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THE KALAMAZOO NORMAL RECORD

OCTOBER, 1915
# The Kalamazoo Normal Record

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Kalamazoo, Michigan

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SOME THINGS YOU OUGHT TO KNOW ABOUT THE WESTERN STATE NORMAL SCHOOL.

That the life certificate granted at the Western Normal is now accepted in more than twenty states.

That our graduates are in demand and are now teaching in thirty-three states as well as in every section of Michigan.

That our instructors (60 in number) have been trained in thirty leading Colleges, Normal Schools, and Universities.

That the library contains 14,000 carefully chosen volumes all selected during the past ten years. The library is growing rapidly. A new building to cost with equipment $100,000 will be erected during the present biennial period.

That we have a new fourteen-acre athletic field. A splendid diamond, a first-class football gridiron, and one of the best quarter-mile tracks in the country are among the features.

Bleachers with a capacity for 3,000 spectators are being provided.

That 80 cities and villages engaged members of the graduating class of 1914. Nine members of this class went to Detroit, five to Iron Mountain, five to Battle Creek, six to Grand Rapids, nine to Holland, five to Flint, etc.

That young men who have completed the life certificate course receive from $700 to $1,000 the first year (one member of the last senior class was engaged at $1,200.) Sixty-five graduates of the Western Normal are now holding important administrative positions in Michigan, including superintendencies, principalships, county normal directorships, and county commissionerships.

That the Western Normal possesses manual training equipment valued at $10,000 and that the new Manual Training Building to cost with equipment $90,000 will be erected during the current year.

That the Normal lunch room has sufficient capacity to serve 500 stu-
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Meet Me at The Drug Store

EXCHANGES RECEIVED.

The Anchor, Hope College.
Elementary School Journal, University of Chicago. Editorial section succinctly reviews important educational questions of national import.
Olivet College Echo. A "newsy" paper.
Pleiad, Albion College. A clean looking sheet, full of news and of some dignity.
School and Home Education, Bloomington, Illinois.
Student, Detroit Central High School. A bright little journal, both in cover and content.

A LITTLE NONSENSE
HEARD IN THE CLASSROOM.

Longfellow had many fast friends; among the fastest were Alice and Phoebe Cary.

How did the man who first discovered iron recognize the metal? Smelt it, of course.

Miss De Kruif (translating, De ses bras innocents je me sentis presser)—I left myself pressed by his innocent arms.

An old Dormite asks: "Is there any milk in the pitcher," but a new Freshie says: "Please pass the cream."

Too much breakfast is not enough; too much dinner is just enough; and enough supper is too much.
A POOR SAW Makes You Mad

It "binds" in the wood, takes a heap of muscle to move it and won't saw straight. Chews the wood, instead of sawing. Gets twisted out of shape, won't stay sharp and is a general nuisance.

Yet you pay almost as much for such a saw as you would for an

ATKINS SILVER STEEL SAW

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If you want the kind that will give you satisfaction, come to us.

The Edwards & Chamberlin Hardware Co.

ALUMNI NOTES.

Mr. and Mrs. Clifford J. Ball, the former a member of the class of 1908, spent the summer in Kalamazoo. They are now in Detroit where Mr. Ball is instructor in manual training in the public schools.

Wayne McClintock, 1909, is now engaged as director of manual training at Marquette Normal School.

The Misses Evelyn Ball and Edith Muffley have resumed their work in the schools at Sheridan, Wyoming.

Miss Frances Dewey, 1910, is engaged in teaching in Kalamazoo this year.

Miss Grace Newton, 1910, after a year of absence, has resumed teaching in the Kalamazoo schools.

Mr. and Mrs. C. M. Bedinger are residing at Hancock, where the former is teaching. Mrs. Bedinger was formerly Miss Hazel Caldwell, a graduate of the Normal.

Miss Kathryn McNamara is teaching in the Minneapolis schools.

Miss Bernice Beers, 1912, was married this summer to Harry Snow of Richland, where they are residing.

Oscar Hellberg, manual training, 1915, is teaching in the public schools of Duluth, Minnesota. Herman Schumacher, 1915, is also engaged in Duluth this year.

Lawrence Tanis, 1915, attended the University of Wisconsin this summer and is now in charge of manual training work at Royal Oak.
The importance of drawing in the public schools is now so universally recognized that a number of states have established it as a required part of the regular course of study in the rural as well as in the town and city schools.

One difficulty has been the need of books of moderate cost and so planned that the work may proceed even where, for economic reasons, supervision by a special teacher is not possible.

The new one-book-per-year edition of the Applied Arts Drawing Book, Nos. 41-48, meets this condition so successfully that these books have recently been officially adopted for exclusive use in the States of Kansas, Virginia, Alabama, Oregon, Oklahoma, and Arizona, and in a large number of counties where state adoptions do not prevail.

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William Boyd, 1915, is in charge of manual training in the Hastings schools.

Steadman Humphrey, manual training, 1915, is teaching in Genesee, Ill.

Francis Lake is teaching manual training in the Paw Paw schools.

Ben Setterberg, manual training this year, is teaching in Mt. Pleasant public schools.

Will Anderson, 1915, has just accepted a position in the manual training department of the Battle Creek schools.

Ross Tuttle is teaching manual training in Columbia City, Indiana.
Clarence Windhoff, 1915, is teaching in the Marquette schools.

Leslie Phillips is at Munising, in charge of the work in manual training.

Miss Edith Trattles is teaching in Ridgewood, New Jersey.

Miss Ida L. Miller is engaged in teaching at Billings, Montana, this year.

Orville Henney, 1915, is teaching at Mannington, West Virginia.

William J. McIntosh, 1915, manual training, is in charge of athletics and manual training in Norway.

A. D. Granger, 1915, is teaching in Aurora, Minnesota.

Miss Sara Giddings is teaching in the domestic science department at Belding.

Floyd Eggleston, 1915, is at Milton, Iowa, this year.

Glenn Flannery is in charge of the production department of the Northway Motor Company, Detroit.
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AMBITIONS.

I’ve sometimes thought I’d like to be a big policeman bold—the kind that on the street we see with coat all trimmed with gold—but now and then I see him there in weather cold and grim, and change my mind and do not care to be a chap like him.

One time I thought it would be nice to own a grocery store, and have at hand great shelves of spice, and sweet things by the score; to have a jar of pickles near to nibble now and then, but once I ate too much, I fear, and changed my mind again.

And then I thought it would be fine to be conductor in the cars of some big trolley line, and countless nickels win, but when I heard the nickels were the company’s, not his, it seemed to me that I’d prefer some other line of biz.

To be a soldier next I dreamed. Ah, that would suit my taste! To wear a uniform that gleamed, and sword slung from my waist! But when I heard the soldier lad quite often had no bed, it seemed to me so very sad I runned straight home instead.

And home I’ve stayed right straight along where both my parents dwell—that’s after all where kids belong, close to the dinner-bell; and as for what I’m goin’ to was, when I’m growed up like Pa, I guess I’ll do what Daddy does, and just draw checks for Ma.

UP WITH THE TIMES.

Pat—How do you know when it’s time to quit work?
Mike—Sure. Oi wear a wrist whistle!

Develop an iron will, but avoid the pig variety.
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$3 to $5

MEN’S SECTION
WEST AISLE

A LITTLE MORE NONSENSE.

We are not at all averse to Vers Libre, but the alleged poet who, signing himself Warrington Boob, and averring that Rheims is pronounced Rhance, sends us the Ode beginning—

With pennons torn and tattered pants
We marched from Paris on to Rheims—

would better not appear in this neighborhood during our office hours.

"If a man sits on a car where a hundred others are, and he gives his seat away to a maid, what will she say?" Sphinx no word or sentence spoke, whence I fear—and 'tis no joke—that the answer of the dame on the car would be the same.

AT THE PACIFIST MEETING.

"Remember what our untrained citizenry, our undrilled warriors, our unprepared soldiers, did at Bunker Hill!" cried the orator.

"Ubetcha!" cried Binks, enthusiastically, from the rear of the hall.

"They got licked!"

You can't make head or tail of some people till you toss them.

HE GOT THE TRUTH.

Mr. Barry heard that his son, George, was leading a very fast life at college. He wrote and reproached him, but the son strenuously denied all the charges. The father, not being satisfied, decided to make an unexpected visit to the son’s boarding house and went up to the city accordingly.

When he rang the bell at the boarding house, the door was opened by a grim-faced landlady who asked him snappily what he wanted.

"Does George Barry live here?" asked the father.

"He does," replied the woman grimly. "Bring him in."
The Training of Rural Teachers

A Decade of Progress.

The National Education Association Committee of Twelve on Rural Schools pointed out in 1895 that normal schools were originally intended to prepare teachers of the rural common schools but were doing little for these schools and explained that entrance requirements had risen rapidly and thus set the normal schools too far ahead of those whom they were intended to serve; that many rural teachers could not afford the expense of two years in the normal schools; that salaries did not remunerate for such expense and that attendance at normal schools is in inverse ratio to the distance between these schools and the homes, a fact especially true for short courses.

This committee suggested summer terms for rural teachers in every normal school in the United States and the use of agricultural colleges and high schools, with model and practice rooms attached, as supplementary sources. The Committee on Industrial Education in Schools for Rural Communities ten years later, in 1905, added the suggestion that the compulsory introduction of industrial subjects must not outrun the preparation of teachers in such subjects.

These fundamental considerations and the constantly revivified ideal of a teacher as an individual of personality, education and specific training have formed the foundation for such institutional evolution as has characterized the progress of the past decade in training rural teachers.

