THE
KALAMAZOO
NORMAL RECORD

JULY, 1916
The Kalamazoo Normal Record

Published Monthly, Except August and September

by

The Faculty and Students of the Western State Normal School

Kalamazoo, Michigan

Entered as second class matter October 31, 1910, at the post office at Kalamazoo, Michigan, under the Act of March 3, 1879
The Business Advertisement of the Record is at the head of the Editorial Page

Vol. 6 CONTENTS FOR JULY, 1916 No. 10

EDUCATIONAL

The Kalamazoo Plan of Normal Extension Teaching .......................... Robert M. Reinhold 369
Extension Subjects for 1916-17 .................................................. 372
The History of Art ................................................................. Emelia M. Goldsworthy 373
The Content of Physical Nature Study ................................. John E. Fox 374
Physics for Girls ................................................................. Harry E. Hammond 375
Why Writing is Like Other Subjects ........................................ H. P. Greenwald 378
The Boy Scout Movement ..................................................... R. L. Sole 380

EDITORIAL ....................................................................................... 383

TRAINING SCHOOL

Curriculum for Grade I, Summer 1916 ........................................ Fannie L. Ballou 384
Summer Playground Games ...................................................... Germaine C. Guiot 385
Grade Notes ............................................................................. Nellie McConnell 385

LIBRARY

Books Received Since January 4, 1916 .................................... 386

NEWS ITEMS

Equipment for Weather Observation ........................................ 389
Site for Woman's Building ....................................................... 390
A New Department—Commercial ........................................... 392
The Commencement Exercises ................................................ 392
Now Get Busy—Football ......................................................... 392
Where They will Teach .......................................................... 394
Notes ......................................................................................... 364, 397

INDEX FOR 1915-1916 ............................................................... Cecil Ross 398

ILLUSTRATIONS

Western Normal's New Manual Arts Building ......................... 368
Group of Views from the Shakespearian Festival .................... 382
Western Normal's 1916 Base Ball Team .................................. 391
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR. E. D. BROOKS</td>
<td>DISEASES OF THE EYE, EAR, NOSE AND THROAT</td>
<td>Telephone 1297</td>
<td>9 to 12 and 1 to 5</td>
</tr>
<tr>
<td>DR. B. W. OSTRANDER</td>
<td>DENTIST</td>
<td>Office 2450-2R</td>
<td>9-12 A. M., 1-5:30, 7-8 P. M.</td>
</tr>
<tr>
<td>CHAS. A. WISE</td>
<td>DENTIST</td>
<td>Residence 2450-3R</td>
<td></td>
</tr>
<tr>
<td>DR. O. C. HOWSON</td>
<td>DENTIST</td>
<td>Office Phone 134-F2</td>
<td></td>
</tr>
<tr>
<td>DR. O. D. WHALLEY</td>
<td>DENTIST</td>
<td>Residence Phone 134-F3</td>
<td></td>
</tr>
<tr>
<td>J. T. ST. JOHN</td>
<td>OPHTHALMIC OPTICIAN</td>
<td>Phone 1338-2 Rings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone 1338-2 Rings</td>
<td></td>
</tr>
</tbody>
</table>

**SUBSCRIBE FOR THE NORMAL RECORD**
Our Machines for Manual Training Schools Are the Same as We Furnish the Industries

They are the same practical tools the boy will find after he leaves school and goes to work somewhere, if he follows the life of a woodworker for an avocation. Vocational training has found its way into the schools to help the child find his bent—to make him more useful and practical when he reaches manhood.

American machines are the highest type of industrial tools—the kind a boy should have access to in his training.

Our tools for manual training schools are fully dealt with in our latest edition catalog, a copy of which you may have for the asking.

AMERICAN WOOD WORKING MACHINERY CO.
591 Lyell Ave., Rochester, N. Y. Address, New York Office, 90 West St.
The student loan fund, which had its origin in the fall of 1912, when Miss Blanche Hull of Kalamazoo gave one hundred dollars as a nucleus, has been supplemented from different sources until it now amounts to $2,818.25. One hundred seventy-four loans have been made from it to deserving students.

One of the big musical events of the coming year will be the concert, January 10, by the Fuller sisters, of Sturminster Newton, Dorset, England. The Fullers will appear in early Victorian costumes, singing English, Scottish and Irish folk-songs, with Irish harp accompaniment. They have sung before audiences of all classes, including the leading eastern universities. One program was rendered in the White House at the invitation of the late Mrs. Wilson.

The Music Department, Professor Maybee, director, presented Gaul’s “The Holy City,” during the last week of the summer term.

The Y. W. C. A. has been active during the summer. Five delegates will attend the Lake Geneva conference in August.

Upon the recommendation of President Waldo, the State Board of Education has authorized a life certificate course in rural education. Admission requirements are the same as for other life certificate courses and the certificate will have the same status. Three-fourths of the course is to consist of the regular required work and the remainder is to be devoted to the special problems of rural education. The course is intended to meet the needs of teachers in rural and village schools, county normal training classes and in rural demonstration schools conducted by normal schools.

Hon. A. M. Todd opened his art galleries to students of the Normal School Saturday, July 15, from 2:30 to 6:00 in the afternoon. Many students and their friends took advantage of this treat. The collection, which requires sixteen rooms in the Todd
DeBolt’s Confectionery
Bright and Clean
HIGH GRADE LUNCHES
ICE CREAMS AND
CANDY
130 W. Main St.

It will pay to investigate the following:

DODGE’S GEOGRAPHICAL NOTE BOOKS
In four numbers, 15 cents each

IVANHOE HISTORICAL NOTE BOOKS
In six numbers, 30 cents each

THE LINCOLN GEOGRAPHICAL OUTLINE MAPS, and

THE TALISMAN HISTORICAL OUTLINE MAPS
Covering all countries, $1.00 per hundred

Realistic Geographical Stories.

STORIES OF THE FARM, Price 30 cents
STORIES OF COMMON THINGS, Price 30 cents

Some books cost much and accomplish little,
Some books cost little and accomplish much,
The books named above are ALL of the latter class.

Atkinson, Mentzer & Company
PUBLISHERS
2210 South Park Avenue, Chicago

Have You Tried
Austin’s Studio
For a Neat, Nice Photo?

PHOTOS FOR CUTS
PHOTOS FOR REFERENCES
and the
GENUINE PHOTOGRAPH TO KEEP
A Special Discount to Students

G. W. AUSTIN
134 S. Burdick St.

Commencement Clothes
that are worthy of the occasion
—not expensive either

SAM FOLZ
“BIG CORNER”

“Meet Me at the Drug Store”

FOR
DELICIOUS
FOUNTAIN LUNCHES
DRINKS AND
ICE CREAM

block, corner of Rose Street and Kalamazoo Avenue, has been obtained by Mr. Todd in his travels over Europe and America. Besides the paintings there are Japanese paintings, embroid-ery, costumes, porcelains and curios, a set of books made and illumined by the monks of the middle ages, a rare group of books, with a complete collection of humming birds in hand-col-ored prints, German wood carving in round and bas relief, and choice Euro-pean and Oriental porcelains.
The Jones Store Is
A Summer Store

We welcome summer school students with this announcement. It is our pleasure to invite them to our store—to ask them to make themselves at home here—to cash their checks from home here, and take advantage of the many other conveniences which our store affords.

We are well equipped to take care of your summer wants, especially if they are for summer sports—tennis, etc.

**Middies**

Dozens of styles in plain white and color combinations and sport stripes from 

59c to $1.50

**Wash Skirts**

All the wanted materials and styles—hundreds of them—white or sport styles

$1 to $6

**Swimming Suits**

—for the “tank” or for the beach—all styles and kinds at from

69c to $8.75

J. R. Jones’ Sons & Co.

The New Geographies

Brigham & McFarlane’s Essentials of Geography

By ALBERT PERRY BRIGHAM, A.M., Professor of Geology, Colgate University, Hamilton, N. Y., and CHARLES T. McFARLANE, Ph. D., Professor of Geography, Teachers’ College, Columbia University, New York

FIRST BOOK 72 CENTS SECOND BOOK $1.24

Some of the features that make these new books superior are:

Their division of the States into the natural groups adopted by the United States Census Bureau;

The fullness and vividness with which they treat industrial and commercial life;

Their superb new maps;

Their uncommon illustrations, which have almost stereoscopic reality;

Their convenient size—a happy medium, neither so large as to be unwieldy, nor so small as to compel the crowding of the maps;

Their style, which is direct and appealing, simple without being condescending, informative without being pedantic, graphic without being exaggerated.

Descriptive circular sent on request

American Book Company

330 East 22nd Street
The Clean Cleveland Motorcycle
(Not a Speed Machine)
$140.00
PURELY A GENTLEMAN'S MOUNT
ASK FOR DEMONSTRATION
The Edwards & Chamberlin Hardware Co.

American Steel Sanitary Desks
ELECTRIC WELDED
WARRANTED UNBREAKABLE
Over 500,000 in use today in all parts of the world. Scientific and hygienic features of these desks have been indorsed by many of the well known physicians and educators. Let us send you our illustrated booklet B-L giving many interesting facts. Check your school supplies now, but before you commence ask for our 120 page handsomely illustrated Price List B-S. A comprehensive guide for the economical purchaser of school essentials.

American Seating Company
1029 Lytton Bldg., Chicago. Sales offices in all Principal Cities

Quickest Shoe Repair Service in the State

Soles and Heels in 10 Minutes
While you wait

Why Shoe Works
120 N. Burdick St.

YOUR FRIENDS
Can buy anything you can give them except "YOUR PHOTOGRAPH."

