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Middle row—Flannery, Yeskey, Suit, Noble, Millar, Johnson, Dunlap, Nunn, McCafferty, Winey,

Bottom row—Burke, Olsen, Tuttle, Miller, Mullen, Smith, Moffatt.
Some years ago a much-revered scholar and teacher, a veteran in the service of education, one whose wide experience, aside from authorship of many books and articles, included almost every teaching position from master of a country school to president of a state university, said to me that there are but two things necessary for a liberal education, a thorough knowledge of history and a knowledge of literature. Fully aware of the legitimate claims of other departments of study, the more I ponder over this question in the light of accumulating experience, the more I am willing to subscribe to the judgment of this aged teacher. "The proper study of mankind is man," said Alexander Pope, and long before his day the "Flower of Chivalry" and culture in the splendid days of Queen Elizabeth, Sir Philip Sidney, wrote "The highest end of all knowledge is the knowledge of man's self, with the end of well doing and not of well knowing only."

Education is for man, and whatever the means or media established to provide it, there is always a singleness of purpose that may be broadly expressed by the word culture. Now, whatever else we may choose to include in the definition of this word, it certainly must always signify more knowledge, deeper and purer emotion, better behavior. Philosophy, history, language, and literature in part, tell us what men know. History and literature make manifest man's behavior and emotion. Language is the catalogued depository of a man's concepts and ideas, his intellectual stock in trade. If education is for man, it follows as a corollary that those to whom it is intrusted must know man if their endeavor is to be effective.

What man is is conditioned partly by what he has been, partly by what he hopes to be. History tells us what man has done in the world; philosophy and literature, why he has done this and what emotions accompany his activity. From them we learn of man's ideals and how he has attempted to realize them; his hopes, his passions, his joys; his gloom, his sin, his punishment and sorrow. What has been permanent in his truth is revealed to us. His deep abiding emotions awaken in us a chord of sympathy. What all men have felt and longed for, we feel and reach out after. Slowly but surely, men grow into the full experience of man. All this we hope for from a study of the humanities.
Except to those who dare only to paddle in the shallows along the shore, the educational aims of the Normal school differ in no fundamental respect from the grand mission of education wherever found. If education means culture to all men, it must mean culture emphasized for those who intend to teach. If we would have the generations to come approximate at least the noblest ideals we are able to conceive, we must provide for them an atmosphere pervaded by those elements of experience by which alone the conception of our ideals has been made possible. This is what every thoughtful teacher of the humanities hopes to do, by and through the subject matter with which he is concerned to create an atmosphere pervaded by those experiences which have become sacred to man, permanently idealized as a part of his best and holiest moments. History inspires by a knowledge of fact and achievement; philosophy broadens and deepens through analysis and interpretation of purpose; literature does all these and more—it ennobles life by a variety and intensity of feeling that moves us toward becoming what our finer nature longs to be. Only as we surround men with these influences and opportunities are we bringing them to the full inheritance of those boundless privileges which are theirs alone.

GEORGE SPRAU.

The Sciences

The Sciences was when those who would broaden the public school curriculum by the introduction of a little tabloid science, did so humbly, apologizing meanwhile to the humanitarians for their temerity. Now, however, since science has become the big factor in our civilization, it is quite different. Science no longer, hat in hand like a mendicant, begs to be admitted to the outermost fringe of the circle of the elect. On the contrary, the most honored seat is her's, her's the greatest applause and renown. In short, science has arrived and her whilom haughty opponents now linger hateless in the lobby, asking for admission or gingerly occupy a restless seat.

It is a far cry from the beggar maid in the kitchen to the queen upon the throne. A strange turn in the wheel—and yet, after all, not so strange. Education, with due apology to the savants, is a preparation for life, and this life is not made up of fine phrases, is not expressed in the terms of a majestic poem or sonorous prose, is not to be interpreted in terms of grammar or of dates. At every turn life bumps up against the facts of the material world—facts which when rightly correlated and classified, form our common body of science. There is no denying the fact that art, music, literature and their sister aids have done much to embellish and adorn life and make it really livable. On the other hand there is no gainsaying the fact that science is fundamental to life, a necessary concomitant of it, the two together forming an indissoluble union. One has but to glance at our complex modern civilization to see clearly the intimate fusion of life and science.

