in our midst, and to the President and faculty who have built this great institution.

There are a number of outstanding facts I wish to refer to. First, the growth of this institution: from small beginnings, it has grown in the short period of a quarter of a century to one of the leading teacher training institutions in the United States, appreciated everywhere in the state and in other states as well. I know of only one institution in the country which we can speak of in a comparable way to the growth of this institution, and that is that of Leland Stanford University, in California. That gigantic institution grew rapidly but was endowed with millions of dollars to start with, and our own institution in this city has had many times to struggle for enough funds to conduct it as our worthy President would like to have this institution conducted, but through courage he went before the legislature, not only in the interest of this institution, but the sister institutions of the state, to plead for funds with which to conduct an institution whose work is so great.

And the great growth of this institution is due primarily to the remarkable leadership of the man who founded the institution and has been its President during this quarter of a century, to his willingness to give himself and the best years of his life to the development of this institution.

Another outstanding fact, as I consider it, is that he has gathered around himself from the very beginning to the present time, men and women of vision, of high ideals, of progressive ideas and ability to put those visions and ideals into execution, and he has encouraged them by his faith in them, and his belief in them, and his willingness to grant to them the freedom of building their several departments according to their own ideals, and I know that this must be a very great inspiration to them in their work, and leads them to their best endeavor.

And in another respect has he manifested truly remarkable leadership as I view these matters, in that he has sought to discover the superior abilities of the different members of his faculty, and to give those superior abilities free play, and thus in this way he has worked into the intricate result all their efforts which have builded this institution and developed it in its various aspects, and then again this faculty and this President have given of their efforts and inspiration not only to their own institution, but as other speakers on this platform have said, to other institutions in the state and to institutions outside of the state.

For twenty-five years personally I have seen the members of this faculty and this President in national meetings where they have gone to do their part for the cause of education throughout America, and thus by these efforts, by men and women of this type and the leadership of their President, has been builded in our midst a great institution second to none of its kind in our nation.

These buildings and the physical equipment that accompanies them, will, in the course of decades and centuries, crumple into decay, but the spirit of the work, the spirit of the institution will live on, and the work that this faculty and this President have done, the work that they have builded into the lives of the young men and the young women who have gone out into our country, into our state, and into our neighboring state, and even far distant states to mold the lives of young people, that work will live on and on in the hearts of those teachers, in the hearts of their pupils, and thus will this institution live for many, many years to come, and this is the greatest monument that they have builded unto themselves, that influence which is constantly going out.

I appreciate the words of our Chairman in his expression of the cordial relations that have existed between our teachers' training institution in Kalamazoo and the public schools. It has been their earnest effort to build a teachers' training institution that should be the best. Along with them it has been our purpose in the public schools, our teachers, our principals, our supervisors, our Board of Education, working together, to build a public school system that is what it should be. Thus we have tried, working side
by side, to build in this city an institution for the training of teachers and another institution for the work of those teachers of which we should not be ashamed. Thus has the work of this great institution grown, and to this institution and its worthy faculty and President I am happy to bring greetings of the public schools, of its teachers, of its principals, of its supervisors, and the Board of Education, and as I am the only school superintendent of the state represented on this program, I am sure that I have the right also to speak in their behalf, in behalf of the many superintendents of this state who highly appreciate this institution, and I extend their greetings as well.

We realize the great work that has been done. We predict that in the next quarter of a century, through the spirit of this institution that has been built throughout the past twenty-five years, it will accomplish still further and greater results than it has accomplished up to the present, and we bid you Godspeed in this noble work.

RESPONSE FOR THE CITIZENS OF KALAMAZOO

Dr. Caroline Bartlett Crane
Kalamazoo

Mr. Chairman, Governor Green, and Friends: Amid the shower of appreciation and congratulations which have come to us today from distinguished guests from abroad, I am sure that the choicest in greetings which I shall undertake to offer to you should rightly come from the citizens of Kalamazoo.

I am going to limit what I have to say in two directions: first, the point of view of what the city has cause for congratulations in the presence of our midst of this young and vigorous institution, and secondly, of what the city has specifically, not in common with the country at large, or with the whole state, or even with this geographical portion of the state which is supposed to be especially served by the Western State Teachers College, but what we have to congratulate ourselves about peculiarly because we live in Kalamazoo.

The first thing I want to mention is the presence in our community of a great and growing body of ambitious youth. As we grow older and the tempo and temperature of life slows down a bit, and as our young people mature and leave the home berths, there is nothing in the world that compensates so much as the daily sight of and the daily contact with youth.

Living out in Hillcrest way, it becomes my good fortune, on the average of twice a day, I am sure, to pass Teachers College, and when I see these young people with their books upon their arms, hurrying with a slight look of anxiety upon their faces, full of some purpose that is worthwhile, I experience a sort of general renewal of faith, and hope, and charity. They are going to do it, so what matter we or they, ourselves or another day, so the right word be said.

We still believe in those ideals which are so high, and perhaps they were a little too high for us to reach, and we believe and we hope, and we have great thankfulness of heart that youth, youth today and in the future, will see many of the things which we longed for, but in our personal life failed to achieve as fully as we wished; so I say we are supremely blessed with these thousands of young people who come here to dwell some years in our midst, and for this very rich and earnest purpose which brings them in our midst.

And then, friends, of like quality, I would say it is the presence, in our community of such men and women as we have upon the faculty of Western State Teachers College. They are not merely here to do their appointed task for which they are paid, to give us occasionally highbrow lectures upon various subjects; they are interwoven as a very part and fabric of the whole community life. They serve the community on committees. They raise money for purposes which are quite aside from their own field, and they further the welfare, the rightful expansion of the highest ideals that possess,
or should possess our city. They are all a part of our social life, so much so, and fortunately so, that if we can have but one faculty member at a dinner party we know we won't have to resort to bridge in order to make the evening enjoyable to the guests.

And then this is a teachers' college. We are educating educators to educate others, and that is a sort of geometrical progression which I don't need to try to explain to an audience like this. That is a really great and very fine thing for any city which has a gift like that. We are becoming truly a center of sweetness and light.

Now, I am glad to have this commendation for the name of Kalamazoo. I have always held a sort of animosity toward those students and people who make fun of our name, who like to talk about the social soul of Kalamazoo, and so forth. Perhaps this started forty years ago. When I came to Kalamazoo, the Minneapolis Tribune editorially commented upon the fact, by saying that I had already achieved a noble distinction, that I was probably the only person who ever went from Oshkosh to Kalamazoo. Unfortunately they were not aware of the fact that I came to Oshkosh from Keokuk.

While Kalamazoo is more and more becoming the center of a cultured group, for which we would not claim all credit for Western State Teachers College, for, as has been well said, we have another and older college here for which we are profoundly grateful, and we have in our public school system something which is known and praised over the length and breadth of the land.

Now, how is it that this College has done so much in the short period of twenty-five years? Well, we have had a leader. We have had one leader all the way. We have had a great leader, one who was not only a great executive, but a man of very high vision and sustained purpose, of a capacity unparalleled, almost, to make and keep trust with those with whom he works, and as has well been said he has given a freedom to the various members of his faculty to develop their work along their own lines, and with their own initiative which has broadened and deepened the success of this College as it could not possibly have happened if he had followed an ironclad rule which made everything go in one direction.

Now, I wonder how much and how deeply we in this community appreciate the really great thing we have in Western State Teachers College. Being a very practical person, and thinking, I trust, always of what reciprocal obligations exist in a particular case, I am going to cite here two things which I think we in Kalamazoo ought to undertake to do, providing the suggestions which I make meet the College's approval.

I think we ought to have in Kalamazoo, within the next few years, a system of dormitories such as will properly house the students of this great college and give them the opportunities for life both as students and as individuals, which they crave, and which would best serve their development and their needs; and then I think that when the people of the state and beyond the state confide to us the guardianship and the care of their youth through the formative period of their lives for some years, we owe it to them to see that there is provided in some way in this community wholesome, refined, unlifting recreation.

I believe we should view this as a very serious task which is laid upon us by virtue of this unusual opportunity we have. I believe we should in some manner, by the cooperation of the people who think this should be done and by the cooperation of the students themselves, manage to have some wholesome, and refined, and suitable moving pictures, and then that we should undertake by some means to encourage the attendance upon such plays; and in the present stage of disarray and almost decay of spoken drama, I believe we have in this town, with our Teachers College and the Kalamazoo College, and with our splendid public school system, a means of developing a local amateur dramatic company, which would be of infinite service both to our students and to the public in general, and this thing should not be neglected by any community which sees itself becoming rapidly a center of
OBSERVATION OF 25TH ANNIVERSARY

They pay us hundreds of thousands of dollars for the privilege of being in our midst and for giving the benefit which thereby accrues; so let us see if we cannot discover as the outcome of this twenty-fifth anniversary something which we can do by active and ardent cooperation with Western State Teachers College, and its faculty, and its students to improve their opportunities, and aid them valiantly in any and every good work.

RESPONSE FOR THE ALUMNI

Miss Florence E. Stratemeyer

Mr. Chairman, Governor Green: It has been with mingled feelings of affectionate pride and satisfaction on one hand, and with confidence and hope of the good things that Western State is going to do in the future, that we have listened this afternoon to the tributes that have been paid here. I am beggared by language to adequately express the feeling of that great company of men and women representing the alumni of this institution, which it is my privilege to represent.

With respect to all of the good things that have been said this afternoon, I want to go on record as saying, as did the Negro mammy looking down upon the new-born babe, “It is just like its daddy. Guess I’ll call it Carbon Copy.” I take over and annex in behalf of the alumni all of those fine expressions of appreciation and tribute which have been paid and expressed this afternoon.

With that on record, I turn to the particular things that we, as alumni, treasure most in respect to Western State, and lest our affection and love for her make us forgetful of the time, I am willing to hold myself to the particular statements that I have written out prior to coming here, where her stimulation is immediate and physical as over against the stimulus that was mine when I was some eight hundred miles from here.

Western State Teachers College is still in the morning of her youth—beautiful, hardly as yet venerable. She has no dim and misty past, no traditions of a hoary self, but if less venerable, in this sense I think more beautiful. We have a sense of having known her all her life. She can still, as it were, call her children together as a family group, and surely there is among us a sense of intimate relationship that cannot be true of alumni of older institutions. But even in so short a time, a period of only twenty-five years, we find our ranks extending from a student body chiefly drawn from the Middle West, to include a fair proportion from the East, some from the South, and the far West, and some few from foreign soils. As graduates they are to be found in every state in the Union. Many have taken degrees in after-years, while still others have done post-graduate work in universities and colleges in this country and in other lands.

Whether the exigencies of life have called us into the more conspicuous fields of our art, or the quiet, noble service of a little red schoolhouse has been our portion, we have tried faithfully to meet our obligation, and to make effective in practice the principles and ideals which our alma mater has impressed upon us.

Standing here at the close of the first quarter of a century, proudly may you look back at a service thus varied, thus shared by all your children and recognized from coast to coast.
As your children, sharing in this service, we, too, feel a pride in the contemplation of a great task performed, of conspicuous success, and we greet you today, and pay you tribute for the integrity and idealism that distinguishes you and endears you to us in a special manner.

Whether we think of you as a hearthstone of our individual intellectual and spiritual life and development, or as one of the large groups of institutions established to help men and women forward in their desire for training, so that there may be a trained teacher for every child in the land, it is not enough that you shall zealously thus train, or that you become a great storehouse of accumulating knowledge and fruits of research, and all of the world’s best culture, or that you shall maintain the high standard of scholarship and develop every latent power. All of these are vital and we treasure them, and we are glad to pay tribute to you in respect to them, but more than these we treasure your undefinable spirit which has already been referred to, a spirit characterized by a quiet atmosphere of culture, of earnest, real strenuous and vigorous toil, and happy living, of willingness to test an idea and to live by it, and to see what it is worth, an atmosphere of freedom.

This spirit has set us to our work with higher ideals, has given us a larger vision of the work that we are to perform, and the seriousness of purpose, always backed by the training necessary to do the day’s work. It is this more or less undefinable spirit, engendered in youth and enthused in us which we treasure as alumni most keenly.

I should further point to this attribute and accomplishment, as the one which has extended your contribution and service far beyond the old Northwest territory. This contribution has been far greater than that to be indicated by single personalities of high ideals, bringing to communities to which they have gone the intellectual and spiritual gain that comes from contact with men and women of such high ideals.

Your willingness to venture, to try a policy, resulting in your complete recognition of changing forces and modes of thinking, have been suggested to the entire country. It would have been easy and not impossible to forgive, if there had been an effort, during the period of transition from the early days of the century when we were just being founded, to direct the student to fit the institution instead of broadening the institution to fit the changing conditions, but contrary-wise, your work, at times experimental, and the success you have achieved in classic environments, has taught a very real lesson to some of our more conservative institutions, and your faith and courage have reacted upon all that have come to know you well.

It is this undefinable spirit that distinguishes you in the hearts and minds of those that know you. Buildings and equipment, even curriculums do not build a college of the type we have been referring to. There must be men and women gifted in teaching art, and I might add these material things, as indispensable as they are. Western State has been fortunate in securing for her faculty appointments, a goodly number of those rare individuals who are both scholars and teachers. She has splendidly played, in a rather unique degree, the doctrine of take fast hold of the institution, let her not go, keep her for she is thy life.

May we take this occasion to tell you, members of the faculty, how largely we appreciate the examples which you have given us? You have shown us the art of teaching, a composite art of living. As classroom instructors, as contributors to the world of science and as active organizers of college life, we learned at your feet to appreciate the things of all generations written down in books, and we followed your steps amid the wonders of nature and of life. We carry away not only Intellectual inspiration, but also the memory of the examples of devotion to public service, which made it easy for us to enter upon the profession, whose primary function is the improvement of others.

This spirit, engendered in you, has been enthused into us. Just as we have grown under your leadership, so faculty and institution grow through contact with a great personality in whom those who work can rejoice. I think there
is no element of wealth in all that Western State has that is so great as its inheritance in the person of our President.

I would not be true to those I represent, Mr. President, did I fail to bring you in a special manner the heartfelt greetings of the alumni. We love and respect you for your courage, your enthusiasm, loftiness of aim, uncompromising loyalty to duty; for bringing things to pass, for keeping on, directed by an unwavering faith, bringing to your work the attainment of the scholar, the mind of a philosopher, rare business acumen, and unselfish ambition in behalf of the institution, you have maintained, you have extended, you have enriched in material and spiritual wealth the charge within your keeping.

You have given us and those who are to come our richest endowment. Under your continued direction and leadership, we predict a future even more glorious than the past. May the college over which you preside gather an inspiration from the splendid history that focuses upon this hour, meet the opportunities and demands of the coming year, with the same loyalty to truth, the same love of learning, the same devotion to the interests of the students, and the same spirit of service to the state, that have given it a national recognition as a beneficent force in American education and American life.

Following the Response for the Alumni, Chairman Burnham introduced Governor Fred W. Green who spoke informally as follows:

Response for the State by Governor Green

I contemplated coming here, enjoying the afternoon, and I had no intention of inflicting myself upon you.

Of course, everyone in Michigan is proud of this institution, and we are all very familiar with the outstanding record that the President of this institution has made. It is a wonderful thing for a man to know that as part of his life's work, he has founded and carried through in twenty-five years an educational institution.

I have a great regard for normal schools. I graduated from one by a set of fortunate mis-chances. I almost became a teacher. I didn't quite achieve that, but then I did pretty well—I married one.

One of the pleasant things that the Governor of the state of Michigan is able to do is to associate with the educated heads of these different institutions, and to say "no" to them every little while. I sat there a few moments ago, and water came trickling down. I didn't say a word. I just knew that President Waldo put up a job, and he wanted an auditorium, and he thought if he soaked me he would get it, but that is on the program. You are going to get it.

This institution is going to have the things that will help it to grow, and help it to continue, help it to be the wonderful force for good that it is in the state of Michigan, and while it has been a long time, some of these things in coming, when you look about the state and see the many things that we need, because we have outgrown nearly everything, nearly all our institutions—you know some of the heads are more vociferous than others, and sometimes they lean a little more toward one than they do the other.