The Studio of
HARRINGTON
Only Ground Floor Studio
in the City
414 W. MAIN ST.
A Liberal Discount to Students
The new Manual Arts Building, plans for which are complete, will be of the best modern construction and will contain conveniences for study both in theory and practice of the manual arts. The building is to consist of a two-story front of reinforced skeleton concrete construction and a one-story shop building of slow-burning mill construction. The cost of the building and initial equipment will be approximately one hundred thousand dollars.
The Kalamazoo Plan of Normal Extension Teaching

It is quite generally known that the Western State Normal School is actively engaged in extension teaching and that this department of its work has grown to be one of the School's important means of service. Aside from the members of the extension faculty and student body few probably know the details of the general plan under which this extension work is conducted. Far from ever having used it as a means of advertising, the School has possibly not published it as widely as the general educational interest might make desirable.

The Western Normal was one of the pioneers in normal school extension work. It was compelled to evolve its own plan of operation with very little help from outside. This plan is proving successful. It is enabling the School to enlarge very much its service to the individual, the school, and the state. In view of the rapid spread of the extension movement in all parts of the country the Western Normal's plan is here printed in outline form, with the feeling that it represents something really significant in the field of education.

Instruction

All subjects offered are equivalent as nearly as may be to corresponding subjects in residence and all instruction is given by members of the regular faculty, either (1) in classes which the instructor meets at frequent intervals within range of the school, usually on Saturdays, or (2) in carefully organized subjects offered by correspondence.

Each subject is arranged and outlined to cover eighteen weeks of time and is presented to the student in eighteen definite assignments, and, when satisfactorily completed, counts twelve weeks' credit toward the requirements of the student's certificate course.

Classes of Students

Three classes of students are admitted to extension courses: (Class 1) candidates for the Extension Life Certificate; (Class 2) candidates for certificates other than the Extension Life Certificate who are permitted to earn a limited amount of credit in absentia; (Class 3) students who elect subjects in which they are interested but who do not receive credit to apply on certificate courses.
Qualifications

Maturity, experience, definiteness of purpose, facilities for study and evidence of ability to pursue the work with profit are in every case required of applicants for the extension privilege. Scholarship, regularity in attendance and in lesson reports, and care and promptness in attending to the details of enrollment, form of reports, postage, etc., are insisted upon at all times if the privilege is to continue. Only as many students are enrolled in such subjects as will not interfere with the resident duties of the instructors.

Class 1. Mature persons who are graduates of approved twelve-grade high schools or who have had equivalent academic preparation and who have taught at least six years with ability and success are admitted to the Extension Life Certificate Course. An endorsed first-grade certificate is accepted as equivalent to high school graduation. (See Requirements for the Extension Life Certificate.)

Class 2. (a) Mature persons engaged in teaching who are deficient in academic requirements for admission to the life certificate courses of the School but who give evidence of study ability, are permitted to enter extension classes with a view to removing such deficiencies, provided the subjects offered at the time are of the general nature of those in which the deficiency occurs.

(b) Mature students who are candidates for certificates other than the Extension Life Certificate and who possess the qualifications required for such courses of study, as specified in the annual bulletin of the School, are permitted to enroll in extension classes and to earn a limited amount of credit to apply when the student comes into residence.

Persons who desire extension privileges in class 2 must present their cases in writing to the Extension Department at the beginning of their work, preferably before enrollment, so that their status may be clearly defined. Otherwise credit will not be allowed. (See 6, General Regulations.)

Class 3. The opportunities for extension study are intended primarily for teachers who enter upon the life certificate courses, but in so far as instructors have time other persons will be enrolled for work without credit. The only admission requirement in such cases is evidence of ability to pursue the work with profit.

One of the most gratifying features of the extension classes conducted by the School is the large number of teachers who are holders of normal school or college certificates who nevertheless carry on scholarly, consistent work with the classes purely for professional growth and advancement.

All students in class 3 are expected to conform to the standards and regulations fixed for credit students.

Registration

Persons desiring extension privileges must make application to the Extension Department on forms provided by the Department. No credit is recorded, nor can any work done towards credit be considered, until this requirement has been met. In cases where students desire to enroll in classes in any of the various centers before formal application has been made, enrollment will be permitted with the understanding that such requirement will be fulfilled at the earliest possible time during the term of the first subject studied, but any such enrollment is at the student's credit risk. If the student establishes evidence of eligibility within the period of time covered by the first subject, credit for the work done will be allowed.

A student is considered registered when his first subject's tuition has been paid and his formal application has been filed and accepted. Application blanks may be secured from the local class secretaries or from the Department.

Enrollment

Enrollment, except in residence, is for each subject separately.

Class students enroll with the local class secretary at the beginning of each subject, at which time tuition must be paid. Class secretaries are
authorized to receive extension moneys and give Department receipts on printed forms provided by the Department.

Correspondence students enroll with the Department. Enrollment with individual instructors is not permitted. Tuition for the first subject should accompany the application blank. If the application is denied or if instruction in the desired subjects cannot be given at the time, the tuition is refunded.

When in residence, extension students enroll with the Director of the Extension Department.

(See 6, General Regulations.)

Tuition and Fees

All fees must be paid in advance, for each subject separately at the time of enrollment. All fees in connection with class instruction in absentia are payable to the local class secretary. Correspondence fees are payable to the Extension Department. All moneys sent to the Department should be by Money Order or Draft, in every case payable to The Normal Extension Department, Kalamazoo. Money should not be sent to individuals. When in residence tuition is payable at the general office of the School.

Fees are as follows:
Class tuition per subject $5.00
Correspondence tuition per subject 7.50
Residence tuition per summer term of six weeks 3.00
Residence tuition per regular term of twelve weeks 5.00
Graduation, including diploma fee 3.00
Total tuition cost of the Extension Life Certificate Course including residence, absentia and graduation, by class 42.00
Total tuition cost of the Extension Life Certificate Course, including residence, absentia and graduation, by correspondence $56.00

Requirements for the Extension Life Certificate
Students in Class One

One hundred forty-four weeks of credit earned in not less than three summer terms in residence and two years of non-resident study are required for the Extension Life Certificate.

A summer term represents twenty-four weeks of credit. A year of non-resident study when no time extensions are made, represents twenty-four weeks of credit. Not more than thirty-six weeks of non-resident credit may be earned in any one year.

Time in residence can in no case be lessened, and no credit for work done in other schools can be applied on the Extension Life Certificate Course. The minimum credit requirement is in every case one-hundred forty-four weeks, all of which must have been earned in the Western State Normal School, and seventy-two weeks of which must have been earned in residence.

Psychology 101, 201 or 301, Child Study 102, 202 or 302. History of Education 106, 206 or 306 and Psychology 107, 207 or 307 are required of every student unless it is shown that equivalent study has been done elsewhere, in which case the student may substitute under direction. Such substitution can not, however, reduce the total credits to be earned to less than one hundred forty-four weeks. Except where the student by his written work shows proficiency in composition, English Composition 101, 201 or 301 will be required. (Subjects in residence are numbered 101, 102, etc. Equivalent subjects in extension classes are numbered 201, 202, etc.; by correspondence, 301, 302, etc.)

General Regulations

1. Correspondence students must enclose postage for the return of their manuscripts.

2. When class work is being offered in a center, correspondence subjects will not be offered at the same time to students who are within a reasonable distance of the center unless some very strong reason exists for separate instruction.

3. Correspondence students may begin work at any time when school is in session. Such students are expected to complete a subject in eighteen weeks, though a time extension to
twenty-four weeks may be arranged for in exceptional cases. Work not completed in twenty-four weeks is considered dropped and new enrollment is necessary.

4. Class students must attend all meetings of their group in order to receive credit. In case of unavoidable absence, on arrangement with the instructor not later than the time of the next meeting, the student may be allowed to make up the work missed and receive the next assignment on the payment of a fee of one dollar, payable to the class secretary.

5. Students who have completed the requirements of the Extension Life Certificate Course and who desire to come into residence to complete the General Life Certificate Course (requiring two hundred eighty-eight weeks of credit) will receive one hundred forty-four weeks of advanced credit on the General Life Certificate Course, leaving an equal amount of credit work to be done. Students who have completed the Extension Life Certificate Course and who desire to complete any other life certificate course will receive equitable credit adjustments based on the relations of the work already done to the special requirements of the course desired. Credits from other institutions acceptable to the school, which can not be applied on Extension Life Certificate Course, may be applied to reduce the balance of credit required in the life certificate courses after the Extension Life Certificate Course has been completed.

6. All matters pertaining to enrollment, advanced standing, conditions of study and requirements for graduation in the cases of extension students who become candidates for other certificates than the extension certificate are referred to a special faculty committee of which the Director of the Extension Department is chairman. The committee for 1916-17 consists of Mr. Reinhold, chairman, Mr. Ellsworth and Miss Spindler. The decisions of this committee are put into writing and made a part of the student’s permanent record.

7. The Director of the Extension Department has general supervision over the election and sequence of studies pursued by extension students. Questions pertaining to admission, sequence of subjects pursued, requirements for graduation, etc., should be addressed to him in writing. In planning their courses, extension students should make use of the Annual Bulletin and the Summer Bulletin of the School, copies of which may be had on request. Every attempt is made to shape the plan of study to the needs of the student, but haphazard or inconsistent election is not allowed.

8. All communications or inquiries pertaining to extension matters should be addressed to The Extension Department, Western State Normal School, Kalamazoo, Mich.

---

Extension Subjects for 1916-17

The subjects for non-resident study classes which are offered through the Extension Department for the coming school year are listed below. Somewhat more detailed announcement of two of these subjects is made in this number of the Record in the articles, "The History of Art" and "The Content of Physical Nature Study." Persons who are interested should communicate with the Extension Department. The Extension Office is in room 206, Science Building.

**Art**

- 207. History of Art.