The introduction of science into the curriculum is, therefore, justified by what it claims (and really does) to do; which is to put men and women in sympathetic accord with their material environment and give them a knowledge of it and the manner of operation. As we doubtless all agree on this point, even now the Greeks and Romans, we will not labor the point farther. Science is in our schools because it fills a legitimate place and it is there to stay. This being a vote we will now proceed to another, and in some respects, a more important aspect of science teaching.
Man differs from the brute creation in that he is supposed to be a thinking animal. I say supposed to be, and rightly so, for far too often the supposition is of the kind the Latin grammarians call the "less vivid future." If clear and logical thinking be one of the specific properties of horoscopist, there are so very many supposedly normal individuals who owe their classification more to their bifurcated structures than to their cerebral convolutions. One doesn't need to look far for proof of this proposition, horrible examples abound on every hand. Indeed it sometimes seems as if the majority of people had, through neglect, actually lost the power of true thinking and that this supreme mark of manhood had vanished through atrophy.

Consider the naive, the childlike, the incoordinate cerebral contortions of many of your acquaintances; consider the dupes of the charlatan and the faker and the muddled tergiversations of the zealot lost in the mazes of his own uncharted mind; consider the quick responses to appeals to passion and prejudice on every hand and you will have most forcefully brought home to you the idea that real thinking is a nearly lost art. This state of mind constitutes a menace of no mean proportions and especially in a democracy.

What then has science to do with this? Science is orderly and logical. It proceeds from premises founded on facts to inferences justified by them. It establishes, or should, the scientific method of thinking. There was a time, and not so long ago, when a philosopher seeking to elucidate the cosmos proceeded as follows: First he rigidly withdrew himself from any vulgar contact with the things of life or matter. Then after having communed with himself a sufficiently long time in solitude he at length emerged and announced to an expectant world the true scheme of the universe. This was usually a well balanced, coherent logical conception which moved serenely, albeit somewhat verbosely, on from the major premise to Q. E. D. The only trouble with the whole plan was the major premise. This was like the poor man who had lost his legs—it had nothing on which to stand.

It is difficult for us in these latter days, when proof of every assertion is demanded, to fathom the state of mind of these early philosophers. Each man reaches out carelessly into the world of abstract ideas and having appropriated a premise to his liking, then went on his way explaining his universe in terms of this premise. These were the days when the philosopher's stone and the Elixir Vitae were real things to many; when men gravely announced that by taking a pinch of this and a little of that and some more of a third ingredient and grinding them together in a mortar behold there would emerge a mouse or a rat, or some other animal. No one ever asked if the plan would work; no one ever tried. This was the great day of ipse dixit. It is small wonder that science stood still so long and even seemed to move backwards. We must not think that these men were deceivers by intent. They were in the main honest. The trouble lay in their method. They simply did not have the proper key to unlock the doors of the treasure house of knowledge.

How different by comparison is the modern—the true scientific method. These earlier men were lovers of truth indeed, but they loved not wisely even if they did love well. What then is the modern method? It is characterized by transparent honesty of purpose to learn the truth, the whole truth and nothing but the truth regarding nature to the fullest extent of which the human mind is capable. The ultimate truth may in the end escape us, but is the sole and only goal. Preconceived notions and personal predilections have no place in this method. The truth must be followed wherever it may lead and, come what may, it must be sought at every cost.

And how does the modern scientist approach this task? Does he immure himself in a cloister and in solitude evolve his science from his inner con-
scioness? Not he. On the contrary
he goes to nature herself and asks her
questions. He investigates, he experi-
ments, he collects facts, more facts and
yet more facts. Never is he satisfied
with his supply but ever ranges
farther afield in search of more. And
then having collected these stubborn
things, he classifies, correlates and tab-
ulates them and after wearisome lab-
umerical, with the wrecks of many a
well-born
he advances a
are eyerything and are eternally. The
go by the board at any time; the facts
for the shattered hopes of some
history, but the facts which
given birth to the shattered hopes of some
enthusiastic investigator still go marching
and shall so march until the end of
time.
Science is a jealous mistress. She
demands and receives from her de-
votees, among other things, the fol-
lowing: whole hearted service, contin-
uous and arduous application, close
observation of nature in all her phases
and manifestations, open mindedness,
tolerance, the ability to sink one’s per-
sonality in the immediate task, the
breadth of mind required of one who
must change his views as the facts
demand, the honesty of mind that per-
mits of no mental subterfuge or reser-
vation and a training adequate to the
task in hand. A time serving, an illo-
gical, a dishonest mind can make no
permanent progress in the scientific
realm.
In the above paragraphs there has
been made, in a poor way, an attempt
to elucidate the scientific method. The
various things mentioned are part and
parcel of it—in fact they are it. All
real and true science teaching, be it
elementary or advanced, has for its
aim the inculcation of this method.
Who will deny that in this time and
age it is sorely needed?

WILLIAM McCracken.

