THE
KALAMAZOO
NORMAL RECORD

JANUARY, 1916
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BIBLIOGRAPHY ON RUSSIAN DRAMA.

Baring, Maurice—Landmarks in Russian Literature.
Brueckner—A literary history of Russia.
Brusyanin, V. V.—Introductory essay to Black Maskers, etc.—Scribner edition.
Clark—The continental drama of today.
Dukes—Modern dramatists.
Huneker, James—Iacobestes.
Kropotkin, Prince—Ideas and realities in Russian literature.
Moderwell—The theater of today. Ch. xi.
Phelps—Essays on Russian novelists.

MAGAZINES.

Andre, Leonid—The Drama. Feb., 1914.
The greatest contemporary dramatists of Russia are:
Tolstoi, Leo—1828-1910.
Tchekoff, Anton—1860-1904.
Gorky, Maxim—1868-.
Andreyeff, Leonid—1871-.
Plays of Andreyeff* Translated in English.
*Sometimes spelled Andrieiff, Andrew, Andreyev.
To the stars (Poet Lore, 1907).
King Hunger (Poet Lore, 1911).
*Anathema (Macmillan Co., $1.25).
The pretty Sabine women (The Drama, Feb., 1914).
Love of one's neighbor (in one act) (A. & C. Boni, N. Y., $0.35 net).
*The black maskers (Scribner, $1.50).
*The life of man (Scribner, $1.50).
The pretty Sabine women (Scribner, $1.50).
The sorrows of Belgium (Macmillan Co., $1.25 net) excerpts in Cur. Opin., Ag., '10.
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"What are you going to run—the mile or the two-mile?"
"I don't know. I can tell you better at the end of the mile."—Ex.

Friend: "What are you thankful for this year, Uncle Rastus?"
Uncle Rastus: "Well, suh, on de wealth side Ah am thankful foh de things Ah've got; an' on de health side Ah am thankful foh de things Ah haven't got."—Life.

"OUGH!"

An exchange prints the following list of words ending in "ough" and adds the pronunciation of the more obscure words, so far as ascertainable from the dictionaries:
Messrs. Gough (goff), Hough (huff) and Clugh (cluff) though tough enough, thought through the day that they would visit Mr. Brough (broo), who having a hiccough (hiccup) and a cough, lived in a clough, (cluff or clou), with plenty of dough, and a tame chough (chuff), kept near a plough in a rough trough, hung to a bough over a lough (loch). A slough (sluf) of the bank into the slough (sloo) injured his thoroughbred's hough (hock). at those four terrible letters.—Youth's Companion.

NOT HER FAULT.

Mr. Wrixon prides himself on being a philosopher. His six-year-old son is evidently a chip of the old block.
The other night when his mother was putting him to bed she asked: "Robert, what makes you so cross and discontented? Doesn't mother do everything she can think of to make you happy?"

The youngster cogitated deeply for a moment.
"Well," he conceded with an air of resignation, "I s'pose it isn't your fault that you can't think of enough. You're only what God made you!"
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"That's what he says, but here's the evidence," interrupted the second Bobby, triumphantly producing a bulky hotel register from beneath his arm, and pointing to an entry. "V. Gates," written in a flowing hand, was the record that met the astonished sergeant's gaze.

"No one listens to the words of a song"—but one should, or lose a gem of poetical interpretation. From a Scotch cradle song, the line "Sleep, bonny bairn," was sung: "Sleep, bonny brain." Can this be the effect of psychology as applied to kindergarten?

There were two Browns in the village, both fishermen. One lost his wife and the other his boat at about the same time. The vicar's wife called, as she supposed, on the widower, but really upon the Brown whose boat had gone down.

"I am sorry to hear of your great loss," she said.

"Oh, it ain't much matter," was the philosophical reply; "she wasn't up to much."

"Indeed!" said the surprised lady.

"Yes," continued Brown, "she was a rickety old thing. I offered her to my mate, but he wouldn't have her. I've had my eye on another for some time."

And then the scandalized lady fled.

The London police-sergeant raised his eyes from the blotter as two policemen propelled the resisting victim before him.

"A German spy, sir," gasped the Bobby.

"I'm an American, and can prove it," denied the victim.

"That's what he says, but here's the evidence," interrupted the second Bobby, triumphantly producing a bulky hotel register from beneath his arm, and pointing to an entry. "V. Gates," written in a flowing hand, was the record that met the astonished sergeant's gaze.

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Public Library (Pleasant housewife to desk assistant)—"Do you speak German?"

Assistant (deprecatingly) — "Not very well; my German sounds queer."

Pleasant housewife (encouragingly) — "Oh, well, no language don't sound beautiful if it ain't spoken proper."
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PROGRESSIVE COURSE IN ENGLISH
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Mabel Austin (Anglo-Saxon)—“Dr. Jones, can you give any length of stated time in which one should at least begin to grasp Anglo-Saxon?”

Dr. Jones—“I can only answer your question by telling you a little story that I know.

“There was an elderly woman who had braved her fears of the little mountain cars and with a little party had commenced the ascent of a mountain in one of them.

“After a while her fears began to return and when the brakeman came through the car she stopped him and said:

‘Mr. Brakeman, I don’t want to bother you, but what would happen if these cars started back down the hill?’

‘Madame,’ returned the brakeman, ‘don’t be frightened. We have a set of brakes which will hold the car from running back.’

“The lady was comforted for a while, but soon she commenced to become restless, and when the brakeman again appeared she said:

‘Mr. Brakeman, I don’t want to bother you, but what would happen if that first pair of brakes should refuse to work?’

‘Madam,’ answered he, ‘be comforted. If the first pair of brakes do not work, we have a second pair.’

“For a while the woman seemed to feel perfectly safe, but again when the brakeman appeared she said:

‘Mr. Brakeman, I don’t want to bother you, but what would happen if the second pair of brakes refused to work?’

‘Madam,’ returned the brakeman, ‘be comforted. If the second brakes should not happen to work we have a third pair.’

‘But if they didn’t work what would happen?’ queried the woman.
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“... well, madam,” returned the ex-
asperated brakeman, “it depends en-
tirely upon where you’re prepared to
go.”

Dr. Jones—“Does that answer your
question? At least it does as far as I
can answer it.”

Miss G. (in Art)—“This painting is
by the late Mrs. Woodrow Wilson.”

Student—“There’ll soon be an-
other,” (meaning another Mrs. Wil-
son.)

Miss G.—“Oh yes, they are discover-
ing new ones all the time.”

John Bek (Hist. of Ed.)—“Z-m-z
(snores).

Dr. Cameron—“Mr. Leak, I guess
you will have to wake John up. He
seems to have gone to sleep on me.”

LIBRARY SLIPS—AND OTHERS.

Books which change their titles be-
tween class room and Library:
Gayley, Mirth of classical litera-
ture.
Genung, Principal workings of rhet-
oric.
Drummond, Accent of man.
Fiske, Cosmetic philosophy.
Tennyson, Idles of the king.
Poe, Murders and rumors.

“I don’t know what to give Lizzie
for a Christmas present,” one girl is
reported to have said to her friend
while discussing the gift to be made
to a third.

“Give her a book,” suggested the
other. And the first replied, medita-
tively, “No, she’s got a book.”

An Englishman visiting the United
States for the first time was riding
in a street car in New York. Oppo-
site to him sat a woman upon whose
lap was a very ugly baby—an uncom-
promisingly homely child. The baby
seemed to fascinate the Englishman;
he couldn’t keep his eyes off it; he
would look away, drop his eyeglass,
and endeavor to fix his attention on
some other object. But it was of no
use; he had to look back!

At last the mother—obviously an-
noyed—leaned over and hoarsely
whispered, “Rubber!”

A relieved smile spread over the
ruddy countenance of the Englishman
and he replied with great fervor:
“Madam, thank God! Do you know
I actually thought it was real.”

BELLES-LETTRES.

The summer visitor in the little vil-
lage stopped in at the Browning Circle
Library. “Please give me the ‘Letters
of Charles Lamb,” he said.

The librarian was all obliging and
helpful. “I think you have made a
mistake,” she said kindly. “The post-
office is the building just across the
street.”
To Normal Athletic Students

We now carry a full stock of regulation Gymnasium cloth for both young men and young women. Call on us when in need of Gymnasium clothes.

<table>
<thead>
<tr>
<th>For Young Women</th>
<th>For Young Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDIES—the regulation kind which are worn in gym work—made of good heavy materials at each</td>
<td>We have just placed this line on sale—</td>
</tr>
<tr>
<td></td>
<td>GYM SHIRTS</td>
</tr>
<tr>
<td></td>
<td>GYM RUNNING PANTS</td>
</tr>
<tr>
<td></td>
<td>ATHLETIC SUPPORTERS</td>
</tr>
<tr>
<td></td>
<td>GYM PANTS, long</td>
</tr>
<tr>
<td>Others at</td>
<td>We also carry a good line of Sweaters, etc., and we will also be pleased to take particular pains with any special orders you might care to give.</td>
</tr>
<tr>
<td></td>
<td>Second Floor</td>
</tr>
<tr>
<td>GYM BLOOMERS in blue cotton Galetea, in regulation gym style, all sizes at</td>
<td>Men’s Sections, West Aisle</td>
</tr>
<tr>
<td></td>
<td>$1.25</td>
</tr>
</tbody>
</table>

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English is a required subject in all of the courses, and mathematics is required in all except the course in horticulture. The student completing any of the vocational courses is given a certificate (not a diploma).