**Biology**

- 210. General Physiology.
- 211. Biological Nature Study.
- 217. Hygiene.
- 219. Field Biology.
The History of Art

The history of the world may be read through its art. In some periods the only means of learning the life of the people is through their art remains, notably the primitive, early Egyptian, Assyrian, American, etc.
of the twentieth century experience do our best to bring to their rightful heritage the arts of peace—in a word, the constructive rather than the destructive arts.

It is the aim of the "History of Art" course as given in the Extension Department to bring to the students the records of the great nations of the world as written in terms of the graphic arts, including architecture, sculpture, painting and the so-called minor arts. The valued arts of the present are the result of the evolution of the ages of thought and practice of the craftsmen of the world. Their names change as the decades come and go and many have not left their names, seemingly content to lose themselves in their life monument built in stone, marble or color. They have all alike been inspired by the divine spark expressed in the desire to create. We are the heirs of this work of the ages, and the Book of Art is written in a universal language—that all people may see and understand the intimate study which tends to make the whole world kin and results in a great desire to conserve the real wealth of the world which is the work of the people.

It is the desire to know more of the arts of the people, past and present, that gives rise to the ever-increasing love of travel, and the nations that are rich in art remains are reaping a harvest today from the traveling public who come to study and enjoy the art of the past—notably is this true of Greece and Italy. If one would derive the most out of travel, one must be a student of the History of Art. Many valuable lessons are derived from its perusal, touching all sides of life.

First. An inspiration is derived to become a creator in some field of art and to more fully appreciate the work of all labor.

Second. An understanding of the work of the architect, sculptor and painter and an appreciation of present-day art by a comparison with the arts of the past, learning the great historic styles in architecture and decoration.

Third. A larger appreciation of the world of nature as revealed by the great painters and a growing interest in making one's surroundings beautiful.

Fourth. The appeal made for better Civic Art—the interest grows from the individual needs to the needs of the community.

Fifth. A desire to bring the History of Art to the conception of children that through their reading and working they may find a storied past to illumine present-day living.

The course will be fully illustrated with pictures, lantern slides and also black board sketches to bring to the mind the wealth of material that bears upon this living subject—the "History of Art," past and present.

E. M. GOLDSWORTHY.

---

![The Content of Physical Nature Study](image-url)

The term "Physical Nature Study" is a comparatively new one, and students who are confronted with the necessity of selecting a Nature Study course and find Physical Nature Study as one of the possibilities invariably ask, "What is it?"

To give a definition is about as hopeless a task as to give a definition of other courses in the curriculum, and few writers or teachers nowadays attempt to give a formal definition of the subject they are writing about. Probably no two teachers formulating any Nature Study course would select the same materials and proceed in the same way. It is therefore largely a personal choice on the part of the teacher that determines the subject matter and method of Physical Nature Study.

The subject matter of our Physical Nature Study Course as given at Western State Normal is determined by the need of the average individual.
The great omnipresent force of gravitation forms one of the topics studied about. Dozens of every-day phenomena are found to be related to this force. The present diversifications of land form are closely related to it. Then there is the great source of potential energy for man's use due to the harnessing of the streams of water as they move under this force. The floating of bodies, the draft of chimneys, etc., are seen to be but illustrations of the principle that “in a moveable system equilibrium is reached when the center of gravity reaches its lowest level.” This principle might be extended to the cause of the winds as well as to water currents.

Another topic of general interest when properly presented is inertia. Newton’s first law is apparent on every hand: “Every body continues in a state of rest, or of uniform motion, in a straight line unless compelled by some outside force to change that state.” The man who drives an automobile is confronted with it all the time in his efforts to control his machine. The man who walks is in danger of being “bumped.” It is well nigh impossible to stop a flow of water suddenly as when shutting of a faucet—a safety valve must be added. Later it is seen that an electric current exhibits analogous properties. The person who appreciates that this property is a general property and makes allowance for it is conducting himself in a safe and sane manner.

The topic of heat furnishes a good topic for Physical Nature Study. The heat of the sun and its effects upon the earth makes a good topic for observation and reflection. Texts of Meteorology abound in good suggestions for study. Naturally the whole field of Physical Geography is rich in suggestions for Physical Nature Study.

Wave phenomena, such as sound and light, make good topics for simultaneous study. Analogies and contrasts as to media of propagation, velocity of propagation, pitch and color, etc., furnish abundant opportunity for experimentation and illustration. True, these subjects are still enshrouded in theory, but the evidence supporting the present-day theories forms interesting materials for study and may later lead to original investigation on the part of the student.

Certain problems of magnetism and electricity also furnish splendid materials for study. When we think of the very small number of people in the world who study Physics in the high school it becomes doubly important to introduce many Physical Nature Study problems in the grades. This cannot be given in the formal way that Physics is given in the average high school. The needs of the individual who never enters the high school must furnish a guiding motive in the selection of materials and the mental status of the pupil who is being taught must determine the method.

JOHN E. FOX.

Physics for Girls

WHEN the protective tariff on Physics (in the form or a University entrance requirement) was removed a few years ago, we had an immediate opportunity to see just how well the subject could stand on its own feet, for at Kalamazoo it is, and was, an elective subject, the only forced choices being those imposed by entrance requirements. The result was an instant drop of about 30 per cent in the number of elections and that diminished figure has been somewhat reduced since, though there have been large fluctuations. Similar decreases have been noted in other subjects, too, 12th year English, 12th year mathematics, and Latin, Greek having long since disappeared. We find large numbers of our seniors elect back as far as the rules will let them, and especially does this seem true in science. In Physics the chief decrease lay among the girls,
that is, from nearly fifty per cent of the total taking the subject down to a bare twenty per cent.

We have attempted to find reasons for such a drop and the following seemed most prominent.

First and foremost, the subject had a fearful reputation for extreme difficulty and dryness; we must admit it has not been entirely undeserved. This meant that there were difficult problems, incomprehensible language, and this about things nobody ever heard outside the Physics classroom or laboratory, long laboratory hours, much note-book work, and nothing interesting, nothing but weighing and measuring in the laboratory.

Second, for those not going to college, there was thought to be no informational, let alone practical value in the subject as taught, an objection which is naturally a corollary of the first.

Third, there was difficulty in finding a place for science among the senior elections after the girls had decided on their future lines of work; as History-English or Latin-German-French; especially if they find themselves lacking credit to meet some requirement. This hits a good many and we can only combat it indirectly.

As to the first set of objections: We Physics teachers know that the subject is popularly considered very hard. I know that the summer before I took it was made very miserable for me by tales of the horrors in prospect, horrors which I found did not exist as they were painted. We teachers know, too, that the problems should not be found as difficult as they are, but it does little good to blame the mathematics teachers. In our school the Gary program makes long laboratory hours with their multitudinous repetitions of a single measurement impossible. I think the amount of required note-book work is not excessive, and in this day there should be no reason, except extreme poverty in equipment, to prevent having some live laboratory exercises.

It seems to me, personally, that there are two big reasons why the subject is dreaded by the girls, and these are partly under our control. The first is that Physics cannot be very successfully studied by the rote memory method, a method which many girls rely upon almost entirely. When it fails to get them the A's they win in other subjects, they become discouraged at once. This is very difficult to overcome, for we have the habits of many previous years to upset, but we should endeavor to teach them how to study in different ways, to cease to regard the book as the ultimate source of all truth, and above all to use a little observation and common sense.

The second difficulty is that of incomprehensible language about a host of things of which they have never heard. It is almost useless to urge the dictionary upon them, for most students seem never to think of it as a help but an imposition, and, moreover, its definitions are so frequently almost the same as those of the book itself. The trouble lies, of course, in the fact that girls bring to bear on the subject vastly different previous experiences from the boys and most of our texts are written in boy language. Girls are generally quite ignorant of the names of mechanical parts, even such terms as shaft, valve, crank and gear mean nothing to them in many cases. In class they hesitate to show their ignorance before the boys and many foolishly fear low marks if they ask such questions of the teacher outside of class. So in only too many cases the girl goes on unappreciatively trying to memorize the text and all the time rebelling against the "stuff" and spreading the gospel of "don't take it" among her friends. The same is true in the laboratory. Too much work is done in mechanical, cook-book fashion with seldom an insight into the problem, and after the initial interest of handling apparatus has died out, with more inward rebellion.

My experience has also led me to believe that ignorance of the meanings of maps and diagrams is more widespread than we sometimes suspect, and thus we are deprived of one of our greatest teaching assets with many students.

A consideration of these facts led us
to feel that we might find some help in an altered content, altered not so much in what was covered as in the placing of the emphasis and in the order of attack. The remedy is no new one, it is being worked out in many places (Iowa State Teachers' College, Michigan State Normal College, Albion College, Shortridge High School of Indianapolis, Oakland, Cal., High School, among others) and advocated in more, but it is one that I must admit would be almost out of the question in a small school. The statement made a few years back by Professor Guthe, of the University of Michigan, that he did not care how we taught Physics or whether we taught it at all, helped on our decision to offer two courses with different ends in view. One, the regulation course, we called Preparatory, for it was its aim to prepare students to take up college Physics, and the other we called General, for want of a better term. This latter is especially for girls, though not closed to boys, who are, however, urged to take the other if they have college in mind. We use entirely different text-books in the two courses.

In the General course, instead of the traditional logical opening, we begin with Heat and give a much longer time to that than is ordinarily done. The familiar coefficients of expansion, calorimetry, etc., are touched upon but in such a way as to be used, rather than to serve as the excuse for redetermining them on the part of the student. They are followed by a large number of applications of the principles involved. Heat transmission is studied in connection with its uses, and our book gives, not a paragraph or two of them, but ten pages and over. This is quite characteristic of the text and our ideal, and we never had a class take hold of the very important subject of Heat in a better way. It called out their own experiences. I believe that while the teacher may point out applications, the student gives his main attention to the text and forgets the outside portions to a large extent unless he is driven to make a note-book of them. Moreover, very few students recognize applications of the principles when they see them, unless specifically pointed out. Many applications should be made in the text itself, and if they crowd out some formula derivations let them do so, for our students who will never take up college Physics.