I know President Shaw. He said, when I came in, "I just told them that they weren't getting money enough;" so I made up my mind that if he said that, I would say, "You are getting too much."

Well, I am happy to come here, and happy to meet you, and sorry I had to inflict this on you.

The Chairman concluded the session as follows: I am sure that I voice what is in the heart of the President and the members of the faculty, and of all the students of this institution when I say to these friends of ours, the Governor of our state and the representatives of forces of public education in the state, that we appreciate very deeply, more than we can tell you, the kindly words of greeting that you brought us this afternoon, and these
words of greeting have not been limited to the people who are on the platform.
For days messages have been pouring into the Teachers College from all over this country, bringing words of greeting, and of good will, and congratulations on our birthday, and of hope and confidence for the future. It isn't possible, of course, to bring before you all these messages, but I think there is just one that you ought to hear. It comes from the Nestor of public education in America, Dr. Winship, the editor of the Journal of Education. It is addressed personally to President Waldo, and it reads as follows:

Letter from Albert E. Winship

"Congratulations upon institution's achievement of a quarter of a century, and especially upon your personal development into national, professional leadership.
"Yours with the admiration of a third of a century. ALBERT E. WINSHIP."

He may be past eighty, but he knows how to pack more into a few words than any of us, I suspect. And now, having said these words of appreciation to those of you here, that I feel sure that this meeting, that these words of greeting and of good cheer that have come to us, can but strengthen us for the next twenty-five years, that is the immediate thing before us, and I feel sure, my fellow-teachers and my fellow-students, that we shall go out from this meeting with more vision and more of a determination, and more of a disposition to do our best and make the second quarter of a century of the Western State Teachers College a finer thing than its first twenty-five years has been.

Thursday Evening Session
ELIJAH

The second session of the program was held in the First Methodist Church when the Music Department of the College, assisted by local soloists and by Professor Frederick Harrison of the University of Michigan, presented the Elijah to a very appreciative audience which filled the auditorium to capacity. The presentation of this oratorio received the most favorable criticism, a full share of which fell to the director, Harper C. Maybee, head of the Department of Music.

Friday Morning Session
June 14, 1929
CONVOCATION

The chairman, President Waldo, introduced the session with enthusiastic appreciation of the speakers who were to contribute to the program, and gave to each speaker in turn a due characterization. The addresses follow:

THE TRAINING OF TEACHERS FOR THE UNIVERSAL SCHOOL
Dr. William C. Bagley
Teachers College, Columbia University
New York City

Mr. President, Ladies and Gentlemen: It is a very distinctive pleasure and privilege for me to be here with you at this celebration of the twenty-fifth anniversary of the opening of this institution. The Western State
Teachers College of Michigan is today recognized as one of the leading institutions of its kind in the world. Its distinguished President, whom I have called a friend now for a great many years, has done as much as any other one person, I am sure, in promoting, not only here but throughout the country, the great cause which this institution so faithfully and so notably serves.

It is a pleasure, too, as a representative at this time of the Teachers College of Columbia University, to bring to you the cordial greetings of Dean William F. Russell, and other members of our staff. We are sister institutions, members of a great family of professional schools, dedicated to one of the most fundamental and significant of human tasks, the instruction, training, and inspiration of the men and women, who, as teachers in the public schools, will collectively bear responsibilities the seriousness of which is matched only by the intricate difficulties involved in discharging them well.

On an occasion of this sort, it is fitting and proper that we should be very vividly conscious of our fellowship in a common cause, and a great cause. It is fitting, too, that we should spend a little time in reckoning up the gains that have been made in our field of effort and labor; with due humility take frank stock of our shortcomings, and with whatever clarity of vision may be vouchsafed us strive to define the outstanding problems that in the future will be set before us for solution.

In the beginning it is well to remember that as human institutions go, the professional schools for teachers are a fairly recent development. Just ninety years ago the first state normal school in the United States was established at Lexington, Massachusetts. There are a few men and women living today whose life-span covers this period.

In 1839, for the first time in history, a self-governing commonwealth, hesitatingly and in a feeble way, recognized that the training of teachers for the public schools was itself a public function. In Europe, shortly before this time, a few far-sighted rulers who had seen clearly the importance of educating the great masses of the people, saw with equal clearness that training teachers was the first essential, and in some of the European states, normal schools were in operation.

In the American Republic, outside of New England, mass education at this time, 1839, officially approaching a universal school, was practically unknown, and even in New England the common schools were woefully inefficient. For several years following 1839 the fate of the normal schools in Massachusetts hung in the balance. The question was still unanswered; whether a self-governing people, acting on their own initiative would take firmly and finally the first step essential to the preservation and extension of democratic institutions. It was an issue, the momentous character of which only a handful of resolute leaders clearly sensed.

Across the sea, in Europe, advocates of democracy recognized that their faith was being tested in Massachusetts, at that time perhaps the most intelligent self-governing commonwealth in the world. Said a writer in the Edinburgh Review, "If Massachusetts should fail, the cause of self-government would suffer a setback second only to that which resulted from the bloody atrocities of the French revolution," and Henry Barnard, somewhat later said that the failure of Massachusetts at this critical juncture would have delayed the development of public education in America for a half century at least.

Massachusetts did not fail, but it was only through the insistent and unflagging efforts of Albert Hartness and a few devoted co-workers, that failure was averted. So close was the contest that a resolution in the Massachusetts legislature abolishing the normal schools was defeated by the narrowest of margins.

It is not at all an exaggeration to say that the American normal school had a most unpropitious beginning, nor has the subsequent development and expansion followed anything that even the wildest imagination could characterize as a path of roses.
From its outset its mission has been to prepare teachers for mass schools, the universal school, the aim of which is to touch and quicken all the children of all the people. Even in our democracy, distinctions of caste and class have not been obliterated. In one form or another they have persisted in our educational system as in other phases of our national life. Our schools, it is true, have developed quite away from the European pattern. We do not have two classes of schools, one for the classes and the other for the masses as is still the case in most European countries.

Until recently we have had something that exerted a similar influence in so far as its effect on the teachers was concerned. We have had a non-selective elementary school system for the masses, and a select, secondary, and higher system for those who could meet its standards. Teaching on the lower, non-selective level, has been considered as less important, and less dignified, and has been very much less well rewarded than teaching on the higher selective level.

The normal schools serving, as they have predominantly, the lower non-selective schools, have been, until recently, and still are in many of our states, the Cinderellas of higher and professional education. As public institutions they have been far less generously supported than other tax supported institutions of collegiate grade. As a result, their faculties, while representing one of the most devoted groups of teachers in the profession, have been less well paid and much more seriously over-worked than in other institutions of the same grade. The students, while constituting, too, a great group that has outstanding virtues, have not represented as a group so high a degree of selection as have the students attending other collegiate institutions.

Now, one of the most hopeful facts about the recent development of our normal schools and teachers' colleges is that these conditions are being very, very rapidly changed for the better, and nowhere, no more rapidly, I am sure, than here in the state of Michigan, and here in connection with Western State Teachers College.

Our high schools are very far from the selective instruction of a generation, or even a decade ago. Very rapidly they are becoming the eminent agencies of mass education. That is bringing about a marked reduction of social and educational difficulties, particularly as formerly existed between elementary and high school teaching. More and more strongly the notion is gaining ground that all teachers, whether in the lower schools or in the upper schools, should have an equivalent training.

In New York, Massachusetts, Michigan, and New Jersey, the two-year minimum of training for elementary school teachers either has been increased or will soon be increased to three years. In Rhode Island, California, and several of the larger states that support their own teachers' colleges, a full four-year program is now required.

Parallel with this development, there is a most important movement in the public schools toward equalizing the salary of elementary and high school teachers, whenever equivalent standards of training have been met by the two groups. All this will mean, of course, and is meaning today an enhanced dignity and an improved status for professional schools that prepare elementary school teachers.

There is still, however, important work to be done. I do not think that the normal schools and teachers' colleges have as yet caught the imagination of our people in the degree that is essential to their adequate support and expansion. May I illustrate by a few concrete instances?

A few years ago I was asked to make a survey of the state normal schools of Massachusetts. As I have said, Massachusetts was the first American commonwealth to establish such institutions. There are ten of them now. Their work over the years has been an important factor in maintaining the leadership of Massachusetts among the American states, and yet I found that Massachusetts was paying from its state treasury each year, more money for the support of a single agricultural college enrolling 600 students than she was spending on ten normal schools enrolling 3,000 students. Even
this might not have been surprising if Massachusetts were an agricultural state, but the wealth and strength of Massachusetts do not lie, and never have lain, in her fields, or her forests, or her mines. The wealth and strength of Massachusetts lie, and have lain in the trained intelligence of her people, and it is this trained intelligence that the normal schools, by furnishing competent teachers for her very efficient public schools, have done so much to feed and form, and when one stops to think of it, those public schools with their competent, well-trained teachers have accomplished something that approaches a miracle.

For over one hundred years Massachusetts has been receiving and assimilating a larger proportion of immigrants than any other state, except Rhode Island. At the same time she has been sending large quotas of her native stock to the western states. Today the population of Massachusetts is less than 20 per cent old New England stock, and much of her recent immigration has come from such European sources as are generally regarded as not at all promising. Yet, in the face of this handicap, Massachusetts ranks today as one of the leading American commonwealths. Indeed, on a scale, reflecting mass level of intelligence, economic efficiency, basic morality, and respect for fundamental law, Massachusetts ranks first among the forty-eight states.

There can be no question that the excellent schools of the state are primarily responsible for the attainment of this eminence in the face of immigration that has almost completely transformed the composition of her population, and there can be no question that the work of the normal schools made possible the records that her public schools have to their credit.

But even under these conditions, the fundamental situation of these normal schools has not fully caught the imagination of her people. Every time I get a chance to talk to a group of people in Massachusetts, I ask this question, "Are you treating fairly the goose that has laid the golden eggs for your state?" And what well-trained teachers have done for Massachusetts, they have done in varying degrees for other states, but almost always, I think, with little recognition of the fundamental service of the training institutions.

I have just completed a study of the normal schools in another Eastern state. This state, too, has had a serious immigration handicap, which the public schools have done a great deal to overcome. I have discovered that the foreign-born population of that state, in proportion to its number, supplies 50 per cent more of the normal school students than does the native-born population. In other words, in a quite real sense, the native-born population turns over to the children of the immigrants the strategic duty of teaching in the lower schools. It is not that the children of the immigrants do not make, on the whole, competent teachers, it is rather that so fundamental a service seems to be so lightly regarded by the native-born who constitute the bulk of the wealthier and more influential classes. Again I suggest that the full situation of it has not yet caught in a thoroughly effective way, the imagination of our people, nor do I think we can grasp the full significance of our normal schools and teachers' colleges until we see clearly what this great process of universal education for the masses really means.

As a well-defined policy, universal education, even in the most advanced country, is a relatively new thing. For scarcely two generations have such countries as England and France really tried to provide schooling for every one. Three generations is the maximum except in a very few countries of northern Europe, and the New England states of our own country. The universal schools in our Southern states have been developed within the past thirty years. In countries like Italy, Spain, Jugoslavia, and Russia, and in most of the countries of Latin America, it is still a dream of the future.

We are in a position today to see how closely the universal school is related to contemporary civilization. It is, indeed, the keystone of that civilization upon which its sister institution, political democracy, and highly industrialized social and economic order, depend absolutely and unequivocally.
A few examples may serve to illustrate this absolute and unconditional dependence. In spite of statements to the contrary the World War gave a new and forceful sanction to the democratic ideal. Throughout the world autocratic government gave way to the rule of people through representative governments, as a vast extension of the franchise. Very quickly, however, the utter impossibility of anything approaching parliamentary self-government among unenlightened and illiterate people was clearly demonstrated. Practically without exception the new democracy that did not rest on the foundation of the universal school, toppled and crumbled. The Russia of Kerenski succumbed to the working classes themselves under the iron rule of powerful leaders. Almost in the order of their illiteracy, the other nations were saved from violent disintegration only by abandoning the shell of parliamentary government and submitting to the autocratic rule of a dictator.

It is not too much to say that today there is not a single unenlightened nation in Europe in which political democracy prevails, and at the same time, again with but a single exception, every European nation that had back of it its universal school passed through the desperate crisis of reconstruction with the constitution of the government unimpaired, practically without internal disorder, and with a negligible minimum of violence, when, as in the case of the Central Powers, the older governments were withdrawn.

A striking contrast was presented three years ago. Illiterate Poland, after struggling eight years under a reconstruction, underwent a violent revolution, brief, but bloody enough while it lasted, and ended with the emergence of a dictator. At almost the same time, England passed through the most desperate industrial crisis of her history, when, for a week, the wheels of a great industrial nation stood still. England passed through that crisis without the firing of a single shot, without a single violent death, and with a measure of self control on the part of her masses that commanded the admiration of the world. That was what the universal school did for England in her hour of need.

There can be no question today of the absolute dependence of political democracy upon a measure of enlightenment and discipline that only systematic education on a vast scale can provide. The universal school not only makes self-government among large masses of people a possibility, it goes a long way toward guaranteeing social order. It is a notable fact that throughout the world, no nation that has adopted the policy of universal mass education has had a violent revolution, or even internal dissent resulting in a serious bloodshed since the leaven of the universal school has had a chance to operate.

What has been happening in Mexico during the past year has never as yet happened in a nation that has had back of it an efficient public school system.

As important as it is, the dependence of democratic social order upon mass education, is the dependence of a highly industrialized economic order upon the same institution. Very recently this has become almost startlingly apparent in our own country. In a rapidly, accelerated way, the routine work that can be done without trained intelligence is being done by machinery. There has been within a decade a marked decrease in the number of persons actually employed in manufacturing, while at the same time production has enormously increased. There has been a similar decrease in the number of people engaged in the routine work of agriculture, again with no diminution of production. Not only is power-driven machinery rapidly replacing human labor, but the development of automatic machines is reducing the need for human operators.

About twenty-five years ago a man operating in a textile factory took care of four looms. Today, in this same factory, one operator looks after twenty-four looms. The engineer says that a machine can be produced that will take complete care of most repetitive processes. I am told that a great industrial concern could today dispense with half of its employees and still maintain its production. It seems to be a question of only delaying until
new occupations can be developed which will provide a livelihood for the labor that the new machines will displace. As this transformation which is going on under our very eyes becomes more and more nearly complete, one may indeed ask what will be the outcome.

A partial answer seems to be at hand. Within certain limits, so far at least, the development of automatic machinery and the displacing of human labor on the routine level, has been paralleled by the development of new needs, and the opening of new occupation on the higher levels. A simple illustration is found in the development of type-setting machinery. While one operator can now do more work than four hand-compositors could accomplish twenty years ago, the economy of the new process has greatly increased the demand for writers, editors, illustrators, advertising specialists, and other works on the higher levels. In fact, while fewer workers are required today than ten years ago in agricultural industry, many more are required in the professions, and in the occupations that are rapidly growing into a professional or semi-professional status in the sense that systematic and sometimes extended training is required of those who would do the work.

What that great movement will lead to in the future, no one can foretell. Yet the conclusion is inescapable that the demand for education will become keener and keener as the years go on, and as more and more of the work that can be done without trained intelligence is done by automatic machinery. Inevitably there must be a real stepping up of the mass level of trained intelligence and an advance all along the line. The only alternative is to scrap our machinery and go back to a simple economic order. Modern civilization may still be forced to that alternative, but it will only be when every possibility of advancing the mass level of trained intelligence has been tried and found wanting. It is clear enough today that the school, in ever increasing measure, must be an agency of mass enlightenment and, in fact, mass discipline. It is equally clear that if the universal school is to survive an industrial civilization, it can work this miracle only through the teachers, and I am convinced that our normal schools and teachers' colleges which have so long been symbols of higher education, will come inevitably, and fairly soon, to a quite different status.

Their standards will be advanced. They are being advanced already. In their selection of students, they will choose the very best and most promising. Their courses of instruction and training will be more rigorous and vigorous. Their tasks will be to supply the public schools with real teachers, teachers who have been trained, instructed, disciplined and inspired to render a most difficult public service, nothing less, in fact, than to take the kind of mind which typifies the great masses of humanity, the common mind, and stimulate it into a growth that will lift it to higher levels than common minds have ever been lifted in the mass before. Teachers who can do no less than this the future will demand, and the normal schools and teachers colleges must be made competent for the task of producing them.