OPPORTUNITY.

They do me wrong who say I come no more when once I knock and fail to find you in; for every day I stand outside your door, and bid you wake, and rise and fight and win.

—Walter Malone.

PLANTS ARE HEAVY DRINKERS—OF WATER.

It has been demonstrated by careful scientific investigation at the Utah Experiment Station, and verified in other places, that for every pound of dry matter produced by plants the amount of water that passes through the plants varies from 252 pounds to 1,109 pounds. An interesting result of the investigation is found in the fact that cultivation and fertilization of soils reduces the actual amount of water consumed by plants by as much as one-half in some instances.

JUST TRY IT.

A curiosity in arithmetic has recently been worked out by a British astronomer in answer to the question: What is the largest number that can be expressed with three digits?

999.

The figure which this represents is so big that it is awesome. If it were printed in full it would fill thirty-three volumes of eight hundred pages each of fine type. The first twenty-eight figures are 428,124,773,175,747,048,036,987,115,9, and the last two are 89. In between these are 369,603,070 figures.

If you don’t believe it, try it and see.

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Children’s Hair Cut a Specialty
The Relation of Modern Languages to Society

The statement made by Professor Grandgent, of Harvard, in an address before the joint session of the Classical and Modern Language Conferences in Ann Arbor in 1907, that "we traffickers in living tongues are admirable exponents of that attitude of mind which some sociologists call 'the noble discontent,'" is borne out by practically every article written on the subject of modern language instruction within the last two decades. In discussing the causes for the conditions which seem to warrant this discontent, the emphasis has been placed largely upon the methods employed and latterly upon the insufficient preparation of the teacher, but it seems to me that the improvement in results has been woefully inadequate in view of the improvement in these conditions, which shows that there must be other causes. To me these causes lie much deeper, and the eve of a new era in the world's history, in which even we, on our remote shores will have a part, would seem to me a most appropriate time to try to get at the real root of the matter, if possible. The main obstacle which blocks the way of even the most efficient teacher with a so-called good method lies in certain national traits which have been developed through our geographic isolation, our abundant resources, which make competition not so pitiless with us as in Europe, and our self-sufficiency. These have produced in us as a nation a self-complacency, I might almost say a provincialism, which has made our reading public content with the translations of foreign literatures, our traveling public content to be piloted through Europe by the ever-willing tourists' guides, our music lovers content with the meager translations of the most exquisite lyrics, our statesmen and diplomats content to turn over their most critical interviews and documents to interpreters, to say nothing of our own professional men, who are practically shut out from the mass of valuable technical journalistic literature of Europe. The explanation for this lack in our life is not mainly due to the lack of good teachers (for this would be remedied in the space of one university course if the demand from the public were imperative); nor to the methods employed. The crux of the matter lies, in my opinion, in
the lack of motive in the students, and this is due to the lack of appreciation of the needs of the present scientific, business and social world on the part of those who mold public opinion and indirectly our school courses. Just what does this mean? And how can it be remedied? And what will be the results of such improvement?

It means this: That not until the language course of a student is planned with an eye to the needs of his profession at a time when he must have a usable tool or forego the advantage of reading the opinions of his contemporaries in other lands, will the student feel that his language work is a vital part of his course. That is to say, if more mature people, who even in this day of youthful independence and precocity determine, however indirectly, the interests of young pupils, realized that a modern language is of very little value unless the student can use it easily later, when the stress of life forbids a labored use of it, the pupil in our high schools would have a motive which would make his work very different from that of the boy who takes the minimum language requirement simply because it is a requirement. And when you accuse me of making language requirements too heavy, I can only remind you of the very patent fact that the world of tomorrow, the post-bellum days for which we are now preparing our students, is bound to be a very different world, especially for us Americans, from that of today, and that unless we begin our preparation for it betimes, we shall find that the opportunity will find us unprepared, a contingency which would be by no means new in our history. After the Spanish-American war there was a great hue and cry about the practicability of a knowledge of Spanish; if at that time strong, practical courses in Spanish had been introduced into the curricula of our high schools and colleges, I feel sure that South American trade would be ours today. But the opportunity to gain a vast amount of trade has been lost, largely because we were not prepared, altho we have had almost twenty years for it. If the young student were made to feel that his German, French or Spanish is an organic part of his life-work, it would give him the proper perspective in regard to the difficult and often disagreeable beginnings, which he would then consider the necessary means to a desired end. It is vision which our students lack: as though one accepted nothing in trust for a future not yet revealed to one's limited view, but apparent to the more experienced advisor who has heard the complaints of unnumbered doctors, scientists, engineers, architects, and even students, who are compelled to put off the taking of their advanced degrees because they have failed to meet the minimum language requirement.

What should, then, be the minimum modern language requirement in the high school? Should it be the same for all students?

To every language teacher the one-year requirement now in force in so many schools is pernicious in its effects. I do not say that every student needs two years or more of a foreign language, but I do say most emphatically that no student needs one year. I should much prefer, as the course now stands, with no special one-year course, that a student had no language at all, than that he had a "try" (and that under protest) at the first year of three different languages in order to work off his one-year language requirement: for what he might gain in knowledge of the structure of his own language he certainly loses in correct habits of thought and mental attitude. And that he finally gets a passing mark in his third language has no real significance. I would defy any boy, however stubbornly his mind may resist the entrance of any linguistic data, to fail in beginning French, after he had sat through one year each of good instruction in Latin and German. A one-year language requirement is a tacit acknowledgment that we believe in language study as formal discipline, or that the student needs a knowledge of the grammar of a second language in order to grasp the technical grammar of his own. A discussion of the
former I gladly leave to the psychologists; as to the latter, as well teach algebra only as an aid to arithmetic, or make geography merely the handmaid of history. It would be quite a different problem if we offered a special one-year course. I can imagine a most charming and delightful course of this kind: the barest essentials of grammar, a poem or two, a story, a drama; the whole giving the student such a sense of completeness that he would never consider the possibility of going on on the strength of this foundation. I might plan another course on the same general lines as a complete two-year course. But the dream of every language teacher is to have a group of students (and it will need to be a large group to meet the requirements of the future), who are looking forward to a thorough, comprehensive course in some modern language—a course so comprehensive that each student will be able to meet the language problems of his particular profession with the least expenditure of time, at a period in his life when time is worth infinitely more than during his high school and early college course. And his linguistic skill will have this advantage over his professional skill, that it will furnish him tools with which he may help to mold his leisure hours, which brings us dangerously near the subject of the cultural value of foreign language study. This is another story and would lead me too far; but let me point out only one significant phase of this side of the problem. Our geographic isolation brings with it a peculiarity in our outlook on life, one phase of which is very apparent to the foreign language instructor. To the American student the fact that the sentence structure of the new language differs from his own means that this peculiarity is a perversion, a variation from "the type," which is his own language. Before long, however, he must realize that the English language is but one of many languages, each of which has developed a structure of its own, to which it has quite as good a right as ours has to its peculiarities; and in his later study of the literature and the life of the people who use this language, he will gradually develop a sympathetic, because intelligent, feeling for a civilization different from his own; an attitude of mind which even the man who never leaves his own country, and never meets a bona fide foreigner, and reads only his daily paper, will find indispensable in the strange future which lies before us. What the European boys and girls learn from personal intercourse with the products of other civilizations, our children must acquire largely through the medium of foreign language study.

ELISABETH ZIMMERMAN.

State Department Survey

IN THE school year 1914-1915 the Michigan Department of Public Instruction, through the assistance of the County Commissioners of Schools, took a survey of the schools in the ungraded (country) schools of the state. Returns were secured from 61 counties representing 5,545 districts, of which 5,140 were reported as to the school plant, and 5,346 as to the teacher.

The information gained about the present conditions of buildings and equipment is especially timely in view of Act No. 17 passed by the legislature of 1915, which requires that plans for all school buildings and for additions to school buildings, the cost of which shall exceed $300, be approved by the Superintendent of Public Instruction, and authorizes the condemnation of school houses under certain conditions. No tax exceeding the sum of $300 for building purposes shall be expended by the district board or board of education of such district until the Superintendent of Public Instruction shall certify that the plans and specifications for the same comply with the provisions of this law.
The most significant facts learned about the school equipment in the 5,140 districts reporting may be briefly stated as follows:

Grounds, one acre or more .................. 2,470
Lighting, one side ............................. 100
Lighting, two sides ........................... 2,411
Lighting, three sides .......................... 1,977
Lighting, four sides ........................... 188
Heating, stoves ................................ 2,619
Heating, jacketed stoves ....................... 712
Heating, furnace ................................ 878
Heating, basement furnaces .................... 334
Water supplied ................................. 3,124
Ventilation, satisfactory ...................... 1,750
Seating, satisfactory ........................... 1,898
Scoring 800 or above .......................... 1,290
(possible 1,000) ............................... 1,290
Scoring 800 or above (with no major item less than 70) .......... 624
Scoring under 700 .............................. 1,719

These figures, taken at their face value, indicate that at least four splendid movements for the improvement of local school properties are well under way in Michigan. Definite facts are not available whereby a conclusive comparison with some fixed data in the past can be made, but to one whose work has made necessary close familiarity with local school plants in many communities in this state, it is obvious from the results of the Department's survey that the enlargement of school grounds, and the correction of seating, lighting, heating, and ventilation are all at least well begun.