Art in Modern Education

AS art education a place in an
education for efficiency? It
may be well to begin with a
definition of art. Edward
Howard Griggs, well known author
and lecturer on Art and the Human
Spirit expresses it thus: “Art is the
adequate and harmonious expression
and interpretation of some phase of
man’s life in true relation to the
whole.” This is a broad and inclusive
definition and expresses the purpose
of all the arts in man’s unfoldment,—
including Sculpture, Painting, Poetry
and Music.
The term “Art Education” is here
interpreted to mean the so-called
Graphic Arts—The purpose of art edu-
cation as given in the Normal School
and applied in the progressive public
schools of the country, is well ex-
pressed by Henry Turner Bailey, ed-
tor of “School Arts Magazine,” author,
lecturer and educator, when he says:
“The purpose of art education is
development of appreciation of the
beautiful, and of power to produce
beautiful things.”—Both the love of
the beautiful and the desire to create,
are inherent instincts in the human
race.
One needs no further proof than to
observe childhood to learn the natural
love of the child to express himself in
drawing, painting and making. These
natural impulses when encouraged and
trained lead to expression in the mani-
fold arts that have made civilization
what it is today.
The history of the world may be
well studied through its arts,—with
special emphasis on the arts of peace.
From the corridors of Time may be
studied the growth of mankind from
the art remains of Primitive man in
cave, tomb, pyramid and temple, to
the highest expression today in pri-
ivate and public edifice embodying all
the manifold needs of man in terms of
beauty.
The various arts are sometimes classified under the heads of the Useful and the Fine Arts. The effort put forth in art education in the public schools is to bring the useful and the so-called fine arts into closer relationship—to help train the artisan to become an artist-artisan and to interest the artist in the every day needs of the people; to apply his gifts to the making of objects of daily use; to portray on wall and canvas the pictures of life and labor of our day—the beauties of nature found everywhere, if the eye is only trained to see it; to help create a better judgment and taste in the general public in choosing that which is good. It is the hope of the art teacher to help gradually to awaken public conscience to the needs of better housing, greater interest in civic beauty, and with the impulses to create, fostered and cultivated, to help make workers whose greatest joy will be a life of service to their fellow man. It has been well said: "A work of art is a free and adequate embodiment of an idea in materials best suited to its purpose." What may not be included under such a definition in the objective world about us? It applies equally to a simple bench or a beautiful bridge,—to a pitcher or a picture, to a skillet or a skyscraper, to a candle stick or a cathedral. In developing skill, judgment and taste in the making of the simplest object the student learns the principles governing the greater one. By developing the power to use the hands under the direction of the mind, the habits of a future life of usefulness are established.

The Art Department of the Western Normal includes the many phases of the Graphic Arts that may be embraced in the progressive public school curriculum and includes the following courses: Drawing and Painting from Nature—including plant and animal life, landscape and figure work, suited to the work in the Kindergarten and the Eighth Grades. Special consideration of artists whose works include similar phases of study: Corot, Rousseau, Millet, Breton, Bonheur, Landseer, Turner, Reynolds, Van Dyke, Rembrandt, Velasquez, Innes, Whistler, Raphael, Leonardo da Vince, and a special consideration of the Japanese as studied through Japanese prints.

The subject of Perspective includes object drawing in pencil, crayon and color of the common forms around us, in still life—pottery, toys, furniture, room interiors, leading to special study of household arts in planning and house furnishing. This work is enriched by studying the works of great artisans and artists. Construction work comprises clay modeling of nature forms and pottery, card board and paper construction, bookbinding, basketry, weaving, caning, etc.

The course in Design includes the subjects of pure design in line, black and white and color from plant and animal forms, and Applied Design leading to the application of original designs in stenciling, wood block printing and objects made of leather, such as purses, bags, cases, music roll, table mats, etc., and objects made of brass, copper and silver, in etched or repousse, or sawed work in book ends, trays, bowls, sconces and small pieces of jewelry.

Two courses in Manual Arts are designed to cover the need of manual training students in freehand sketching in perspective, of common objects, included under cylindrical and rectangular perspective, leading to architectural drawing, and a study of the household arts. The course in Design gives special attention to structural design as needed in the work of wood turning and furniture making, with some study of Period styles in furniture. Courses in so-called Advanced Art are planned for special art students or elective subjects and cover more advanced problems in pictorial and decorative subjects in nature and landscape art—poster making—applied to frequent demands of the school, outdoor sketching, figure drawing from life, and special work on the School Annual in pen and ink work.
A course in the History of Art covers Primitive, Egyptian, Assyrian, Greek, Roman Medieval, the Renaissance in Italy, Germany, Holland and Belgium, France, Spain and England and American Art. An illustrated note book is a feature of the course and emphasis is on Picture Study as studied in the grades. Students specializing in art are given the privilege of two terms in observing the art work as taught in the Training School, and illustrating the lessons observed.