It is to the very great credit of Western State Teachers College, of Michigan, that in its twenty-five years of service, it has achieved a notable leadership in this all-important work.
THE UNITY AND CONTINUITY OF ELEMENTARY EDUCATION AS EXPERIENCED IN TEACHERS COLLEGES

Lucy Gage
Professor of Elementary Education
George Peabody College for Teachers
Nashville, Tennessee

Mr. President, Members of the Faculty, and Some of My Former Colleagues, Students of the College, and Friends: This welcome and the advance welcomes that I have received before coming here touch me deeply. It really makes one feel very humble. Your President has been most generous in telling about the little that I was able to do for this school. May I, in turn, say that whatever I have been able to do in the past ten years in the South, and whatever I may be able to do in the next ten years or fifteen years left to me in professional service, I gained the impetus, I gained the chance in Western State Teachers College, and it is indeed a privilege and an honor to be here and take part in this splendid celebration, this occasion of celebrating twenty-five years of teachers' training in the state of Michigan.

There are some very interesting parallelisms running along with the history of this school in elementary education, and it so happens that the speaker's own experience in teacher-training institutions runs somewhat parallel to the history of this school, covering exactly thirteen years in Western State Teachers College, and nine years spent in George Peabody College for Teachers, in the South. To be exact, twenty-two years. You see, I am three years short of your twenty-five.

What has happened in elementary education reads almost like a fairy tale, but like most fairy tales, and what seems to be magical, has really been the result of a tremendous faith in childhood, and an untiring and unceasing effort on the part of the elementary departments to better understand one another.

I feel that the big advance that has come has only been due to the fact that we have communicated better with one another. I am referring to the kindergarten, to the primary, and the intermediate departments, so-called, twenty-five years ago. What was happening at that time? Why, I can recall, President Waldo, when a kindergartener did not wish to be called a "teacher." The kindergarten was so exclusive and so aristocratic, that with very great disdain, a kindergarten teacher would say, "Oh, no, I am not a teacher. I am a kindergartener!" Shades of Froebel! To think of our taking this position and not understanding that this child is a growing organism, that this child, needing direction at four, is not so very different at seven, and not so very different at eleven.

The primary schools and the primary teacher was tolerated at that time largely because she introduced the child to this great world of mystery, of symbols whereby he could learn to read and to write, and to figure. And what position did the intermediate school take at this time? You know, in thinking of it friends, I decided that it was very much like a military drill ground in which these children were paraded up and down, up and down through spelling books, through multiplication tables, through grammar, their locations of capitols and boundaries of states, and they kicked up so much dust they didn't know where they were going or what it was all about, and in some sections we have not yet outgrown some of the sharp lines of demarcation, but there is a very, very hopeful sign in elementary education everywhere that we are appreciating the insight that science is bringing to us.

What is that insight? That life is fluid and flowing, dynamic and vital, and this fluid, flowing, dynamic quality has filtered through from science into education, at least to the theory of education, and I hope in many instances to the practice of education; so that we are recognizing that we can no longer be exclusive in any one of these fields. We cannot take the position that we
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are sufficient unto ourselves. Whether it is in the kindergarten, the primary, or the intermediate field, we belong together.

This has not filtered through wholly to teacher training institutions. It probably will be the last to take over the full amalgamation of what elementary education means, along with the new phase that has come within the past few years, nursery school education, kindergarten education, primary education, intermediate education, to be known as elementary education.

This amalgamation is going forward at a rather rapid rate in national circles. All of us who are concerned with this growing child, this dynamic life of growing boys and girls, believe that there are no loppings off. There is this movement that we must consider, as it cannot be boxed off in little water-tight compartments. The shift, of course, has taken place in the change of emphasis from subject matter to child, and while there has been some loss, I feel there has been a tremendous gain, and we are just now recovering from that very extreme position that was once taken, where we no longer allow slovenliness in the mastery of subject matter, so that these friends who say, "My child doesn't spell as well as I did," or, "I would like to know what they are doing in arithmetic to teach the children nowadays." It seems to me, "they must do everything else, but," as our friend Octavus Cohen, in the South, says. But surely, friends, the time is now here when we are not neglecting the mastery of the tools by which we take hold of life, and with which we interpret life.

At the same time there is this lubricating fluid that is coming to take care of these divisional parts, so that the whole of it is moving along in a very much more smooth and friendly manner than I have ever known it before. We are at that point now in several teachers' colleges where there is no line of demarcation to speak of.

If you will pardon a personal reference, in a class of mine last year, last summer, at teachers' college I had 179 people registered in childhood education. Much to my surprise I found that I had twenty-eight secondary educational people electing that course. Ten of the twenty-eight were graduate students, and were gaining no credit. They were sitting in four times a week for twelve weeks, without credit.

One person in that group came to me—she was a teacher of Latin in Charleston, South Carolina, (and if you can think of anything more traditionalized than teaching Latin in Charleston, South Carolina!) She came to me—Sofia Morse is her name, a fine woman—and said, "Miss Gage I shall never teach Latin the same. I have caught something here that I am carrying back to my high school boys and girls and Latin will never be taught just as I have taught it before." This was a type of high school teacher who had never realized any kind of objective work. Nothing had ever been put out before her. Nothing had ever been accomplished with her hands, so to speak, to realize the true image that she was carrying.

In other words, what do we mean by "unity" and "continuity?" It must go back fundamentally, it seems to me, to procedure, and that procedure must be based upon a vision, that procedure must be based upon philosophy as well as a science.

If I might give one or two illustrations in the field of primary education as it is moving today, I think they will serve to illustrate my meaning. I have told this story in several parts of the country, and I hope you haven't heard it before, because it is a very interesting story to me.

A little boy came to our first grade with a turtle. Now twenty-five years ago, maybe twenty years ago, in some parts of the country, yesterday, perhaps, if a boy had brought a turtle to a first grade, the teacher would have looked upon it with, perhaps, a degree of interest, but she would have said, "Go put it in the wastebasket, and keep it there until you go home. It will bother us today," but this teacher—the school already, or this particular grade having a very delightful aquarium for the study of waterlife, the child brought the turtle feeling that he was making a contribution, and he was making a contribution, and he thought that he could immediately take it to the aquarium.
The teacher, very well versed in science, said, "No, we will have to wait and find out how to care for this turtle," and he looked up into her face, so believably and so confidently, and he said, "But you know about turtles."

And she said, "I know about some turtles, but I am not so sure about this kind. We want to find out what kind he is and to give him the right treatment."

And this little fellow said, "Where can we find out?"

And she turned the question, and said, "What do you think about it? Where could we get some help?" and in fact, by this time, all the children were gathered around her, much interested in this new friend that had come to visit their school.

One little boy said, "There is a big building across the street there, that has a lot of books in it. I expect they have some turtle books."

Another child said, "I know a big, tall man over there on the campus. He knows about birds and everything out of doors. I expect he would know about turtles, too."

So two committees were sent, one to the library and one to the science department, to the head of the science department. They both came back armed with information. The librarian told me that when this little tot, whose nose came to about the counter, and whose little beady eyes looked above the counter, said, "Have you any turtle books here?" it went without saying that every librarian was hard at work finding the very best volume with the most delightful colored plates, in the expensive volume that we couldn't possibly have offered in the training school, the demonstration school, and they told the child that a picture of that turtle was in the book. He took it back to the first grade.

The other group came back, having carried their turtle over to our science department, with information.

Now what I am trying to have you see—and, oh by the way, when this book was opened I happened on the scene, and I sat back to one side, and was looking in upon this teacher with this group of little folks around her, and these were some of the questions: "What does it say?" "Where does it say that we must feed him raw meat?" "What else does it say?" "What is that under this picture? What does that say?" Can you compute the value of these little children having a problem, and wanting to know? Can you compute the attitude toward sources of information that was being gained in this first grade, and that had in it everything that we have in the graduate school, namely, what? The desire to know. A problem to be solved. Trials for trying out certain solutions and finally arriving satisfactorily.

Everything there, then, in procedure would apply not only in the entire elementary school, but through the secondary school, through the college, through the graduate school, out into life. It is precisely the way you and I have to solve problems, entirely away from the school situation, and so this unity and continuity is present in the new kinds of materials, the new attitudes, the new procedures that we are making toward this great question of knowing, and feeling, and doing.

The next morning I was told by a local meat market man that fifteen of the first grade children had come to the local market and asked for turtle meat, so we breathed and lived with turtles for quite a time. We had all kinds of interesting episodes in connection with this, tragedies as well as successes, but we went back constantly and faced problems.

Well last year, Dr. Waldo, when the Society for the advancement of Science met in Nashville, an alligator was left by one of the visiting scientists. I was much interested, on going into this aquarium where they were keeping this alligator, to find consternation reigning one morning. One little boy came over to me, and he said, "Miss Gage, he's dead. He killed himself."

“What can you mean?"

“Well," he said, “come let's show you how it happened.” He said, “We didn't know enough. We thought we would make our aquarium look pretty, and we piled some rocks—alligators don't like rocks. They like mud, and they like sand, and there was a muddy place back of these rocks, and he
tried to get his head through, and, do you know, one of those rocks fell on his head, and he's dead. He just tried to get through that crack, and he's dead."

We faced the death together, just the same as we would face life together, and I was so delighted to find how philosophical these little children could be about something that we were addressing ourselves to, to find where our blunder had been, what a fearful mistake we were making, and as this teacher said to me, "I shall never forgive myself for not checking up on that situation, where those little stones were left, and yet," she said, "we have learned this together."

This is what I like about elementary teaching today. Our teachers in the teacher training situation are learning with the children. We must give them more reach in science. We must give them increased reach in history. We must give them increased reach in English, in order that the interpretations with even the young child may be sound, may be verified, and that the verification may go on in the field of these little children, quite as truly as in the graduate schools. There can be no difference in attack where education is true, between what we do in the nursery school, what we do in the kindergarten, what we do in the early grades. It is not a difference of kind, friends. It is a difference of degree, in richness, in breadth, in depth at each advancing level, but the character and kind of learning remains the same. Growth consists in living the same materials again and again, with but a new point of attack, with but a new point of interest. If there are any who have ever been in my classes, in this audience, you know that has been one of my favorites always to quote.

Growth consists in living the same materials, and so we are often confused, I think, by outward, logical shells of organization, not realizing that underneath it flow the vitality of life.

Now, I should like to add this at this point—something that I am learning. I haven't learned it altogether, but I am learning it gradually—that we must allow for a fine marginal play between these divisions, or so-called divisions of elementary school. We must not teach everything when we have this child. There is much tempting information to give, but we must leave margins whereby each may carry on, carry this on a little farther, and it is my conviction that we have no right to bring any experiences to children in the nursery school, or the kindergarten, or the elementary school, that might be called "blind alley experiences." We must from the very beginning recognize that the experiences that are worthy to be in an educational situation, must have sufficient vitality even with the little child, to have that carrying on, and on, and on, in different forms, it is true, throughout the school life and into life itself.

I was saying only last evening to a friend as we were at dinner, that I felt that there was something tremendously significant in the really fine contributions that men and women are making to American life, to life in general, when we come to study the life of that person—and I hope all of us are reading more and more biography. I wonder sometimes, President Waldo, if it is a failing of middle age to begin to be interested in biography—but I do know this, that I am discovering that the things that people have acquired as men and women, had a fundamental beginning in their childhood, and I am not so sure but that this is the point of continuity that we are talking about today.

I'll refer to one scientist—Pupin, in his book, "From Immigrant to Inventor." You will recognize that this boy, as a Serbian lad, became interested in sound waves, and he now is the one who has given us the storage coil that has made long distance telephoning possible, and has made radio possible.

We have more and more, it seems to me, to recognize, then, the vitality of one's deepening interests; as we go on from the beginning to the end of life, there should be no breaks. Certainly school life should not break the continuity of these important things to childhood.

I believe, then, that the unity and continuity of the work in teachers' colleges as well as in our public education depends very much upon both a
philosophy and a science. It is being said today that there is a tremendous controversy going on as to which shall win out, or which will win out, the philosophy-leading education, or the science-leading education. It seems to me there is no question of which will lead. It seems to me they need each other. Philosophy certainly gives the vision. Science checks the vision, steers it. It is a guide-post for the ongoing of this vision. We must, however, hold to a philosophy that has fundamentally this ideal in it, the ideal of what is commonly now called a "producing, integrated personality." That sounds awfully high-flown, and doesn't mean very much to some of us, but I like to think of an ideal that has in it that vision that keeps giving individuals more and more of a balance in life, more and more of an attitude of well roundedness, something that frees us within, because when we do become fully integrated, when there is no longer a divided self, selfishness falls away, and we have something very, very fine there, an untrampled, free spirit for expressing, for living. I feel that fundamentally that holds both faith and love within it.

Many of you may know that splendid little book called, "The Prophet." I think it was one of your own number who wrote something in an N. E. A. magazine that dealt with some parts of that little book, but I remember this about the teacher, and I like it very much, "He who walketh in the temple, cannot give to his followers wisdom, but only of his faith and his lovingness." We want teachers who feel that they cannot impart wisdom. We want teachers filled with faith, and with love. We want children coming along having that confidence in those who are the leaders, knowing and finally experiencing wisdom through having lived out certain experiences fully.

No one can hand us our life lived. It must be lived, and so the great message that I feel in my heart today, is that I want so much again to pay tribute to this school, to this community, because it was not alone what Dr. Waldo was doing for a normal school, it was also his influence throughout this entire community when I first came to it that I felt very keenly.

I want to pay tribute to the community. It is because I was received here, and made one of you, and I feel that it is my home, and I felt in coming back today that I have come back home, that you are my friends still, and that you will go on being my friends no matter what part of the country I may work in.

Before closing, I do want to bring you greetings from our administrative staff, from President Payne, from our faculty. As Dr. Bagley so well said in his address this morning, the South is very new in public education. It has just about paralleled the history of this school, public education in the South. You can scarcely believe that. We have no alien problem. We are Anglo Saxon through and through in the South, except a sprinkling in Louisiana, and a little sprinkling in Alabama, and along the Gulf Coast, but we are, in the main, a great body of Anglo Saxons; yet we have only had public education, as Dr. Bagley said, about thirty years. Can you imagine it?

You know we have a wonderful chance in the South to integrate, to pull together, many of these things that I have been talking about today, and our teachers are alive to it, and our Southern leaders are alive to it, and I am very glad to say this, that I feel more and more that there is no North, and there is no South, that we are a Union.

THE TEACHERS COLLEGE—WHAT MANNER OF CHILD SHALL THIS BE?

William John Cooper

United States Commissioner of Education

Washington, D. C.

President Waldo, Ladies and Gentlemen: I notice that this program has been planned with a good deal of care. I did not really realize that, however,
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until after I had dictated the manuscript which I propose to use this morning. Dr. Bagley has given you a very excellent history of the development of teacher-training in this country, and has also given you the basic reason for insisting upon teacher-training, and I know of no better picture of the present condition of the situations so far as elementary schools are concerned, than that which has been painted by Professor Gage. She clearly realizes that the American public school was originally a supplementary institution. Supplementary to a home in which a complete industrial process went on, which was cooperative in its nature, and civic in its objectives, and which was supplementary to a church in which character-building was taking place, and that the American school now has come to be an institution in and for itself, taking in some poor way the place of a home which has gone to pieces, at least in the city, and is not discharging its function so far as education is concerned, and of a church which is no longer attended by approximately 50 per cent of our people, and that in addition this institution is attempting to do for the teeth and for the health, for the general welfare of children what has never been very well done in any of our other institutions.

It would seem, therefore, that it would be the province of the last speaker to, perhaps, look forward and make some predictions as to what an institution of this sort should do in the future. Now, that is risky business. If it turns out, some ten, or twenty, or fifty years hence, that what I may say on this occasion has correlated with what has actually come to pass in a very high degree, some will look back and say, that fellow was a prophet. But on the other hand, as it might very well turn out, that the facts are not what I predict, they will look back and say, "He was another one of those members of the Ananias Club."