Alertness on the part of every citizen who has direct responsibility in these matters, and intelligent co-operation by the electorate of every district, together with enthusiastic, informed leadership by teachers, and the most definitely localized publicity by newspapers and bulletins, will all be needed to bring these truly progressive educational activities to full fruition.

The information gained as to the academic and professional training of the 5,346 teachers reported was also especially timely, in view of Act No. 7 of the last legislature, which provides that no certificate shall be granted, under the law for the examination and certification of teachers, to any person who shall not have completed a term of at least six weeks' work in professional training in a state normal school or in one of the county normal training classes of the state or any normal training school conducted by any municipality in the state or in any school approved by the State Superintendent of Public Instruction; but the completion of one-half year of work in a school maintaining four years of work above high school rank shall be accepted in lieu of this requirement. This proviso, however, shall not apply to persons who have taught in the schools of the state at least five months prior to July 1, 1916.

The facts learned by the survey about the certificates, experience, and salaries of the teachers reported may be seen in the following table:

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>$39.96</td>
</tr>
<tr>
<td>2.1</td>
<td>44.89</td>
</tr>
<tr>
<td>2.8</td>
<td>44.23</td>
</tr>
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<td>3.9</td>
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The thoughtful reader of the foregoing table will find ample evidence that school officers appreciate experience and special training in teachers. If it seems conclusive, as it does from the table, that these officers put a higher value on experience training than they do upon institutional training, this need not discourage young people from getting the institutional or normal school training, because when officers become familiar with the value of professional training, as they are bound to do in a few years, they are likely to value it above mere accumulation of untutored experience.

The survey shows that there are many places where trained and experienced teachers may stay in the service of ungraded schools with as much economic advantage as they are likely to find elsewhere.

Fifty-six counties now have maximum salaries in ungraded schools as follows: $60 in ten counties; $65 in ten counties; $70 in thirteen counties; $75 in nine counties; $80 in seven counties; $90 in three counties; and $100 in four counties.

What Is Manual Training?

The question "What Is Manual Training" has brought forth a variety of responses. The following typical examples are from teachers, students and business men. They disclose the fact that Manual Training is a "phase," an "art," a "science," a "subject" or "thing" not easy to define off-hand. Supposedly very definite in character it seems to be vague and uncertain when expressed in writing. However the ideas expressed below give sufficient information so that we hope a more general understanding of the subject may result.

"Manual Training is a course which instills a taste and respect for manual labor. It takes up the study of different industries of the country and through this the study of typical methods of manufacture and the actual changing of rough material into finished work. It develops good taste in home furnishings and an appreciation of good and honest workmanship."

"Manual Training, as understood today is a portion of the subject matter of the school curriculum which has for its object the training of the mind by means of motor development of the hand and eye. As a department of a school it is intended to include work in wood of various kinds, metal, etc., and drawing.

"In some instances it has comprehended art, but this is not accepted as a part of the departmental work.

"The purpose has changed and is still changing. Negatively, the purpose is not to fit an individual for a particular vocation, but rather to train the mind (and all that includes) through the development and co-ordination of the senses and muscles."

"Manual Training is an art whose educational function lies essentially in training correlation between hand and eye with the ultimate aim of giving the individual greater power of expression through manual agency."

"Manual Training is any kind of handwork that involves skill and is an expression of art. There are many phases and branches of manual training. Domestic art is just as much a part of hand training as wood-work, and
should come under the same head. Some handiwork becomes purely mechanical and when it does it loses the thought side and ceases to be an expression of the individual."

"Manual Training is a process of education. Its aim is the expression of thought through the agency of material things. In the method of presentation it should be a science and obey the laws of mind as revealed in psychology; in its final expression by the pupil it becomes an art."

"Manual Training marries motor to mental impulses. The issue of this eugenic union are symmetrically developed, self-sustaining individuals whose hands are the useful instruments of their brains."

"Manual Training is a scheme of education for uniting head and hand. As a result of it the brain becomes keen to plan and the fingers quick and skillful to achieve. It fills the long-felt want of making education practical. It dignifies labor and puts one in the way of becoming a self-sustaining, producing member of society."

"Educating the hands to work with materials."

"Manual training is that phase of education which deals with the knowledge of industrial processes, their execution and appreciation, and by which an opportunity is given for cultural development and practical training through contact with the fundamentals of the common trades and industries."

"Manual training is for the purpose of correlating mental and muscular responses. Successfully pursued, manual training develops skill in motor activity and begets executive confidence as a mental attitude."

"My understanding of manual training as now taught in our schools is that it is the science of teaching to do with one's hands the practical and necessary things in life which each of us may at times be called upon to do, and while it does not attempt to teach trades, it has, or should have, a tendency to assist those who have enjoyed the privilege of instruction in this line, to select the special line which they are best equipped, both physically and mentally, to perform as their life work. In other words, the graduate of a manual training school should be so equipped that when he enters life's practical school he has passed the kindergarten stage and is ready to be assigned to one of its grade classes.

This reply is from one who, when he entered life's practical school, because of the lack and kind of training it has been your privilege to have, was obliged to enter its kindergarten classes."

"Manual training should be so organized and presented that it would appeal to the best and the keenest interests of the pupil; the material results should each have an individual utility value if possible; and the processes should involve the proper use and care of tools and materials."

"That part of a boy's elementary training which couples school with the common activities of life."

"I have been so busy of late that I have had no time to give your request any thought." (Signed) Several Faculty Members.

"Manual training, as a school subject, is an organized set of motor activities (hand) that finds its educational justification and significance in the organic unity of mental and motor life.

"I am not prepared to say that any particular set of motor activities, constituting any particular brand of manual training, does or does not have the educational justification and significance that theoretically are implied in this organic unity of mental and moral life."

"Manual training is that phase of education which correlativey instructs and develops the motor and intellectual faculties."

"Manual training is a course in technical arts by which a boy becomes for the period a man. He takes up a man's vocation, is taught those things which contribute most to a manly character, and is, in fact, taught to act and be the man in a practical way."
"A training of the hands to do work"
"That which teaches the head and the hand to work together with speed and accuracy."
"Manual training is a phase of education wherein the conclusions are mainly expressed in the form of material creations requiring the exercise of manual dexterity."
"Manual training should teach the natural, practical way to do things."
"The present-day substitute for the all-around knowledge of processes and ability to do things which were the common possession of our grand-fathers."
"Manual training is that phase of education which, through the constructive use of the hand, mind and material, enables an individual to become industry and business wise."
"Manual training is that phase of education which aims to compel a close union between the three great powers of man—observation, reflection and action."
"Manual training is the science of mechanical designing and construction, and the art of using tools and materials."
"Manual training is the kindergarten of the trade school."
"As I see it, the function of manual training is not that of vocational training. In other words, manual training schools should not be looked upon as mere trade schools. I do not wish to be understood as saying one is either inferior or superior to the other. Each has its proper and worthy place. I believe every boy and girl of average ability should have, and is benefited by having, a fair amount of 'hand-training' where that training is so provided for and presented as to associate itself with some intellectual or artistic interest of the student. As men, we all of us would make better teachers, lawyers, preachers or doctors (to say nothing of trained mechanics or engineers) as well as better husbands, fathers and citizens, if we could be skillful, to a relative degree, with hand as well as keen of thought. In other words, I conceive of manual training as the hand-maiden of the other arts and sciences; or, if you please, the more, as sister to these same arts and sciences, not as a mere means to physical existence."

The writer suggests that the reader may be able to determine the identity of some of these authors by reflection and speculation.

MARION J. SHERWOOD.

Tennyson’s Social Philosophy

The chief question of interest concerning men and events of past history is not "what" or "how" they were, but "why" were they thus and so. So it is with Tennyson’s Social Philosophy. We are interested in discovering whether he had such a philosophy, but vastly more so in knowing what forces helped to determine it. It would be especially interesting to trace
if time and space would permit, how far his ideas of life pertaining to the individual and the group were evolved from his own experiences and mental processes, and how they were affected by his environment and training.

Such a detailed analysis is impossible in the course of a brief paper, but even the most casual reading of his life and works reveals many interesting facts concerning the growth and shaping of his view of life.

Tennyson’s idea of man as an individual was that man is an immortal spirit clothed with mortal flesh. He has expressed it in a dozen ways, but nowhere more clearly than the line in “Beckett:”

“this beast body
That God has plunged my soul in.”