A satisfactory contrast between the conditions which existed ten years ago and the present situation is impossible because what was being done then was not a matter of particular record. In bulletin No. 40, 1914, on “Efficiency and Preparation of Rural School Teachers,” in the forthcoming bulletin on “Rural Teacher Training in Secondary Schools,” and in a special chapter in the annual report, the Federal Bureau of Education is making available a specific record of the present situation, thus insuring a trustworthy point of departure for future inventories of progress.

In a questionnaire study, conducted during the past two months, out of 18
state departments of education responding to the inquiries, 16 were doing no special work in high schools or in county training classes to prepare rural teachers ten years ago, and 12 out of 20 state departments reported no special work for rural teachers in normal schools at that time. The same states reported that out of 18 there were 11 which have special courses in high schools and four which have special county training classes for rural teachers at present, while 20 out of 21 states reported special efforts by their state normal schools to prepare rural teachers. These items show in the past decade an approximate advance of 450 per cent in the use of high schools, of 100 per cent in the use of county training classes, and of 140 per cent in the use of state normal schools for the training of rural teachers.

This same research revealed that six out of 18 states have not advanced the minimum requirements for beginning teachers in ten years, while four out of 18 have advanced the certification requirement academically and and eight out of 18 have added an entrance requirement of professional training. Twenty state departments of education show that a median estimate of 15 per cent of rural teachers had some professional training in 1905 and a median estimate of 50 per cent of rural teachers had some professional training in 1915, an advance of 230 per cent. A comparative study of several hundred state statutes on education passed in 1905 and a comparable number of the statutes of 1915 showed a shift in emphasis from the certification to the preparation of rural teachers.

In a questionnaire research directed to state normal schools, out of 38 states responding 29 offer special courses for rural teachers and nine do not; three began to differentiate courses for rural teachers before 1905, six between 1905 and 1910, and 20 have begun such differentiation since 1910, while seven have begun in the current year. Twenty-eight states out of thirty-five responded that differentiation is increasing, while 29 out of 36 states offered evidence that there is a demand by local school authorities for specially prepared rural teachers.

Seventeen of 36 states had normal school courses for rural supervisors and superintendents in 1905, and 29 of 36 states had such courses this year, a gain of 70 per cent. Nine of 30 states had courses for rural supervisors and superintendents in higher institutions of learning in 1905, and 21 out of 30 states have these courses now, a gain of 130 per cent. The results of the two questionnaire studies are presented for what they are worth as approximations of the facts.

State normal school activities in training rural teachers in the year 1913-14, as summarized by the Federal Bureau of Education, showed—out of 121 normal schools reporting, 36 have distinct departments for rural teachers; 19 others offer special courses, although not equipped with distinct departments; 28 offer instruction in some subjects for rural teachers separate from general courses; while 41 of 121 normal schools make no special provision for rural teachers. The 1914 report of the United States Commissioner of Education mentions one state which had 7,000 rural teachers attending summer schools in 1914; and reports one state teachers' college which has established 50 student centers to enroll 3,000 active teachers for Saturday instruction.

The foregoing paragraphs clearly indicate the types of institutional agencies which have emerged as the training of rural teachers has progressed. These types are the high school training course, the county training class, the department of rural education in state normal schools and courses, mostly for advanced students, in such higher institutions as agricultural and teachers' colleges and schools of education in universities.

Progress within the high school and county class types turns upon practically the same considerations, namely; financial resources, entrance and completion requirements, academic and professional content of courses, articulation with the school system, and
the selection of qualified instructors. The local classes are now subsidized by the states or the states and counties to the amount of from $500 to $1,500 annually for each class. Entrance requirements are now two and in most cases three years of high school work completed and many high school graduates are already enrolled. In one state after September, 1917, the requirement for admission will be the completion of a four year approved high school course. The one year of work is distributed among academic reviews of the elementary school subjects, courses in psychology, management and method illuminated by observation and practice, and special instruction including method in the content subjects recently introduced in the rural school curriculum.

Articulation with the school system involves adequate provision for observation and practice, the definite evaluation of the year's work for use as entrance or advanced credit at normal schools and universities, and the appointment of the graduates to teaching positions. Such progress as is reported in these respects does not lend itself readily to a summary. The preparation of the instructors employed in these local teachers' training agencies exhibits variety and wide disparity. Some instructors have had but one year beyond the high school, the majority are state normal school graduates, and some have completed four or more years of work in teachers' colleges and universities. The selection and training, including the inspiration, retention and adequate remuneration of the instructors of these local seed beds of rural teachers is a sensitive and promising point of progress at present.

Departments of rural education in state normal schools are a growth of the past decade. A purpose to serve rural education has no doubt always characterized the attitude of most state normal schools, but an easier, more responsive and expanding field was immediately at hand in the urban schools. However, the ideas of wider social service which have been incorporated in the work of all public institutions in the past quarter of a century have inspired normal schools to attempt to create and foster proper local demands in regard to teachers' preparation, even while devoting their main strength to supplying needs already recognized.

A special department properly manned makes the rural education interest and effort of a state normal school less diffuse and much more effective in finding and nourishing a demand for professionally prepared teachers in local rural communities as well as in making the best preparation of such teachers which the situation admits.

Such a department is not an undue differentiation of the work of the normal schools since it rests upon foundations firmly established by the increasingly scientific study of education:—in brief, the characteristically rural psychic, social, and executive problems with which the country teacher must deal.

The chief internal progress made by these departments is evidenced by the number and kind of students enrolled; by careful, not rapid, nor yet too slow, elevation of the academic and professional standards enforced for admission and graduation, by such searching analysis of the materials of instruction used as will sensitively eliminate the obsolete as well as judiciously incorporate new subjects and methods; by developing the most convenient observation and, if possible, practice opportunities in real rural schools; by finding the proper place of dignity and importance for this newcomer among the long recognized leading departments of the normal school; and by the participation within the department of instructors of equal training, capacity and power with the best workers in all departments of normal training.

Progress in the foregoing particulars is as yet much more a matter of observation than of definite and summarized records. Close familiarity with several departments of rural education in state normal schools gives facts sufficient to justify the following statement of progress for the past decade. The number and, as a rule, the
qualifications of the students in these departments have shown a sure if not spectacular advance although temporary set-backs have affected the numbers when some too long step ahead has been taken in academic standards, a movement which has been slow but constant. Sixty state normal schools have been equipped for instruction in agriculture, which is the largest growth in new instruction materials, and also in the field and other demonstration work in this and related subjects possibly the greatest advance in method has been made. Twenty-one normal schools and two agricultural colleges are equipped with observation or practice rural schools or with rural schools used for both observation and practice.

This is recent and a very significant growth, which has taken two forms—one, the building and complete equipment of a one-teacher school illustrating every physical possibility of such schools, and the use of this model school plant for the best demonstration of the human excellencies of such a school for the observation and in some cases the participation of prospective teachers. The other form is developed by sympathetic and financial affiliation by the normal school of one or more outlying rural schools (one normal college has 15 such schools) in which the community initiative quickened by the leadership of an exceptionally able teacher, selected by the district and the normal and paid jointly by them, is let take its course in the realization of an adequate school plant and other modern teaching equipment. This affords, for the observation of teachers in training, a current demonstration of the possibilities of leadership by teachers in the community as well as within the school.

One of the most subtle and difficult progressive adjustments for departments of rural education in state normal schools to make is that of finding a recognition in the institutional life which is in equilibrium with the relative importance of the work. To over-emphasize or to minimize disproportionately in comparison with what is being done in other important matters are the ready pitfalls of new departments in old institutions. The rural departments which have been directed from the start by men of equal training, maturity, and salary with heads of other departments have been most successful in outgrowing mere novelty and becoming inconspicuous as they have grown in strength and influence within the unity of the larger institutional life.

The recognition of the men and women employed in normal school departments of rural education as measured by the salaries paid and by the responsibility given them in the institutional polity has in most cases been encouraging. That necessary salaries and other considerations requisite to select and retain persons of the best leadership, capacity and preparation in rural teacher training are not yet available in some instances is well illustrated in the employment this summer by a state normal school of a teacher for a rural demonstration school at a salary of $75 per month, and the attempt on the part of a state department of education to employ a state supervisor of county training classes at a salary of $900 and expenses. That the commanding importance of these positions is not fully recognized in salary and in type of persons selected is no doubt due in part to limits of available funds, in part to the undeveloped vision of the work, and in part to the scarcity of adequately prepared and experienced persons.

The fourth type of institution which is beginning to lend its facilities and thought to the study of rural education directs its efforts to the preparation of county and special supervisors, of teachers in the types of rural teacher training agencies already mentioned, and rural supervisors in state departments of public instruction. This work is being done in teachers', agricultural, and other colleges and in universities. Ambitious, scholarly and dynamic men and women of splendid experience and maturity elect this work. Higher institutions are beginning to exert the power of their great
influence to develop in rural educational organization places where the harvest of the planting they are doing in rural education may be fully gathered in service.

It must be patent to every informed and thinking student of education that the relatively tremendous shift ahead made in rural education, including agricultural education and the training of rural teachers, in the past decade could occur only in an atmosphere in which new and stimulating standards in other country life services were operative. The unity, that is, the mutual interdependence of the industrial, domestic, educational, civic, and religious conditions in the common welfare is nowhere more fundamental than in country life. Indebtedness for the cross fertilization of progressive ideas between these larger habits of civilized society must in justice be acknowledged in any fractional inventory like this of rural progress.