In our laboratory work we were, of course, forced to use our old apparatus, but the pupils seemed more interested in finding out that an aluminum rod expanded almost twice as much as an iron one and more than a copper one than in supposedly accurate determinations of the expansion coefficients as such. Specific heat was treated in the same general way. Rough tests were made of conductivity and then we tried to apply all this material to the problem of what metals to use for cooking utensils, among other things. Relative radiating powers of black and bright vessels were tested, supersaturated hypo solution was used to show that heat of fusion is given out on solidification and that the term does not apply to water alone. The old chemistry experiment of double distillation of fermented molasses showed that solids may be eliminated and liquids of different boiling points separated by this process. They froze water by evaporating ether, they found how much water there was in the atmosphere and put an equal quantity in a jar to actually see it. They also explored the forced draft heating system of the building and wrote it up. No originality is claimed for this, for you see it is in general much like the usual classroom demonstration experiments. They may seem silly and of the dishwater variety in comparison with the traditional problems, but in this course our effort is not to train embryo specialists in the subject but to try to get over some really useful and interesting information. I believe that the students in this course could handle the non-mathematical phases of the subject fully as well as those from the other course, and in many cases better. Figures were not barred from the course by any means, but the effort was made to make them deal with real home problems rather than just book problems.
The subject of light came next. Here we put the emphasis upon image formations and their applications in optical instruments, on photography; elementary color, etc., rather than upon the determination of indices of refraction or of focal lengths as such.

In Sound, our apparatus held us down. Here we followed quite the traditional way, and, in fact, in this particular topic there is not so much to criticize in the traditional method of handling the subject, but there is room for a little elementary theory of music and more than is usually given on the subject of musical instruments.

Electricity and Magnetism occupied the first half of the second semester. We rushed through electrostatics very rapidly, spent no time on parallel currents as such, the Wheatstone bridge was not mentioned, very little time was given to the theoretical action of the dynamo or motor or induction coil, though their general features were discussed and their purposes gone into quite thoroughly. On the other hand, we spent more time than usual on fuses, switches, bells, types of wires, household appliances, electrolysis and electro-plating, lamps and their consumption rates, and how to estimate electric bills.

In Mechanics we tried to carry out the same general idea. Personally I feel that density and specific gravity have been grossly overplayed in the average text, and while we touched these subjects and did a small amount of laboratory work on them, we did not place great emphasis there. The absolute units were let almost alone, as was accelerated motion with its formulas, in fact, the mathematical phase was largely omitted. The work was designed more to answer the question "how" than "how much?" The feeling that the course left with us was that we can rely upon the girls to be interested in learning how things go and act, but not so much as the boys in quantitative measurements. One thing that must be understood, though, is that in all this there is not any intent to underrate the ability of the girl either to learn or to make accurate measurements, if there is need, for I believe she will do fully as well, if not better, than her brothers in this. Neither should these statements be constructed as meaning that I advocate teaching no new words or ideas, but rather to work out from their own experiences toward the unknown instead of according to the "definition first" plan that is so common. I am not attacking the traditional course on its own grounds, that of preparing students for college Physics, but rather as a course for everybody. It is my hope that we can make this really worth while subject have much more interest for the girls: we must do it or they will gravitate to other and supposedly more valuable subjects as soon as there is free choice in the matter. The subject is all right, the principles are largely settled, at least for everyday use, throughout the bulk of it, the problems are, how are we going to attack it, and where are we going to place the emphasis, and are we going to put it in the same place for all the students? When we have answered these questions, we shall have to settle the details of the courses each for himself, his school and his locality.

H. E. HAMMOND,
Central High School, Kalamazoo.
(Revision of a paper read on March 31, 1916, before the Physics and Chemistry Section of the Michigan Schoolmasters' Club, Ann Arbor.)

Why Writing is Like Other Subjects

WRITING, like religion, is so common that it is abused. The fact that both of them play important parts in almost every person's life, educated or not, does not mean that they are understood. Just enough of either to pass is sufficient with many people. They are both necessary, but only in so far as there is no effort necessary to pro-
cure or develop them are they sought. Because writing is so universal and because as a rule it is an act done for the other fellow it ought to be reasonably well done. Through our activities we express our character and our regard for other people. To write a hand that the writer alone can read after it is cold is not a very commendable fact. If people were as solicitous to procure a fair hand as they are to win a fair hand, and they ought to be because for some it means a fortune, the handwriting of our present day would be very much better.

Writing cannot grow up like Topsy. Other subjects are given proper attention and place in the curriculum. Why should teachers not be expected to be efficient in this common branch and to give it also due consideration? As yet we cannot do without long-hand writing, but yet quite often the writing teacher is treated as a luxury, a necessary evil, or a bitter pill. It might be said that the position of writing teacher ought not to exist; it has only come about because the ordinary teacher has been negligent in this branch of her school work.

People know so little about writing that they consider it different from every other subject and thing that it must be treated differently or not treated at all. This is a misconception and not until educators understand that the same principles that are involved in teaching other branches are also involved in the teaching of writing will the instruction in penmanship be what it ought to be. Too often nowadays the only one who is supposed to know anything about the art of writing is the special teacher of that subject. The teachers of the other branches are not expected to be posted enough in the art to make intelligent and just demands from their pupils in their daily written work. The grade teacher can, however, do as much work and perhaps work that will have more lasting results than the special teacher by simply wisely insisting on good work at all times. To be a good teacher of writing does not mean that a person must write an extremely good or professional hand. To have tried to learn the art means very often a great deal more than to have mastered it completely. In order to be a good and successful teacher one must have traveled the road of a learner. The teacher who, when in the process of learning gained his goal without much effort, is not always the teacher who can aid the needy pupil. To have natural talents for the art does not imply that an individual has a natural talent for teaching. Quite often sympathy and patience are lacking in such a person.

Due to the fact that writing is taught by enthusiasts and naturally good penmen we lose sight of the fact that people differ in their abilities and that we cannot all attain to the same standard. We don’t think, talk, or walk alike; why should we write alike? One person walks with more ease than another; why should not there be the same difference in the way that people write? Walking is only tracking with our hind feet, and writing is tracking with our front feet. Pupils are different and naturally penmanship should not be the one subject in which these unlikenesses are not given due consideration. Every human being is conditioned by his mentality and his anatomy. The eye and the muscles of the body must be considered as they are the means of perception and expression used in the study and execution of penmanship.

Choose any subject that you wish that is taught in the grades and you will find that age and mentality and physical development are thought of and reckoned with. This is not the ease with writing, as a rule, but it ought to be. The size of writing and the materials used should be appropriate to the child’s age and ability, mental and physical; in other words, the work ought to be graded. The course should be growing with the child. Each grade should have its different aim, but the final aim should not be sought until in the higher grades. Not only should a course for several years be provided, but the year’s work and the work for each week should be planned and have a definite objective. A lesson that is
not planned will be uninteresting to
the teacher as well as to the child,
and the results will be poor.

It is only the person who has never
tried to better his own writing who
thinks that writing can be gotten with-
out study. Because of this, writing
has been given as busy work, or placed
during an odd period, or even dropped
entirely. Writing may have educa-
tional values; let that be as it may.
We know, however, that it has prac-
tical values. We also know that it has
qualities that can not be acquired with-
out work, and this work means study.
The methods of study that we use in
other subjects may be made use of in
acquiring a good style of writing. We
need to concentrate in learning to
write. The learner needs to have good
copy to imitate and he must also be
able to visualize the same and then to
adjust his muscular and nervous or-
ganization so that he can execute the
right form with the proper movement.
All this needs careful study and effort.

If writing were for the sake of writ-
ing only, matters would be a great deal
easier, but as almost every branch of
school work requires the assistance of
writing, there is another problem to
solve. The application of that which
is learned is made right in the school
room and for that reason the sincere
teacher has a double duty to perform.

Writing has, like all other activities
in life, its essentials and its non-essen-
tials, and it is very important that the
proper things be brought out and sent
home. These are elements which are
individualistic and there are others
which must necessarily be present in
the handwriting of every person in or-
der to make it of value. Although
writing is a matter-of-fact subject, in-
dividuality has its place, but original-
ity can not be allowed. We all know
what dire results originality has
brought about in our penmanship.

To allow the learning process in
writing to take care of itself is wrong.
This process has its rules and laws,
and in order to become a good writer
one must conform to these basic prin-
ciples. About the biggest law in-
volved, it seems, in anything that we
try to do, is the law of relaxation, and
this holds good in penmanship. The
muscle must be freed from tenseness
and the mind also. The learner must
give himself up to his work in order
to improve.

In studying the writing question in
the public school it is possible to find
that all the psychological and peda-
gogical principles applied to other sub-
jects may be applied to the teaching
of writing. It is also found that if it
were treated as other subjects are it
would not be long before teachers in
all grades would be able to handle the
work as they ought to and the subject
would not be considered different from
the other two R's. The teaching of
writing has been commercialized too
much and it is time that educators
take the matter in hand instead of al-
lowing the greed for money to manage
the proposition. It ought to be treat-
ed as a common school subject and
then we would soon have good writing
in the grades and would not have to
take it up in the high schools and nor-
mals and even in the colleges.

H. P. GREENWALL.

The Boy Scout Movement

Like many other educational enter-
prises for social advancement, the Boy
Scout movement has been of slow
growth, bringing together the
things found most useful in numerous
similar organizations. All boy organi-
izations have had for their primary
object the uplift of the boy. The re-
markable growth of the Boy Scout
movement shows how thoroughly it
meets all needs.