Two terms' work in Practice Teaching in Art in the Training School is required of all students specializing, and a term of grade teaching where students chose the Special Art Course, not including Music. The course in Art for special students includes five terms of elective work which affords the opportunity to prepare in other subjects, thus qualifying the student to teach in the grades if necessary. Students not qualified to make the combination of Music and Art have frequently combined with Domestic Art, Physical Training, Language, Geography, History, etc., and when not placed as special art teachers, have qualified in positions of departmental work.

The Normal School students have had unusual opportunities to see excellent collections of fine and applied art in the exhibitions brought to the city through the efforts of the Kalamazoo Art Association, and the permanent collection in the Todd Gallery. The signs of the times indicate that we are to realize opportunities undreamed of in the larger application of art to human needs and indeed, if America is to take her place in the first rank among the nations in the future, it must be largely through her trained citizens in the manifold arts. Let us unite in giving the children of today opportunities for larger usefulness through the training that comes in public school art education. Our creed may be expressed in the following:

Learning to Do,
Doing to Earn,
Earning to Live,
Living to Serve.

EMELIA M. GOLDSWORTHY.

Home Economics

This broad subject has been called by various names, such as, household science, homecraft, household arts and home economics. The latter term is doubtless coming into common usage in both elementary and secondary schools and is spreading to higher institutions.

Home economics has a long history. Some phases of the subject were advocated in the sixteenth century when Comenius, Luther and many others emphasized the educational value of household activities. In the eighteenth century the philanthropists gave stronger expression to the belief and at the opening of the nineteenth century Pestalozzi began actual experiments for educational purposes. Sewing had a fine social status and fine forms of lace making and embroidery were taught in private finishing schools for girls.

In the United States instruction in home economics subjects originated outside of the school system. In the east, work started and was supported by private funds. Private cooking schools were opened in Boston by Joanna Sweeney in 1874, and in 1879 the Women's Educational Association of Boston voted to support a cooking school, and on March 10, 1875, the Boston Cooking School was opened. This school was put on a permanent basis in 1883, and in 1903 was incorporated with Simmons College. In New York in the early seventies churches opened sewing schools, and in 1888 cooking was introduced as a regular subject in the New York City public schools. Today the work being done in these schools is quite
remarkable. Connected with many of them we find practice apartments where children go daily to receive instruction in the various household activities. In the west the movement began in state institutions, Illinois, Iowa and Kansas being pioneers. Today the subjects are being taught in the curriculum of a large number of the elementary high schools, state universities, agricultural colleges and normal schools of the country. Also such institutions as Y. W. C. A.'s, Chautauquas, Farmers' Institutes and Granges are offering courses.

The general aim of the course is for betterment of the home life of the people. When household activities first formed a subject of study, cookery, sewing and housewifery were about the only subjects taken up. Soon a need for scientific and artistic foundations was felt and chemistry, physiology, physics were early required. Since then the importance of individual and social welfare has been recognized and emphasis has been placed on principles and practices that have to do with proper conduct of the home.

During the last thirty-five years there has been a remarkable development in organized courses of instruction in home economics and in the next twenty-five years we will doubtless see even a greater development along this line.  

MARY A. MOORE.

Department of Commerce

The service rendered public education by the Department of Commerce can best be described by an indication of the problems of the Commercial Department of our high schools, whom it intends to serve.

The high school Commercial Course is of comparatively recent origin. Its development, although rapid, has involved the solution of many important questions. The natural tendency was, at first, to follow the lead of private commercial schools, whose keynote has been specialization. Lately we have sought to broaden the field of the course to include a number of studies more purely cultural, at the same time revising the commercial studies from the disciplinary standpoint. The problem is to make such an arrangement of high school courses as will offer the student a commercial training which shall not only prepare him to enter the business world but at the same time give him an education as broad as the general course.

The majority of the great questions which we, as citizens, are called upon to settle, are within the domain of economics. And efficiency in their solution depends largely upon our ability to apply economic principles in a practical way. Except for shorthand and typewriting, there are few commercial courses which are not based upon some science, the principles of which have been established. The late trend toward commercial specialization has led many teachers to lose sight of this fact. In their zeal for the practical, they have wandered far from fundamentals. Making knowledge practical merely involves making it personal.