To revivify the situation, which has already been presented in general and somewhat unsatisfactory terms, a definite illustration of progress in exact particulars of each of the four agencies now in service in the training of rural teachers is added. One state began with 13 high-school training courses in 1905. This state had, in 1914, 106 high schools giving this course and 1,129 teachers were graduated. The number of these high schools is this year 134, and last year 1,256 enrolled in 120 schools. Special teachers for these courses are, as a rule, state normal school graduates with successful experience and strong personality. They are paid from $600 to $1,000 annual salary, and are supervised by a woman of ability and accomplishment, who is paid an annual salary of $2,000. This state's commission on education after a thorough study of the high school training course last year recommended that the state subsidy of $1,000 annually be increased to $3,000 and that $1,200 salary be paid to worthy teachers of these courses. The commission said that these courses were in the way of developing to a point where it will not be necessary for any rural school in the state to do without a trained teacher.

Several states have already safeguarded progress from the future retardation which the rapid influx of teachers of only secondary school preparation might involve, by statute requiring a graduated increase in preparation, and, notably in the South, growth in service is insured by the rural supervising teachers, really traveling normal school instructors, who are training the rural teachers by demonstration and suggestion in their own school rooms as they are confronted with their difficulties and are in a receptive frame of mind.

In another state there were, in 1905, eight county normal training classes, which graduated 84 prospective teachers. In 1915 this state graduated 667 teachers from 47 county classes, and in the ten years the admission to the classes has been raised from two years of high school work completed to three years. In the ten years a total of 5,925 teachers have graduated from the county normal classes of this state. There are two special teachers in each of these classes who are normal school or university graduates and are paid from $700 to $1,100 annual salary. In this state approximately 63 per cent of the teachers in one- and two-room schools have now had some professional training and approximately 40 per cent of these teachers have had at least one whole year of such training.

One state normal school in 1905 graduated from its department of rural schools four teachers from a course which was academically equivalent to two years of high school work, and in 1915 this school graduated 36 teachers from a rural course which was equivalent to four years of high school work completed, and 24 from a rural course which requires one year and a summer term of work after the completion of an approved four-year high school course. In the past decade this department graduated 480 teachers. The director of this department of rural education has had three years of graduate work in education and he is paid an annual salary of $2,750. The teacher of method and supervisor of observation and
practice has had one year of normal school graduate work and she is paid an annual salary of $1,300. The teacher of the rural demonstration school is a Phi Beta Kappa graduate of the state university and she is paid an annual salary of $1,200. In 1904 there was one such state normal school department and there are now more than fifty such departments either in operation or to begin their work this fall.

An illustration of a higher institution working in rural education is found in a large teachers' college which gave its first distinctively rural course to a handful of students in the summer session of 1912. In the summer of 1913 there was an enrollment in rural education courses of 35 students from 24 different states. During the regular year of 1914-15, two courses and a practicum in rural education enrolled in all 75 students, and this summer 128 students were enrolled in eleven distinctively rural courses. There was also a well-attended weekly evening conference of rural students. The director of this work says that in personal character a goodly number of students give promise of taking unusual positions of leadership.

In another large teachers' college there is a full professorship of rural education. Six courses are offered in the regular year and four in the summer session. The head of this department reports an increase of attendance over last year, twenty people doing Master's degree work in rural education, and in the summer session recently closed the enrollment of county superintendents and rural supervisors from all of the Southern States and from many states of the Middle West including one state supervisor of rural schools, a professor of rural education in a state normal school, and a well known county superintendent from a distant state. Time limits do not permit further particularized illustrations.

In conclusion, attention is called to the fact that the last decade of progress in training rural teachers withstands two decisive tests of the stability of the advance made. In the institutional types which have become defined there has already been enough of the cumulative effect of growth to mark out for each type a specific program for further evolution. And in the human agents enlisted in the constructive effort there has developed a mutually stimulating consciousness of a kind which has already found clearing-house advantages in an annual meeting with the Department of Superintendence of this association and in an annual national conference of rural teacher trainers held under the auspices of the Federal Bureau of Education.

ERNEST BURNHAM, Ph. D.,
Director of the Rural School Department.

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The Place of the Small College in Modern American Education

AKEN as a whole, the machinery of modern American education is immense. Schools of every sort, of every grade, and for every calling are grinding out grist in their attempt to meet the demands of modern America. In the midst of this mighty, vast, and complicated system what is the real place and work of the "Small College"? To one who has had to do with both the life of the small college and that of the larger university this question is of intense interest.

To begin with, modern America is decidedly practical. Its standard of efficiency is constructive results. In the great system of public instruction, from the lowest grades of the public schools to the highest and most technical institutions, no expense has been spared to accomplish this end. The
end has warranted the means; America may well be proud of its great system of grammar schools, high schools, and state universities. But in all of this, is there not a distinctive field for the private school and for the small college?

In material equipment the average small college is poorly prepared to meet the demands of modern education. In laboratory and library facilities most small colleges have little to work with. In general, the salaries paid to the small college professors are meager; in consequence the keenest men are not brought into their services. These are serious handicaps. And yet, there are certain features about the small college that make up for much that it thus lacks. It is not things, but brains to work with things, that modern America wants, and because of its makeup, this the small college is and ever has been in a fair way to supply.

Because of its closeness to the small community group whose eagerness for higher learning is usually responsible for the maintenance of these smaller colleges all over our country, these schools form the immediate link between intermediate and advanced scholarship. On the whole, too, the moral tone of the student body in smaller colleges is maintained at a higher level than is possible in our larger institutions, and this for two reasons: first, most of our smaller colleges in America are under the control of some religious denomination which determines the atmosphere of the school; and second, being maintained and controlled by the smaller social group, the general conduct of the student body is more open to public gaze and the wholesome influence of public criticism.

There remain at least two more distinctive features of life in the small college that to the writer’s mind make for our smaller institutions a real place in the great scheme of modern American education. Big as this world may seem and insistent as may be its demands for constructive results, all is based on the individual. In the small college class room the individual gets the individual attention that he cannot get under the system of our great universities. The individual has a far greater chance to compete with others in literary and athletic contests, and to participate in social activities. These opportunities and what they bring with them, count heavily for individual achievement in after life.

Modern specialization and research, however, with their inevitable demands are deeply effective on the future of the small college. It is clear that with the usual inadequate physical equipment the small college is not prepared to finish according to modern educational standards the training of its students. The small college can go so far, and then its work is done. In consequence there has of recent years grown up a feeling all over this country that to the university should be left these finishing touches. To the writer’s mind this is true. The small college may well build into the lives of the youth the strong elements of character and the foundation for advanced scholarship through the sophomore or even the junior year of undergraduate work, but as the youth comes to maturity and begins to feel his way into his chosen profession, then he needs the broader, the more specialized atmosphere of the university. Here he can meet his highly trained teacher on a more even plane, and the results are apt to be much more satisfactory. In any case, until the facilities of the larger college or university become more universally available, the small college will continue to fill a very important part in modern American education.

LOUIS THOMAS JONES, Ph. D.
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The object of secondary education should be a proper development of the growing mind of the boy in order that after graduation from the high school he may be prepared to meet the demands of college or practical life.

The requirements of our colleges for entrance do not mean so much a certain amount of information, as of habits of thought and ability of the student to carry on college work successfully. The young man who proposes to pursue a technical course of study should not sacrifice academic training for Manual-Training,—but he should make sure that his academic work prepares him for the highly specialized course prescribed by the leading technical institutions. On the other hand because of the fact that the courses at such institutions are highly specialized, the boy who enters from the high school without the nomenclature of the shops and mechanical-drawing rooms,—without the familiarity with materials of construction and the common mechanical principles as illustrated by machine tools, will be seriously handicapped.

It is of immense advantage to the student entering a technical institution to have acquired beforehand a facility of comprehension of technical terms such as would result from a high school manual-training course. Then, too, such a course in connection with his academic work increases the value of such academic work as a developing factor to a great degree.

A strong academic course of study,—coupled with experience in shop-work and drawing as given at many of the manual training high schools, affords the growing boy his mind development in the best possible manner, and gives him an exceptional preparation for any technical course at our higher institutions of learning.

E. P. Chapin,
Principal of DuPont Manual Training High School, Louisville, Ky.

Literary Slang

Why is slang such a fascinating subject of discussion among the general public, scholars, and teachers? Why is it almost universally denounced among the cultivated, and why is it almost universally employed, at least surreptitiously, by practically everyone except a few dusty pedants? Is it a sign of gross vulgarity to use slang, or a sign of evil morals, or of hopeless lack of "culture"?

Practically all cultivated speakers of English possess command over two kinds of vocabulary—one formal and elevated, which they use in dignified discourse; the other easy, informal, and colloquial, which they use in their
more familiar moments among their social equals. It is to the latter of these that slang belongs, so far as it is used by the cultivated.

The general body of slang extends from the slightly undignified to the slimy, depraved, and vicious, and the inane, foppish, and silly. The latter sorts of language, of course, are never used by persons of taste unless the expression has lost its vile or empty associations.

Slang may be said to include all those words, expressions, and usages which are below the dead-line of formal, dignified expression. It consists of all sorts of figures of speech, many of them strained and grotesque, of clipped words, of terms from the sports and less esteemed occupations, and of a considerable number of vague, almost meaningless or very general "cant" expressions.