The first question that confronts one
who is interested in the Boy Scout
movement is how to go about the or-
ganization. The idea of this article is
to answer that question as fully as
possible in the short space. The basis
of the organization is the troop, con-
sisting of from two to five patrols. A full patrol consists of a patrol leader, an assistant patrol leader and six other boys. All eight of these boys must be between the ages of 12 and 18 years. So a troop may consist of from 12 to 40 boys, between the ages of 12 and 18, with a scoutmaster in charge, who must be over 21 years of age, and, if possible, with two assistant scoutmasters over 18 years of age.

The scoutmaster and assistants must be men who have a real interest in boys, and who are willing to devote one or two hours a week to them. A very great deal of the success of the Scout movement is due to the excellent leadership of men who are willing to give of themselves that the boys may have all of the best that is their due. And there can be no higher service that one can render to society than just this. No previous scout training is necessary, although it is preferable. The leader can learn with his boys. "The Handbook for Boys," the official Scout Handbook, contains all the material necessary for work, including the requirements for the different classes of scouts. So each leader and boy should have a copy. They can be obtained from all city book stores or by writing directly to Boy Scouts of America, 200 Fifth avenue, New York, and enclosing the price of 30 cents.

On the first meeting of the boys they are organized into patrols. In forming the boys into patrols the group idea should be followed out. That is boys of the same age should be put in the same patrol. Then they should select the names for their patrols. Such names as stag, owl, eagle, crow, otter, black bear, rattlesnake, wolf are among the ones more commonly selected.

The next step is to get the boys to prepare for their tenderfoot test, which consists of the following:

- History and composition of the American flag and the customary forms of respect due to it.
- The twelve Scout laws.
- The history and significance of the Scout pin.
- The sign and salute.
- He must be able to tie any four of the following knots, to be selected by the examiner: square or reef, sheet-bend, bowline, fisherman's, sheep-shank, halter, clove hitch, timber hitch or two half-hitches.

He then takes the oath, which he has committed, and is enrolled as a tenderfoot, and is entitled to wear the tenderfoot pin, and the Scout uniform. While taking this oath the scout stands at attention with his hand in the position of the Scout sign. Then always afterward, every time he salutes or uses the Scout sign he is reminded of the three points of his Scout oath.

The annual Scout fee is 25 cents, which is sent into national headquarters, with the names of the boys. For the fees sent in each boy receives a copy of the pocket certificate with a place for his individual record and also the scoutmaster receives the "Boys' Life" and "Scouting." The "Boys' Life" is the official magazine of the Boy Scouts of America and "Scouting" is a semi-monthly magazine for Scout officials.

Remember, all that is necessary for the organization of a Boy Scout troop, is 12 or more normal boys, and a man who has an interest in the welfare of boys. The program contains enough that is interesting to keep the boys always on the go.

The Scout law is at the basis of the character development of the boy:

- A scout is trustworthy.
- A scout is loyal.
- A scout is helpful.
- A scout is friendly.
- A scout is courteous.
- A scout is kind.
- A scout is obedient.
- A scout is cheerful.
- A scout is brave.
- A scout is clean.
- A scout is reverent.

The oath is: On my honor I will do my best to do my duty to God and my country, and to obey the Scout law. To help other people at all times, to keep myself physically strong, mentally awake and morally straight.

R. L. COLE, Scoutmaster.
A GROUP OF VIEWS FROM THE SHAKESPEREAN FESTIVAL

The Festival was staged on the beautiful eastern slope of the Normal athletic field, May 31, 1916, a number of departments of the school co-operating. In magnitude of conception and splendor of execution the presentation eclipsed any previous undertaking at the Normal. The little pictures scarcely hint at the combined effect of color; music and movement against the background of wooded green.
Two Pedagogical Principles. I have been reading this week from Baldwin. His references to association and to memory have suggested to me two pedagogical principles each of which I shall illustrate.

It is said that the villages in the east, on the automobile routes between large cities, have taken down their old signs which stand at the village limits with the usual warning: "Speed Limit 10 Miles Per Hour," etc., and put in their places signs reading like this: "Drive as Fast as You Like—But Be Careful."

The driver associates with the first sign the caricatured village marshal with star and flowing whiskers, a pokey old country judge, etc., and thinks only of evading these men who represent law and order. If he could be sure that no officer was in sight he would drive through the village streets without slackening his speed.

If he sees the second sign he thinks not of the officer but of the people who might be in danger if he ran too fast. He is thinking of the only person he should look out for,—the child playing in the street or the pedestrian. He is put upon his honor.

Pedagogical Principle:—If rules are necessary put them up to the pupils in such a way that they will think of the reason why the rule was made rather than of the one who will attempt to enforce it.

A child sees a plain white wall every day. He does not think of trying his penmanship upon its surface. Finally one day he comes by and sees a name written upon the wall. The imitating instinct comes to the front and when he goes away there is more than one name upon the wall. The same thing
might be true of any number of things: the window glass in a vacant house,—one out, all out; obscene pictures upon outdoor toilets; pickets upon the line fence, etc., etc. All it needs is someone to break the ice and the destruction or mutilation goes on.

Pedagogical Principle:—The teacher must try to correct the first instance. To wipe off the first name on the wall without comment; to have a paint brush for the obscene pictures. In this way the imitative instinct may be inhibited from wrong methods of expressing itself.

L. H. CHAPELLE.
II. Special Plant Studies.
   a. Corn.
      1. Planting.
      2. Cultivating.
      3. Harvesting.
      4. Filling the silo.
      5. Husking, etc.

III. Hay.
   Cutting and mowing away. (Arrange for real hay-cutting experience on the campus.)

IV. Study of farm implements used in connection with hay and corn.
   a. Plows.
   b. Cultivators.
   c. Mower, etc., etc.

Construction.
   I. Make miniature farm in sandbox.
   II. Have different children make different farm buildings from grocery boxes.
   III. Make farm animals and implements from heavy cardboard, during seat-work periods.
   IV. Keep weeds from school garden.
   V. Make “Farm-Book” in Art, showing different farm activities.

Reading.
   Beginning reading based on Mother Goose rhymes and Kindergarten Games. Work out animal farm-yard games.

Division Two will read easy farm stories from Elson Runkel, Book One, and Sumner’s Book One. Other material used as need is felt.

F. S. BALLOU,
June 19, 1916.

Summer Playground Games.

The games listed are described in the books referred to by number in the reference table at the end.

Grade One—
   Daddy on the Castle (1), Charlie Over the Water (2), Muffin Man (2), Brownies and Fairies (2), Did You Ever See a Lassie (2), Looby Loo (2), Squirrels in Trees (2), Good Morning (2), Run for Your Supper (2), Slap Jack (3), Ba, Ba, Black Sheep (3), Cats and Rats (8).

Grade Two—
   Puss in the Circle (2), The Hunt (2), Water Sprite (2), Partner Tag (2), Straddle Ball (2), Single Relay (2), Farmer in the Dell (2), Tommy Tiddler’s Ground Animals (3), Rabbit’s Nest (1), Snake and Birds (1), Rabbit in the Hollow (1).

Grade Three—
   Dodge Ball (2), Touch Ball (2), Hill Dill (2), Touch the Wall, single Relay (2), Yale Lock Tag (1), Snake and Birds (1), Jolly Miller (7), Pop! Goes the Weasel (7), Hey! Big Thumbs Up! (6), Crested Hen, folk-dance (4).

Grade Four—
   Chinese Wall (2), Arch Ball (2), Prisoner’s Base (2), Medicine Ball Tag (1), Balls on Bases (1).

Grades Five and Six—
   Black Tom (2), Pass Ball Relay (2), Fox and Geese (2), Circle Relay (2), Corner Ball (2), Volley Ball (2), Newcomb (5), Side Kick (5), Schlag Ball (5), Patch Ball (5).

Reference Books:
   2. Bancroft, Jessie; Games for Playground, Home, School and Gymnasium, Macmillan Co., N. Y.
   4. Burchenal, Elizabeth; Dances of the People, G. Schirmer, N. Y.
   6. Kastman and Kocher; Swedish Song Games, Ginn & Co., Boston.
   7. Noble, Lloyd Adams; Mother Goose Songs, 31. West 15th St., N. Y.
   8. Pederson and Boyd; Folk Games and Gymnastic Plays, Saul Bros., 626 Federal St., Chicago.

GRADE THREE.

The children of grade three have shown their joy in the study of Japan by their regular attendance at the summer school. They have read the “Japanese Twins,” by Lucy Fitch Per-
kins. This gives them the answer to many of the questions which arise. It is well illustrated and delightfully written.

The exhibit of Japanese wares has had new additions every day, pupils bringing their treasures from home. One treat, however, was an exhibit direct from Japan. This was presented by Mrs. Hubbard, principal of one of the Battle Creek schools. Mrs. Hubbard is unusually skillful in talking to children and the beautiful embroideries and curios were greatly appreciated by all who heard her and saw them.

The construction and art work has found many centers of interest. Cunning lanterns, fans, Japanese dolls in costumes, clay dishes, sand box showing rice fields, illustrations of the typical scenes in landscapes, etc., have been expressed.

In the assembly program for July 25, this grade will dramatize "The Tongue-Cut Sparrow" and give some tableaux from a street scene in Japan. The following Japanese songs will be sung: "Japanese Parasol," Lyric Primer, "Wing Foo," Alys Bentley Primer, "Japanese Cradle Song," Tietro Suzuki.

GRADE SIX.

The pupils of the sixth grade summer school are making an intensive study of the history and geography of Mexico. The class is very enthusiastic and is studying magazines, pictures, newspapers, etc., to supplement the work in the class room. In the art period they are making and dressing paper dolls representing all the different types found in picturesque Mexico.