Nor does he deny that the poorest, meanest wretch that lives is made in the image of God, and can experience the same depths of sorrow or heights of rapture as himself. In so far as individual capacities or possibilities are concerned he limits man only by the universe; but collectively he regards the race as occupying various levels.

Here we see the evidence of two variant forces at work. He seems to have worked out his notion of man and his relations to the Creator largely alone, as who of us does not?

We may be taught and trained and influenced in our beliefs, but after all is said and done, if one does any thinking for oneself whatever along this line, one must form some distinct, individual concept of God and man’s relations to him, and it would not seem strange to find that there are as many different concepts as there are human souls.

On the other hand, Tennyson’s view of society, whether considered from a social or political standpoint, is unmistakably a class view—the view of the class in which he was born and reared. He was by birth and training a conservative, so we shall not expect to find him jumping at conclusions, or allowing himself to be surprised into making unwarranted statements, from which he would have to retreat. Nor does he obtrude his personal opinions dogmatically into his work and leave his reader to accept them, or find others. He very clearly and accurately reflects the opinions of all parties, and only suggests his own in the same polite way in which he would call your attention to a window, different from those you had already seen, if he were showing you through an old cathedral.

He seems to glimpse a time when “each man finds his own in all men’s good,
And all men work in noble brotherhood,”
and even when

“England, France, all men to be, will make one people ere man’s race be run,”
but that far-off dream could not have included for him political and social equality. Tennyson was essentially an aristocrat, a conservative of the conservatives. He emphasized at every turn the principle of noblesse oblige; he would

“fuse his myriads into union under one
To hunt the tiger of oppression out From office,”
but throughout his long life of purposeful thinking he never conceived of any social or political state in which could be found greater happiness than “the one true seed of freedom sown Betwixt a people and their ancient throne,
That sober freedom out of which there springs
Our loyal passion for our temperate kings.”

Hereditary rule was the only safe rule, according to Tennyson’s way of thinking.

He could see and deplore the shortcomings of nobility; he would “Ring out false pride in place and blood,” but that he considered rank as irrevocable as death itself is seen in the line wherein he compares his longing for Arthur Hallam to that of

“Some poor girl whose heart is set On one whose rank exceeds her own.”

He could understand how

“The thrall in person may be in soul,”
but he could not see in this free soul any ray of hope looking toward a time "when crowds are sane."

Closely allied to this view of the masses is the poet's notion of heredity. On this, as on every other point, he is characteristically conservative. He regards heredity as a force in human life and human progress to be reckoned with, to be conquered if need be; but not as a cause for despair. That he takes account of it in all human situations is evidenced by his many references to it. He makes Balin to say, soliloquizing on Lancelot's favor with the king:

"These he gifts
Born with the blood, not learnable, divine,
Beyond my reach."

And again we hear from the lips of Harold:
"O this mortal house
Which we are born into is haunted by
The ghosts of the dead passions of dead men,
And these take flesh again with our own flesh
And bring us to confusion."

This theory doubtless fortified him in the position he assumed toward popular reforms, the laissez faire attitude he held toward the sorrows and oppression of the common people, and helped him to condone what he called the "blind hysterics of the Celt." When Gladstone championed home rule for Ireland Tennyson said: "I love Mr. Gladstone, but I hate his present policy."

In all things of vital consequence to the immediate betterment of the common people Tennyson sounds an equivocal note or keeps silence, but on one question he is never in doubt. That is the position of the home and the significance of home life in the scheme of human affairs. He firmly believed and never missed an opportunity to teach that the home was the nucleus of the state, that the welfare of the nation depended largely on the integrity of the home.

Here, again, we see the influence of his environment. His mother was a veritable saint who "ruled by right of love," and all his friends are eloquent in their tribute to Emily Sellwood Tennyson and her part in the shaping of her husband's career. Jowett says of her "The greatest influence of his life would have to be passed over in silence if I were to omit her name."

The poet laureate's own son said of him: "One secret of his power over mankind was his true joy in family relations and affections." The Earl of Selborne described the home life of the Tennysons thus: "His domestic affections were very strong, and he had a happy home in which the influence of others told upon him hardly less than his own did on them."

So we must conclude that the lofty strain in which he writes of love, and its world conquering power was inspired by the deep and constraining loves of his own experience.

Some of his most exquisite lines were written to define woman's sphere and share in this momentous task of home building. It is doubtful if he or any of his contemporaries realized the far-reaching significance of some of them; but in the light of subsequent history they become the sayings of a true prophet.

"The woman's cause is man's;
They rise or sink together."

might have been written for a clarion call of twentieth century suffragists.

But Alfred Tennyson would never have been identified with the suffrage movement of today. Here, again, we should find a clashing of his individual and group sympathies. He admired and even reverenced a true womanly woman in her woman's sphere, but he would never have risked their judgment en masse on questions of civic concern.

On the whole we may say of the poet's social philosophy it was a very comfortable philosophy to live with and to live by, providing one could always keep aloof, as did he, from the seamy side of life, providing one could live apart on a secluded island surrounded by admiring friends and a loving family, where only the roar of a soulless sea would ever intrude upon one's thoughts, but if one lived
where men toil and strive and yearn for higher, better things, till yearning hearts break and pour out their life blood for other's gain, such a philos-

phyl would be like a wornout, rusty machine: its use would entail such loss and delay as would hazard its owner's ruin.

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Book Review


Practice follows so slowly the path blazed by educational reformers that it is particularly gratifying to have set out so clearly in this volume such types of schools as have attained a deep enough consciousness, both of the needs of childhood and the needs of society, to justifiably break with traditions and work out a new order of practice.

Dr. Dewey and his daughter, Evelyn Dewey, have together taken us to these interesting experimental stations and shown us intimately the "workers" in their "work-shops." Under widely differing conditions and widely differing forms of realization, one finds a common aim of educational conviction in all of these new types of schools. This common aim may be summed up in the pragmatic slogan "Learning by doing." This does not mean, necessarily, a complete overthrow of the time-honored curriculum, but it does mean a complete reorganization of it. The chapter on "Play" gives us the relative values of the contributions of Rousseau, Pestalozzi and Froebel, and in no uncertain way shows the sharp contrast between the orthodox and modern kindergarten. There arises the question "What is of real worth in these early experiences of the child that carry life values?"

In the discussion of "Freedom and Individuality" the confusion of physical liberty with intellectual liberty is emphasized and a plea made for more child and less teacher, illustrated by a review and criticism of Montessori.

The whole book is shot through and through with the spirit of democracy—an equal chance for every child, which must ever remain the goal of our American public school system. "Schools of Tomorrow" has not attempted to set up any new educational theories nor to offer a solution to current problems, but it is rich in its suggestiveness of well-defined aims of teachers who form the "advance guard" of a new era that shall usher in a school linked with life.
Dissipation. We have examined the courses of study of the normal schools of six states, and find that to a greater or less degree they all contain one striking characteristic: viz., a considerable number of unrelated courses, many of which are required for a certificate. In some schools no effort is made to arrange the courses with reference to a sequence, in others the course is prescribed with great rigidity; but the general effect is the same—the student may be graduated with a confederation of devices rather than a hierarchy of ideas. Some schools require a year's work in one department; but in five of the six states investigated the term plan of three months obtains and the courses of a large proportion of the departments are loosely graded.

It is not unusual to find that three-fourths of a student's time has been spent on subjects which do not represent any kind of a logical sequence.

In some instances liberal elective privileges are extended which permit the student by judicious selection to maintain a sustained effort throughout his course; but it would appear from the catalogs that such an arrangement of work is dependent upon the student's own initiative and foresight rather than being due to institutional influences. We believe that the normal school of the near future must give to its courses a progressive character that will necessitate considerable sustained effort.

Overlooked. The latest report of the Superintendent of Public Instruction shows that in the graded schools of Michigan the women outnumber the men more than six to one. There is slight probability that this condition will change materially for some time, and as long as it continues the average tenure of service of public school teachers is bound to
be comparatively short, because when women get married they usually stop teaching. This situation prompts us to inquire whether normal schools are really doing the best work that might be expected of them when they confine their efforts almost exclusively to the preparation of teachers. If the normal schools may rightly be expected to minister to society as well as to a profession, should not their courses be arranged to take account of the fact that most normal school students will teach for a comparatively short time and then graduate into the role of home-makers?

Propinquity. The arts of printing, telegraphy and telephony have done much to render us independent of place and surroundings so far as intellectual activities and limitations are concerned; but in our friendships this is not so—we are practically confined to the circle of those with whom we come in contact. Nearly all of the friends that we have are from among those persons with whom we are, at some time, closely associated. In the opportunities which we have for making life-long friendships lies one of the peculiar charms of school life. No value that attaches to school activities is greater than that of the friendships there formed, and happy, indeed, is the young person whose diploma is reminiscent in equal degree of academic achievements and of pleasant friendships. Take time to make friends, and a safe motto to follow is, "Do you want friends? then be one."

DOLL BEDS.

A Christmas project which enlisted the hearty sympathy and co-operation of the entire Training School was the making of doll beds for poor children whom Santa failed to remember. The young men in the manual training classes and the upper grade boys of the Training School, under the direction of Mr. Sherwood, made twenty-three of these beds, each eighteen inches long and very strong and durable.