The problems of commercial education in the Normal are influenced by the needs of the high school. We must know our place and its size in the curriculum. We must establish proper relation with the general course of the school. We must realize that the commercial student should be as advantageously equipped in fundamentals as his companion, who is being trained for general college work or for a profession. We must remember, in this connection, that disciplinary courses are as necessary to the training of a mind for business as for any other field of endeavor.

The service rendered public education by the Department of Commerce will be the training of teachers who
shall see this broader field for commercial education in Michigan and who shall be amply equipped to efficiently teach their subjects.

ARTHUR L. LORING.

The Normal High School

The work of the Normal High School has four aims: First —To furnish a high school training for the graduates of our eighth grade and for other pupils outside of the city who come to us to complete their high school course, and to take care of a considerable number of students who enter our Rural II Course.

Second—To furnish a school for practice teaching for those students of the high school life course who are preparing themselves for teaching in the small high schools and junior high schools of the state and for departmental work in the upper grades.

Third—To give the Normal School a laboratory in which some of the present day problems of secondary education may be worked out.

Fourth—To enable those students of the Normal proper who enter with an incomplete list of high school credits, to make good the deficiencies while they are carrying part of their normal work. (It was to meet this fourth need that the Normal High School grew up, but with the growth of the Normal and a resulting increase in the standards for entrance, this function has been overshadowed by the first three mentioned, until it is one of the minor duties of the department.)

A considerable proportion of our graduates enter the normal life certificate courses, so in addition to our work of furnishing practice teaching and an educational laboratory for the institution, we act as a feeder to the Normal, and furnish it with a group of high school graduates that has had an unusually thorough preparation.

Experience has shown that the first aim, that of giving a thorough high school training to our students, is not incompatible with the function of furnishing practice teaching in the high school or of the working out of problems in secondary education. Our graduates have uniformly been successful in their collegiate work following high school graduation, both here at the Normal and at other colleges and universities. The work of the student teachers is done under such close supervision that a high standard of scholarship is maintained.

The highest good of both our own high school students and of those who are getting professional training in the department, demands that we should have the best possible high school, with a diploma favorably recognized by all colleges and universities and with high standards both in scholarship and athletics, and at the same time furnish the best possible training to those who hope to teach in high schools.

We are better situated this year than ever for securing these high standards. The high school faculty is stronger this year than ever before, and the great success which has attended our work is largely due to the untiring efforts and co-operation of our splendid corps of teachers.

The physical equipment is considerably better than last year. The study room has been equipped with new seats of a comfortable design, and while it is not a permanent solution, is a vast improvement over that of former years.

Student activities, social, athletic, literary and dramatic, are better organized and the teachers of the high school department are taking great interest and contributing much. The high school chapel is separate from that of the Normal, and the gathering of the whole group weekly has added
greatly to the unity and esprit de corps of the department.

The primary needs of the Normal high school are twofold. First, a greater understanding and sympathy on the part of the institution with the work we are trying to accomplish. The day is past when the work in the department should be regarded as having less dignity than that of the rest of the Normal. To successfully work with young people of high school age requires quite as much scholarship and far greater sympathy, tact and finer qualities of leadership than does the work with the more mature pupils.

Second, we need means for a greater separation of our student body from that of the rest of the Normal. The Normal high school is handicapped by the fact that all our efforts are overshadowed by those of the Normal and it is difficult to gain recognition for the splendid work done by our faculty in their teaching or for the students for their various achievements. We will never come to our own in the largest sense until we are housed in a separate building and free to work out our own salvation from the point of view of the secondary school.

HAROLD BLAIR.

ENGLISH

The Relative Pronouns, "Who," "Which" and "That"

The rules for the use of relative pronouns with reference to restrictive or non-restrictive function have been given in various grammars, but do the people write and speak according to these rules? That is what I tried to determine from the reading of a small number of novels, magazines, newspapers and letters, and from formal and informal speech. I was not able to make an extended research, but as far as possible, I tried to determine the present usage of the relative pronouns.

Before I give the results of my examination of present usage, I shall give the history of the relative pronoun. "Comparative syntax teaches us that the relative sentence was primarily expressed by being immediately subordinated to the principal clause without the addition of an explanatory word: 'This is the man I saw.' For the sake of clearness and emphasis, however, the object of the antecedent clause was repeated in the consequent by some demonstrative term signifying locality, and the attention was thus drawn to the idea intended to be signalized. But after a time this pronoun, this representative of the object denoted, came to be used in all cases, and not merely where peculiar stress was wished to be laid on it; and when analogy had thus uniformly extended this particular employment of the word, it ceased to convey any longer a purely demonstrative sense, and assumed a relative signification, which was then applied by the further operation of analogy to instances in which the demonstrative could hardly have been employed."