An immense amount of slang comes from the sports. "To get by" probably comes from the football field. "Foxy" comes from hunting. "Bowl over" is obvious. "Serve up a hot one" comes from tennis. "Make a hit," and "slip one over" are from baseball. "Dark horse" is from racing. "Double cross" is from pugilism. The super-active ingenuity of Americans is responsible for the quantity of metaphorical slang with which most of us are familiar. "False alarm," "sand in his gear box," "slipped his trolley," "live wire," "steam-roller," are a few of these.

Among the clipped words are "auto," "pard," "biz," "specs," "doc," "exam," and "prof."

The most objectionable sort of slang, as I view it, is that consisting of the constant, empty, mechanical, goggling repetition of one word or phrase day after day, week after week, month after month, by all the office boys, cash-girls, and high school freshmen who wish to be thought stunningly smart and witty. Such expressions are "swell," "grand," "oh, joy," "fierce." "ish-ka-bibble," "I should worry." These expressions are not objectionable on account of their disreputability, but are irritating to the discriminating auditor because of their inanity. They betray the feeble, empty intellect that disgusts the person of taste because he hates to think that it is possessed by a being of his own species. Terms of this sort should be especially inveighed against by the teacher and the parent, because the constant employment of such terms renders the boy or girl intellectually slovenly, undiscriminating, and incapable of clear-cut, adequate thinking or speaking.

So far as figurative slang is concerned, it is my opinion that its use is permissible among persons of intellectual equipment so long as they do not transcend the bounds of good taste. Figurative slang is like most other language. It is merely linguistic poetry. Nearly all language is poetry, although the greater bulk of language is no longer recognized as figurative. Thus, "obvious," now a perfectly prosaic word, etymologically once signified "in the way." "Impediment" once meant "under the feet." "Fellow" meant "one who lays down his property with that of another." "Instigate" meant "prick with a goad." "Fret" meant "eat voraciously." "Thrill" meant "pierce, bore." This process of attaching a new meaning to a word thru the metaphorical use of the word is one of the most natural and extensive of legitimate linguistic processes. In familiar, colloquial intercourse, therefore, there is no serious or logical objection that can be urged against the discriminating use of slang of this type.

From a philological point of view, slang is fascinating because it is possible to witness, in the case of most slang terms, the life history of a piece of language within a few years or even a few months. As philologists know, all language is in a constant state of change, growth, and decay. Words shift their meaning, new words come into a language, old words die or are supplanted. In the standard speech, however, these processes take centuries for their full performance. In the case of slang, the process may be observed in a much briefer space of time. This possibility of seeing the birth, extension, flourishing, decay, and death of slang terms has led scien-
tific students of language to characterize slang as the only living speech. But the rapidity with which most slang terms disappear from usage, and the large number of slang terms that have faded out of existence within the memory of middle aged persons, impel me to say that in my opinion most slang is the deadest language there is.

It is the fashion among many linguistic jeremiahs and self-appointed watch-dogs over the welfare of the English language, to declare that if we do not take great care, our mother tongue will soon become hopelessly corrupt as a result of the introduction of the great flood of slang into its constitution. If, however, these watch-dogs would take the trouble to familiarize themselves with the history of language, their fears would soon be allayed. For one thing, as I have said, slang is so quickly discarded even by its devotees, that we need fear nothing in the way of permanent impairment of our standard language. And further, as long as there is a considerable body of cultivated, educated, writers and speakers of the language, who use English with taste, discrimination, and with intellectual power, slang will never corrupt the English language, but will merely remain what it is—a live, vigorous body of more or less fanciful expressions, from which, from time to time, will be introduced into the standard speech only those expressions of which the cultivated users of that speech feel the permanent need. And as soon as any expression is adopted by the users of Good English, that expression becomes, by the very nature of language, not slang, but good English.

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A recent article in the *New York Times* Magazine entitled, "What Graduates Do After Leaving College," calls attention to the fact that "teaching is now the most popular of the callings, taking about one-fourth of all college graduates." This opinion is based on recent monographs of the Federal Bureau of Education supplemented by a special report of 807 Harvard men of the class of 1905.

As early as 1890 teaching had outstripped the ministry, law, and medicine. Since 1825 there has been a steady rise in the number of college graduates who go into commercial life. The latter now claims one-fifth of all graduates. Yet even here the growth has not been as rapid as that of teaching. Medicine remains about the most constant, taking from six to seven percent of all graduates. The ministry has dropped from a former seventy percent to a five or six percent.

These facts are interesting as well as of tremendous importance to an institution like ours. With the teaching profession appreciably ahead of commercial life in its appeal to college graduates, and with teaching in the lead while the ministry is in the "last place," there can be little question in the minds of thinking educators that the normal-school graduate must feel the reflex of this rapid rise in the number of college-trained men and women who are taking up teaching as a life work. First of all, it means that the normal-school graduates who expect to fit themselves for the best positions must ultimately avail themselves of at least two years of college or university training. Either this, or nor-
mal schools must increase the time they require for certificates from two to three, and possibly to four years. If it be argued, however, that normal schools are intended only to fit their graduates for graded-school work and not for the “best positions,” the reply is, “there should be no such distinction.” But even granted that there is this distinction and that it may exist indefinitely, there is yet remaining the profounder and more deeply significant fact that teachers are becoming the leaders of men, not only in numbers, but in public recognition. This means that we as teachers should be sensitive to our opportunities and religiously true to our responsibilities.

Contact of Student and Instructor. Principal Jones’s article in this number of the Record should be evident to every student who reads it. But the following extract from a personal letter directed to the editor deserves further attention. The extract itself will justify printing it without permission of the writer. He says:

I am enclosing a brief sketch on “The Place of the Small College in Modern American Education.” I have had very little time to devote to thinking on the subject, but have written spontaneously, just as the problem appears to me off hand. I have had occasion to discuss the matter with others from time to time, and naturally have my own convictions. The problem of the private school in relation to the public school is much the same. I find that here in New England people are much more in sympathy with the private school, and with the small colleges, than they are in the West. This is no doubt due to the better type of private school that prevails in New England. The great state universities of the West have had much to do, no doubt, in fixing public sentiment in favor of the public school as contrasted with what I have said of New England.

We are in full enjoyment, here in Michigan, of this kindly public sentiment. The state is doing much for us and will continue to do more. This means that we shall grow both in equipment and in numbers. But with these gains are bound to come certain losses. Perhaps the most to be regretted is that of “close contact between student and trained instructor.” We are now at the very dividing of the ways of ceasing to be a “small college” and of becoming a university in point of numbers. Students who are fortunate enough to enjoy the present direct touch with men and women who are trained in the best thought, method, and feeling of the times will have something not only of supreme value in their own preparation, but something worthy of pleasant memories when they shall have taken the places of those at whose feet they now sit.

Genius. In a recent Tuesday assembly the greater part of the student body heard an impressive address on what constitutes the fundamental characteristics of true teaching power. Two ideas were driven home with telling effect: the student teacher should look upon his adopted calling as something more than a mere means of making a living; he should likewise remember that “training” alone is not a final element in the composite qualities that go to make up the true teacher. No thinking man or woman will deny either of these propositions. Each is part of the bedrock of pedagogic ethics. But the younger student, especially he who for the first time gets a glimpse into a world larger than his own provincial horizon, is apt to misinterpret or fail to see the full significance of a given truth. What constitutes “training,” what it means to “work for a degree,” what is understood by the “born teacher,”—all these should be clearly conceived and interpreted apart from, as well as in the midst of, the flush of emotion. Born teachers, gifted teachers, teachers of genius are such only in relativity. There may be the spark, the glow, or the flame of genius. The Ascham’s and the Pestalozzi’s, the Horace Mann’s and the Dewey’s and their greater predecessors, whether a Socrates or an Aristotle,—such as these appear only at long intervals in the passage of time. Such
men need no technical training or degrees. But there is a great army of worthy, conscientious teachers gifted with qualities of the average leader, men of broad human sympathies, men whose training and whose natural gifts are as essential the one to the other as is the sunshine to the rain. Francis J. Child, the first great teacher of English in Harvard College, George Lyman Kittredge, his worthy disciple and successor (now in Harvard University), took, neither of them, any degrees beyond their Bachelor’s or their Master’s. But degrees were thrust upon them, Ph. D.’s., LL. D.’s., etc., all in recognition of their knowledge and their contributions to knowledge. But neither of these men, nor men like them, attained either their influence or their power by any easier road than did hundreds of graduate students who pursued work under their tuition. To return to the speaker who addressed the student body on this theme, there is no question but that he meant simply this: technical training in and of itself is not sufficient equipment for successful teaching, neither is the inborn ability to lead men sufficient. The one is fuel without spirit, the other a dangerous power vascillating, driving hither and thither without purpose. Whether through the formal channels of specific institutional system, or whether through the indomitable energy that works out its own development, the gifted teacher must in either case get his training, and get it through long, steady, often heart-burning toil. Training is more than child study or psychology, more than history or science, music or literature: it is all these plus the life that acquires what they have to offer and that enables him who acquires to impart the worth of his acquisition to others.

Oratoricals. It has been said that the days of Desmosthenes, of Cicero, of Burke, of Webster, of Whitfield, of Wesley and of Phillips Brooks are over. This may be true, but the world is as eager as ever, at least as willing, to listen to, if not demand effective speaking. It demands that men and women in positions of trust which bring them constantly before others, shall have the power, or at least what power they have shall be enhanced sufficiently, to express themselves clearly, logically, and convincingly. And no one of these qualities is incompatible with simplicity.