When the beds were made they were placed on exhibition on the stage of the rotunda, and it was then that the girls came forward and offered their help to the boys to make the gifts a real success. Young ladies in the domestic art classes, girls of the upper grades, mothers of the smaller children, teachers and students volunteered to make the bedding under the supervision of Miss Blair, of the Domestic Art Department.

Each bed was supplied with two nicely-made sheets, one pillow and case, one mattress, one comforter, prettily tufted with colored yarns, and a white spread. Next, the Y. W. C. A. girls donated pretty dolls and the students of the domestic art classes dressed them in the latest New York fashions.

Everybody had an interest in the project, from the tots in the Training School to the dignified manual training seniors, and big and little shared in the joy of giving to the little sisters of the poor, who, in most instances, would have had a very barren Christmas otherwise. Ten of the beds gladdened the hearts of the little girls of the anti-tuberculosis school and thirteen were sent to needy children whom
Dr. Epler had learned about. One went to a little girl who was nearly blind and was trying to get a little education by going to school and listening. She had so little for Christmas that the gift of the doll and bed was the bright particular joy of her holiday season. Two were sent to two little girls who lived out on the marsh and whom Santa had entirely forgotten. One made a little lame girl very, very happy. Four were given to children whose parents had never remembered them at Christmas because they had barely enough money for the real necessities of life. Two went on a long journey, away down to the mountain settlements of Kentucky, and the teachers sent back word that these doll beds were the first real beds their mountain children had ever seen, and they intended to use them as models to teach their young charges how to make bed clothes and comfortable beds for their own homes.

**GRADE TWO.**

The children in grade two worked out their own assembly program, and it was very interesting to watch them express their ideas in different ways. Their object was to tell the rest of the children in the Training School just as much as they could of the life of the Tree-Dwellers and Cave-Men. They worked this out mostly under big heads, such as homes, dress, food, etc. To show the development of the home, the children made big posters representing the homes in trees, on the ground around the fire, and finally in caves. These pictures were made in the art period, under the supervision of Miss Netzorg.

During the term the children had gathered sticks and stones on the cam-
pus, which they had fashioned into rude primitive weapons of various sorts. These were explained by different children.

Stories of the Tree-dwellers and Cave-men were told and a dramatization of "How Ab and Oak Caught the Baby Rhinoceros" was given. The children had a great deal of fun in working this out and put in many interesting touches. One boy brought four wooden spears which his father had made and donated to the "play."

GRADE FIVE.

The keen interest manifested by the children of grade five in the recent discovery of the statue of Eros, sleeping in the ground for twenty centuries, gives evidence of the practical results of their study of Greek history. An article in the Literary Digest of December 25 quotes a letter from a French officer who was a witness of the unexpected "find." The discovery was made by French soldiers engaged in practice-digging of trenches at Paleopolis, a town in the northern part of Lemnos, on the site of what was probably the Hephestia of the ancients.

The article was "discovered" and brought to class by one of the pupils. Lemnos, Samothrace, and Hephestia were familiar names; the little winged god, Eros, an old friend. The vivacious account of the French soldier with little explanation became a personal message. An additional bit of interesting information was the fact that proof had also been discovered that the destruction of the city was not due to sacking by the Turks, as has been frequently supposed. That catastrophe was caused by an earthquake. The children were especially grateful for this bit of knowledge, since it answered so definitely the oft-repeated questions concerning the causes of ruined statues and buried cities.

Cooking is being taught during the winter term in grades one, two, three, four, six and eight. We find that a large number of the problems taught in the cooking laboratory are carried over into the home. The children are always anxious to tell about the things they have done at home. During vacation some of the children prepared lunch or breakfast at home; others made beds, dusted, helped with the dishes, and various other duties.
In one of the best basketball games ever seen on the local floor the Normals trounced the strong Grand Rapids Y by a 34 to 28 count. The Furniture City boys were always in the running, and especially in the last half did some fine passing and good basket shooting.

The score stood 20 to 9 in favor of the home team at the intermission, but the Y team staged a great come-back in the second period and came within a few points of the Normals. However, the "Highlanders" rallied in time to hold the lead.

Jacks and Bek played a great defensive game, while Welden, Thomas and Noble did some rapid-fire work around the baskets.

Cook, Bartz and Drummond were the best point-getters for the visitors, while the whole team featured in good passing. The lineup:

Normal: Welden, If; Noble, rf; Bippes, Drumm; Thomas, c; Bek, lg; Jacks, rg; Fowle

Grand Rapids: L. Cook, Van Boven, Drummond, Bartz, Wilmarth, Adams, Cress, Bridges, Rapp

Summary: Field goals—Welden, 6; Noble, 3; Bippes, 3; Thomas, 2; Wilmarth, 2; Adams. Free throws—Welden, 4; Jacks, 6; Van Boven, 3; Fowle, 5. Referee—Burhans, Kalamazoo Y. M. C. A. Score first half—Western Normal, 20; Grand Rapids Y, 9.

In the first basketball game of the season Western Normal easily defeated the South Haven All-Stars by a 92 to 7 score. The lake shore boys were never in the running and the Normals scored almost at will. Welden and Jacks did most of the scoring with eleven baskets each. Noble was in the game every minute and did some fine passing in addition to seven field goals. Thomas and Bippes played the floor with all sorts of speed, each shooting five baskets. Leonard played the last half and did good work. Simmons also played well during his stay in the game.

Bek starred at breaking up plays and made the only basket he tried for. The lineup:

Normal: Welden, If; Noble, rf; Thomas, c; Bek, lg; Jacks, rg; Fowle

South Haven: Bridges, Mason, Clarke, Adams, Cress, Bridges, Rapp

Summary: Field goals—Welden, 11; Noble, 7; Thomas, 5; Bippes, 5; Leonard, 2; Bek, Bridges. Free throws—Welden, 4; Mason, 5. Referee—Burhans, Kalamazoo Y. M. C. A. Score first half—61 to 4.

BASKETBALL SCHEDULE.

Jan. 6—South Haven All Stars at Kalamazoo.
Jan. 8—Grand Rapids Y. M. C. A. at Kalamazoo.
Jan. 18—Adrian College at Kalamazoo.
Jan. 22—Hillsdale College at Kalamazoo.
Jan. 26—Notre Dame at Notre Dame.
Jan. 28—Flint Vehics at Flint.
Feb. 2—Open.
Feb. 4—Open.
Feb. 9—Open.
Feb. 12—Wabash College at Kalamazoo.
Feb. 18—Hillsdale College at Hillsdale.
Feb. 19—Albion College at Albion.
Feb. 26—Toledo University at Kalamazoo.
March 4—Northwestern College at Kalamazoo.

A DIS-CONTINUED STORY.

Western Normal Ypsilanti
Season of 1912—
Baseball 2 0
Football 0 7
Season of 1913—
Baseball 2 3
Football 12 6
Season of 1914—
Baseball 3 2
Football 10 0
Season of 1915—
Baseball 6 1
Football 19 0
Games won 6 2
Games lost 2 6

Grand Summary.
Season of 1916—
The athletic council of the Michigan State Normal College announces through the director of athletics that “for the benefit of both schools” Ypsilanti will not play the Western Normal for a time.

THE TAIL OF A GOAT.

Some sixty-four years ago there was born in the eastern part of this commonwealth a kid. He was of poor but honest parentage, but withal sturdy and comely, and apparently provided with all the goatly appanages which would insure a development capable of bringing joy to the hearts of his butting ancestors. Nourished by the peculiar brand of tomato cans indigenous to the banks of the Huron and by the undraped advertisements of the local bill boards he waxed fat and, like Jeshurun, began to kick. His parents watched his growth to goathood with interest and hailed with joy the appearance of his incipient whisker.

He was indeed a model goatee. At first he confined his perigrinations to the beautiful banks of his native stream. Later, however, wanderlust seized him and he began to range farther and farther afield. He journeyed as far as Adrian, indeed, for a succulent bit of pigskin, and even as far away as Mt. Pleasant and Alma, where he cropped a juicy mouthful of gustatory horse-hide. From these excursions he not infrequently returned with prancing step and aggressive chin whisker to the huge delight of his dotting progenitors.

Came a day when he learned of a town far to the west, way beyond the bounds of his habitat, where report said there grew most luscious stalks of tender Western Normal celery. At once the taste of discarded peach cans and outworn dishpans became as ashes in his mouth, and he longed with a most exceeding great longing for the toothsome celery. And so, on a day, in the full maturity of his strength, he came, and sinking his teeth deep in the crisp and brittle stalks, he bleated in great joy, for the taste was like nectar in his mouth. “Henceforth,” said he, “I must always have celery on my bill of fare.” And at length his visit being up, he returned home wiggling his tail with great vivacity and was joyfully and vociferously received in the bosom of his family and friends, who playfully tweaked his lambkins and toasted him as “It.”

Now this goat had never heard of the pitcher and the well—though he did know about a pitcher and his Bell—and he did not know that celery was sometimes tough and hard. From his next western foray he came back be-
wildered and with a broken tooth, wondering over what had happened to the celery crop.