So in attempting to fulfill the role of one who predicts, one who takes great risk, perhaps, that is the reason why I try to safeguard myself by taking as part of my title a text from the good book itself; so I have sent into the President the topic, "The Teachers' College—What Manner of Child Shall This Be?"

Some nineteen centuries ago, as you recall, according to the gospel of St. Luke, a child was born under circumstances so unusual that the neighbors marveled, and asked one another, "What manner of child shall this be?" and when grown, the young man, John, the Baptist, sallied forth into the land in an effort to change the ways of its people, and to prepare them for a new day which he felt was about to dawn.

Twenty-five years ago the institution now called the Western State Teachers College, at Kalamazoo, Michigan, was born. It is not recorded whether anybody in 1904 made the inquiry, "What manner of child shall this be?" To President Waldo and to others who cherished the child through infancy, and through adolescence, I leave very properly the story of its ups and downs, of its measles, its whooping cough, and its growing pains. To those who knew it by the pet name of "Normal School," I must leave that delightful reminiscence that is in order on occasions such as these.

I am here to help celebrate this twenty-fifth birthday, to speak a word of encouragement to this husky institution on the eve of its own commencement of real adulthood, and its graduation from a period of preparation into a state for real collegiate service.

In view of the fact that I was not present in 1904 when the normal school was born, nor yet was I present when the teachers' college toga was assumed, I now on this birthday anniversary raise the question, What manner of child shall this be? Although twenty-five years have passed over the institution even as the years of childhood roll by, the new responsibilities of adulthood are marked by a new name, "Teachers' College."

To many people this name denotes a well-known institution connected with Columbia University, Teachers' College, Columbia University, whose spokesman has already addressed you this morning, and brought you its greetings, itself an institution but forty years old, and its influence has been extensive in this country only during the period marked by the life of this Kalamazoo School.
In the Encyclopedia of Education, written only sixteen years ago, there appears no definition or generic term for teachers' college. Likewise one may consult many volumes on education and school administration without learning what a teachers' college is. Viewed as playing the role of a teachers' college, it is certainly not too late for us to inquire, What manner of child shall this be? And to answer this inquiry requires a backward look, a glance around, and a look ahead.

The first part will be simple, in view of this splendid presentation made by Dr. Bagley, and I may merely summarize by calling your attention to the fact that the term, “école normale” was first used in France, when it was applied in 1794 to an institution where, we are told, citizens of the Republic, already instructed in the useful sciences, should be taught to teach.

Dr. Bagley has summarized the American efforts of Carter and Brooks, of Mann and Barter, for the establishment of this institution in America. It is not pertinent here to speak of the efforts made in the same decade to establish the same institution in England. In referring to the school at Lexington, Massachusetts, however, to which Dr. Bagley gave some attention, I want to call your attention to a statement made by Reverend Brooks, one of those interested in promoting normal school ideas in Massachusetts, when, on an occasion similar to this, namely, the silver anniversary of the establishment of the second Massachusetts' normal school, and the second in this country, at Framingham, Dr. Brooks spoke on the origin of the school, and of his own ideas concerning it. “The Prussian system,” said Dr. Brooks, “with its two central powers—a board of education and normal school—was not known in New England when I first described it in public in 1835, but on the 19th of April, 1838, Massachusetts, the banner state adopted normal schools by statute regulation. Well, how the good leaven spread in 1835 to 1838. I say it was the Prussian system which wrought the educational regeneration of New England.”

Now, as the need for trained teachers was slowly recognized by the public, the normal school spread. By 1860 there were fifteen such schools in nine states. Half of them were in New England. Five were in Massachusetts alone, and only one, that in Winona, Minnesota, was west of the Mississippi River.

The Michigan State Normal School was opened in 1852, and its first class was graduated in 1854. The University of Iowa offered training for elementary school teaching in 1855, and in 1873 established the first permanent department of education in an American college. Several authorities who acknowledge Iowa's chronological priority, give Michigan, again at the University of Michigan, the palm for demonstrating the possibility for a strictly professional independent department of education.

In spite of no clearly defined responsibilities, the training of teachers for high schools has generally been left with the colleges, and the training of teachers for elementary schools has been regarded as the job of the normal schools. In the academic level of its instruction, the normal school was, therefore, for many years an academy, but the rapid growth of the high school since 1890, which has resulted in higher admission for entrance to college, has led to four years of high school as a requisite to admission. This made possible education at college level. In fact, its change to collegiate status was inevitable if there were to be enough students in the longer course to supply the demand for teachers, and if the compensation paid teachers warranted this greater investment in training.

That we may now briefly take stock of the present situation, we note that not only is our condition favorable to a longer course, but other factors render the change to full collegiate status desirable. First, the rapid increase in teachers' salaries during the last ten years, and a nation-wide recruiting campaign threatened a great over-supply of teachers. Before the world war, teachers' salaries had been too low to warrant rapid increase in standards, except in a few favored city systems. The changed money value, resulting from war conditions, so reduced the purchasing power of these salaries that many schools were without instructors.

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Competition between districts for good teachers, recruiting campaigns of normal schools, and the resulting publicity, brought about a nation-wide increase in salaries. In spite of the fact that in many sections of this country, this advance was inadequate to secure the best talent, nevertheless, there was a rush into teaching, which made it desirable to apply some selective measures. The most obvious was to increase the standards of preparation. This course was indicated by the practice of the larger cities, which favored candidates with more professional training. Accordingly some normal schools established a three-year basic course, and offered also a four-year basic course with a bachelor's degree. This, apparently, put their instruction on a par with that in the liberal arts college.

In the second place, in the quarter of a century during which this institution has served the state of Michigan, there has been accumulated a body of information which none may hope to master in the short space of a two, or three-year normal school course.

I need merely remind you that the year 1904, that is the birth-year of this institution, was the date of publication of G. Stanley Hall's great work on adolescence. "Mental and Social Measurement" appeared in the same year, and Thorndyke's "Educational Psychology" was produced between the years 1903 and 1913. Except for a little volume on "School and Society" first published in 1900, Dewey's books on education have all been written during the life-time of this institution. "Democracy and Education" appeared in 1916, the very middle of your quarter century.

The famous work of Binet was first published in 1905, and the Binet Intelligence Scale appeared in 1908. The Stanford Revision of this scale appeared in 1916, again the very middle of your quarter century. All of the achievement tests, except the pioneer work of Rice in spelling, belong to Kalamazoo's quarter century. Look on the shelves of any library for the objective studies in education. Note the books by Bagley, Charters, Huber, Freeman, Gates, Gray, Haggerty, Horn, O'Shea, Whipple, Pyle and a score of others. They all belong to Kalamazoo's quarter century.

Further details I think are not required to convince anyone that the teacher should have mastery of this body of knowledge, if he is to be a real professional worker. The public has unquestionably a right to demand that this mass of research and study bear fruit in class room practice. Surely no one may be expected to master it within the short period of the old two-year normal course. The work described by Professor Gage this morning could not have been done under the old conditions of training in the old normal school, and I don't under-estimate the knowledge which was possessed by the instructors in that old-time normal school. The work that was described this morning was a professional piece of work. The normal school turned out primarily trained women who were taught to keep thirty-five or forty children busy, not to recognize any individual differences, not to size up situations and bring to bear upon those situations a vast body of knowledge mastered before the teacher entered the class room at all.

Certainly parents have a right to expect that their children's teachers will be educated persons. In 1904 less than 10 per cent of those persons, who were at that time fifteen, sixteen, seventeen, and eighteen years of age, in other words, the high school age, and who have become the parents of children who have been in school during this quarter of a century, were at that time in the high schools.

In 1904, about 3 per cent of those above high school age, were in any college. Today the percentage in high school for the nation at large is close to 50 per cent, and today the percentage in college for the nation at large is over 10 per cent of the age group, and in one or two states of this Union it is as high, nearly, as 75 per cent in high school, and nearly 16 per cent in college. In other words, I could name a state in this Union in which the parents of children who will be in school within the next few years will be, on the average, one in six of them college educated people. May such people be asked to send their children into the hands of a teacher of one, or two, or even three years of training, or have such parents a right to ask that the
children's teacher be a person with an education somewhat equal to the education of the child's parents?

The 1929 educational directory of the United States Bureau of Education listed two hundred and thirty-six public institutions dedicated to the training of teachers. Of these twenty-eight were city normal schools, seventy-one were state normal schools, one hundred thirty-seven were teachers' colleges granting degrees upon completion of a four-year course, following graduation from a standard high school. At this time, then, 58 per cent of all these institutions are offering instruction on a senior college level, terminating in the bachelor's degree.

Now, for some look ahead. I want to point out some of the difficulties which must be solved if institutions of this sort are to succeed. First of all is the problem of a curriculum. I said that parents had a right to expect that the children's teacher be an educated person. We are inclined to think of the educated person in terms of four-year liberal arts colleges. These institutions have long prided themselves upon having as a chief objective, learning for learning's sake. A teachers' college is a professional school with a clear-cut professional objective. A body of subject matter must be mastered in it. A high degree of skill in teaching must be acquired.

One can foresee difficulties similar to those encountered in reconciling the liberal arts college requirements for the bachelor degree, with professional work for law, and medicine, within our university. If the teacher is to be both an educated person in the generally accepted sense, and at the same time a professional worker, this problem of problems, of reconciling the old aim of liberal arts colleges, which is our standard course for general cultural education, and the professional objectives which have caused so much trouble in law and medicine, must also be solved so far as the teaching profession is concerned.

In the second place, colleges which were for many years two-year normal schools, find many of their former graduates returning to work for a degree. These students have had professional work on a junior college level. That is, their normal school work was professional in character, and it was done in years which would correspond to freshman and sophomore years, junior college years. Now, these people expect to have their work accepted at full credit value when they return, but when they want a degree they are lacking the basic work in English, history, science, and perhaps foreign languages, and that basic work in every liberal arts college is also freshman and sophomore work, and so these old-time normal school graduates who come back to the teachers' college and ask for a degree, are put in the position of offering professional work of junior college level, wanting to do academic work of junior college level. Having no senior college work that is of junior and senior standing, they expect a bachelor's degree, and later, having taken that bachelor's degree, they expect a reputable graduate school to accept them for admission.

I think even laymen can see the difficulty which confronts both the students, and the teachers' college, and the graduate school in working out that particular problem. It is a very serious problem, and it is one which institutions of this kind must solve if their standing is to be recognized by graduate schools throughout the country.

The articulation of teachers' colleges, and graduate schools, and universities is further complicated because there is as yet no well defined system of education in America. When the school units now in existence can be properly articulated, it should be possible to work out a teacher-training program that will enable the teacher first trained for the elementary school room to study for work in the secondary school room without undue loss of time. Professor Gage has again called attention to this problem.

There is a distinctive difference between elementary education and secondary education, in that secondary education is concerned primarily, or should be concerned primarily with teaching pupils to utilize the tools which they have presumably mastered in the elementary school in solving important problems
of life, and also in teaching the mastery of tools which are not required by
the average worker, but which must be had by the professional worker.

In the elementary school one may acquire the tool of mathematical processes
represented by arithmetic, but if he is to work in engineering he must also
acquire the tool of using symbols in mathematics, and while the two are akin
and are akin to the method of teaching, they are essentially different problems.

In the elementary school one must acquire the key to the mother tongue.
In the secondary school he must acquire the key to a foreign tongue. They
are somewhat, as you see, similar in kind, and yet they are different proposi-
tions.

In the elementary school it is more a question of acquiring habits than it is
in the secondary school. So this problem of articulating elementary and
secondary education, which has been poorly developed in this country, complic-
ates the problem of the teachers' college.

Some twenty years ago, Dr. Elmer E. Brown, at that time United States
Commissioner of Education, summarized the difficulty involved in adjusting
the graduates of normal schools to university work, and in attempting to
train elementary school teachers in universities, in these words, "The chief
difficulty," said Dr. Brown, "in adjustment from the side of the normal school
arises from the fact that normal schools seem to be out of the main current
of our scholastic life."

I haven't taken time to explain why that was. It was because our ele-
mentary school in this country was developed on the model of a Prus-
sian school for the masses, to which Dr. Bagley referred, and the normal school
was a Prussian institution taken over to train teachers for schools for the
masses, while the high school in this country developed more on the order
of the European school for the classes that had to administer to the masses,
and the teachers forthwith were trained in the high institution of learning.

"The chief difficulties of adjustment from the side of the university," said
Dr. Brown, "arise from the fact that it has been found impossible as yet"—
this was in 1910 or thereabouts when he made this address—"to organize in
universities any system of training in actual practice of teaching that can be
compared in efficiency with that to be found in the best normal schools." So
the teachers' college is confronted with the problem of attempting to turn out
teachers who can work into an educational situation which is in itself as yet
very poorly articulated, and it is only fair that if a person goes out of this
college, working in the field of elementary education, and decides after a time
that he or she would like to work in the field of secondary education, it is
right that the procession of transition from one class to the other be easy,
but it is difficult because of the unsystematized organization of elementary
and secondary education in the country itself.

Fourth, the curriculum in the teachers' college ideally should provide the
necessary prerequisites for the teacher's future study. In a four-year course
there should be a carefully organized course of education that will permit
graduate work in this field for those who wish to become administrative
supervisors and research workers in the public schools.

Perhaps I might say in that connection that one of the difficulties in the
past, in keeping the teacher alert and alive, and keeping her a student, as
she must be a student, or keeping him a student as he must be a student if
he is to be a real teacher, has been having a course in the college or in the
normal school which was the basic course for all future study of that indi-
vidual. Therefore, I suggest that in a teachers' college there be a basic
course in the field of education, and there also be another course, in at least
one academic field, and that when a certain teacher graduates from a teachers' college, such as this, with a bachelor's degree, there are then two ways open to that teacher. If that teacher's basic subjects are education and history, and after that teacher has been in the elementary classroom for two or three years, he decides that he likes to teach the subject of history, and that he can stimulate children through history, it is then possible for him to enter a graduate school, if this problem has been satisfactorily worked out, and to work toward a master's degree in history, and teach in a high school, or toward a doctor's degree in history and teach in a college, if he wishes, or she wishes; and that all future study in summer sessions and leaves of absence periods be devoted to further research in the field of history.

On the other hand, if this teacher loves this elementary field, as the teacher described by Professor Gage did love the elementary field, this teacher would enter some graduate school of education, such as the one represented by Dr. Bagley, and work toward a credential to supervise elementary education, or to be an administrator in elementary education, or finally to be a research worker in elementary education, leading to a degree which I hope will eventually be recognized in this country, the degree of Doctor of Education, or Expert Practitioner, similar to the expert in the field of medicine and the field of jurisprudence.

Fifth, as the personnel in the public school system becomes stabilized, adequate wages, favorable employment conditions, and the elimination of prejudices, especially against married women, the teachers' colleges are likely to find themselves with depleted ranks until other fields of service are included. Already many of these colleges are invading a field formerly held by colleges and universities in the training of high school teachers. It is likely that training for librarians, for nurses, and for other special work will be added to the teachers' college course, until some of them reader, a service which is adequate to complete an entire school staff, excepting only the higher expert, and highly specialized workers, who will undoubtedly be trained in graduate schools of education, such as the one at Columbia University.

Sixth, these services will entail expensive laboratories, libraries, and other specialized rooms together with much fine equipment. I believe that many of our states will find it financially impossible, or unwise to maintain very many such institutions. When this day comes there will ensue a struggle for existence which is likely to be detrimental to the cause of education. We must be ready at that time to study the situation objectively, to submerge private and local interests to the public and general good by changing from teachers' colleges to junior colleges, or to trade schools, or to other specialized institutions.

The teachers' college of a quarter of a century hence, then, is likely to be a well-housed institution, well equipped and well financed. It will be comparable in staff and in quality of its work with the training schools for other learned professions, such as medicine and law.

Judging from the growth of this institution during its past quarter-century, judging from its present popularity, from the enthusiasm of its President and its faculty, I believe that we are able to justify a prophecy that when the day comes that some of these institutions must change their character, or must go out of existence, that the Western State Teachers College, of Michigan, will be one of the great professional institutions which will remain.