Our institution has its annual oratorical contests. They afford a legitimate and helpful medium of acquiring some extent simple and effective delivery of worthy ideas. Preliminary contests, try-outs, prizes, etc., all have their place. Every student should keep this in mind, and, if interested, begin early to prepare himself. Dr. Jones, of the English department, Dr. Burnham, of the Rural School Department, Mrs. Biscomb of the High School Department,—any one or all of them, as well as faculty sponsors for the various literary societies, will be glad to give information. Keep it in mind.

English 47 Two plays now on Broadway, "Young America," by Fred Ballard, and "Common Clay," by Cleves Kinkead, are the result of training in English 47, Professor Baker’s course in Dramatic Technique, at Harvard. This course and its duplicate at Radcliffe College are composed of twelve students chosen from the many who submit plays in competition for admission. Each candidate must hand in a play of one act. Any college graduate or any person too old to begin a college course may compete. Each year the MacDowell Club of New York offers a $600 scholarship open to any man or woman in the United States who cannot afford the expense of tuition and living in Cambridge while taking the course. Manuscripts submitted must be from three to five acts. Candidates must be unmarried.

The 47 Workshop is Professor Baker’s laboratory theatre, where he produces promising plays from English 47 and 47a, which need to be rounded into shape before an audience if they are likely to be accepted by managers. English 47a and its dupli-
icate at Radcliffe are open only to past members of English 47 who have shown decided ability. There are four to five productions a year in the workshop, of short plays as well as long. Selected amateurs form the company. As far as possible, lighting, setting, costuming—indeed everything connected with the staging—are done within the workshop. A carefully selected audience hands in, after the performances, written comments to be studied by the author with Professor Baker and used as a basis for re-working the play.

The Dramatic Pamphlet, to be had from the Harvard University Publication Office, University Hall, Cambridge, gives full particulars as to details of the work, tuition, etc. This is one of the most practical and practically successful courses in drama writing ever attempted in our American universities. We keep in mind the fact that there are a thousand failures to one success among first plays by writers not trained in the universities, we shall go a long way toward answering the glib assertion that "university dramatists" have no place in the practical theatrical world. Such work as English 47 is turning out speaks for itself. Professor Baker needs no apologist.

Town A little world by itself, it sits and teeth in a high place, and all about it is the valley wherein lieth the town. The town! To gown, the secondary annex to the little world that reposes on the hilltop—the little world whose populace is perhaps too prone to seek satisfaction of its own needs.

It is quite true that all good things are not to be found in one place, and so education is not a tangible thing to be found in the college alone, and pocketed. In every college town, there are to be found things that are worth while, things that the college does not always give. Kalamazoo is no exception. There are men and women whom it pays to meet; there are lectures that provide excellent food for thought; there are numerous wholesome amusements; there are other educational institutions worth visiting; there are factories that offer a store of information; there are churches—plenty of them—and you don't have to be a perpetual haunter of their doors to make yourself eligible to attend now and then.

From all these things emanates the vital essence that goes to make up a broader experience. It is true, perhaps, that the town is apt to under-rate the significance of a college and in turn fails to grasp the opportunities it offers. But it is the duty of the student to get all he can while he can, regardless of what his town friend fails to do, not forgetting that he has at all times the honor of the school to uphold and remembering that just as much as he puts in, that much will he take out. But to simmer the matter down, it appears that the best word for the rather ill-defined link that holds town and gown in somewhat uncertain relation, would be, co-operation—each giving unto each the best it has to offer.

TRAINING SCHOOL

TRAINING SCHOOL.
I. Summer session of the Training School.

This past summer the Training School had a session of six weeks, which is two weeks longer than any preceding session. An unusually large number of students took advantage of the opportunity to do systematic observation. Each week an assembly was held, which was in charge of one grade. At that time were offered programs of a suggestive nature for those interested in planning similar exercises. Each program was based on the regular work done in the various grades during the summer time.

GRADE II.

The gardens proved very useful this summer. Grade II was able to use let-
tuence, peas and beans of their own raising for work in domestic science. There were so many beans that we were able to share them with others. The vines over the archway have grown well and are very picturesque. Flowers were planted in many places where radishes and lettuce were growing earlier in the season. We now have fall flowers for the schoolroom.

"The Second Story Hour Reader" is one of the texts which were used in Grade II during the summer. The stories are new and varied and the illustrations are well done and suited to children.

Some of the beautifully illustrated children's books which were on exhibition in the "Model Library" in the Training School were used for pleasure reading in Grade II. Each child was given a different book which he perused simply for his own pleasure. When anything of special interest was found it was read aloud that all might enjoy it. Such work has a definite social value, furnishes a real motive for reading, and introduces the children to some of the best books on child life.

GRADES V AND VI.

Summer-school pupils of Grades V and VI had weekly readings in Browning's "Pied Piper." "Unit Copies" was the text used. The children wished to play the story at once, so nearly every lesson consisted, in part, of impromptu dramatizations. The work culminated in a little play well presented at Assembly exercises. Number games and number contests were also enjoyed after the knowledge of certain processes in fractions was acquired.

Training School opened September the 27th with a full enrollment in all grades. A large waiting list for Grades I to V is now on file in the office. Vacancies occurring in these grades will be filled from these applications.

The children of the Training School were delighted to find a new slide added to the playground apparatus. The real joy of the little people, likewise, the more adult of our group, already experienced from this new slide, makes us realize more than ever what it means to have a well equipped playground.

Miss Germaine Guiot, Physical Director of the Training School, has begun "measuring" the children of all the grades. Much improvement is evidenced in the physical conditions of the children over that of last year.

The faculty of the Training School remains the same with a very few exceptions. We have Miss Gage, head of the Kindergarten Department, with us again after a year's leave of absence.
Miss Irene M. Steele, from Teachers' College, is the new fifth grade supervisor. Her coming will lighten the work of Miss Katherine Mulry, who has had heretofore both fifth and sixth grades.

Miss Edith C. Barnum, who has been with us the past six years as supervisor of the first grade, left this year to take up her new work in West Orange, New Jersey. There she will do some experimental work in a small public school. The very best wishes of both children and faculty of the Training School go with Miss Barnum in her new field of work.

The Training School faculty and children are very happy to have the Training School Library open again for their use. This room, for the past two years, has been used by the Geography Department.

The children's play-room should be visited. It has received a new coat of buff-colored paint which gives it a fresh and bright appearance. The light apparatus is now placed in a cabinet instead of hanging along the side of the wall—thanks to Mr. Champion.

THREE.

Thirty-two children are enrolled in the Kindergarten. This number will soon be increased by the return of the children of several families who are having extended vacations.

Miss Frances R. Kern of Providence, R. I., is a new member of the Kindergarten faculty. She will be in charge of the children's work. Miss Kern has just completed two years of study at Teachers' College, Columbia University.

Miss Gage and Miss Kern are planning to meet the mothers of the children in the kindergarten on the afternoon of Monday, October eleventh, when the question of luncheon for the kindergarten children will be considered.

GRADE III.

Grade III numbers thirty-one pupils. The following sets of books have been added to their reading material: "Pinocchio," by Collodi; "East o' the Sun and West o' the Moon," by Mrs. Gundrun Thorne Thomsen; Story Hour Readers, Book 3; also two copies of "Peter and Wendy," by J. M. Barrie. The latter is illustrated by F. D. Bedford and published by Scribner's Sons.

"John Martin's Book," a magazine for little children, is a monthly visitor who furnishes amusement as well as easy reading material for this grade.

Two very helpful books are seen on the desk of grade three: "The Dog Book," by James Watson (Doubleday, Page & Co.); also "The Pet Book," by Mrs. A. B. Comstock, published by the Comstock Publishing Co., Ithaca, N. Y. Nature Study teachers will be grateful for these two books.

GRADE VI.

The sixth grade has received a new set of Martineau's "Peasant and Prince." This book makes the history work on the French Revolution very vivid.

The Boys of this grade are reading "Robin Hood," which they expect to dramatize and present at assembly some Tuesday morning during the winter term.

One morning last week the children of this grade were much entertained with letters written to them last June by the pupils who are now in the seventh grade. The letters rehearsed the joys and sorrows of the sixth grade and gave interesting pointers to the new pupils on the fads and fancies of the sixth grade supervisor.

ATHLETIC MEET.

At the end of this month there is to be held the first of the inter-class athletic meets on the Normal School athletic field by the boys of Grades V to
VIII. The events are to consist of: Dash, Running-broad-jump, Running-high-jump, and Basketball-throw.

The meet is to be in charge of the Senior girls of the Physical Education Department.

It is hoped that this meet will encourage the boys to participate in the Kalamazoo Public School Athletic Meet held each spring. The Training School was represented last spring. The next time we hope to carry off more honors even than we did at that time.

A gymnastic meet is to be planned for the girls of Grades V to VIII to be held some time during the winter term.

**ART NOTES.**

The fall term is rich in color. Its special days provide interesting stimulation work in the arts. The second grade is beginning the study of tree-dwellers. The grade will sketch typical trees and bind the sketches into a little booklet. The third grade has designed cross-stitch borders for pencil cases. Fourth grade composition papers are to be kept in a folding case, this to be decorated with paper-cutting designs. The fifth and sixth grades have started art portfolios. Poster making is to be emphasized in the art work of both seventh and eighth grades. This will be related to the study of English suited to advertising purposes. It will note good and poor arrangement, and spacing.

**DOMESTIC SCIENCE.**

All of the grades of the Training School, with the exception of the seventh, are having cooking this term. The first grade is working with problems of preserving food for winter. In the second grade, one section of the children is doing outdoor primitive cooking, while the other section does modern indoor cooking. The third and fourth grades are taking up simple problems in housekeeping. In the fifth grade one section is composed of boys and the other of girls. The problems for the boys concern themselves with outdoor cooking or camp cooking. The lessons for the girls are in the cooking and serving of foods suitable for a breakfast. The aim of the work for the sixth and eighth grade girl is to make her more independent in the solving of problems related to home life.