GRADE SEVEN.

In the seventh and eighth grades we have taken up work in civics this summer, making a special study of the police and fire departments. The children have visited the fire station and several have obtained information from various other sources. This work offers splendid material for problems in percentage and can also be used as the basis for work in composition classes. The list of questions at the end of the chapters in Dunn's Community and Citizen will be found very suggestive.

LIBRARY
Books Received Since January 4, 1916.

General.

Fay-Eaton, Instruction in the use of books and libraries.
Rogers, American newspaper.

Psychology and Ethics.

Binet, Method of measuring; tr. by Tome.
Brooks, Child and boy.
Dunville, Child mind.
Harvey, Feelings of man.
Holt, Freudian wish.
Murray, Stoic philosophy.

Religion.

Balfour, Theism and humanism.
Edwards-Cutler, A life at its best.
Fitchett, Wesley and his century.
Garnett, Life of W. J. Fox.

Sociology.

Baker, Following the color line.
Blackman and Gillin, Outlines of sociology.
Bristol, Social adaptation.
Commons, Documentary history of American industrial society. 10 v.
Conway, The crowd in peace and war.
Crowell, Trust and competition.
Devine, The normal life.
Eliot, The juvenile court and the community.
Ely, Studies in the evolution of industrial society.
Fite, Individualism.
Fleming, Students' accounts.
Fleming, Railroad and street transportation.
Gide, A history of economic doctrines.
Goddard, The criminal-imbecile.
Goodsell, The family as a social and educational institution.
Hart, The Monroe doctrine; an interpretation.
Hayes, Introduction to the study of sociology.
Hepburn, History of currency in the U. S.
Hill, The people's government.
Hobson, Work and wealth.
Ives, History of penal methods.
Hartwell, Over crowded schools and the plan of the public schools.
Lovejoy, The negro in business.
Montague, Closed doors.
Moore, How New York city administers its schools.
Moore, What is education?
O'Leary, Department store occupations.
Kelly, Educational extension.
Quick, The Brown Mouse.
Sandwick, How to study and what to study.
Sargent, Handbook of the best private schools.
Taylor, Vassar.
Thornlie, Handwriting.
Thornlie, Teachers' estimates of the quality of specimens of handwriting.
Woolsey, America's foreign policy.

Education.
Adams, Exposition and illustration in teaching.
Atwood, Kindergarten theory and practice.
Aurner, History of education in Iowa.
Ayres, Child accounting in the public schools.
Ayres, Health work in the public schools.
Ayres, School buildings and equipment.
Bobbitt, Preparations in vocational guidance.
Bobbitt, What the schools teach and might teach.
Bonser, Reasoning ability of children, fourth to sixth grades.
Buckingham, Spelling ability.
Clark, Financing the public schools.
Coffman, Social composition of the teaching population.
Cubberley, Public school administration.
Dewey, Democracy and education.
Dooley, Education of the ne'er-do-well.
Elliott, Variation in the achievements of pupils.
Phipps, College course and the preparation for life.
Plessner and Bachman, Public education in Maryland.
Godley, Oxford in the 18th century.
Hartwell, Over crowded schools and the plan of the public schools.
Hartwell, Over crowded schools and the plan of the public schools.
Holland, Pennsylvania state normal schools and the public school system.
Holmes, Backward children.
Jessup, Social factors affecting special supervision in the public schools of the U. S.
Johnson, Education through recreation.
Judd, Psychology of high school subjects.
Kelley, Educational guidance.
Kendall and Mirick, Fundamental subjects.
Lapp and Mote, Learning to earn.
Logge, The thinking hand.
Mills, American school building standards.
Mitchell, Schools and classes for exceptional children.
Montague, Closed doors.
Moore, How New York city administers its schools.
Moore, What is education?
O'Leary, Department store occupations.
Perry, Educational extension.
Quick, The Brown Mouse.
Sandwick, How to study and what to study.
Sargent, Handbook of the best private schools.
Taylor, Vassar.
Thornlie, Handwriting.
Thornlie, Teachers' estimates of the quality of specimens of handwriting.
Woolsey, America's foreign policy.

Fairy Tales.
Jacobs, Europa's fairy book.
Sandwick, How to study and what to study.
Sargent, Handbook of the best private schools.
Taylor, Vassar.
Thornlie, Handwriting.
Thornlie, Teachers' estimates of the quality of specimens of handwriting.
Woolsey, America's foreign policy.

Science.
Baker, Shells of land and water.
Baly, Spectroscopy.
Burroughs, Breath of life.
Burroughs, The summit of the years.
Burroughs, Time and change.
Child, Senescence and rejuvenescence.
Coulter, Evolution.
Cox, Weather and climate of Chicago.
Crossland, Desert and water gardens of the Red Sea.
Dickinson, Easy electrical experiments.
Edison, Telegraphy self taught.
Eggeling and Ehrenberg, Fresh water aquarium.
Furneaux, Life in ponds and streams.
Galloway, Reproduction.
Horstman and Touseley, Modern electric construction.
Horstmann and Touseley, Modern electric construction.
Horstmann and Touseley, Modern electric construction.
Horstmann and Touseley, Modern electric construction.
Huntington, Civilization and climate.
Huntington, Climatic factor as illustrated in arid America.
Jameson, Weather and weather instruments.
Keith, Antiquity of man.
Launder, Operator's wireless telegraph and telephone handbook.
Mann, Teaching of physics.
Moore, Savage survivals.
Moore, Universal kinship.
More, Limitations of selene.
Morgan, and others, Mechanism of Mendelian
heredity.

Muhammad, Robert of Chester's Latin translation of the Algebra of Al-Khowarizmi.

O’Reilly and Walsh, Makers of electricity.

Osborn, Men of the old stone age.

Pratt, Invertebrate zoology.

Thomas, Book of hardy flowers.

Thurston, History of the growth of the steam engine.

Tyndall, Fragments of science. 2 vol.

Walsh, Modern progress and history.

Williams, Luther Burbank.

**Physiology and Hygiene.**

Brackett, Care of the teeth.

Donlap, Outline of psychobiology.

Fisher and Fisk, How to live.

Gould, righthandedness and lefthandedness.

Starling, The principles of human physiology.


Walsh, Old time makers of medicine.

Walsh, Popes and science.

**Country Life.**

Bushore, Overcrowding and defective housing in the rural districts.

Carver, Readings in rural economics.

**Domestic Art and Science and Manual Training.**

Barker, Wanted, a young woman to do housework.

Bolmar and McNutt, Art in dress.

Clifford, Period furnishings.

Dooley, Textiles.

Maury, A penny lunch.

Sowle, I go a marketing.

Woolman and McGowan, Textiles.

Kimerly, How to know period furniture.

Rudd, Cabinet making.

Shaw, Building trades.

**Art.**

Casey, Masterpieces in art.

Dow, Composition.

Price, Posters.

Smith, Greek art and national life.

**Music.**

Ordway, Opera book.

Pougin, Short history of Russian music.

Williams, Musical construction.

**Games and Sports.**

Bancroft, Handbook of athletic games.

Corson, At home in the water.

**Language and Literature.**

Bailey and Lewis, For the children's hour.

Fernald, English grammar simplified.

Gardner, Effective business letters.

Hillegas, Scale for measurement of quality in English composition.

Rigmann, English sounds.

Robinson, Effective public speaking.

Scott and Denney, Composition-Literature.

Shellock, Art of the story teller.

Shurter, Rhetoric of oratory.

Sweet, Primer of spoken English.

Trabue, Completion test language scales.

Walsh, Heroes and heroines of fiction.

Bennett, Master Skylark, dramatized by Burrill.

Brooke, Four Victorian poets.

Clarke, Oberon and Titania.

Conrad, Victory.

Dickinson, Case of the American drama.

Dowden, Life of Browning.

English miscellany, presented to Dr. Furnivall.

Erskine, Moral obligation to be intelligent.

Fisher, Bent twig.

Fletcher, Dante.

Frank, Great authors in their youth.

Garnett, Master Wll of Stratford.

Georgian poetry, 1913-1915.

Gordon, God's remnants.

Hardy, Pair of blue eyes.

Hatcher, Book for Shakespeare plays and pageants.

Hervieu, Studies in modern German literature.

Hope, Masque of Psyche.

Hudson, Green mansions.

Johnson, Essays from The Rambler and Idler.

Johnson, Essays, selected.

Jones, Maneuvres of Jane.

Kingsley, Water babies, ill. by Globe.

Kipling, Kim.

Lindsey, Congo and other poems.

MacKaye, Caliban.

Middleton, Back of the ballot.

Mikels, Short stories for high schools.

Moliere, Doctor in spite of himself.

Orczy, Bronze eagle.

Oxenham, Lauristons.

Paget, Louis Norbert.

Perry, Carlyle, how to know him.

Pliny, Letters.

Pryce, David Penstephen.

Richards and Howe, Julia Ward Howe.

Sinclair, The belfry.

Skeat, Chaucer canon.

Taylor, Practical stage directing for amateurs.

Tchekoff, The hour.

Teasdale, Rivers to the sea.

Thacher, Listening child.

Webster, Real adventure.

Winchester, William Wordsworth.

Winter, Vagrant memories.

Wright, Man of promise.

**Geography.**

Adams, Plateau people of South America.

Babson, Future of South America.

Barnes, Through Central Africa from coast to coast.

Bingham, Across South America.

Bowman, South America.

Bruce, Brazil and the Brazilians.

Dalton, Venezuela.

Dodge, Teaching of geography in the elementary school.

Fountain, The river Amazon from its source to the sea.

Hirst, Argentina.

McFarlane, Ecolomic geography.