In Old English se, seo, thaet were used as relatives, either by themselves or in connection with the indeclinable particle the. In the time of Alfred the Great the neuter thaet was indifferent to gender and number. "Who," in Anglo Saxon "hwa," was used as interrogative from the earliest times. As a relative, though found occasionally in the fourteenth and fifteenth centuries, it did not come into common use before the sixteenth, and then it was restricted to personal antecedents.

In Middle English the other forms of the demonstrative se, seo, thaet, disappeared at a very early period, and thaet took their place. In Middle English "that" became an indeclinable relative as in Modern English, "He that will." "Who" and "which" were both used in the Tudor period.
In King James’ version of the Bible, “which” and “that” are used very often when referring to persons, as in the following instance:

“The only begotten Son, which is in the bosom of the Father, He hath declared.”—John 1, 18. However, the rules of our modern grammarians do not allow such usage.

From our history we see that “that” was a demonstrative in Old English, so we should expect it to be a defining relative in its modern form. But since “who” was an interrogative it seems quite natural that it should be non-defining. Following are the rules of the different modern grammarians:

Goold Brown gives these rules for the use of the relative “that”: “That should be used instead of “who,” “whom” or “which,” excepting when you use a preposition before relatives as in these cases:

1. After a superlative adjective when the clause is restrictive.
2. After the adjective “same” when the clause is restrictive.
3. After the antecedent “who.”
4. After two or more antecedents that demand a relative adapted to both persons and things.
5. After an unlimited antecedent that demand a relative adapted to both person and things.
6. When the antecedent is introduced by the expletive “it.”
7. When the use of “who” or “which” is doubtful.

Alexander Bain gives these rules: ‘In modern use, more especially in books, “who” is frequently employed to introduce a clause intended to restrict, define, limit or explain a noun (or its equivalent). Most idiomatic writers and speakers prefer “that” to “who.” “Which” is employed in reference to things in both the senses just given of “who” with reference to persons. “That” is the proper restrictive, limiting, or defining relative. The use of “who” or “which” solely as coordinating, with the use of “that” solely as restrictive, avoids ambiguities that often attend the indiscriminate use of “who” and “which” for coordinate and restrictive clauses.

Nesfield gives the following rule for the use of relative pronouns: “Which” as a relative is now used only for neuter (sexless) antecedents, or for the names of young children and lower animals, when no question of sex arises about them. “Who” and “which” are the only relatives that are ever used in the sense of continuation, cause or purpose. The other, “that,” is invariably used in a restrictive sense, and much more commonly so than “who” or “which.”

The King’s English gives the following rules:

“That” should never be used to introduce a non-defining clause. “That” is to be preferred to “which” if the antecedent is “it,” and after a superlative or other word of comprehensive meaning, such as “all,” “only,” “any.” “That” should not be used referring to persons only when the antecedent is “it,” or has attached to it a superlative or other word of exclusive meaning. “Who” or “which” should not be used in defining clauses except when custom, euphony or convenience is decidedly against the use of “that.” “Of which” in a defining clause is one of the recognized exceptions.

In all the rules “that” is spoken of as the restrictive pronoun and “who” and “which” as non-restrictive. It is this phase that I have examined. I have called all instances where “that” is used in a non-restrictive sense “departures,” and where it is used in a restrictive sense “adherences.” I have called all instances where “who” and “which” are used in the restrictive sense “departures,” without regard to the rule that “who” should be used when referring to people.

In examining the novel, Geo. W. Cable’s “By Low Hill,” I found for “that” eight adherences and three departures, for “who” five adherences and five departures, for “which” seven adherences and one departure. The following is a departure from the rule:

“I am the only one who can do it.” These are adherences to the rule: “A
steady cunning determination to keep whole the emptied shell of reputation—these were the things that filled his hours by day.” “The maiden gave him a sweet protest which grew remote as she murmured—"

The other novel that I examined was “A Victor of Salamis,” by Wm. S. Davis, a northern writer. In this book I found for “that” two adherences and no departures, for “who” seven adherences and three departures, and for “which” seven adherences and no departures. The following examples are according to the rule: “The Spartan nurse who had kissed her almost before her mother, ran to her.” “Glauccon said what he could of comfort, which was little.” The next example is a departure: “He who was small of stature and short of breath stood a scanty chance.”