Being somewhat game, however, he kept on coming. Now and then by great good luck and much foraging he did find a tender tidbit, but for the most part he bit off more than he could masticate, to the sad detriment of his few remaining teeth and his disorganized alimentary system. Naturally he grew peevish and tried changing his doctor and such like caprine stunts. And so at length tempus fidgeted along to the fall of 1915. Again the ancient, oriental paseng’s mouth began to drool as he thought of the tasty apium graveoleus that grew so bountifully along the beautiful Kalamazoo. He gathered his wrinkled thews together, had his whiskers well Mitchelled and came over to do or die. Did he? He did, especially the latter. It was indeed a sorry-looking goat that returned from this excursion. Once too often had he butted in where the butting was not good.

And now nature began to take her toll. The mass of undigested securities locked up in the interior of this poor goat began to ferment until with a roar that reverberated throughout the environs of the classic Huron the poor fellow exploded and set free such a mass of hot air as had never before infested that locality. It was quick work for the doctors and a hurry-up call was sent out for the Council. The Good Book says, “In a multitude of counsellors there is wisdom.” The members gathered sadly about the nearly defunct ibex. They gazed in sorrow upon his flaccid sides, his drooping tail and his pendulous, disheveled whiskers, which now had the bedraggled appearance of the chin adornment of an octogenarian masticator of tobacco. They tenderly stroked his shrunken flanks, softly patted his drooping brow and delicately smoothed his tattered lace curtains. Ah! sad indeed, for such a noble goat to come to such an evil state. Quoth they, “We must act and act at once.” And as a result of their incubrations they came to this decision: They set for their beloved goat metes and bounds. Henceforth he must stay in his own habitat and play with the fauna belonging there. Until such time as he was fully recuperated, he must by no means expose himself to the wild cats that are out looking for stray goats along the Kalamazoo. Thus and thus only could their darling be rejuvenated.

This is the veracious tail of an eastern goat—his rise, his development, his fearful fall.

A young man once thinking to please his lady-love, sent her a fine goat, which she in anger returned pronto and with warm language. Bewildered, he wrote the society editor of the “Woman’s Weekly Whim” and asked advice. Said this arbiter of social amenities, “Next time go-at her with a box of chocolates or a bunch of violets.” And so for the immediate future, the wild cat prowling the banks of the Kalamazoo looking for a goat will return, again and again unsatisfied, bringing perchance a heart-shape lozenge bearing the inscription, “You rough-necked kid,” or carrying possibly a sweet but shrinking violet.

CONTRIBUTED.

Sacred to the Memory of a Dead Abnormal Goat.

Under the sod and leaves a-flutter,
Here lies a goat who was some butter.
Sturdy and strong, a la-la-loo,
Till he butted into Kal-a-ma-zoo.
related interesting items about her school. W. E. Martin, who was president last term and re-elected, resigned, and Lucile Cramer was elected president. Lucile Stevens is secretary this term.

* * *

The tenth Annual Rural Progress Day of the W. S. N. School will occur on March 10, 1916. Dr. Thomas M. Carver, of the Department of Agriculture and Harvard University, will lecture in the afternoon on Organization in Rural Progress." Mr. A. C. Monahan, of Washington, D. C., will speak on progress in rural education. There will be a general conference in the forenoon on the progress made by various rural organizations in Michigan in the past ten years. Immediately following the dinner at noon there will be a Grange Lecturers' Conference. At the conclusion of the lecture in the afternoon the Rural Course students will give a reception in honor of the guests.

There are several new students in Rural course I this term.

The Elementary School Journal for December contained Dr. Burnham's paper on "A Decade of Progress in Training Rural Teachers."

Miss Mary Ensfield, teacher of the Rural Observation School at Oakwood from 1908 to 1911, and who is now at the head of the Rural School Department in the State Normal at Winona, Minn., was a visitor at Oakwood and the Normal on January 3.

Claire McGowan and Misses Lyla Patterson and Olive Blanz of the Rural class of 1915 were visitors at the Normal the first week of this term.

The Course 11 section of the Rural Sociology Seminar held its first winter term session Jan. 13. The new officers were in charge. Lucile Sanders is president, George Klingenberg is vice-president, and Marion Putman is secretary. The chief topics were presented by Helen Campbell and Mr. Putman.

The Misses Blair, Moore and Huty of the Household Arts Department, attended a meeting of the teachers of home economics in the state normal schools of Illinois, Indiana, Iowa, Michigan, Wisconsin and Ohio, in Chicago, December 10th and 11th. This meeting was the fifth of a series of sectional conferences called by the U. S. Commissioner of Education in order that teachers of home economics of the normal schools might come together to talk over the problems peculiar to their work.

At the annual joint meeting of the American Philological Association and the Archaeological Institute of America, held this year at Princeton University, December 28-30, Dr. Ballou, of the Latin Department, presented a paper on "The Clausula and the Higher Criticism."

At the convocation meeting of the Botanical Society of America, held during the holidays, Dr. L. H. Harvey received the distinguished honor of being elected to membership.

THE CLASSICAL CLUB.

At the January meeting of the Classical Club, held in the Library of the Training School on Wednesday evening, the 12th, the Greek and Roman theatre was the subject discussed. Miss Hazel Brim read a paper on "The Roman Theatre," which showed careful preparation and a considerable range of reading. Plans of typical Greek and Roman theatre buildings were studied, and photographs of some of the best known examples which still exist were thrown on the screen, with the assistance of Mr. Gerald Fox at the lantern. A brief sketch of the development of Greek and Roman drama was added by Dr. Ballou.

One of Barrie's most delightful plays has been selected by the Dramatic Clubs of the Normal for mid-winter production. "The Admirable Crichton," a comedy of charming spirit, will
be presented March 16th at the Academy of Music by a cast selected after several tryouts. The characters and names of students who have been assigned parts follow:

- Earl of Laom—John Bek.
- Lord Brocklehurst—Cornelius Mulder.
- Hon. Ernest Wooley—Howard Cheaney.
- Rev. John Treherne—Merritt Barton.
- Mr. Crichton—Neal Nyland.
- Countess of Brocklehurst—Miss Florence Johnson.
- Lady Mary Losenby—Miss Genevieve Sherman.
- Lady Catherine Losenby—Miss Ruth Desenberg.
- Lady Agatha Losenby—Miss Florence Brown.
- Tweeny—Miss Ruth Hayes.
- Fisher—Miss Angeline Case.

The Dramatic Association will soon present a number of short plays in assembly, "Pluca," "Columbine," "Her Tongue," and "The Constant Lover" having been selected for this purpose.

For the winter term the following officers have been elected by the Normal Literary Society:

- President, E. H. Chapelle; vice-president, L. J. F. Edmunds; secretary, Clifford Gillette; treasurer, Andrew Beam.

Dr. Ernest Burnham will deliver an address before the Department of Superintendence of the N. E. A. at Detroit, Thursday, February 24th.

An interesting event is planned for Western Normal alumni and friends for some date in the not distant future. Graduates teaching in Grand Rapids and in the vicinity of Grand Rapids will be given an opportunity to meet together at a banquet held in Grand Rapids, at the Hotel Pantlind. President Waldo and several members of the Normal faculty will be present on this occasion and a fine reunion is promised.

President D. B. Waldo was a guest of honor at a banquet held in Grand Rapids January 21st by the Grand Rapids Teachers' Club.

Members of the State Board of Education met at Western Normal Monday, December 27th, for the regular December business meeting. Every member was present, including President T. W. Nadal, of Olivet; Hon. Fred L. Keeler, of Lansing; Hon. Frank Cody, of Detroit, and Hon. F. A. Jeffers, of Painesdale.

President Waldo spoke at the Teachers' Institute held at St. Johns January 17-18.

Professor R. M. Reinhold spoke at Hartford on January 18th and at Lakeview January 28th.

Dr. Ernest Burnham, of the Rural Department, addresses the Eaton County Institute at Charlotte on January 27th.

The Misses Helen Frost, Germaine Guiot and Frances Haskell, of the physical training faculty of the Normal, spent the holiday vacation in New York city, studying aesthetic dancing under Louis Chalif.

Secretary O. B. Towne, of the Kalamazoo Chamber of Commerce, addressed the students of the Normal in assembly January 11th, tracing, most interestingly, the development of the chamber of commerce idea from its origin in 1588. He was received with enthusiasm by the large number present to hear him.

Mrs. Bertha S. Davis was chairman of the committee in charge of the faculty supper, which was held in the Training School Friday evening, January 21st.

The Rural School Department was in charge of the general student party held Saturday evening, January 15th. Palms were used in the effective decorations and the lights were shaded with yellow. Fischer's orchestra furnished a delightful musical program and several hundred students enjoyed the occasion.
Dr. L. H. Harvey attended the convocation meeting of the American Association for the Advancement of Science at Columbus during the holidays.