Newbiggin, Geographical aspects of Balkan problems.
NEWS ARTICLES

Spencer and Gillen, Across Australia.
Syngé, Book of discovery.
Zahn, Following the conquistadores; Up the Orinoco and down the Magdalena.

History.
Keatinge, Studies in the teaching of history.
Fyvie, Noble dames and notable men.
Lippincott's Universal pronouncing dictionary of biography and mythology.

Europe.
American Jewish committee, Jews in the eastern war zone.
Bourne, The revolutionary period in Europe, 1763-1815.
Hart, The war in Europe.
Headlam, History of twelve days—Judy 24-August 4, 1914.
Mead, The grand tour in the 18th century.
Oliver, Ordeal by battle.
Reich, Select documents illustrating medieval and modern history.
Walsh, Century of Columbus.

England.
Patmore, Seven Edwards of England.
Colquhoun, Whirlpool of Europe.

Germany.
Schevill, Making of modern Germany.
Smith, What Germany thinks.
Thayer, Germany versus civilization.

Phillips, Poland.
Angouleme, Ruin of a princess.

France.
Aveling, Brief history of the French revolution.
Ellery, Brissot de Warville.
Gruyer, Napoleon, king of Elba.
Hall, Bourbon restoration.
Hagau, Social France in the 17th. century.
Tardieu, France and the alliances.
Turquan, Empress Josephine.
Vizetelly, My adventures in the Commune.
Wright, Third French Republic.
Cesarecro, Liberation of Italy.
Howe, One thousand years of Russian history.
Noble, Russia and the Russians.
Riis, Hero tales of the far North.
Curtis, Modern India.
Hunter, Brief history of the Indian people.
Polo, Marco, Travels.
Macqueen, In wildest Africa.
Weigall, History of events in Egypt from 1798-1914.
Adams, Letters of John and Abigail Adams.
Browne, Every-day life of Lincoln.
Bullard, Tad and his father.
Edmonds, Ulysses S. Grant.
Gibbon, Life and public service of Edwin M. Stanton.
Lyncher, Facts of reconstruction.
Peck, Jacksonian epoch.
Roosevelt, Autobiography.
Smith, First forty years of Washington society.

---

NEWS ARTICLES

EQUIPMENT FOR WEATHER OBSERVATION.

A full set of meteorological instruments, such as are used by the government in weather observations, has been installed in front of the Science Building for the use of the geography department, making a most valuable addition to the science equipment of the school. The instruments together with instructions for their use, are described by Professor Wood, as follows:

Beginning at the left, facing the box, the instruments are:

2. Dial thermometer.
3. Maximum thermometer (upper horizontal one). This instrument is read regularly at 8 p.m. Note the constriction just above the bulb. Mercury expands past this point, and cannot return freely. It must be forcibly thrown back into the bulb. The top of the column indicates the highest or maximum temperature for the day.
4. Minimum thermometer (lower horizontal one). Read regularly at 8 p.m. Note the small needle index in bore of the thermometer. When the alcohol of the thermometer contracts, this index is drawn toward the bulb by capillary action, and the end of the index away from the bulb indicates the minimum temperature. As the alcohol expands it flows on past the index, leaving it in the tube as it was at the lowest reading. To set the instrument, it is raised to the vertical position to allow the index to slide down the tube to the end of the alcohol column.
5. Hygrometer. This is a crude instrument for indicating the amount of
moisture in the atmosphere. Behind the dial is a hair attached at the top and to the index hand. The hair expands in length with increase in moisture, and contracts with a decrease. The instrument is graduated to show roughly the relative humidity of the air—read in per cent on the lower scale. There is also a thermometer attached to the instrument.

6. Rain gauge. The dial is electrically connected with the tipping bucket rain gauge at the right end of the box. The bucket has two parts, and is balanced in such a way that as one side or the other fills it tips and closes a circuit with the dial. The bucket is so sized and graduated as to register 1-100 inch of rain at each change of position.

7. Aneroid barometer. This is not as accurate as the mercurial barometer, but is generally used because of its convenience in handling. The instrument would normally read 30 inches at sea level. On the top of Normal Hill, 850 feet above sea level, the normal reading is about 29.10 inches. A falling barometer indicates the approach of a "low," with the prospect of rain in from 12 to 24 hours. A rising barometer indicates the approach of a "high," with clearing weather. (See weather maps suspended in case.)

8. Anemometer. This instrument is electrically connected with the wind velocity instrument on the roof of the Science building, as is also the weather van dial. To read the anemometer, note the index at the top of the instrument for miles and tenths, and the "0" mark on the inside of the outer scale for tens and hundreds of miles. To obtain the velocity of the wind read the dial at the beginning and end of the hour, and subtract the smaller from the larger reading.

9. Weather vane. This indicates the wind direction, when the button is pressed to close the circuit. Button is on the bottom of the box, just below the instrument. (At present there is a ground in the wire, and the instrument is slow in responding.)

The weather map received is from the Grand Rapids observatory, and comes just one day late.

SITE FOR WOMAN'S BUILDING.

The following, taken from the Western Normal Herald of July 19, will be good news to all old students and friends of the Western Normal:

"With the purchase of the Fletcher Sanitarium property on Oakland Drive and Austin street, the first steps toward the erection of a woman's building for Western State Normal have been taken.

President Waldo has been working for some time on a plan to provide a separate building for the women of the institution, and first fruits have at last come. The deal was consummated early last week.

The land purchased is south of the present Normal property, just beyond Walwood Place, and is easy of access from the main buildings. It is situated on the Oakland car line, with a car stop in front of where the main entrance will be located. The barn which at present is on the lot goes to Western Normal, as does as much of the old sanitarium wall as is left standing following the fire of two years ago.

Practically level at the top of the hill where the building will be situated, the land slopes gently toward the east, and provides an excellent opportunity for terracing. The lot is covered with a wealth of forest beauties—vines, shrubbery and trees.

It is the plan at present to purchase the property with little aid from the state treasury.

It is not the present intention to build for three or four years, unless some unforeseen windfall brings the necessary funds. It is the ultimate hope to erect two or three separate buildings for women, and at least one for men. The structures will contain club and assembly rooms, and sleeping quarters, and will be furnished according to the most up-to-the-minute methods with all modern conveniences."
WESTERN NORMAL'S 1916 BASEBALL TEAM

Top row, left to right: Corbat, Discher, Thomas, Spaulding (Coach), Bippes, Mullin, Dunlap; Lower row, left to right: Flannery, Leonard, Cookingham, Anderson, Allen, Olsen

Games won, eight; tied, one; lost two
A NEW DEPARTMENT—COMMERCIAL.

A new course at Western Normal to be introduced at the opening of the fall term is the commercial course. Arthur P. Loring, a graduate of the University of Michigan, is to head the new department. For the past four years Loring has conducted a course in business administration at the Danville, Illinois, high school.

ARTHUR P. LORING.

The new course is a two-year offering, giving the life certificate. The first year will offer bookkeeping and accounting, dealing with double entry, special entry, wholesale accounting, corporation accounting, cost and review, geography, dealing with commercial and principles of geography and principles of industry; arithmetic, through percentage. The second year will offer bookkeeping and accounting; economics, introducing production, exchange and distribution and the application of the three; law, dealing with contracts, agency-partnership, negotiable instruments, guaranty and suretyship, and corporations; shorthand and typewriting, education and English.

THE COMMENCEMENT EXERCISES.

Commencement occupied much of the week of June 13 to 20. Like everything else at Western Normal, where each year is marked by growth and improvement over preceding years, commencement week was more full and inspiring than ever before. The full program follows:

Tuesday, June 13, 9:00 a.m.—Final assembly.

Thursday, June 15, 8:00 p.m.—High school commencement address, Dr. Ernest Burnham.

Friday, June 16, 2:00 p.m.—Eighth grade commencement address, Secretary O. B. Towne, Chamber of Commerce.

Wednesday, June 14, 6:00 p.m.—High school senior class banquet.

Friday, June 16, 8:00 p.m.—Senior Girls' Glee Club concert.

Saturday, June 17, 2:30 p.m.—Kindergarten reunion address, Miss Mary Ely, Armour Institute, Chicago.

Sunday, June 18, 3:00 p.m.—Baccalaureate sermon, Rev. Frederick W. Hatch.

Monday, June 19, 9:00 a.m.—Educational conference leaders, Miss Gage, Miss Spindler and Mr. Ellsworth.

Monday, June 19, afternoon—Alumni reunions.

Monday, June 19, 8:00 p.m.—Alumni party.

Tuesday, June 20, 10:00 a.m.—Commencement exercises. Address, President Livingston Lord, State Normal School, Charleston, Illinois.

Tuesday, June 20, 12:00 noon—Annual commencement luncheon.

NOW GET BUSY.

September 11 is the tentative date set for the opening of the training camp for the 1916 football squad at Crooked Lake. Two weeks is to be spent at this delightful and healthy resort under the inspiration and tutelage of the Normal athletic coaches. The complete plan will be worked out when Coach Spaulding returns from Illinois where he is spending the sum-
For Your Vacation—Madame or Miss

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

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

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

And Men—

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

The Kalamazoo Laundry Co.

Try our Swiss
HAND LAUNDRY
and
DRY CLEANING DEPARTMENTS

Up to date
SHOE REPAIRING Dept.

Just added

221 North Rose St. Phone 146

Graduation Footwear
IN EVERYTHING THAT IS NEW
Sport Oxfords and Shoes
TENNIS SLIPPERS
of all kinds

AT
The Bell Shoe House
124 E. Main St.

LOUIS ISENBERG, Proprietor
mer in perfecting the plays that will drive the ball in the right direction when the season comes. Lest our friends forget, here is the record for the past three years:

1913.