**Friday Noon**

**PICNIC**

There was an all campus picnic for students and faculty Friday noon. The weather was damp and cold, but by the enthusiastic leadership of the Senior class, with the cooperation of Professor D. C. Shilling, there were assembled for the picnic luncheon hundreds of students and faculty members with their families.
Friday Evening

THE PAGEANT

VISION UNFOLDING

A class in pageantry in the Department of Speech working during the year under the direction of Laura V. Shaw, who had the active cooperation of Edith Mullen of the Department of Physical Education and of Esther Fletcher of the Training Schools in her special committee, developed the pageant. The Art, Home Economics, Manual Arts, and Music Departments worked unstintingly to carry out the features of the presentation, which were most directly related to their special fields. The Foreword of the brochure is reproduced to give the chief ideas in the formulating of the pageant.

“In this pageant an attempt has been made to catch and in a measure to reproduce that spirit, that essence of meaning and purpose, that has prevailed Western and has been ever present from the time of its creation to this, its twenty-fifth anniversary. Its purpose has not been to give a faithful and chronological portrayal of the actual events of importance during the first quarter-century of our school. Rather this purely material phase of the institution has been left to our historians.

“Just as in the founding of this school there was a vision of what was to come, followed by a period of struggle, and at last . . . . a partial fulfillment, so the creation of this pageant has been actuated by a desire to fully realize and embody those moving ideals that have formed the vital part, the organized whole of Western.

“Conceiving education as ‘the inner urge and struggle toward human perfection’, it was desired to portray that part which our own college has played in this greater struggle of all mankind. And out of this desire, together with the process of selection and rejection which it involved, there has come this pageant . . . . one that is not the perfect and complete thing we would wish . . . . yet one that is a creative whole which, we hope, embodies some of that intangible, indefinable spirit that is art in its truest, its deepest sense.”

Including all who took part in one way or another, some 800 people participated. The oval, open green in front of the College buildings on Davis Street, with the shrubbery to afford the wings, made an ideal stage for the action. This place afforded flanking space for the orchestra on the south and the chorus on the north. The audience variously estimated from 3,000 to 5,000 was accommodated on bleachers in Davis and Walnut Streets. There were five main episodes and these with interludes, the Prologue and the Epilogue utilized about ninety minutes for presentation.

The episode topics were: “The Founding of Western”, which was historical, “Closing the Gap”, which showed how the requirements in various departments approached equalization; “The World War”, which was in reverent recognition of the active participants; “Departments and Organizations”, which showed the ideals and achievements of fifty-one groups; and “Outlying Schools”, which identified the off-campus training schools with the growth of the College. The theme and the conclusion were expressed in the following quotations from Professor George Sprau, head of the department of English:

“Education is the inner urge and struggle toward human perfection as the finest imagination of the race has conceived it and represented it in the form of concrete ideals.

“But these things are of slight importance in comparison with the great moving ideals of a race or nation that work in them and through them. They are only temporary and incidental in the eternal issues of life.”
Saturday Morning Session
June 15, 1929
ALUMNI MEETING

The annual business meeting of the Alumni Association was held in the
Women's Gymnasium at 11:00 o'clock Saturday morning under the chairmanship
of Wendell Gates of Battle Creek. The first annual report of the permanent alumni secretary, Carl R. Cooper, was heard and approved. The report of the alumni committee on a permanent form of organization for the Association was briefly discussed and the committee was continued.

Saturday Noon
ALUMNI BANQUET

The Annual Alumni Banquet was held in the Men's Gymnasium. Due to the aggressive faith of the President and the Alumni Secretary, 1200 places were sold for the banquet and more than 100 additional applicants were accommodated elsewhere, many of whom returned in time for the program of toasts. The College Orchestra, under the direction of George Amos, gave a splendid preliminary musical program. Lynn Clark, an alumnus, contributed a baritone solo.

President Waldo was toastmaster, and after the introduction of what he designated as "The Old Settlers' Club" (seven members of the faculty who came during the first four years), several present and former members of the faculty, representative members of the alumni, and other guests, the speaking of the afternoon was begun. As shown by the names in the table of contents of this chapter, there were thirteen informal responses, two brief speeches, and two voluntary presentation talks. The variety and interest of these seventeen responses together with the personal characterizations with which the introductions were made, consumed the time and precluded the formal address by the President which had been planned.

In seating "The Old Settlers' Club"—William McCracken, L. H. Wood, John Fox, Elisabeth Zimmerman, Lavina Spindler, Anna French, and Ernest Burnham, the President asked the last named to remain standing, and said: "A few weeks ago a group of people were discussing the important question as to how something might be done to give you due recognition for the splendid things you have done for this school, and it was decided that we would build a library. We would raise $2,500, and of that amount $1,000 would be invested in a bond, or bonds, to yield a perpetual revenue of $60 a year, or thereabouts, and the balance would be invested in the next two years, some $1,500, and this library shall be called forever, The Burnham Rural Life Library.

"In connection with that it was decided that a number of his loving friends would have an opportunity to say some things to him, and so 191 different friends out of many thousands that he has, have put together in a very beautiful volume the testimonials. It is my great pleasure now to give you the volume and the bookplates."

Response by Ernest Burnham

"I am fully aware that nothing has happened such as has just been mentioned here, except by considerable effort. This is not entirely spontaneous combustion, and to everybody who has participated in it, of course, I give hearty thanks, and to anyone in particular who may have had restless nights over this proposition, why to them especially my gratitude."
Letters from Hon. A. M. Todd

Two letters from the Honorable Albert M. Todd of Kalamazoo were read. Mr. Todd regretted his inability to be present and expressed his satisfaction in being able to continue and, he hoped to finish his present effort to catalogue the paintings, porcelains, statuary, books, and manuscripts which he has placed in the College Library. The catalogue requires two volumes, one for the paintings and works of art and one for the books and manuscripts.

The dozen informal two-minute responses which preceded the two more formal speeches were apt and felicitous. The microphone and the attitude of the listeners helped all to hear and made the time all too brief. The first formal discussion was by Mary Master Needham, the representative of the Senior Class, and the second was by Henry Ponitz for the Alumni.

Mrs. Needham's Response

Mr. President, Members of the Faculty, Alumni, Fellow-students, and Friends: It is today my privilege to speak in behalf of the seniors and the graduates of this year from Western State Teachers College. In so doing I am reminded of a historical episode, unrecorded it is sure, but very true. Some years ago a Mexican squadron entered the harbor of San Francisco only to find there an American fleet, one vessel of which displayed the insignia of an admiral. Now, according to international usage, it was a necessary demand for that squadron to fire a salute of twenty-one guns, but for some unknown reason they defaulted, rather they backed, they turned, they twisted, they did all but sink in their successful attempt to withdraw.

The American ship pursued, and demanded of the Mexican commander his explanation, and finally he made his confession. That squadron of the navy of Mexico did not have enough cannons to fire a salute of twenty-one guns. The Americans, delighted at this high comedy, offered to give to the commander the necessary cannon, but, my friends, no one has offered to give to me sufficient ammunition to fire the salute that is demanded by such an occasion as this; therefore, proceeding under my own fire, as it were, may I share with you some memories, very vivid to me, which make this twenty-fifth anniversary particularly significant and momentous.

When I was a small child I was allowed to follow the enchanting road which led onto the thorny wilds of this hill only if I were escorted by my terrifying guardian, a St. Bernard dog, who could protect me from the barbarians that were supposed to infest this hill. Under his conduct, I would climb the mountain in search of the flowers that grew among its weeds, and, as I plucked the tiger lilies and the corn flowers, no prophet told me that soon upon this hill would be set a city, the brightness of which would be as a light to many who sat in darkness, and no fairies whispered to me what would be the flowers that students in later years would gather upon this self-same hill.

You may recall the story of the three men who were pounding stone by the roadside. A passerby stopped to question them. To one he said, "What are you doing?"

"I am pounding stone."

To the second he asked, "And what are you doing?"

"I am earning my bread and butter."

And to the third he made the same query, and that worker, with uplifted eyes, made his memorable reply, "I am building a cathedral."

We have had our opportunity to catch glimpses of that man who pounded his stones to build a cathedral. We know that the mental and spiritual enlightenment which comes from it is like the sublime buttress, on Notre Dame Cathedral, a beautiful and sure support. We even at times appreciate the mere formal resorts of our education.

Speaking for myself, I can say that I think that there is something truly mystical in those little hieroglyphics, those tails that are appended to many
of your names, for, one morning in London, I was crossing the hall to go to a bath which I had engaged for that hour, when there emerged from the room opposite me, a portly gentleman, with an imperialistic air, who pushed me quite aside, and, totally disregarding my personal and individual rights, appropriated the bath for himself.

In rage and fury, I descended to the office, with intent to find out who was the owner of such vested privilege. I turned the leaves of the register until I came to Sir N. Chemly, K.H.—Sir N. Chemly, Knight of the Bath. Well, verily I concluded, by their tails shall ye know them. If even to be awarded a bath it is necessary to acquire such an appendage, I shall enter an institution that will help me in this physiological process.

Almost since its beginning I have had an opportunity to note some of the rocks, some of the precious stones that have gone into the making of this institution, and now, at the end of my course here, I can bear witness the more surely as to the quality and as to the workmanship, and the graduates join with me in saying that we shall be proud to be numbered among the alumni of Western State Teachers College.

In the walls of St. Peter's is inscribed in Latin, a sentence the translation of which reads, "If you would see my monument, look around you." Mr. President, we know that we have but to look around us to see your monument, and yet we would certainly fail if we looked no farther than to these buildings made by hands, for you have builted better than you know.

You have been not only an architect. You have been a poet in that you have entered into the heart of things. The doors of your office have never been closed to us. The doors of your friendship, of your interest, of your aid, have always been wide open to us, and your monument is not only here upon this hill, but wherever we may go, and we are submerged by that vision that has come to those who have stood upon this hill, faith in the glory of a guiding light.

We have faith to believe that that light will lead us finally into a harbor where peace has become understanding, where knowledge has grown unto wisdom, and where upon our sails, tattered and torn, or whole and white, may shine the sun of constant beauty and endearing truth, and it is, therefore, Mr. President, Members of the Faculty, and the Alumni, that we, the class of 1929, offer to you our salutation.

Mr. Ponitz's Response

Honored President, Faculty, and Alumni: This is, indeed, a very happy and joyful occasion, however overwhelming it is for me to bring the greetings and good wishes to the faculty and to the President in behalf of some eleven thousand alumni who are working over the state and this entire country.

They say that confession is good for the soul, and before I continue I am going to make a few confessions. One is that my heart is pounding terrifically. The second is that I have never spoken before one of these things. Two or three times I said to those next to me, "I think I will have to go up. I think I won't." Finally, I see I am here.

The third confession is that I brought this up because I have a few notes here, and the next confession is that I am taking courage because only five minutes ago I spotted in this audience one of my very beloved teachers, to whom I shall refer a little later, because she so skillfully helped me on through a measure of my work in this institution.

When I first thought of the comments that I was to make upon this memorable occasion, it appeared to me that it must be something dignified, something profound, something intellectual, and then as I thought and couldn't bring to my mind anything of that nature, it occurred to me that after all it should be a matter of reminiscences rather than something intellectual or profound, and so I thought by that time the very process of warming up had taken place. It occurred to me that I had graduated from this institution twelve years ago. It occurred to me further that it was four years earlier than that, that I first thought of coming to this institution, and if you please
at that time, if you care to draw a mental picture, imagine a young fellow in the middle of a potato patch, with a hoe, a lot of weeds, and imagining a telephone pole along side the road, and on this telephone post a little card, twice as large as this booklet, and on this little card was the picture of a brick building located on a hilltop. Below it, it said, "Courses for teachers. For full information, write to the President or to the Registrar, Western Normal School, Kalamazoo, Michigan."

It occurred to me that that was a splendid opportunity for me to prepare myself to occupy a position in a country school, which paid $35 a month, and it occurred to me I knew Charley Lowing, the President of the school board, and being a friend of Charley’s, I thought he would, perhaps, give me a job.

That next fall I took myself to this hilltop institution. My intentions were, with a tenth grade diploma, to stay here one year. One year passed into two, two into three, until, instead of graduating with a limited certificate, it was a life certificate, and I shall never cease to be grateful for the fine things, and the great encouragement received from one, Dr. Ernest Burnham, whose name has been so often mentioned.

I shall never forget that day when in a chemistry class of Dr. McCracken’s—we used to think of teachers as little gods—he confessed to us when we all had very poor lessons, and said, "I believe that I study my lesson more than you folks do." It was the first indication that I had, and the rest of those in the class, that teachers actually prepare their lessons. He never knew what a great challenge that was to those thirty some people in that class, to see what they could do to perhaps eclipse their instructor. It was a great challenge.

I shall never cease to be grateful for many deeds of another of these men who has been here from the beginning. I shall remember him for many things in the classroom. I would like to repeat this. It is small, yet great, and to me it signifies the reason why this institution is great. Fortunate as I was to be a member of the Glee Club, I could not go until I had the proper garment. This gentleman, Professor L. H. Wood, was kind enough to loan me his Prince Albert that I might accompany the Glee Club on this trip. I expressed my thanks sometime ago, but I, at this time, again wish to express my thanks.

I have many times felt grateful for the amount of work that Miss Lucia Harrison did in working with me and planning my courses, so that I might finish in a period of three years.

The teacher to whom I referred before was one with whom I had a class in English. It was my turn to recite a declamation, and, my heart pounding, I was going something like this, "Fought in the battle of Sanhu, fell into the hands of a Mexican cowboy," and then my mind was blank. The last two sentences came to me, and I sat down. Without looking from her book, she said, "That’s fine, that’s splendid," and just called on the next student. Of course, I knew it was miserable.

That afternoon, however, she paged me in the library. A student came down, and said, "Mrs. So and So would like you to come to her room," and I went to that room, and she said to me, "Now you did so splendidly this morning, I would like to have you give this declamation for these people," and never a word was mentioned of my failure in the morning. Why she almost made me believe that I did do fairly well! I did give the declamation, and somehow or other got through with it, and I have never ceased to pay a debt of gratitude to Mrs. Amelia Biscomb for the kind interest she took in me.

My dear friends, faculty, I speak not, I hope you will feel, because of things that are personal with me—I speak to you rather of the human touches
that the faculty in their deep service and gratitude have given to eleven thousand alumni who are serving the state and the country.

It is these things, it seems to me, that have made Western great, because it is this type of deep service and gratitude that these people are again in turn contributing to the country, and it is for this reason that Western is known for its splendid spirit and splendid atmosphere. It is for this reason, faculty, that these people come back, and love to come back, and always praise Western State Normal, Western State Teachers College.

In closing there is one more incident, I would like to relate because, to me, therein really lies the original success of the institution. I was in the corridor one day, when a gentleman tapped me on the shoulder, and he said, "Henry, you are a good, husky fellow from the farm. How would you like to shovel cinders over Thanksgiving vacation?" That suited me splendidly, because I could get 25 cents an hour, and our Honored President at that time gave me the opportunity to go down on the track and shovel cylinders along with Roy Thomas, and Ross Tuttle, as I remember it, and the fine touch that never shall leave my memory was the afternoon following—On Friday following Thanksgiving, when our honored President came down, picked up a shovel, and shoveled cinders and visited with us for a half-hour that afternoon.

It seems to me that it is that type of sympathetic understanding, that human interest which truly has made Western great. It is the ability, the vision, the initiative displayed by our honored President in surrounding himself with men and women of a similar type.

Well do I recollect back in 1913 when I read a little item in the paper saying that the Michigan railway leading from Grand Rapids to Kalamazoo would be completed by 1914. I thought then that that would be the method of conveyance for me to use from Grand Rapids to Kalamazoo. Previous to that time our honored President was the leader of this institution. That railway has come and gone. Our President preceded it, he follows it, and on the part of eleven thousand alumni I wish to express to you, Dr. Waldo, our very greatest gratitude, and hope, and firm belief that this institution will be assisted by eleven thousand alumni for a greater and better future even than the splendid past.