MUSIC NOTES.
The Normal Music Club held its January meeting at the home of Miss Dorothy Bowen on Crane Avenue. The following program on opera was given by members of the club:
- Current Events, June White.
- Explanatory Notes on “Faust” and “Cavaleria Rusticana,” given by John Payton.
- “Intermezzo” (Cavaleria Rusticana)—Normal Orchestra.
- “Café of Gold” (Faust)—Mr. Maybee.
- “Waltz” (Faust)—Genevieve Heaton.
- “Flower Song” (Faust)—Gertrude I. Smith.
- “The Hour is Late” (Faust)—Mrs. Davis, T. Stanley Perry.
- “Romance”—Edna Van Brook.
- “Soldier’s Chorus” (Faust)—The Men’s Glee Club.
- “Cavatina”—Mr. Maybee.
- Prison Scene—Victor Record (Melba, Caruso, Journet).

The Men’s Glee club, under the direction of Mr. Maybee, has the following members this year: First tenors, Andrew Leak, Earl Keim, John Paton, John Giese, Fred Moffett; second tenors, James Shackleton, Elzie French, Raymond Elliott, Clifford Kime, Chas. Newman; first bass, Neil Nyland, Maurice Lyons, Donald Sooy, Glen Crosby, Wilbur Castleman; second bass, Harold Vogel, Robt. Smith, Cornelius Mulder, Don Rice, Lloyd Smith. Accompanist, H. Glenn Henderson. During the month of January concerts will be given in Buchanan, Niles, Dowagiac, Allegan, Hopkins and Grand Rapids.

Mrs. H. C. Maybee went to Lansing December 16, where she sang the soprano solo parts in “The Messiah,” given in the Congregational church there under the direction of Mr. J. W. Stephens, Supervisor of Music in Public Schools of Lansing.

On Friday, March 21, the New York Symphony Orchestra of 75 pieces, and Josef Hofmann, pianist, will appear in the Kalamazoo Armory under the joint auspices of the Kalamazoo Musical Society and the Western State Normal. This will be one of the most important musical events in the history of Kalamazoo.

The Junior Girls’ Glee Club made their first appearance this year at the final assembly program of the fall term. They sang “Birds Are Singing,” by Thomas.

Mr. Maybee went to Holland January 20th, where he was soloist in the production of “Joan of Arc” (Gaul), under the direction of Miss Lucile Wright.

At the first rehearsal of the Normal Chorus this term, work was begun on the oratorio, “Elijah,” which will be given under Mr. Maybee’s direction at the Festival in May.

NEW YORK SYMPHONY ORCHESTRA.

America boasts many fine symphony orchestras supported by its leading cities, and each season they undertake tours of varying lengths. In most cases, a tour of two or three weeks is looked upon as a long trip, and in view of this condition, the coming tour by New York city’s fine Symphony Orchestra, under Mr. Walter Damrosch’s direction, is of unusual interest. Nothing equal to it has been done by any orchestra in many years.

Not only is the journey from the Atlantic to the Pacific coast a notable piece of transportation work, but the big featured attraction, none other than Josef Hofmann, the distinguished pianist, calls for special mention. Most noted of the present day pianists, Mr. Hofmann has been engaged to appear as soloist with the orchestra in nearly one hundred cities. He is thoroughly known and appreciated in most of the places to be visited. It is safe to say that few artists in the world, either instrumental or
vocal, have a larger following in America. Since his earliest appearances in this country Josef Hofmann has continued to arouse the very greatest enthusiasm.

The community has reason to look forward to the event with no small amount of glad anticipation.

A concert by the New York Symphony Orchestra and Josef Hofmann will be given in the Armory March 21, under the joint auspices of the Western Normal and the Kalamazoo Musical Society.

It is rumored that Mr. Hofmann will receive one hundred thousand dollars for his services with Mr. Damrosch during the extended tour of the country.

To have an opportunity of hearing the New York Symphony Orchestra with such a famous soloist is, of course, something that does not come very often in a lifetime, and our community has reason to look forward to the event with no small amount of glad anticipation.

A concert by the New York Symphony Orchestra and Josef Hofmann will be given in the Armory March 21, under the joint auspices of the Western Normal and the Kalamazoo Musical Society.

ART NOTES.
The Kalamazoo Gazette featured the “Christmas Greetings” designed by Raymond Elliott for the December Record for its Christmas number, and
gave a complimentary writeup for the design and the designer.

The art students enjoyed tinting this design in water colors and used it effectively for a wall calendar.

Miss Jennie Rising completed the special art course in December. She has contributed many successful art studies during her course.

The attractive December calendar in Moderator Topics was her work. Her design using the Normal School in a decorative landscape was chosen as "Holiday Greetings" and printed for art students to tint. This design was featured in the Telegraph-Press in its Christmas number complimentary to Miss Rising.

The January calendar in the Moderator Topics was the work of Miss Edith Northington, who is now a member of the special art class.

A contest is now on for the February calendar, to be printed in Moderator Topics.

Have you seen that very attractive display of hand-made pottery in the show-case in second-floor corridor? It is the work of Miss Spencer’s class in construction, and a very commendable exhibit.

The exhibition of students’ work in art and manual training in the Assembly Room December 14-16, was greatly enjoyed by the large groups of visitors who inspected it.

Yes, we know the posters are often very attractive made by art students and exhibited in the corridors, but they are not for general distribution! Please allow them to remain until called for by the owner.

The Normal students may look forward to a genuine art treat when Mr. A. M. Todd opens his art galleries on South Rose Street to the public. He has added a number of fine examples of American paintings, purchased at the Exposition in San Francisco, besides a fine collection of Japanese and
Chinese porcelains and rare old embroidered kimonos. Watch for announcement on bulletin boards.

HIGH SCHOOL NOTES.

Newspaper and Magazine Study in English Class.

A phase of English work, heretofore only incidentally touched in the English department of the High School, is being tried out this term in the senior literature class, under the direction of Mrs. Biscomb. The innovation, that of a systematic study of newspapers and magazines, including their organization, manufacture, content, and values, is proving most interesting as well as worth while.

A Girls' Glee Club has been organized in the High School under the direction of Mrs. Davis. Rehearsals are held Monday afternoon of each week, at four o'clock, in room seven.

The High School Chorus has started rehearsals on Mozart's "Gloria," from the "Twelfth Mass."

Gymnasium work was commenced by the boys of the High School Department Monday, Jan. 12, under the direction of J. H. Hyames. The class has been organized into four divisions, captains selected, and activities have been started in earnest. The first meeting ended with the following results: Section D, captained by Roy Yeakey, defeated Section A, captained by Milton Naylor, in basketball. While the game was being played section B, under Bruce Shepherd, and section C, under Donald Sooy, competed in the standing broad jump.

SWIMMING MEET.

A very thrilling spectacle took place New Year's Day at the Y. M. C. A., when the first annual swimming meet between the Normal High School and the Y. M. C. A. took place. The meet was most exciting throughout, and up to the last event the score was a tie with twenty-four points. In the last event the High School team was defeated in the competition for first and third places, gaining second place and making the final score 29 to 27 in favor of the Y. M. C. A. A return meet has been scheduled and should be of interest to everyone.

HIGH SCHOOL BASKETBALL.

Practice by the High School basketball team has started with vigor, and the best of results are looked for. Although the schedule is not yet completed, a very interesting one is in the making. Games have been booked with Allegan, Dowagiac, Bloomingdale and Hastings, besides others with some of the strong local teams. This will be a very live schedule, and the team is getting in some strenuous practice in preparation for it.

A Boys' Glee Club has been organized under the direction of Mr. Blair, and rehearsals were commenced Wednesday.

NEW INSTRUCTORS.

Mr. Frank Ellsworth, who is now taking work in Education and Psychology at Teachers' College, Columbia University, will come to Kalamazoo immediately after the close of the first semester to begin his new duties as director of the Training School. Mr. Ellsworth was superintendent of schools for a number of years at Alma, and for one year at Hastings before going to Teachers' College. He has made a splendid record as a practical, progressive school superintendent and is held in the highest esteem among a large circle of acquaintances in both peninsulas of Michigan. Mr. Ellsworth will find a splendidly organized Training School and a most efficient corps of critic teachers awaiting his co-operation and direction.

The teaching staff of the Department of Biology has been strengthened this term by the addition of Mr. E. D. Huntington, whose work will lie largely in physiology and anatomy. Mr. Huntington will soon take an advanced degree from the University of Chicago. His previous teaching experience in a Wisconsin Normal School and the School of Education of the
University of Chicago fits him peculiarly for his new work.

Increase in the enrollment in the Department of Education, due to the general increase in the attendance, has necessitated additional teaching force for the balance of the year. Miss Josephine MacLatchey, who has been engaged to assist Dr. Cameron and Mr. Reinhold, comes from the University of Chicago, where she has just completed four quarters in graduate work under Doctors Judd, Parker, Angell and others in the departments of Psychology and Education. Before entering the University of Chicago, Miss MacLachey was engaged for two years in graduate work at Yale in the departments of Psychology and Education. At Yale her work was under Doctors Moore, Gesell, Cameron, Frost and Hocking. Her under-graduate work was taken in Acadia University in Nova Scotia.