Western 20 Albion 3
Western 13 Culver 6
Western 14 Hope 0
Western 12 Ypsi Normal 6

Total 59

1914.

Western 36 Battle C'k T. S. 0
Western 3 Olivet 0
Western 43 Albion 0
Western 28 Hillsdale 7
Western 67 Ferris Institute 0
Western 10 Ypsi Normal 0

Total 187

1915.

Western 16 Hillsdale 20
Western 54 Albion 7
Western 79 Alma 0
Western 49 Olivet 0
Western 19 Ypsi Normal 0
Western 83 Culver 14

Total 291

WHERE THEY WILL TEACH.

The appointment committee has compiled a list of the 1916 spring term graduates who have been placed. There are 153 in the life certificate courses, and 31 in the graded school course. Following is the complete list, alphabetically, with the name of the town or city where each will teach, and the position, in cases where the students secured principalships, superintendencies and like positions:

**Life Certificate.**

Adams, Esther, Bellevue, Mich.; Adams, Fern, Republic, Wash.; Allen, Bernice, Iron Mountain, Mich.; Anderson, Alfreda, Ironwood; Archaert, Leeta, Albion; Ashley, Edwin, Normal Library; Austin, Mabelle, Hemlock; Bailey, Alice, Augusta; Barnett, Helen, Bellevue; Barney, Charlotte, Otsego; Barrett, Mildred, Athens, music; Battersbee, Olga, attending the U. of M., Ann Arbor; Baxter, Edna, South Haven, ward principalship; Bell, Mar-
We're Showing
The Advance Displays, Finest Quality and Most Authentic Styles in
HART, SCHAFFNER & MARX
SUTS, TOP COATS
Stetson Hats, Manhattan and Hershfield
Special Shirts, Gloves, Neckwear
Come in and Inspect the
New Things
H E R S H F I E L D ' S
121-125 EAST MAIN ST.

THANK YOU!
We Appreciate Your Patronage
CALL AGAIN

Dunwell Drug Company
Phone 1805
819 S. West St.

Be Forehanded
Let us submit NOW figures on the items you will require next term. Write us for quotations on

Drawing Paper
Art Materials
Drafting Furniture
Mechanical Drawing Supplies
Manual Training Equipment, etc.

If you expect to be settled in another location let us have your change of address and we will keep you on our mailing list.

Prompt, courteous Service is our policy.

THE FREDERICK POST CO.
Manual Training and Mechanical Drawing Equipment

CHICAGO
Los Angeles Portland San Francisco

THE KALAMAZOO NORMAL RECORD 395
High Grade Printing
for High Grade Schools

THE PROSPECTIVE STUDENT receives his first impression of the school by the quality of the printed matter it sends out. If you desire to make a good impression, keep the quality up.

Horton-Beimer Press Kal. Nat. Bank Building
Kalamazoo, Michigan

Luttrell, Dessie, Centerville; McIntyre, Elizabeth, Jackson; McMaster, Highland Park; Marks, Miles, Kal- kaska, R.R.; Marston, Mildred, Union City; Martin, Olive, Ewen; Martini, Emma, Mt. Clemens; Matthews, Marguerite, Battle Creek; Mero, Alta, Cheboygan, county normal work; Miller, Allegra, Augusta; Mills, Helen Louise, South Haven, physical education; Miesener, Ruth, Ithaca; Montgomery, Carrie, Plainwell; Mullin, Mabel, Flint; Munro, Mary, Normal, rural observation school; Nelson, Leona, Boyne City; Newton, Edith, Otsego; Nuechterlein, Irene, Grand Rapids; Nyland, Neal, Hastings, ward principalship; O'Brien, Ella, Grand Rapids; Olson, Irene, Jackson; Otis, Marie, Watervliet; Phiscator, Effie, Crystal Falls; Pierce, Dana, Freeport; Pike, Belle, Newaygo; Price, Florence, Battle Creek; Price, Loula, Galesburg; Proper, Gladys, Niles; Rahm, Claudine, Niles; Reagan, Mrs. Jennie, Bay City; Reed, Gertrude, Hastings; Robbins, Florence, Watervliet; Roost, Jennie, Muskegon; Scally, Helena, Vicksburg; Schermerhorn, Beulah, Kalamazoo; Scheurer, Gertrude, Alma; Sevey, H. H., Coopersville; Sherman, Genevieve, Battle Creek; Shivell, Ruth, Vernon; Smith, Gertrude J., Detroit; Snyder, Marie, Scottville; Spaulding, Lucile, Battle Creek; Steffaniak, Rose, Coldwater; Stirmaand, Katherine, Grand Rapids; Symonds; Alice, Ewen; Teller, Dorothy, Otsego, music and art; Todd, Gladys, Watervliet; Towner, Eileen, Corunna; Uhl, Grace, Fremont, music and art; VanAllsburg, Janie, Flint; Vandenburg, Cleo, Albion; VanderSalm, Winifred, White Pigeon; Van Putten, Willa, Scottville; Wakefield, Bernice, Jackson; Waling, Hazel, Owosso; Wall, Mildred, Wyandotte, Ford Schools; Welden, Charles, Vulcan, high school principalship; Whalen, Beulah, Niles; Wisner, Roxane, Imlay City; Worden, Lucile, Kalamazoo; York, Veda, Camden.

Graded School Students.
Always, Fern, Gobleville; Andrews, Margaret, Scottville; Atwood, Etta May, Holland; Baxter, Rose, Boyne
The Complete Laboratory Equipment
For
The New Science Building
Was Manufactured by the
GRAND RAPIDS SCHOOL EQUIPMENT CO.
Formerly
Grand Rapids Hand Screw Co.
Grand Rapids, Mich.

City; Blakeman, Lucile, R. R., Paw Paw; Burkitt, Myrtle, R. R. Hartford; Cole, Ethel, R. R. Battle Creek; Day, Hazel, R. R. Gobleville; Dunlap, Delilah, R. R. Fulton; Eastman, Isabelle, Covert; Edmondson, Winifred, Cope mish; Ferguson, Jessie, R. R. Otsego; Fidler, Jennie, R. R. Hesperia; Fox, Theresa, R. R. Hopkins; Harbolt, Anna, R. R. Kendall; Helmick, Velma, Boyne City; Henshaw, Mira, R. R. Hartford; Jacob, Edna, Fennville; James, Helen, Hopkins; Keene, Gladys, Manistique; Keene, Glenna, Plainwell; Kimpton, Laura, Pent water; Lyle, Nahldene, Covert; Lynch, Bernardine, Pinckney; McLean, Mrs. Helen, South Haven; Paddock, Pearl, R. R. Bangor; Rutkowsk, Emma, R. R. Three Rivers; Sackett, Mrs. Lena, R. R. Kalamazoo; Sandin, Ruth, Manton; Sayles, Glenna, R. R. Grand Rapids; Trubey, Mystia, Hart.

NEWS NOTES.

Miss Elizabeth Zimmerman, in charge of German at the Western Normal since 1905, has returned from her leave of absence for the spring term. She received the degree of Master of Arts from the University of Wisconsin in June.

Mr. R. L. Cole, Kalamazoo Scout executive, is offering a course for scout masters and assistants. The class was added to the summer schedule to meet the demand for men who have a knowledge of Boy Scout work.

Fred A. Middlebush, ’11, is the first graduate of the Western Normal to bring honor on himself and his school by securing the degree of Doctor of Philosophy. The degree was conferred at Ann Arbor at commencement time. Dr. Middlebush is assistant professor of history and political science at Knox College, Galesburg, Ill.
THINGS THAT NEVER HAPPEN.

Coach Spaulding (before basketball practice, 4:00 p.m.): No practice for you fellows today. You are good enough.

Instructor: We will take no advance for tomorrow. I fully appreciate that you are busy enough with other courses.

Gazette Sporting Item: "The Hill-toppers have been playing in poor form and little hope is held for the winning of their games this week."

Modern Europe Student (4:30 p.m.): Is there anything left on the French Revolution?

Librarian: O, yes, plenty of material. What did you want?

Just the thing for that Summer Lawn

A SMALL VICTROLA

Come in and let us explain our terms

Fischer's Music Shop

Chas. L. Fischer   Harry A. Beach
"The Music Masters"
3rd Floor, Gilmore's

HARVEY CANDY CO.

All Kinds of Ice Cream and Ices

Salted Nuts

Fresh Every Day

Fine Chocolates and Bon Bons

We furnish the refreshments at the Normal parties

B. L. KITCHEN
Western State Normal
KALAMAZOO

Some Distinct Advantages

1. 60 scholarly, efficient instructors trained in 30 colleges, universities, and technical schools.

2. Library of 14,000 volumes, all selected in recent years. 180 standard periodicals, 40 standard periodicals in complete sets.

3. Splendid new three-story Science Building 147 feet long and 79 feet wide, one of the best planned structures of its kind in the United States.

4. The Training School building is one of the best equipped in the country. It is regarded by educational authorities as a model.

5. The largest Normal School gymnasium in the “Old Northwest” Territory. The floor measures 149 feet by 68 feet. Running track, swimming pool, shower baths, lockers.

6. Fine new athletic field of over 13 acres. Will include two football grids, four baseball diamonds, running track, hockey field, tennis courts.

7. Graduates in demand. Now teaching in 33 states and in every section of Michigan. 117 cities and villages engaged members of the last senior class.

8. Young men who have completed the life certificate course receive from $700 to $1,100 the first year. 66 graduates of Western Normal are holding important administrative positions in Michigan, including superintendencies, principalships, county normal directorships, and county commissionerships.

9. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training certificate. Graduates of this department are teaching in thirty-two cities in Michigan and in twelve states outside of Michigan.

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

Spring term begins April 3, 1916.

Summer term begins June 26, 1916.

Fall term begins September 25, 1916.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.