**THE CIRCUS.**

(Fifth Grade Composition.)

One cannot begin to tell about the many different attractions that are with the "P. T. Barnum and J. A. Bailey Circus," but what appealed to my friend and myself most were the clowns who, with painted face and funny costume performed all manner of feats. When they first came on I heard something going, "chug! chug!" A motorcycle came out of the entrance pulling a bath-tub with a man in it taking a bath. There were two other wagons following, one of which was pulling a man who was in bed. Just as they got about half way around the tent, the bed fell to pieces, the man, of course, falling out, but he ran at top speed and jumped onto the back of the motorcycle. Next came a steam-roller with a big fat man helping it along, while a great number of clowns were scattered along in front of it. Two of them would not get out of the way; so the machine ran over them and left them flattened out, while two other men came along behind carrying a stretcher on which they put the clowns who had been run over. There was a little house in the center ring which was set afire and then ten or twelve firemen came running up dragging a little hose wagon on which was about twenty feet of one-inch hose. They held a net up and four people in their night clothes jumped into it. Then the police patrol came up and the people jumped in and rode off. There were very many other funny happenings. I enjoyed the circus much and fifty per cent of my enjoyment was due to the antics of the eighty funny men.

ROBERT STEIN, Grade VI.
NEWS ARTICLE

SUMMER SESSIONS OF THE SCHOOL COMMISSIONERS.

Six meetings of the school commissioners, whose counties are affiliated with the Western State Normal, were held during the summer school session of 1915. One meeting, that of July 28, was held at Oakwood School. The other five took place in the president's office at the Normal.

At the first meeting, June 28, the following officers were elected: Chairman, C. L. Goodrich of Allegan County; sec'y-treas., F. E. Robinson, of Branch County.

Several men of note in educational circles were scheduled to address the commissioners, but all, save one, failed to appear. In their absence the time was used in the discussion of problems and plans—their solution and feasibility. The one speaker, who did appear, was George N. Otwell, of Lansing. He was present July 28, at the Oakwood meeting and discussed the following things of educational interest: The new building and improvement law; certification of teachers in manual training, physical training, domestic art and domestic science by the state department of public instruction; the teachers' pension law; the district treasurer's law; the law regarding the reading of the Declaration of Independence and the learning of the Star Spangled Banner and America. (Teachers must read the former on Oct. 12, Feb. 12 and 22, and all pupils who are applicants for eighth grade diplomas must be able to recite the latter from memory); the seventh grade examination in physiology and geography to be given hereafter on the same half day.

Besides these topics he considered a new law relating to state high schools. A legal high school now is:

(a) One in which the teacher gives his or her entire teaching time to the eighth, ninth and tenth grades, or, (b) One in which two teachers give their entire time to the work of the eighth, ninth, tenth, eleventh and twelfth grades. Only legal high schools have a right to receive tuition as provided by law. He also spoke on "Score Books." A great deal of valuable information has been gathered by the commissioners of the state and interesting statistics are being compiled from "score books" made by them during the past school year. Improved conditions are sure to follow as a consequence of having at "first hand" these facts.

Mr. Otwell concluded with important facts on "Standard Schools." Michigan now has 167 standard schools. Many more are soon to follow. It is a fact worthy of notice that the county of Marquette was awarded fifteen "standard plates" as a result of that number of inspections.

Following this most interesting talk by Mr. Otwell, dainty refreshments were served by the instructors of the rural school department.

At the meeting of August 3, a program committee for the summer of 1916 was selected, including as chairman, Frank E. Robinson; assistants, Cynthia Green, C. L. Goodrich, Dr. Ernest Burnham, Pres. D. B. Waldo.

A new plan, regarding commissioners' meetings, will be followed for the summer of 1916. All the commissioners will meet at the Normal School on enrollment day. Then, beginning Monday of the third week, a full week will be devoted to meetings and observations. Lastly, there will be a final gathering of one day during the closing week of the school.

F. E. ROBINSON,
Commissioner of Branch County.
HILLSDALE, 20; W. S. N., 16.

The Western Normal football team lost a hard fought game to Hillsdale on the latter’s gridiron on October 9.

The Baptists had a heavy, fast aggregation and were going at top speed. The teachers were equally fast but did not get the “breaks” and were four points “behind the money” when the final whistle blew.

The pedagogues were the first to score. After Walden and Dunlap had carried the ball to the local’s 30-yard line, Corbat made a perfect place kick. Score, W. S. N. S., 3; Hillsdale, 0, at end of first quarter.

Hillsdale scored a touchdown early in the second quarter when Tarbell carried the ball over. He was about the whole offense for the Collegians.

The Normals walked the ball down to the 20-yard line by some good end running and passing and Bek received a pass from Corbat for a touchdown. Corbat kicked goal, making the score 10 to 6 in favor of the visitors at the end of the half.

The Normals suffered severely through two costly penalties which were indirectly responsible for two touchdowns for Hillsdale during the last half.

Yeakey entered the game late in the third quarter and on the first play ran 41 yards around Hillsdale’s left end. A penalty here gave Hillsdale the ball. They worked the ball over for a score. In the following kickoff Leon Yeakey caught the ball and ran 95 yards for the Normal’s last touchdown. Thomas failed at goal. Final score: Hillsdale, 20; W. S. N., 16. The Teachers outplayed and out-fought the locals during the closing moments of the game, but the play was delayed to such an extent that they had little opportunity to gain possession of the ball.

Both teams played a high grade of football for so early in the season. Hillsdale was better in rushing, while the Normals excelled in end runs and passing. Hillsdale outweighed us about 15 pounds to the man and made good use of this weight in gaining the victory.

Tarbell was the star for Hillsdale, making all their points. Corbat, Bek, Walden and Yeakey did some fine work in advancing the ball and in tackling. East and Allen were always on the job. Captain McKay was in every play.

Line-up and summary:

Hillsdale. Normals.
Craven l. e. Nyland R. Yeakey, Bek
Roberts l. t. McKay
Raymey
Hicks l. g. East, Leonard, Chase c. Cross
Sherman r. g. Possi
Thompson r. t. Allen
Bradford r. e. Thomas
Buckheit
Pullen q. Welden
Barber l. h. Bek, L. Yeakey
Crane r. h. Dunlap
Tarbell f. h. Corbat, King

Touchdowns—Tarbell, 3; L. Yeakey, Bek. Field goals—Corbat. Goals from touchdowns—Tarbell, 2; Corbat.

NORMAL RESERVES, 13; PLAINWELL H. S., o.

The Reserves defeated Plainwell H. S. at Plainwell October 9 by a 13 to 0 score.

Following is a list of the men who comprise the 1915 football squad:

McKay, captain          Thomas
Allen                  Possi
Cross                  East
Nyland                Welden
L. Yeakey          R. Yeakey
Corbat                Bek
King                  Dunlap
Mitchary             Lyon
Olsen                  Leonard
Campbell             Austin
Burke                Borrowdaile
Moffat             Canfield
Klein                Harboldt
Sooy                   Beam
C. Kein         Passage
Gustafson          Crosby
Castleman          C. Mullen
G. Mullen          Neary
Slocum              Bamborough

ATHLETICS AT WESTERN STATE NORMAL, 1914-15.

FOOTBALL, FALL TERM, 1914.

Western Normal, 36; Battle Creek Training School, o.
Western Normal, 3; Olivet College, o.
Western Normal, 43; Albion College, o.
Western Normal, 28; Hillsdale College, 7.
Western Normal, 67; Feris Institute, o.
Western Normal, 10; State Normal College, Ypsilanti, o.

Total: Western Normal, 187; opponents, 7.

BASEBALL, SPRING TERM, 1915.

Western Normal, 7; Jackson So. Mich. League (10 inn.), 7.
Western Normal, 3; Hope College, 2.
Western Normal, 4; Olivet College, o.
Western Normal, 10; Bethany (W. Va.) College, 2.
Western Normal, 17; Albion College, o.
Western Normal, 0; University of Michigan (10 inn.), 0.
Western Normal, 16; Adrian College, 1.
Western Normal, 2; Ohio Northern University, 1.
Western Normal, 7; Hillsdale College, 4.
Western Normal, 6; State Normal College, Ypsilanti, 1.
Western Normal, 13; Adrian College, o.
Western Normal, 10; Olivet College, o.
Western Normal, 17; Battle Creek Training School, 2.
Western Normal, 4; University of Michigan, 2.

Thirteen games won—two games tied.

NEWS ITEMS

GENERAL SCHOOL NEWS.

Western Normal began its fall term Monday, September 27, with the largest opening day attendance of any time in its history. Before the first week closed more than 900 students had registered and at the end of the second week this number had reached 920. The enrollment now equals that of the summer school, which is the record-breaking number of the Normal.

There has never been a more promising outlook for this institution than at this time, when increased facilities are making it possible to accommodate any number of students in the best way. The opening of the fine new science building, which rivals any in the Middle West, is a marked addition to the general equipment. This and the plans for several new buildings in early prospect, make of Western Nor-
mal one of the leading schools in the country for the training of teachers.

The territory represented by the enrollment of the present term is larger than ever before. Fifty-five counties of Michigan, including several in the Upper Peninsula, have students in the Normal. Illinois, Ohio, Minnesota, New York, and Indiana also appear in the registration. In every way this year gives promise of excelling all previous records of the school.