**Surprise Features**

Immediately following Mr. Ponitz, Professor William R. Brown, chairman of the general program committee arose and said: "I am going to take the liberty to introduce at this time Mr. Dan Karn, president of the Kalamazoo Chamber of Commerce. Mr. Karn came to the microphone and said:

**Alumni, Faculty and Friends of Western State Teachers College**

This noon and this week you are celebrating the twenty-five years of growth and service of this fine educational institution.

Inasmuch as this College throughout its existence has been under the leadership of President Dwight B. Waldo, it is fitting that the excellence of that leadership should receive the commendation which it has received in the exercises of this week.

With regard to President Waldo's service as an educator, we business men of the valley listen to you of the hilltop with approval and gratification. We recognize your authority to value these services and are happy with your judgment.

Through the years that President Waldo has lead and served on the hilltop, Dwight Waldo has lead and served, yes toiled, in the valley. We business men of the valley know of this service in the valley. We know it expertly and are qualified to pass judgment. Our opinion is entitled to your acceptance.

Many fine things exist in Kalamazoo because of Dwight Waldo's effort. We can credit him in large part with County Agricultural work, The Community Fund, Salvation Army Building, The Kalamazoo Foundation, skip a lot of
worth while things and then mention continued and steadfast service to the Chamber of Commerce.

Dwight Waldo, as a College President, hasn't made just a passing grade as a citizen of the business and civic community. He has been the star of the class. He has taken the hard and friendless tasks and made them actualities for us of Kalamazoo.

Dwight—one can't do much about you. You are comfortable as a human being—our words will not make you richer in friendship—you have hosts of friends as it is. So what is there to do for one who has earned and gained the main thing in life?

As I say, we can't do much about you—but we have an inhibited emotion which must be let out for our own good. With this remembrance goes the love of your friends in the valley with whom you have worked in the Chamber of Commerce. (The Chamber of Commerce gift was a beautiful ring.)

Dr. Brown next introduced Wayne Nestor, the president of the Student Council, who approached the toastmaster and said:

President Waldo, Faculty, Friends, and Fellow-students: I am here representing the student body, and through the student council to present to President Waldo this watch. Your students, sir, feel justly proud of you, of your achievements which have made your college and our college one of the leading teachers' training institutions in this country. We trust that this token may be symbolic in that it will represent the twenty-five years of devoted service and leadership which you have given.

We congratulate you on having attained man's greatest gift to his fellow-men, a successful and ever enduring work for the betterment of mankind.

(President Dwight B. Waldo was presented with a watch.)

After an expression of appreciation for the gifts, President Waldo concluded the program by saying:

"I want to say this, that I think I know the alumni of this school as well as anyone. There were just two of us who believed we could get twelve hundred people together today. We could easily have sold fourteen hundred tickets, and I want to say that all of us here in the school, the faculty, all the administrators of the staff, the undergraduates greatly appreciate the interest you have shown. It has been a great thing to us to have you together in such numbers. I think it has been a fine thing for education in this state, and I think it is a fine thing for education in the United States when the people in a teachers' college will come together in such a group as we have represented here today."

Saturday Afternoon
BASEBALL GAME

The annual Alumni vs. Varsity baseball game was sharply contested, being won in the last half of the ninth inning, score 6 to 5, by the Varsity. The pitchers were Robert Curtis for the Alumni and Howard Kimball for the Varsity.

Saturday Evening
ALUMNI PARTY

The annual Alumni Party in the Men's Gymnasium was attended by 1,500 guests. The decorations were carried out effectively in silver and blue, an immense silver curtain being used as the background, while a ceiling effect of sky blue was employed. Large baskets of beautiful peonies graced the ball room and also the trophy room and offices. Beulah Schermerhorn was chairman of the decorating committee for the banquet and the party. Music for the dancing was furnished by Fischer's Orchestra, which played for the opening reception of the College twenty-five years ago.
Sunday Afternoon Session

June 16, 1929

BACCALAUREATE SERVICES

The baccalaureate services of Western State Teachers College were held at three o'clock, in the City Auditorium, President Dwight B. Waldo presiding. The graduates entered as the College Orchestra played *The March of the Brave*. The invocation was given by the Reverend John Dunning. The Faculty Quintette rendered, *O Wondrous Day*. At the conclusion of the address the Teachers College Choir sang, *O Rejoice Ye*. President Waldo introduced the speaker of the afternoon, Rabbi Stephen S. Wise, pastor of the Free Synagogue, New York City.

Address by Rabbi Wise

Men and women of the graduating class, I am to speak for a little while this afternoon on the Teachers of Democracy, for such you are to become. I sometimes wonder whether the importance of teaching in America may not be judged on the one hand by the treatment of the American teacher, and yet again by the character of the group of men and women to whom the administrative or executive side of education is entrusted. I am loath to say this to you, but there was a long time in American life and history, when the educator was regarded as a second or third-class servant of the republic. He was treated with scant regard, and dealt with as something better than a joke. That time, happily, is gone. Within your lifetime, Mr. President, and mine we have come upon a new attitude of the American people toward the teacher.

Americans recognize generally, if not universally, that Henry Van Dyke was right when he said some thirty years ago, "The teacher is the worst remunerated and the best rewarded servant of the Republic." Whereupon one cynical teacher observed, "Oh, for a little less reward and a little more remuneration," which ought to be the truth of that circumstance.

The teacher has won a place for himself, for herself, in the American Republic. That is why, I take it, Kalamazoo and the whole people of the commonwealth of Michigan rejoice, as they ought to rejoice in the completion of twenty-five years of significant and effective leadership in the field of education given to the people of this great commonwealth by the College, the students of which I am now addressing. That is why, I take it, if this municipality be wise and foresighted, it will recognize in the days of the week that is coming that one of the great moral and spiritual assets of this community about to celebrate its centenary, is this college for education, for the training of educators.

Michigan, and, indeed, the whole nation understands that the teachers of democracy will have a higher and more honored place within the nation, or else education and democracy both are bound to become vain terms.

And I would today say one earnest, perhaps it will seem insurgent word, to you young teachers, to you who are to be teachers of the nation on the morrow, on tomorrow's morrow. You are servants of the people, but you are not to be servants of boards of education. You are not to be the hired men and women of educational committees throughout the state. Your minds, your convictions, your ideals remain your own, no matter where you teach, and you are not to place your conscience as Americans and as teachers in the charge of those who invite you to serve their communities.

I speak with emphasis for a moment about that, because I have noted a danger in American life, the danger of the administrative side of education, whether it be in elementary or high school, whether it be in college or university, invading the intellectual and spiritual side of education. The two functions and offices must stand apart, co-operative, but never invasive of each
other. No school board, no school committee, no board of education becomes the owner, the possessor of your life, and conscience, and ideals, and intellectual outlook upon life, because you chance to receive at its hands relatively inadequate remuneration for service laboriously prepared for, and competently rendered.

Men and women, I speak for a moment upon what I call the "office of education." Not very long ago I heard a debate on the problem, "Is education decorative or utilitarian?" Well, today I should be tempted to answer, decorative, although I tremble to think what glories of decorativeness are obscured by the quiet decorative robes of the afternoon, but, in all earnestness is education to be decorative or utilitarian? Neither. Neither decorative nor utilitarian.

There is too much the feeling in America today that education is some manner of literate decoration to be worn for show. That is not education, and I would like to render this company of men and women, particularly the friends of the student-body, the service this afternoon of making clear that a college education, that any manner of education is not some recondite supplement, mysterious, to be looked upon with awe. Neither is education to be regarded as bookishness, no more than education ought to be regarded as a method of preparing to earn a living. Neither decorative nor utilitarian, but related neither to the outward enrichment, nor the inner usefulness in the lower sense of life, but utilized in the higher and highest sense in order that life may be self-enriched, self-enlarged, and self-ennobled. * * * * And yet, the office of education is to enable a man to think for himself, to feel with others, to understand others, and to serve all." Now, I know, that means a great deal, but we in America have a right to expect much, indeed, of the educated classes in the Republic—to think alone, to think for one's self.

If we were asked to name the one supreme office of education, I would answer, to paraphrase Emerson, the office of education is to help a man to stand upon his own feet, to think with his own mind, to see with his own eyes, to hear with his own ears. Education is not knowing, for knowing is having. An education is being, not possessing. Education is what? Possession of the power to weigh, to judge, to appraise, to reason not in a partisan fashion, to choose. Education is the art of preparing another to make the choices of life, great and small, upon the basis of reason, or reasonableness.

If you were to turn to me and ask me to name some of the besetting dangers of American life, I would name two dangers which are very prevalent in America, due, largely, to men thinking together and acting apart.

There is no such thing as thinking together. Men can't think in mobs, or droves, or groups, or even in classes, whether in school or college. Thinking is a process of individualization. Reasoning is an unfoldment of personality. The greatest service that you can render the little men and women, or big, who are to sit before you in the classroom of the school and college and university, is to lay upon their hearts the sole obligation of thinking apart, of every one of them thinking for himself, otherwise unreasoned custom, unworthy habit, unconsidered conformity become the tyrannical master of life. The office of education is to help a man to think for himself, and to understand others.

It is all very well for the Delphic Oracle to have said, "Gnothi Seauton"—"Know thyself." Know thyself not only because we are commanded to know ourselves, but because there is an awful limitation in the incapacity to know one's self, to judge one's self, and to do the work which self-knowledge makes it possible for one to do.

Be not satisfied to know thyself, understand another. Seek to comprehend the life of another. Sympathy must become habitual, and when you get habitual sympathy, you get perpetual and changeless understanding of another. One of the real perils of American life is that we know ourselves, but do not understand another.

It isn't enough for you to know the people of Michigan, or Wisconsin, Ohio, Indiana, Illinois, your neighboring states—know the people of America.
Know the life, the attitudes, the habits, the customs, the ideals, the sectarianisms of American life, and when you face a child in your classroom remember this knowledge.

It is easy enough to be just to those whom we understand. The important thing in life is to be just to those whose opinions we are tempted to hate. It is no great achievement, for example, in your classroom, whether in Detroit, or in Saginaw, whether in Kalamazoo, or in Grand Rapids to face an Anglo Saxon child and to understand it. What are you going to do with the little child that has come to America from Greece, or Italy, or Armenia, or Czecho Slovakia, or Russia, the child of Greek-Catholic, or Roman Catholic, or Jewish parents? What are you going to do with this child? Repress it, suppress it, or help it to express and be itself?

After all the great office of education is to so understand another as to move forward to the mystic gift of evocation. I use the term "evocation" rather than "education" because he who educates leads or draws forth, and he who evokes or evocates summons forth.

Believe me, men and women, I am an old teacher. There is a mystic side of education which I venture to call "evocation." It is confidence that mine is the power of so appealing to others that I can evoke, bring to life gifts, powers, capacities, challenges, which even the possessors know not of until I touch them into life.

The power of evocation is the power of thought education. The power of giving to another self-reliance, self-trust, self-confidence, the higher faith. Education links a man to men; evocation links a man to that divine power which gloweth where it liveth; that divine power which transformeth a man or a woman through the power that goes out of the soul of one to another in quest of the highest aims of life.

To educate is to think for one's self, to understand, and feel, and follow another, to comprehend and to observe all.

Ladies and gentlemen, I would not be true to my office as a teacher of religion, I would not be true to the distinction which is afforded me in this hour, if I did not speak to you for a moment of the great office of education which you will render and bless the world, or in which you will neglect, and maim the life of our country.

Teachers must remember that in America a classroom may be almost universal, cosmic in its varieties. There are men and women, Mr. President, before me today that within two years will be teaching children of half a dozen different races, faiths, literatures. Great as President Hoover's service to the cause of international understanding is bound to be, he can do nothing if you fight him, if you deny him, if in your classroom you frustrate his purpose as a humanitarian, as you will unless you teach in some such wise as this: Teach your children a high and deathless loyalty to America, and at the same time help your children to see that the children of English schools, the children of the schools of France, the children of the schools and classes of Germany, and Italy have exactly the same reason to be deathlessly loyal to their countries, their past, their future, as your and our children have to be in America, otherwise you do not make patriots. You make vulgar, ranting, little shop keepers of the children seated in your classroom, and the variety—I use the term again—the almost cosmic variety of races and peoples in your classrooms gives you the opportunity to make of your classroom an experimental station in internationalism.

I am not a Christian, as you know, but if I were in a classroom, if I were a teacher in a classroom, as you are to be, and I had seated before me children of six, or eight, or ten, or twenty different churches, I would make it my business, without impinging upon the boundary that separates church and state, to help every child in the classroom to understand that there are many great expressions of Christianity, and he is less Christian who is intolerant, or bigoted toward other types of Christians, and he alone is Christian and is worthy of the name, however young, who recognizes that truth fulfills itself in many ways, and that the business of America is not to make all Christians embrace the same type and form of Christianity, but to reverence every man-
festation of that spirit of religion which you call "Christianity," even as I
should expect Christian teachers, who stand before the sons and daughters
of my people and my faith, to move my little brothers and sisters to under-
stand that even though nearly two thousand years of what almost seems
Christlessness has made them hunted and haunted, despised and dispersed
among the sons of men, they are still the heirs of a priceless heritage, and
the only way they can serve America is to be utterly true forever and aye to
their religious and racial heritage, just as I, too, would adjure, command if
I could, that Christian children honor, revere, praise and glorify their im-
mutable inheritance.

If, in your classrooms for example, you are going to use the language of
misunderstanding, and of misprision, you are going to prepare, not citizens
of the Republic, but conscripts for the war that must never be.

I go back three hundred years, or nearly that, and I remind you of the
words of a great Englishman. John Milton said that education must train
the man and citizen, not merely the man, but the citizen. Ladies and gentle-
men, I appeal to you once more, is there a land on earth wherein it is as
important to train citizens as our land? We are the rulers of America, that
is to say, we may be. We are not in New York where I live, but you are in
Michigan, for after all you do not know of the sort of thing, happily for you,
that obtains in my great state. You are the makers of America, the re-
makers, and your children will be the remakers of America after you.

I wonder whether I hear a voice of dissent—Remakers of America? Isn't
America made? Made? Why it isn't more than begun. If you think that
America is made, don't teach. Be a marble cutter. Deal with something
wherein it is safe to assume that the material is finished, perfected, but don't
deal with the living substance of human spirits.

We are just beginning to make America. We are only one hundred and
fifty-three years old, and the centuries stretch out before us. Think of it,
your own western town is two-thirds as old as these United States of America.
Why, America isn't even adolescent. It is still infantile, and that is why
your work is to train the makers of America tomorrow.

O, ladies and gentlemen, I have nothing, excepting once more and for the
last time to say to you what, if I have not said, I would say now with all
the earnestness at my command. What a glorious office it is to be an edu-
cator in our time. You remember what Oliver Wendell Holmes, the elder,
the mere father, as he has now come to be, said in 1876 at the centennial
exposition of Philadelphia,

"Teachers of teachers, yours is the task,
Noblest, the noble mind can ask."

That is your task. Think of it. You take children. You liberate them.
You emancipate them. You set them free, to be themselves, and then after
that you give them the power of imagination, the power of vision, and after
that you give them the loftiest power of all, the power of consecration, of
dedication to the loftiest of aims of our common life.

If it be a sin to covet honor for you, the teachers of America, I am the
most offending soul alive. Ah! but, ladies and gentlemen, it is an honor not
unattended by difficulties and perplexities, and weariness, and oftentimes
misprison and pain, and wounds, but remember the word of the great Roman
pagan, seeker after God, to whom a group of men complained that on the
battle field they were given posts of danger, his answer being, "A post of
difficulty and of danger is the post of honor."

I know of no post of honor, loftier, nobler, than your own. Upon you I
invoke that divine help, and leading, and inspiration without which your work
cannot be done. I think of you today as ministers of religion and of the
state, not ministers at some sectarian alter, but ministers at the shrine of
America, the shrine to which all the young people of the state repair. Min-
ister to them wisely, nobly, touch them to the loftiest uses of life, and make
your work be greatly, wondrously blessed for ever and aye. Amen. Amen.
The Twenty-Fifth Annual Commencement Exercises were held at ten o'clock in the City Auditorium, President Dwight B. Waldo presiding. The graduates entered as the College Orchestra played "March Aux Flambeaux." The Invocation was by the Reverend D. Stanley Coors. Dorothea Sage Snyder rendered, "With Verdure Clad. The Creation." The speaker, President Frank L. McVey of the University of Kentucky, was then introduced.