To find the use of relatives pronouns in magazines I read in “The Ladies’ Home Journal,” “World’s Work,” “Century Magazine,” “The Review of Reviews,” “The American Review of Reviews” and “Harper’s Magazine.” I found twenty-three adherences and eight departures in the use of “that,” thirteen adherences and fifteen departures in the use of “who,” twenty-one adherences and eleven departures in the use of “which.” The following illustrations show uses of the different pronouns: “There is nothing in these state laws that interferes in any way with party organization.” (Adherence.) “The people who from time to time have invited us to the council table of Europe have done so because—” (Departure). “Bud Hicks, who had found a wabbly picket in Mr. Webber’s front fence and was making original research as upon a loose tooth, seemed unable to rise above mere creature wants.” (Adherence.) “There never was a reform in administration in this world which did not have to make its way against the strong feeling of good, honest men, concerned in existing methods of administration.” (Departure.)

I examined the Boston and Chicago newspapers to find how the relative pronouns were used. For “who” I found sixteen adherences and five departures, for “that” seven adherences and no departures, for “which” ten adherences and two departures. The following are examples of the uses of ‘who,” “that” and “which”: “The hero who in the first act is regarded as a hopeless failure, must make a fortune for himself.” (Adherence.) “There is no single character that may be called a lady or a gentleman in the sense in which these words are used in England.” (Adherence.)

In students’ letters I found for “who” four adherences and three departures, for “which” ten adherences and three departures, for “that” two adherences and no departures.

I listened to sermons by ministers in our city churches, and to lectures by good lecturers to get, as nearly as possible, the usage of formal speech. I found for “who” ten adherences and seven departures, for “that” nineteen adherences and three departures, for “which” five adherences and three departures. The following are examples from these lectures: “Schools for children that are exceptionally bright.” (Adherence.) “Next to the managing editors who have permitted this service, my thanks are especially due to the society editors.” (Adherence.)

It was difficult to find examples in informal speech because I did not notice every time a person used a relative pronoun. The following instances are mostly from the classroom: “That,” adherences nine, departures seven; “who,” adherences one, departures four; “which,” adherences one, departures three.

In adding up the adherences and the departures for each word I have forty-one adherences and eight departures for “that,” forty-five adherences and thirty-one departures for “who,” and fifty-five adherences and seventeen departures for “which.”

From these results I would conclude that at least in printed matter people are using “that” for the restrictive and “who” and “which” for the non-restrictive relatives. In the use of “that”
and "which" the number of adherences is over three times the number of the departures. The ratio is lower for "who" because the tendency is to use "who" when referring to people without regard to the nature of the clause.

In speech the number of adherences and departures are more even. For "who" there were eleven adherences and eleven departures, for "which" six adherences and six departures, for "that" twenty-eight adherences and ten departures.

From these results I should judge that the rule for "that" is being followed, but "who" and "which" are spoken without regard for rules. If I consider the results from the printed matter and speech together, I might say that as a rule "that" is being used to introduce restrictive and "who" and "which" non-restrictive clauses.

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MARION PIERCE, '17.
THE KALAMAZOO NORMAL RECORD
WESTERN STATE NORMAL SCHOOL, KALAMAZOO, MICH.

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

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

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

The Record In July the Record completed its sixth volume, as a monthly. With this issue the seventh volume is begun. With the initiation of a weekly newspaper at the opening of last summer term the function of the Record as news gatherer was minimized. The inadequacy of a monthly for clearing-house purposes in the matter of itemized and personal life in the institution had long been felt. The weekly Herald was started and from the beginning has splendidly served the purpose of "keeping us aware of ourselves." What, then, is there left for the Record to do? In the first issue, May, 1910, the Record proposed to reflect the best current educational thought, to afford expression to literary talent, to interpret the institutional spirit, to briefly review books, periodical articles, exchanges; and to be a record of ideas and practices within the school,—in a word—a photograph of the status of the institution. Obviously the rapid and constant growth since 1910, by which a property inventory of $280,265 has become $505,890; a faculty of 40 has become a faculty of 65; an annual enrollment or 1,417 different students has reached 1,807 different students, a gain of 27 per cent (the term's enrollment is 952) creates the necessity in news service, recognized in the founding of the weekly Herald, and makes imperative a quarterly summary or digest record of the significant facts characterizing current growth. In its new role as a quarterly the Record will feature in each issue some large subject of theory and practice in public education, e. g., in this number "Humanities," "Sciences," "Arts," and "Industries," and will publish literary contributions, editorials, and brief summaries of current activities, with fuller statements of work that is thought to be valuable as tending to promote more effective educational practice in the schools, thus making this material available for present or future use. Correlations of intermural agencies for the more economical and satisfactory doing of the tasks immediately at hand; choral efforts, art exhibits, dramatics, oratoricals and athletics, which tie the school more closely into the best life of the community; and training school and appointment affiliations, extension courses, conferences, and faculty participations which gives the institution its larger area of identification and service, will be emphasized.