About 600 students were received by members of the faculty Saturday evening, October 2, on the occasion of the annual opening reception of the Normal. The gymnasium was beautifully decorated for the event with autumn foliage, and a canopy of the school colors, brown and gold, was stationed in the center of the room for the orchestra. Fischer furnished a delightful musical program and during the evening numbers were rendered by the Girls' Glee Club and Mrs. Bertha Shean Davis. The young women repeated a part of their number, "Blue Danube," in response to applause and Mrs. Davis gave a second number to the delight of the audience. Refreshments were served in the corridor throughout the evening.

Western Normal is well represented on the program for the Michigan State Teachers' Association at Saginaw this month. Miss Emelia M. Goldsworthy of the art department is chairman of the art section, and Dr. Ernest Burnham will deliver addresses before the Michigan School Garden and Nature Study Association and the Rural Section. Miss Lucy Gage, director of kindergarten work in the Normal, will speak before the primary section. Others from the Normal will appear upon the various programs.

Two graduates of the Normal are prominently identified with the State Teachers' Association this year. Miss Hazel Hayden, a graduate of the Kindergarten Department of the school, is chairman of the kindergarten section, and Fred S. Huff is chairman of the manual-training program.

An interesting announcement has just been made in the engagement and approaching marriage of Miss Katherine Shean to Stanley Perry. Miss Shean has been associated with the Normal as assistant secretary for several years. She resigns this month to be married October 30. Mr. Perry is a Kalamazoo young man and one of the leading tenors in the city. As a member of the First Presbyterian church choir and as soloist on many occasions, he is prominently known. They will reside in Kalamazoo.

Mrs. Dora I. Buckingham, formerly of the kindergarten faculty of the Normal, has been in Honolulu for the past few months.

Prof. George Sprau of the English faculty has entered Harvard for a year of study.

Prof. R. M. Reinhold recently spoke before the students of Ferris Institute, as well as before teachers in the city schools and the students of the High School at Big Rapids.

Prof. Allen Petrie of the faculty acted as judge at the County Fair at Benton Harbor October 7 and 8.

Dr. Bertrand L. Jones has resumed his work as head of the Department of English after a year of study at Harvard and after residence work for a summer quarter at the University of Chicago. While in the East his researches in the history of the London Stage took him to various libraries, among them: New York Public Library, Boston Public Library, and the general and special libraries of Harvard, Brown University (Providence, R.I.), Yale, and Columbia. His examination of old Play Bills introduced him to a number of large private collections, among them especially the collections of Mr. Everett J. Wendell of New York City, and of Mr. Robert G. Shaw of Boston. Either collection rivals that of the British Museum. Dr. Jones' work in Michigan Folk-lore also brought him into close association with Professor George L. Kittredge of the English Department of Har-
vard and editor of the *Journal of American Folk Lore*.

Miss Bessie Bacon Goodrich of the faculty has entered Teachers' College, New York City, for the year.

For the first regular assembly of the year Dr. H. W. Gelston addressed the students Tuesday morning, October 5. Music was furnished by Mr. Harold Bryce of Battle Creek, whose work on the violin has made him a prominent figure in musical circles of this section.

Classes in extension work will be held this year in Grand Rapids, Battle Creek, Charlotte, Muskegon, Holland, Allegan, Traverse City, Big Rapids, Niles, Benton Harbor, and South Haven.

Miss Mary Ensfield, a graduate of the Normal and later a member of its faculty, holds an important position in the rural department of the Winona, Minnesota, Normal School.

Mrs. Hugh C. Ward of Kansas City and Mrs. Avery Coonley of Riverside, Ill., both educational philanthropists, were guests of Miss Lucy Gage this month on their way to Poughkeepsie, New York, to attend the 50th anniversary celebration of Vassar. Both expressed themselves as delighted with the Normal Training School.

The many friends of Miss Elizabeth Gilman will be grieved to hear of her death, which occurred Sunday morning, October 10, at one o'clock. She was a member of the present Kindergarten department, class '16. She resided at 723 Dewittt street, this city, with her family. To them the school extends its deepest sympathies.

DEPARTMENTAL NOTES

**ART.**

The graduates in the Art and Music Departments received appointments in the following cities:

- Beatrice Boyce—Kalamazoo.
- Katherine Bates—Comstock.
- Grace Henion—Wyandotte.
- Alice Hascher—South Haven.
- Laura De Ome—Sparta.
- Grace Pennels—St. Clair.
- Lydia Siedschlag—Battle Creek.
- Harriet Steers—Buchanan.
- Mary Striker—Tekonsha.
- Mildred Snyder—Burr Oak.

Miss Goldsworthy spent the summer up to September 1 in California. For six weeks she acted as instructor in the University of Southern California. Her class included one hundred twenty-five teachers, who represented eighteen states.

Miss Netzorg is in charge of the art work of the Training School.

Miss Goldsworthy was judge of the Educational Exhibit at the Southwestern Fair held at Detroit the first week of September.

Misses Judson and Spencer spent a fortnight at Glacier Park, Montana. Miss Judson continued her trip west to Seattle to visit her brother. They returned September 25.

The Welfare League of Battle Creek has planned a course of lectures on art subjects. Miss Goldsworthy delivered the first lecture on Architecture on August 28, at the Sanitarium auditorium.

**EXTENSION DEPARTMENT.**

Heavy demands upon the school for non-resident study opportunities are evidenced by the increased activities of the Extension Department. While at the time of writing most of the first-term classes have not had their initial meetings and subjects and enrollments are therefore still largely tentative, there is every indication that the full resources of the institution will need to be drawn upon if the legitimate demand is even partially met.

Classes that have been definitely organized and in which study is under way are as follows: The Geography
of Michigan, Professor L. H. Wood, St. Joseph, Oct. 2; Niles, Oct. 2; South Haven, Oct. 9; Aims and Practices in Elementary Education, Miss Lucy Gage, Grand Rapids, Oct. 9; American History, Professor T. P. Hickey, Kalamazoo, Oct. 12; Age of Romantic Revival in English Literature, Professor B. L. Jones, Grand Rapids, Oct. 16; Reading and Expression, Miss Elva Forncrook, Grand Rapids, Oct. 23; Organic Evolution, Professor L. H. Harvey, Traverse City, Oct. 22; Biological Nature Study (Fall and Winter), Professor L. H. Harvey, Traverse City, Oct. 23; The Study of Children, Professor R. M. Reinhold, Grand Rapids, Oct. 23.

In the following cities classes will definitely begin work on October 23, the exact schedule of subjects and instructors being uncertain at the time of writing: Allegan, Battle Creek, Big Rapids, Charlotte, Holland, Ludington, and Muskegon. Probable classes on the same date are White Cloud and one additional class in Kalamazoo. A number of other cities are being considered as centers and may be developed if there is sufficient demand to warrant class organizations. The classes which have been definitely planned will be taught by instructors drawn from the following faculty members: Professors Burnham, Hickey, Cameron, Fox, Reinhold, Harvey, Jones, and Spindler.

A number of changes in the extension plan which will materially strengthen the work have been put into operation with the beginning of the year. Hereafter all subjects will continue through eighteen weeks instead of twelve. This eighteen weeks will give the students twelve weeks of credit, and each lesson assignment so far as possible will be in typewritten form and furnished to the student instead of the oral assignments which have heretofore been necessary. The funds of the department have been placed on a better business basis by a tuition change from three dollars to five dollars for class work and from five dollars to seven and one-half dollars for correspondence work. For the first time since its organization the department has the full time of a paid secretary and the facilities of an adequately equipped office of its own, room 205 in the new Science Building. Another strong feature this year is a co-operation with local libraries closer than in former years.

New courses thus far developed this year are Organic Evolution, Professor L. H. Harvey; Age of Romantic Revival in English Literature, Professor B. L. Jones, and Aims and Practices in Elementary Education, Miss Lucy Gage. Courses in preparation are History of Art, with a complete set of excellent lantern slides, Miss Amelia Goldsworthy; Public School Music, Professor Harper C. Maybee, and Public School Writing, Professor H. P. Greenwall.

A series of circulars covering general information and subjects offered for study are well under way, five numbers having been issued during the first two weeks of the present term.

MUSIC.

At the first rehearsal of the Normal chorus, Tuesday evening, October 5, there was a large attendance. Under the direction of Mr. Maybee the chorus worked on "Judge Me, O God," an anthem by Mendelssohn. They also rehearsed parts of "The Messiah." Following the custom established last year, this oratorio by Handel will be given at Christmas time by the chorus, which numbers over 250 voices.

Mr. Arthur Bryce of Battle Creek delighted the students with several violin selections at assembly, October 4. He was ably accompanied by Mrs. Bryce and gave Schubert's "Serenade" and "Liebes Freud," Kreisler. Mr. Bryce will be at the Normal each Monday afternoon of the year to give instruction on the violin. He will be "concert-meister" in the Normal orchestra.

About twenty students have reported for the orchestra this fall. Work is progressing very well.
The Music Department is occupying new quarters, two rooms on the southwest corner of the Administration Building, second floor.

The students of the department met at the home of Mr. and Mrs. Maybee on Grand Ave., October 18, for the first meeting of the Normal Music Club. An interesting program was given and light refreshments were served.

Three glee clubs will be maintained again this year. About twenty men met Monday evening, October 4, for a rehearsal. Concert trips will be made during the year. The Senior Girls' Glee Club of 15 voices is under Mr. Maybee's direction, and Mrs. Davis has organized the Junior Girls' Glee Club, which rehearses each Wednesday.