Address by President McVey

President Waldo, Members of the Graduating Class, Members of the College Staff, and Ladies and Gentlemen: It is a pleasure to be here today, and to take part in these commencement exercises, and to be identified with the twenty-fifth anniversary of Western State Teachers College, and it is also a pleasure to be here at the time when the city of Kalamazoo is coming to the closing years of a century of building and of enterprise.

It is a great thing to have twenty-five years of history, and twenty-five years that have been so fruitful and full of results, and I certainly extend to you from the University of Kentucky felicitations and good wishes on this occasion.

I think one may say that every country has some great building or some great monument that towers toward the sky and impresses its people with its magnificence, and brings to them every time they see it a feeling of reverence and of pride. The Italian who crosses the plain of Italy, and sees looming up before him the great dome of the Vatican, has stirred in his heart and in his mind memories of a great history, and the beauty of the dome as it sparkles in the sunlight fills him with a sense of beauty and of pride.

And the Englishman, looking through the maze that surrounds his capital city, sees the dome of St. Paul, and he, in turn, thinks of what it means; and the returning American, as he approaches the shores of his native country and looks at the great statue of Liberty, and then behind that the long line of buildings with their different colors, with their forms that are varied, all of it sparkling in the sunlight, has a feeling of gladness as he returns to his native land, and more than that, he is inspired with a kind of sense of beauty that keeps his mind upon its meaning for a long time.

And if one looks, as he comes along the Potomac River, at the great monument that we call the Washington Monument, which at all times takes on different colors and different forms as it stands there, pointing skyward, our minds are lifted in patriotism and in a sense of beauty that does us all good as we look upon it.

And the other day I went out to Nebraska in the city of Lincoln, where they are now building a great capitol building. They have chosen for their architect Mr. Goodhue and his associates, and that building, when it is completed, will fill every Nebraskan with great pride, but more than that, every citizen who sees it will have a sense of the meaning of the state, its power, its greatness, and what is more, its purpose to lead high ideals and noble ambitions.

And if one turns from the building of a capitol to the building of a college, where year after year structures go up, where thought and good purpose have been put into them, where beauty, if it perhaps can be made a part of it, adds to the impressiveness of a campus, one wonders what all of this means. What effect does it have upon the student-bodies who come to our colleges? Many of them very beautiful indeed, many of them with their spires and towers, and their towering elms, and their beautiful campuses, what does it mean to the student? May there not be behind it all a certain sense of pur-
pose, a certain ambition, a constant hope for better things, the development of ideals, and an increasing sense of better living throughout the commonwealth.

I think on an occasion like this it is worth asking, what should the seniors of a college, receiving their diplomas from its President, know, what should they have received during their four years, and those who have come for a shorter time, in part what should you too have gotten from your college?

I came across a book the other day, written by my friend, Professor Giddings, called "The Magic Medicine," and in a chapter on the subject of what a senior should know, he puts down some four different things, and I want to go over this just briefly and then add two of my own to it before we proceed to the discussion that I have most heartily in mind.

"Of course, one should expect from people who go to college, and who receive a diploma, manners, courtesy, tolerance. Those ought to be a part of the atmosphere of the place; so that one grows in grace, in charm, in courtesy and manner, with high ideals with his fellow-students and with those who come in contact with him. But in addition, to that are the practical things that one should get from college, and of these is put down, First, a knowledge of English so that one may use the language effectively and accurately; so that he may use it correctly, but specifically that he may say what he wishes to say and to tell what he wants to tell.

"That is no easy thing. We feel that anybody may learn to speak English, and yet it is a thing that must be accomplished by hard work, constant insistence upon its purpose, but it is a fundamental thing that we have a right to expect from every senior, from every college man and woman.

"In addition to that, he should know something about literature, not simply its history, not simply a list of men and women who have accomplished various things and written different books, but he should have set up in his mind some ideas of values and of standards; so that when he comes across a piece of writing he knows whether it comes up to the standards that have been set by the great writers of the past.

"He ought to understand what good writing is, what good literature is, because, after all, unless the college group of men and women know something of taste and of standards, we can hardly expect constant growth and development of standards in the country throughout.

"And, again, he ought to be able to find his way in books and materials, the utilization of a library and know how to use it well. He ought to know how to find the materials, and it makes no difference whether he is a man teaching on the law, or in engineering, or in business, or whatever it may be, in this day of reference, in this day of constant accumulating materials about everything, he ought to be able to use a library and materials effectively.

"And, again, he ought to know the meaning of history. He should understand the stories of the past, the development of his own land, the various stages through which it has passed, and more particularly what that story means, what those influences are, what have been the forces at work in his own native land, and if he doesn't know this how can he check and measure the difficulties, the problems, the proposals that are made from time to time in present-day affairs? How can one tell whether this piece of legislation or that, or some social movement is a movement that is in the right direction unless he knows what has been done in the past, and what the story of such movements have accomplished?

"If we could, for instance, have tested in our history by a knowledge of our experience the things that we have tried in the fields of money, and of banking, as an example, do you suppose that there would have been any Populist Movement back in the nineties, and over and over again things happen in our own land, where, if there had been a wider knowledge of history and the understanding of what it means to go with tests and measures at the work, it would have been possible to have avoided many of our national difficulties.
"It is, of course, impossible to enlarge upon these things in the way in which I am approaching them, but we have come to another. What is science? That, again, a senior ought to know. He ought to know the aims of science. He ought to know the methods of science. So much is said in this day of science, so much is put forth in the way of pseudo science, that it is essential, not only for the protection of science, but for its furtherance, for its development, that we should understand what we are to know, and the methods that are used. And what are the methods of science? They are the collection of facts, the application of statistical formula in the laboratory, or in the various places where study is made of economic and political questions, and then there should be an attempt to secure a distribution of those facts by statistical formula, and then finally the checking of those facts by a recall and a redistribution of facts again; but put it in another way, the collection of facts, the applications of a principle to them for their distribution, and finally the checking of those facts back again for the purpose of finding out whether they are true, is the whole of science and the whole of the scientific method.

One thinks that is set off over here somewhere, but as an actual fact, it moves through everything we do, and it is a method rather than a collection of knowledge and a body of knowledge, and the method of science is used in the laboratory, in the study, in the law office, in the business place, in manufacturing, everywhere, the collection of facts, the distribution of them so as to find out what they mean, and finally the checking of them."

These are the things that Mr. Giddings says that a senior ought to know, that we have a right to expect that much of him, but I want to go on a little farther, and say that a man and woman who comes to college and spends four years there should have developed a philosophy, should understand something of the meaning of life, and also to have learned his attitude toward it.

I do not mean that young people of some twenty-two or twenty-three years of age can have completed a philosophy of life, because that takes wisdom, but certainly they could have made a beginning of it, and they could have made a start upon it, and have gotten an attitude toward life, an understanding of something of its meaning.

And, again, there is the use of leisure time, the seeking of the beautiful in life. This is the art spirit, and this, under existing conditions and in modern life becomes more and more essential; but some one has said, this is a machine age, we can't have an art spirit in a machine age. With all of the learning that has taken place, and with man's desire for beauty, is he to continue to be a slave as he has been through the centuries past? Or does it mean that something else may be wrought out of it all? In that very interesting play called, "R. U. R." the author, Capek, tells the story of the building of machines, and that finally having reached such effectiveness and such power, they overcome man, they rebel against man, and the robots conquer him and destroy him, and the way in which a new civilization arises in that play is by the real spirit of man coming again to the surface, reasserting itself, and finally acting as the leader of the robots, the machines that man had made.

We have great concern about the iron man and the regimentation and standardization that has come to pass in this twentieth century. The pulpits talk about it a good deal. There is constant comment in our papers and periodicals. Is the factory worker becoming a slave? We are told that American productive power is thirty times that of a Chinaman, twice as much as that of a Belgian, and that there are now 310 horsepower for every man, woman, and child, constantly at work producing energy and power. We are told that Mr. Televox has come into existence, an automatic machine very much like the robots of "R. U. R." and are we to be overcome again by these as it was in the days of the plague?

Mr. Chase has presented, in a series of articles and later in a book called, "The Machine Age," in which he brings out the points, the idea that machines do not touch us as much as we think. They have no great part in our lives. They are hardly making us standardized. If you take this great
audience, how many of them are under the influence of machines? They come in contact with them, but they have no particular effect upon making you a standardized person, or of limiting you to certain influences and effects. There is far greater danger in this twentieth century from advertising propaganda, and from the movies with all of their influences, and from the radio, than there is from the machine, or the possibility of a machine work. The machine constantly does its work to our betterment. It releases time and throws us back on the real essence of life. Thus, as into existence right now, and it has been moving constantly and to an increasing problem, the problem of leisure. In the everyday life that each of us lead, we come to look upon little things as having an importance, and as a consequence we miss the beautiful and we constantly move in the direction of meanness of attitude, and of understanding of life.

"All phases of art alone remain," said one, but that is not readily accepted as a part of life. Art is regarded as something extraneous. It is not regarded as something to live by. And what is this art spirit, which is the topic I am to discuss? What do we mean when we use a phrase like that? I should say, speaking more broadly, that art is the complete utilization of leisure time to the satisfaction and the betterment of the person who uses his time, but Robert Henric puts it in a different way. He says "The art spirit is a grip on life. It is reality and it is spirit. It is a real understanding of things, their order and their balance."

The artist teaches the meaning of life. It is in fact doing what you want to do. And, what is the spirit of art? It seems to me that it is harmony, harmony of relationship, harmony of understanding, harmony of appreciation. It is truth in all of its different forms. It is an understanding of form and of beauty. In its final influence, all meanness would disappear if art spirit ruled us each one. It would drive away drudgery from life, because each one of us would love the work we are doing and do it well for the sake of doing it. It is indeed through this art spirit, through the development of individual tastes which become beautiful through the qualities of mind, that we have developed.

The art spirit makes it possible for us to appreciate what is round about us, to see the forms in the clouds, the beauty of the trees, the lines of buildings, the meaning of shadows, of design. It is the realization of harmony. The influence of color, all of these is the art spirit that brings to one increasing beauty and understanding of life.

It may be illustrated by the painter, who attempts to express what he sees as beautifully as possible, putting the picture on canvass, not as a photograph of what is there in nature, or a picture of a man or a woman who is sitting for him, but he is trying to tell what he sees, as beautifully and as well as he knows how, and the point is expressing a story of beauty, of trying to put down in words that will have form, that will have rhythm and that will stay in the mind of those who hear and read it, the movement of words, and the carrying of the thought, and the beauty.

The musician takes sound, and placing it in various relationships, gets out of it beauty and harmony. He is an artist, and the architect with his design, with his form, with his mass, with his proportions, as he erects a noble building, he, too, is an artist; all of them trying to express what is in them in the form of beauty, because they want to do it and because they feel the whole principle and essence of beauty, the expression of it in terms of man's work, and, yet with harmony, color, sound, rhythm and form, these are the things that the painter, the poet, the musician, and the artist try to bring to us.

But more than that, we are told in the Good Book that man is the son of God. Oh, what a wonderful thing that is, but if you would look around you anywhere in any great city, or for that matter on the countryside and see the way in which men live, you see he has lost that heritage. As the son of God he ought to live beautifully, and nobly, and well. He ought to live in a spirit of idealism, in a constant appreciation of beauty in his relations with his fellows and with nature, but he forgets that in the everyday struggle,
and he loses all too soon, if he ever had it, the idea that he is the son of God.

How are we to get these things into our living? Here are houses, large and small, our yards, and our lawns, and the decorations and roadways. Isn't it possible by a little thought to bring into our houses, whether they are large or small, whether they are owned by rich or poor, the harmony, and the color, and the beauty that makes it worthwhile to see them, and brings a sense of comfort and of delight to one who lives in a house of that kind?

Here is our clothing and our furniture, that certainly can be made more beautiful if we have an understanding of the idea of beauty. Our yards and our lawns could be increasingly a matter of delight to the eye, and in that respect great improvement has taken place here in America.

Our roadways leading through the countryside ought to be a constant source of joy, and some day we will say that nobody can put up signs and ugly things along the highway, because it offends the sense of beauty, but the effect upon living, of the art spirit, is certainly to drive drudgery out of living. It gives a new purpose to living. It surrounds men with beauty, and removes the degrading influence and effect of heavy toil.

For instance, the artisan who works in the foundation of a great building, if he had a conception of what it meant, and that his contribution was quite as important as that of the other mechanics and artisans at work upon it, there would come to him a new sense of meaning of the work that he was doing, because he was engaged in an artistic thing, the building of a great, noble building, and when we catch this art spirit it will surround men with beauty and remove the degrading effect of heavy toil, but more than that it will give a purpose to leisure.

Here, we now approach a new period in our history when every man and woman in the land will have more time to himself, and what is he going to do with it? The purpose of leisure, and the education for leisure will ever become increasingly important, and it is essential that this art spirit that we speak of today shall be kept in mind before us.

I think there is an obligation upon the college to show the meaning of the art spirit. While we are training men and women to be better teachers, there is also the obligation to place upon every one of them the importance and the influence of the art spirit. They should understand and come to know its meaning, and attempt to imbue the boys and girls who come under their influence with this spirit, and it is a part of the obligation of the college to carry it to the state that life may be larger and more satisfactory, that religion may be manifested through beauty and through spirit. And when one thinks of the ugly houses of worship that are scattered over the land, stark and crude and ugly, and realizes that these bleak edifices in turn do affect the whole attitude of man toward religion, one appreciates how much more influence these churches would have if they were beautiful, as was the spirit of beauty in the son of man.

Again in the relations of men with each other, the art spirit ought to express a better relationship. It ought to tell that beautiful living is not only surrounding one's self with beautiful things, but it is also the spirit of surrounding one's self with beautiful relations in the family and friends in the community, and this art spirit in this new age of increasing leisure becomes an important thing which will save us from a people who are simply wasting their time with all kinds of amusements, into a people who are filled with idealism, with an increasing sense of beauty, and with an understanding of the meaning of man's place upon the earth, and his relation to each other.

When the art spirit becomes dominant, pessimism disappears, the machine age has no terrors and men live up to their possibilities, and in their relationship with their fellow-men, they express something of the meaning of the sons of God.

I found the other day a poem which seems to me in some measure to express something of the thought that I have been trying to bring to you, called "Colors," a poem by Phoebe Crosby Alnut, and it reads this way:
"I am so glad of the colors of things;
Night, of course, is blue,
And morning, red and yellow, like a tulip.
Babies are blue, flecked with white,
Because of their eyes.
A voice I know is the green of a breaking wave.
Callers that outstay their time
Get shiny brown.
Church-going is purple,
The dull flat purple of a prayer-book marker:
There is another purple though,
Radiant, rosy; I have only seen it once, in northern lights—
I think it must be Religion.
Adventure is golden,
Because of the brass helmets.
Love is white, glowing.
I know what I'll do!
I'll gather them all together
And make a stained glass window
Inscribing it thus:
* To the Glory of God,
  In Memory
of
My Day on Earth."

Something of that spirit, I think, we must carry to the men and women who receive their degrees from our colleges, and who attend our classes. We must carry over to them something of the meaning of this new twentieth century, the meaning of the art spirit, and the college from which you graduates has placed upon the hillside in this city a group of buildings that have beauty, massiveness, proportion. Do they mean anything to you? And here and there upon the hillside are great masses of trees, with form, with colors behind them of the great clouds of the sky. Do they mean anything to you? Do all of these contributions of men for a hundred years about this city mean anything to you? Isn't there an obligation upon each one of you to catch this new spirit, which must save us in this increasing day of leisure, and bring to all of us a larger, a greater, a more idealistic living than we have had in the past, and may the twenty-five years of the anniversary of this college go on in this new spirit contributing to the new day.