The latest University Bulletin presents "The Subject-Matter and Administration of the Six-Three-Three Plan of Secondary Schools," by Professor Calvin O. Davis. The tendency to adopt that plan represents the most revolutionary change in administrative methods that has affected schools in two generations. The organization of the so-called junior high school practically doubles the number of teachers doing strictly departmental work, and is of especial significance to normal schools, offering a field in which many of their graduates have already found excellent positions.

A NEW FIELD FOR SPECIALIZATION.

Investigations of the U. S. Commissioner of Education show that of the total number of high school students the number studying English represents the highest percentage. Mathematics and foreign languages come next in order.

EXCHANGES.

The Christmas number of the "Student," published by the Port Huron High School, breathes a spirit of cheerful optimism and genuine worth that is good to see. We are especially pleased with the summary of the season's football games. Evidently Port Huron played a hard schedule and experienced a goodly proportion of defeats, but there is no silly boasting over victory, nor mud-slinging at winning adversaries. Hats off to the school that can win modestly and lose gracefully.

Shortridge High School publishes a daily paper every school day of the year that compares favorably in every respect with any college or university paper in the country.

"Said and Done," the magazine of the Muskegon High and Hackley Manual Training School, publishes a financial statement showing assets of $520.35, with no liabilities.

ALUMNI NOTES.

Orley Hill, manual training, 1914, is instructor in Pittsburgh, Pa., again this year and resides at 327 Millvale Avenue.

E. Duane Smith, high school life, 1913, is teaching at Gillette, Wisconsin, this year.

Charles Nichols, manual training, 1913, was a holiday visitor at the Normal. He is teaching in Burlington, Iowa. Mrs. Nichols was formerly Miss Hazel Weed, also a graduate of the Normal.

Lyle Storer, a popular student of the Normal a few years ago, is studying in Davenport, Iowa, to be a chiropractor.

Miss Myra Cobb, a graduate of the Kindergarten Department, recently visited the Normal. She is at the University and resides at 115 Park Terrace, Ann Arbor.

Miss Ruth Waldo, who completed the Life Certificate Course at Christmas time, is engaged in the Jackson public schools.

Lester Mack, 1913, is teaching at his home in Marcellus.
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Mr. and Mrs. Avery Maloney, the
latter formerly Miss Roberta Scheid,
a graduate of the Normal, are residing
in Lansing, where Mr. Maloney is at-
tending M. A. C.

Howard Hoyt is attending the Uni-
versity this year.

Mrs. Purl H. Atkinson, formerly
Miss Mable White, of the class of
1910, is residing at Kimberley, Idaho.
Mr. and Mrs. Karl Kelser, the latter
formerly Miss Jean Herrick, a grad-
uate of the Normal, recently an-
ounced the birth of a daughter, Betty.
They reside in Kalamazoo.

Miss Pearl Payette, of the class of
1910, is teaching in the public schools
of Spokane, Washington, this year.

Otto Rowen, manual training, is
teaching in Winona, Minnesota, and
resides at 262 Walnut Street.

Mr. and Mrs. Clifford J. Ball of De-
troit, spent the holidays in Kalamazoo.
Mr. Ball graduated from the Manual
Training Department of the Normal.
Miss Ruth Welch is teaching in
Holland and living at 182 West 13th
Street.

Miss Gladys Ryan, 1912, is teaching
at Sand Lake.

J. D. Clark, 1912, is studying law at
the University of Michigan.

Mrs. R. O. Zerbe, formerly Miss
Mary Keller, of the Normal, resides in
Niles, R. F. D. No. 3.

Miss Flora Rice, 1913, is teaching in
Cassopolis high school.

Gale Hambleton, one of the Nor-
mal’s early graduates, is practicing
dentistry at 29 East Madison Street,
Chicago.

Lee Barnum, 1912, is in charge of
“Breezy Point” farm, Charlevoix.
George Parsons, manual training, 1915, is teaching in Logansport, Indiana.

Ellsworth Monteith, 1913, is in Detroit and resides at 69 Pitcher Street. Miss Beth Newcome, kindergarten, 1915, is at West Palm Beach, Florida, this winter.

Miss Pearl Pratt, 1915, is teaching in Chelsea.

Many friends of Miss Marie Hoffman, one of the most popular students ever attending the Normal, and president of her class, 1913, will be interested to learn that she recently received the habit of the Sisters of the Holy Cross, St. Mary's, Notre Dame, Indiana.

Charles F. Reeds, is at Plymouth this year. He has completed the A. B. work at the University and is working toward his Master's degree.

Charles Snell, 1914 manual training, returned to his work in Waseon and Bryan, Ohio, this year.

Miss Addie Robbins is teaching at Jerome.

Miss Lillian Cameron is at her home in Hartford.

Miss Charlotte Coney, '07, is teaching in the Arthur Hill High school, Saginaw.

Miss Ruby Shepard, 13, is teaching at West Baden, Indiana.

Miss Lulu Broceus, 1908, is now Mrs. H. P. Dutton of Evanston, Ill.

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BOOKS RECEIVED IN THE LIBRARY

Philosophy and Psychology.
Brünn, Hearing of primitive peoples.
Forbush, Guide book to childhood.
Jastrow, Character and temperament.
Lurago, Modern problems in psychiatry.
Meyer, The child, physically and mentally.
Morgan, Introduction to comparative psychology.
Munsterberg, On the witness stand.
Plato, Euthyphro.
Sidis, Psychology of suggestion.
Sidis, Symptomatology, psychognosis and diagnosis of psychopathic diseases.
Strong, Why the mind has a body.
Thurndike, Animal intelligence.
Woods, Mental and moral heredity in royalty.
Yerkes, Bridges and Hardwick, A point scale for measuring mental ability.

Religion.
Bible for young people.
Hanly, Speeches of the Flying Squadron.
Hodges, When the King came.
Sandars, Washington manuscript of Deuteronomy and Joshua.
Tappan, An old, old story Book.
Weedon, Bible stories.
Wild, Geographical influences in Old Testament masterpieces.

Sociology and Economics.
Beard, Economic interpretation of the Constitution of the U. S.
Beard, Economic origins of Jeffersonian democracy.
Conway and Patterson, Operation of the new bank act.
Hamilton, Current economic problems.
King, Wealth and income of the people of the U. S.
Kirkpatrick, Use of money.
McConnell, Negroes and their treatment in Virginia from 1865-1867.
Ross, Old world in the New.

Education.
Berle, The school in the home.
Cubberley, Portland survey.
Cubberley, California system of high school support.
Cubberley and Elliott, State and county school administration; Source book.
Draper, Our children, our schools and our industries.
Forbush, Manual of play.
Gauss, Through college on nothing a year.
Kandel, Training of elementary school teachers in Germany.
Kelyncck, Medical examination of schools and scholars.
Knight, Influence of reconstruction on education in the South.
Kotelmann, School hygiene.
Lang, Basedow.
Laurie, Studies in the history of educational opinion from the renaissance.
Lee, Play in education.
Newmayer, Medical and sanitary inspection of schools.
Nitchie, Lip reading.
Rapeer, Educational hygiene.
Search, The ideal school.

Science.
Abbott, Elementary principles of general biology.
Buckley, Short history of natural science.
Elliott, Prehistoric man and his story.
Gager, Effects of the rays of radium on plants.
Galton, Inquiries into human faculty.
Haldane, Mechanism, life and personality.
Hobbs, Characteristics of existing glaciers.
Hornaday, Wild life conservation in theory and practice.
Leverett and Taylor, Pleistocene of Indiana and Michigan.
Lillie, Embryology of the chick and the pig.
Milham, How to identify the stars.
Ribot, Heredity.
Stamper, Text-book on the teaching of arithmetic.
Weismann, Germ plasm.
Wile, Sex education.
Yerkes, Dancing mouse.

Hygiene.
Cabot, Physical diagnosis.
Despard, Text-book of massage and remedial gymnastics.
Doty, Manual of instruction in the principles of prompt aid to the injured.
Holt, Diseases of infancy and childhood.
Marshall, Mouth hygiene and mouth sepsis.
Morrow, The immediate care of the injured.

Domestic Science and Manual Training.
Pattison, Principles of domestic engineering.
Sherman, Food products.
Googerty, Hand forging.

Rural Life.
Crow, The American country girl.
Rogers, Journal of a country woman.

Fine Arts.
Boutet de Monvel, Vieilles chansons de France.
Hoeber, Barbizon painters.
Howard, Child-voice in singing.
Nehaus, Art of the Exposition.
Richardson, History of Greek sculpture.

Language and Literature.
Andreyev, Anathema.
d'Annunzio, Francesca da Rimini.
Aristophanes, The Acharnians.
Balfour, Life of Robert Louis Stevenson.
Baring-Gould, Old English fairy tales.
Beresford, H. G. Wells.
Bolleau, L'art poétique.
Brandes, Anatole France.
Brieux, Three plays.
Brooke, Collected poems.
Brown, In the days of giants.
Browning, Pied piper of Hamelin, ill. by Kate Greenaway.
Burroughs, ed., Songs of nature.
Cary, Alice and Phoebe, Ballads for little folk.
Cather, Song of the lark.
Chekov, Plays.

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