Plans are under way, through the co-operation of the Kalamazoo Musical Association and through the Western State Normal, to bring the New York Symphony Orchestra, under the direction of Mr. Walter Damrosch, and Josef Hoffman, pianist, to Kalamazoo for a concert to be given on March 22 at the Armory.

PHYSICAL EDUCATION DEPARTMENT FOR WOMEN.

Dr. Epler and Dr. Ransom are examining physicians for the department. Dr. Ransom is instructor in Anatomy for the fall term.

Other than the regular gymnasium classes, 101, 102, 103 and 104, many electives have been offered this fall term.

Miss Frost has a class in Folk Dancing twice a week. Many of the students enrolled find that social dancing becomes easier through the practice of the various steps in the folk dances.

Miss Frances Haskell and Miss Reed have charge of the swimming classes. There is an advanced class at 11 o'clock and beginners' classes are at 10, 2 and 4 o'clock on Monday, Tuesday and Wednesday.

Field-hockey is popular under the direction of Miss Guiot. The girls play Wednesday and Thursday afternoons at 4 o'clock on the Athletic Field. Miss Guiot states that the material is promising and that very soon Junior and Senior teams will be chosen.

Miss Reed is instructing both the Junior and Senior squads in basketball. Class teams will not be formed until late in the fall. Come and practice! Juniors at 10 o'clock, Seniors at 11 o'clock on Thursday.

RURAL SCHOOL DEPARTMENT.

The Rural Demonstration School at Oakwood has been rebuilt during the vacation. The District has made a good, modern rural school plant. When the work is completed there will be a public opening, a program for which is now being arranged by the officers and the teacher. The school sessions began on September 27. Its time schedule is from 8:30 A. M. to 3:30 P. M. Visitors are welcome. A full account of the improvements and the opening will be found in the November Record.

The young women enrolled in the Department of Rural Schools met in the library of the Training School on October 11th for the reorganization of the department Girls' Club.

The Upper Peninsula Teachers' Association was held at Marquette, October 7-8. The enrollment was about 1,500. Two members of the Western Normal faculty were in attendance. President Waldo, who gave greetings from this school at the alumni banquet of the Northern Normal, and Mr. Burnham, who gave the address before the combined sections of School officers and Commissioners and the new Rural School section.

LITERARY SOCIETIES

AMPHICTYON SOCIETY.

The Amphictyon Literary Society held its first meeting of the year on Thursday evening, October 7, in the Rotunda of the Training School. As the chief aim of the meeting was for
We've been told that there are "about 900" students attending the "Normal" and that everyone will see this, and we hope it's true.

Kindly consider this a personal invitation to visit this most interesting store. There is absolutely nothing a woman needs for comfort or adornment that can not be found here, and our Men's Department supplies a large percentage of man's needs.

Everything new and conservatively priced

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The Bell Shoe House

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LOUIS ISENBERG, Proprietor
The Normal Literary Society started the year as though it meant business. A number of gaily-colored posters in the corridors and an attractive booth which served as headquarters during the days of enrollment well expressed the activity of its returning members. Badges distinguished the members. These became more numerous as new students joined the society. The membership of the Normal Literary Society now exceeds one hundred twenty-five.

The Normal Literary Society held the first meeting of any student organization in the school on Tuesday evening, October 5. A short program in which Mrs. Davis, Mr. Bowers, Miss Worden, Mr. Ross, and Miss Tubbs took part was followed by an informal social evening of games, contests, and various bits of fun. Grotesque prizes were awarded the winners of the guessing contests. Appropriate refreshments were served.

The first regular literary program was presented on the following Thursday evening in the form of a Kipling program. Kipling songs, readings, poems, a sketch of his life, and an estimate of his work were given. This was a strictly literary program and established a standard which it is hoped the society will maintain throughout the year.

The Normal Literary Society will strive to maintain a high literary
standard for its programs. Their business meetings are businesslike and punctual. Social functions are planned by a social committee to acquaint students with one another and foster lasting friendships. The society endeavors to develop or discover special talent in its members. Its efforts deserve the hearty co-operation of the student body.

Come and meet with us on Thursday evening, October 28. An outdoor Hallowe’en meeting is being planned. Weather permitting, join us around the big bonfire.

RURAL SOCIOLOGY SEMINAR.

The Rural Sociology Seminar is working this year in two sections. Meetings are held in Mr. Maybee’s room at 3:00 P.M. on Thursdays. The Rural Course II group met October 14, when the first program was given. The officers for the group are: President, H. J. Ponitz; vice-president, Lucile E. Sanders; secretary and treasurer, Ernestine Campbell; program committee, Carmen Trisket, Lucy Tolhurst, and Della Vander Kolk. Preliminary organization of the Rural Course I group was made by the election of officers as follows: President, W. F. Martin; vice-president, Gladys De Field; secretary and treasurer, Elizabeth Cole. The first regular meeting of this section was held October 21.

Y. W. C. A.

The Young Women’s Christian Association began its activities this fall with a tea served on October 6. On the following day the first formal meeting was held.

Miss West of the Evangelistic Company consented to speak and sing at that time.

THE WOMEN’S LEAGUE.

The Women’s League was organized in this school a year and a half ago. Its purpose is to look after the social, home, and business interests of the young women of the school. In-

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When the Air is Like Wine

As it is these days one should get out and drink it in. To make your trip doubly interesting, take a Kodak with you. The Autumn is beautiful, as a matter of fact some think it more beautiful than Spring. It affords boundless opportunities for the Kodakist. Eastman Kodaks, $6 to $60. Brownies, $1 to $12. Developing and Printing. The most artistic work we can do—and in this we are helped by the latest devices, the most improved mechanism. Every picture is hand finished. Parcel Post Prepaid.

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JEWELERS

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Kalamazoo
formal social functions are held on the second and fourth Friday afternoons of every month. More pretentious affairs such as “A Trip Around the World,” or a masquerade, are also planned. A Hallowe’en party will be given Friday evening, October 22, in the Gymnasium.

MICHIGAN STATE TEACHERS’ ASSOCIATION.

The annual meeting of the Michigan State Teachers’ Association is to be held this year at Saginaw. Although this is geographically rather far removed from the Western Normal, it is probable that a large number of the faculty will attend. We note that the program contains the names of America’s foremost educators and men of affairs. New England sends ex-President Taft; the Pacific coast, President David Starr Jordan, of Leland Stanford. Between these two extremes there are the names of William McAndrew, Lou Eleanor Colby, Mary Antin, Adeline Zachert, and Carl A. Krause from New York state; Wisconsin furnishes Edward C. Elliott, Abby L. Marlatt, and Osbourn McConathy; Congressman Clarence Miller comes from Minneapolis; Superintendent William N. Davidson from Pittsburgh; Dean Walter Miller from the University of Missouri; Emma Church and Mary Boomer Page from Chicago; the United States Bureau of Education sends Commissioner Claxton and A. C. Monahan; and besides there appear the names of a score of Michigan’s teachers who are every whit in the same class with those mentioned from other states.

We like the program, but quite as much we value the opportunity that this meeting affords for renewing old acquaintances and making new friends, for the uplift and cheer that come from touching elbows with the men and women who count much in our line of work and in other lines. We hope to greet a large number of our alumni at this meeting.
**Books Received in the Library since March 14, 1915.**

**Reference.**
- Fay & Eaton, Instruction in the use of books and libraries.
- Firkins, Index to short stories.
- Hitchler, Cataloguing for small libraries.
- New international encyclopedia. New ed.
- New international yearbook. 1914.
- Severance, Guide to the current periodicals and serials of the U.S. and Canada.

**Physiology and Psychology.**
- Bergson, Time and free will.
- Boutroux, Natural law in science and philosophy.
- Bruce, Sleep and sleeplessness.
- Dewey, German philosophy and politics.
- Rooper, Apperception.
- Santayana, Winds of doctrine.
- Meyer, Fundamental laws of human behavior.
- Munsterberg, Psychology, general and applied.

**Religion.**
- Burr, Religious confessions and confessants.
- Fitchett, Wesley.
- Hodges, Early church.
- Jewett, God’s troubadour.
- Tyler, Place of the church in evolution.
- Walker, John Calvin.

**Ethics.**
- Ames, Higher individualism.
- Bacon, Beauty for ashes.
- Carnegie endowment for international peace, Yearbook, 1915.
- De Laguna, Introduction to the science of ethics.
- Dresser, Human efficiency.
- Key, Renaissance of motherhood.
- Parsons, Fear and conventionality.
- Mumford, Dawn of character.
- Slosson, Major prophets of today.
- Wells, War that will end war.
- Westermarck, History of human marriage.

**Sociology and Economics.**
- Bailey, Modern social conditions.
- Board, Woman’s work in municipalities.
- Bennett, American women in civic work.
- Boy scouts, Handbook for scout masters.
- Carver, Essays in social justice.
- DuBois, The negro.
- Eaton & Stevens, Commercial work and training for girls.
- Ellis, The criminal.
- Ferri, Criminal sociology.
- Gilman, Socialism and the American spirit.
- Gregg, Handbook of parliamentary law.
- Harris, Practical banking.
- Healy, Individual delinquent.
- Howe, The city.
- Kellor, Out of work.
- McDougall, Introduction to social psychology.
- Martin & Post, Vocations for the trained woman.
- Morgan, The American girl.
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Francis W. Parker Yearbook, vol. 4, Education through concrete experience.
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Playground Association of America, Proceedings.
Quigley, Index to kindergarten songs.
Small, Early New England schools.
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