The day of the pioneer has passed. The day of the idealist, the day of the man who is to utilize leisure to greater living now comes over the horizon, and how are we to bring it to pass? That is the problem which faces us and to my mind if we can catch this spirit that we call the art spirit we can, in a measure, live larger, bigger, nobler lives, with greater contributions in our relationship to our fellow-men, and with more satisfaction to ourselves.

Remarks by President Waldo

The College Women's Quartette rendered *The Cradles* and *Her Rose*; and before the presentation of diplomas, President Waldo made the following remarks concluding the observation of the Twenty-Fifth Anniversary:

The past ten days have been most important in the twenty-five years of Western State Normal School and Western State Teachers College. Beginning with the women's breakfast on June 8th, and culminating with the commencement exercises today, we have had a very wonderful program. There have been some very splendid features in connection with it.

We have had the rare privilege of having with us as our guest the Honorable Henry B. Vandercook, of California, a man who formerly lived in the city of Grand Rapids, and who was a member of the legislature in 1903, and introduced in the legislature a bill and pushed it into the form of a law, pro-
viding for the erection of a fourth normal school. We have had a very
wonderful time this week with Mr. Vandercook and it was mighty fine of
him to come all this distance, largely because of our celebration. He has
been with us a total of some six or seven days. We appreciate the fact that
he has done this, and we hope that he will return many times in the future.
Personally I hope that he will be here at the time of the fiftieth anniversary,
and while some of us will be gone, I hope he will be here at the time of the
seventy-fifth and the hundredth. That is not too much to hope for, because
a very great man, skilled in medicine and surgery has stated that we are
approaching an age when men may live two hundred years, and Henry
Vandercook is a man who has taken care of himself, and we hope he will be
here.
This class constitutes a small army. There are over six hundred of you,
and in the charge of the light brigade there were fewer men than there are
men and women in this class. On the 25th of June, 1876, a little group of
six hundred men went out to fight Sioux Indians in southern Montana, on
the Big Horn River. There were twelve companies in the entire seventh
regiment. Five companies were wiped out to the last man, about 225 of
them, and there were some other casualties, but there are more members
in this class than there were in the entire seventh regiment, and there isn't
any doubt whatever in my mind, after listening to the addresses of yester-
day and today that you people will make a far greater contribution to the
things that are worth while in this land and others than have been made on
any cavalry field in Europe or in America.
You are a small army, but you now have a total, including those who
graduate today, of 11,979 graduates, almost twenty-five times the number
here in this room, that is, those of you with caps and gowns. That is an
army and that means much for the future.
I hope that every one will do what Rabbi Wise advocated yesterday—that
you will think apart and act together. If you do, there will be a great
future in store for Michigan, and for other states, because ten years from now
you people will be in no less than twenty states in this Union.
There are some needs of our institution that I want to speak of very
briefly. I had planned to write a letter that should go to all of you alumni
in the future. We need an auditorium and class building. Those are on the way.
We need a building that will correspond to the Michigan Union. We need a group of dormitories. We need
a swimming pool. We need a stadium. We need a little theater. We need,
eventually, a field house.
We need something to take the place of the famous two-track railroad. We
are going to get them, but in order to get them two or three things
must be done. The state of Michigan may look to Kentucky. Kentucky has
not the resources, the wealth of Michigan—perhaps in intangible resources
she has more than we have—but in Kentucky I know from two visits in
the past year and a half that the four teachers' colleges are supported easily.
There is a teachers college in western Kentucky, only six years old, that
now has a plant that cost about a million and a half. On the campus at
Lexington, where President McVey lives, they are now erecting six new
buildings.
Our last appropriation for buildings that was utilized was made in the
year 1921. Now Michigan is a wonderful state. Outside of Kentucky I
think it is the best state in the Union but we have a lot of things to learn
yet.
We were told yesterday that we should learn to judge, and to estimate,
and to appraise. We need to draw sound conclusions. We have a lot of
people in Michigan who do not know how to judge, estimate, and appraise,
and reach sound conclusions—a lot of them, altogether too many. We must
have good publicity. Part of it must come through the newspapers, and part
of it must come from you people.
I hope that every last one of you in this group of six hundred will do
your share to make public sentiment in this state what it should be. We
have too many people who are a little bit over on the moron side, so far as an estimation of what education does and is for, and with what it is really concerned.

We have a lot of other needs aside from buildings, and supplies, and equipment. We need more cash with which to pay decent compensation to high grade men and women. The greatest need of this school and every state teachers' college in the United States is men and women in the instruction and administrative staff who can do their work as it should be done. It takes money to do that sort of thing, and if the four state colleges in Michigan had twice the appropriation they are now getting, wisely invested, it would be a saving of money in the long run in this state. We have a lot of people who need to know that, who don't know it. They are good people, too, but if you work and all of us work, by and by we shall have a public sentiment in this state such as we shall be able to do the things easily, and largely, and generously, that we now do less easily and in a smaller way, and somewhat stingily.

I have one or two items that I want to bring to the attention of this class, something they do not know about. Mr. Todd, who has been a great benefactor of your institution, has definitely set aside more and more of the equipment so that it becomes ours, and we have a very definite understanding about a great mass of material. Mr. Todd has told me that it amounts to not less than $100,000, and well bought at that.

Another thing that you don't know about, is that we have a farm. It is a farm of one hundred and fifty acres that cost $19,000, and the state didn't pay a cent for it, and I judge it is worth $25,000 now. That farm has been deeded to the State Board of Education. We had to keep very secret about that for a time, but this farm is going to play quite a part in the future of our Institution.

You all know about the museum, and I want you to keep that in mind. This week one of our alumni brought in a trade dollar. I had been looking for a trade dollar for the last ten years.

One of our alumnae brought in one of the most treasured things they have in the whole family, something that is very, very worth while. Presently we shall have a building. We want to build up something in this state that will correspond eventually to the building that they are planning down in Bowling Green, Kentucky. It is to be named the "Kentucky Building". They will gather in that building all sorts of material that will represent the history of that state, and when we have such a building, you people will have to help us fill it.

You people should, everyone of you, have the history of the school that Dr. Knauss has so skillfully and comprehensively written. It is to be out of circulation very soon, and the edition will be exhausted. I hope you will keep that in mind. I want you people to know and realize, as you soon will, what an important factor Mr. Cooper, our Alumni Secretary, is in the development of this school. He has been Secretary only since the 15th day of July last, but already our alumni are very well organized. You are going to be better organized, and out of that we are going to get a lot of splendid things that will help not only the institution but the state.

It has been a very fine thing to have our new friend, President McVey today. Wherever you people go, there is Western State Teachers' College; wherever we have a new friend, there is Western State Teachers' College. We shall expect to look to Lexington for help in certain ways. This is the first, but I am sure it will not be the last visit of President McVey to Kalamazoo.

We need to do more work in research. We have been doing some research here for three years. We need to do more work in taking care of the health of our students, and we have made a beginning there.

We need to have a loan fund that shall be an adequate loan fund. We should have a loan fund of $100,000, and in fact we shall have it. You people keep that in mind.

This has been a very great week. The pageant, to my mind, was the best thing of its sort that we have had in Kalamazoo in twenty-five years.
The banquet on Saturday, so far as I know, was the best thing of its sort that has ever been staged in the United States in an institution of this kind. It was a very fine thing to have that group of more than 1,200 people present, because it indicated one thing that a lot of us believe. We believe, and the students believe now and perhaps will affirm our belief now, that we have a wonderfully loyal alumni. Are you going to join that group? One of these days, five, or ten years from now, there will be a call for you to come back in a large way, and I am sure that you people will represent that spirit of loyalty that was played up in the pageant the other night. Remember the emphasis on initiative, democracy, cooperation, and loyalty, and we expect that this class will stand true to all those things that have been advocated in this school, and become a part of the very fiber and life of the institution.

It is going to be a lot of fun to give you the diplomas. I have the authority to do that by reason of law and action of the State Board of Education, and the vote of the faculty. It will be a great pleasure, I think more than ever before, and that is what we are going to do next.
CHAPTER III

PUBLICITY, EXHIBITS, PUBLICATIONS

Every opportunity for publicity in the secular press and in professional publications was used to advantage, with increasing alertness as the dates of the observation drew near. Special stationery bearing the beautiful emblem, which was the work of Rose Netzorg Kerr of New York City, a former member of the faculty, and which carried President Waldo's slogan, "A Trained Teacher for Every Child", was used during the year. In October and November there was distributed at the meetings of the Michigan Education Association and at the College Home Coming, as well as by mail, a Preliminary Announcement Bulletin.

This bulletin contained preliminary announcements of the program of the anniversary; a personal letter from President Waldo to the alumni; some historical high spots compiled by Belmont Farley, chairman of the publicity committee; biographical sketches of the remaining original members of the faculty (President Waldo, Ernest Burnham, and L. H. Wood); a sketch of William McCracken, who acted as president in Mr. Waldo's absence; an historical statement about Western's coaches and athletics; and a letter from the Alumni Secretary. This bulletin was illustrated with selected views of the buildings, and photographs.

The Teachers College Herald kept all preliminary steps for the Anniversary in the consciousness of the College, the alumni, and the public it reached. Several of the regular issues of the Extension Department bulletin carried material about the occasion.

The very beautiful Silver Anniversary Souvenir, containing the program in detail and favorite pictures, was distributed just preceding the occasion, and given out to guests during the week. This bulletin was the work of a special committee of which Lavina Spindler was chairman.

The Exhibits

As a part of the anniversary celebration an exhibit was prepared for the purpose of showing educational progress in general during the twenty-five year period, 1904-1929, and in particular as it related to Western State Teachers College. The materials exhibited included graphs, charts, pictures, books, maps, models, etc. The Department of Educational Research used a lantern to show slides of up-to-date school conditions.

Among the graphs showing educational progress in general were:

1. Length of School Life, Illiteracy, Per Capita Income and Wealth of States Compared to School Life: The name of the graph explains its purpose.
2. Percentage Increase in School Enrollment in Comparison to Population Increase, 1890-1928: This graph shows that while the growth of public and private elementary schools has kept pace with the increase in population, there has been relatively a much greater increase in the enrollment in teacher training schools, colleges, and secondary schools.
3. Growth in Degrees Granted: From 1904 the growth in degrees granted was gradual and somewhat parallel to the growth of population, but beginning in 1918, we have a very rapid increase in the number of degrees being issued each year.
4. Growth in Membership of N. E. A.: It is interesting to note from this graph that there has been an increase from approximately 5,000 members in 1904 to nearly 195,000 in 1929.

The graphs relating to Western State Teachers College in general show:

1. Growth of Faculty: In 1904-05 the faculty numbered fourteen; in 1909-10, forty; in 1914-15, sixty-three; in 1919-20, seventy-four; in 1924-25, one hundred sixty-two; while the total for the year 1928-29 was two hundred eleven.
2. Growth in Enrollment: In 1904-05 the total enrollment was
107; in 1909-10, 589; in 1914-15, 784; in 1919-20, 724; (beginning here only students of collegiate rank were counted) 1924-25, 2,235; 1928-29, 2,219. (These figures represent the enrollments in the fall term.) 3. Graduates, 1904-1929: There has been an increase in life certificate graduates from five in 1904-05 to 675 in 1928-29. In 1918-19 the first bachelor's degrees were issued to seven people, while in 1928-29 approximately 188 degrees were granted. 4. Growth in Number of Books in Library: Here the increase has been from 171 volumes in 1904-05 to 31,598 in 1928-29.

Practically every department in the College made some contribution to the Exhibit, by far the greater number being charts and graphs. The subjects included the following: Growth in number of students in both required and elected departmental subjects; growth in faculty, in graduates, in courses both academic and professional, in grade of work—freshmen, sophomore, junior, senior; where students have come from; placement of graduates; number of years in present position, and in first position; number of books in library relating to a particular department; field of service, both in and out of school and extra-curricular activities.

The following graphs and charts have been selected as typical: 1. Placement—Where Early Elementary Teachers Have Been Placed: Early Elementary graduates are found in 114 cities, towns, and villages of the state of Michigan, as well as in several rural districts, the largest number being in the city of Grand Rapids, where eighty-seven are teaching. Graduates are also found in ten different states outside of Michigan and in the Hawaiian Islands. 2. Extra-Curricular—Intercollegiate Debates, Number of Debates, Men, Women, Total: In 1922 the women of the College took part in three debates and in 1929, they were in thirteen. The men debated seven times in 1923 and twenty-one times in 1929. This shows a total growth in the number of debates from three in 1922 to thirty-four in 1929. 3. Field of Service—Department of Rural Education: The service of this department is represented in a personnel consisting of four members on staff, thirty-two rural training school supervisors (part of the service of these supervisors is utilized outside the department), seven teachers in affiliated one-teacher schools, and approximately 135 students in 1929; in different curricula ranging from one year to three years in length; in forty-four hours of work in courses that are definitely rural in application; in three rural training schools, and seven affiliated one-teacher laboratory schools; in a Collegiate Country Life Club with a membership approximating 135 in 1929; in an annual Rural Progress Day, an annual County Normal Conference, and semi-annual meetings of county school commissioners; in occasional publications; in student and alumni relations; as well as in cooperation with various departments and organizations both on and off the campus, local, state, and national. 4. Curricula—English Department, Courses Offered—Literature, Composition, Grammar, Method, 1905-1929: In 1905 there were approximately six courses in Literature; in 1929 twenty-nine were offered. The first Composition Course was given in 1905, while in 1929 there were seven such courses. Definite credit courses in Method were offered during five of the twenty-five years, and similar courses in Grammar were given in eleven different years of the same period.

The History

The History of Western State Teachers College by Dr. James H. Knauss of the Department of History and Social Science was completed and made available for purchase (cloth, pp. 1-156, published by the College) just preceding the Anniversary. This is an adequate work. The statements are authoritative. The pages are documented. There is a thoroughly annotated list of the printed and written sources of material for the history, and a complete index.

In the Preface the author says: "The writer of this short history knows that it is difficult to write a scholarly account of the development of an
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educational institution. Three qualifications for the task are fundamental: first, thorough training in historical research work; second, thorough knowledge of the educational philosophy and tendencies of the time under discussion; third, thorough familiarity with the social, economic, political, and cultural conditions of the period. I am convinced that satisfactory histories of education and educational institutions can be written only when the subject under consideration is treated as part of the life of the times in all its manifestations.

The book is written in eight chapters and five appendices. Chapter I, "The Beginnings", gets up concisely the historical background and tells the story of the first year of the school. Chapter II, "Material Development—Buildings and Grounds", enumerates the early difficulties in securing adequate housing accommodations, and traces in sufficient detail the growth of campus and buildings. Chapter III, "Development—Curricula and Departments", undertakes the very difficult task of following the emergence of new courses from the early simple organization and shows how the departments became self-conscious. Chapter IV, "Development—Training School System and Appointment Service", has the story of the beginnings in the public schools and other rented quarters, of practice teaching by students, and follows the story through to the consummation of the present elaborate system of training schools on and off the campus. The procedures and achievements of the Appointment Bureau are also covered in this chapter. Chapter V, "Departmental Activities That Have Had Close Relationship With the Public", presents the facts about the institutional and public services of the departments of Rural Education, Music, Speech, Athletics, Extension, and Research. Chapter VI, "The Student Body and Its Activities", follows the growth of enrollment with an enumeration and evaluation of the student organizations and publications. Chapter VII, "Miscellaneous Activities" gathers up the facts about the Alumni Association, College Publications, The Cooperative Store, the Cafeteria, and the Publicity Service. Chapter VIII, "The Administrative System and the Faculty", follows the various administrative changes in the elaborating life of the College and presents in foot notes brief biographical sketches of administrative officers.

Appendix I was prepared by Dr. T. S. Henry of the Department of Education and Psychology and contains in twenty pages an annotated list of the publications of faculty members. Appendix II was prepared by Wm. McKinley Robinson of the Department of Rural Education and is an account of educational experiments and studies conducted by the faculty members in actual school situations. Seven projects are covered. Appendix III and Appendix IV were prepared by Bernice Hesselin and present authentic graduation and enrollment data covering the life of the school. Appendix V, also by Miss Hesselin, contains in ten pages a complete roster of administrative officers and faculty members, 1904-1929.