Since the contributions to the quarterly will be a labor of love and there will be as many individual opportunities for cooperation as there are separate articles in each issue, the annual volume will be to each faculty member and student a mirror of his or her cooperative spirit, at least, in one of the major school activities.
The Next Number. In variety and quality the material which may be made ready for publication in the quarterly Record is quite likely to exceed the space available in each number. However, as many of the articles are of permanent value, the excess copy may be so selected that it will be deferred, not excluded. In the January number the work of the Health Committee, the Extension Department, the Music Department, and several other major and minor matters not at all adequately represented in this issue will be taken up more at length.

The major topic next time will be "Tendencies and Activities in Elementary Schools," and any reader who wishes to discuss some problem in elementary education is invited to cooperate. The sketches of members of the alumni of the school will be continued, and literary contributions will be appreciated.

Advertising by firms doing a general business so related to this field as to make our space valuable to them are asked to communicate with the business manager, and all students and faculty members who may have business in lines shown in the advertising pages of the Record are urged to give these firms first preference.

The State Association. An especial satisfaction attaches to the recent successful meeting of the State Teachers' Association because of executive and directive parts taken in this success by Professor J. P. Everett of the Department of Mathematics, who is the Association's permanent secretary, and by President D. B. Waldo, who was president of the Association this year. The general programs were strong in the talent presented, and had the excellent quality of being brief enough to avoid the handicap which comes to a speaker who must address an exhausted audience. The community singing was an appreciated feature.

A truly wonderful personality was revealed in Dr. Seth Reed, who spoke with well nigh the diction, poise and force of the most rugged manhood, though he is 93 years of age. It seemed unbelievable at first hearing that Dr. Reed had taught his last school 72 years ago. The facts of his teaching experience served as specific indications of the splendid progress in public education in Michigan in the past two generations. His exhortations and injunctions reminded one of Moses laying his hands upon Joshua.

The annual association reunion of the alumni of this school assembled several hundred people who gave every evidence of enthusiastic loyalty and pride. Congratulatory remarks were made by Dr. C. H. Judd, Mrs. Henry Hulst, Hon. H. R. Patengill, Hon. F. L. Keefer, and Supt. A. N. Cody, the president-elect of the Association. In brief concluding remarks President Waldo suggested that in spite of increasing numbers in faculty, student body and alumni the same democratic and unselfishly co-operative spirit could be and that it would be maintained in the institution.

Leadership. There is developing in Music. through the efficient musical leadership in this school a sense of the great value of music, not only for its own sake, but also as a means at hand for tying up public institutions to general community life. The Choral Union, with a membership of 300, including town people and students, will be incorporated under state law, and as a corporation will become sponsor for a series of concerts by the best American musical artists. This series will include the "Messiah" at Christmas time and the May Festival, in which the adult chorus of 300 and a children's chorus of 150 will participate with a symphony orchestra and the best obtainable soloists.

Such work in this institution and city has much more than a local significance. The splendid spirit of cooperation demonstrated and the high musical standards lived up to are not only witnessed first hand by hundreds
of the best people in surrounding communities, but graduates by the reproduction of the same spirit and leadership in some measure in the multiplying number of local communities which become their own by location and service, greatly extend the ideals and practices they learn here to love and to direct. Glee club, orchestra, class and individual study and performance in music is one of the greatest services rendered to students here, and through students, as they advance to local and enlarging leaderships, the result becomes a truly great service to the state.

Expression

The activities of the Department of expression department are many and varied. The principal work thus far in the school has been done in reading, storytelling, drama and festival. This year special emphasis is to be laid on the speaking voice, and speech-making and debate. There can be no doubt that the greatest work in this department, and the work which will redeem it in colleges, universities, etc., from the curse of the old term, "elocution," is to be along lines of cultivating voice and speech. This work must be done by teachers who have had specific scientific training in the speaking voice, and who have had a scholarly preparation in history, current events, etc., so as to guide a student in the proper handling of material for speech as well as in the delivery of the speech itself. The wide interest which is being awakened in oral English, and the appreciation of the necessity of improving the American voice, are leading to reforms both in speech and voice.

These activities, especially important in a normal school, are to be carried on by Miss Louise E. Updegraff, who comes specifically trained in these lines in the public speaking and history departments of the Milwaukee Normal and the University of Wisconsin. Excerpts from her thesis, "A Comparison of the Rhetorical Principles of Cicero and John Quincy Adams," are soon to be published in the "Quarterly Journal of Public Speaking."

Each term a course in speech-making and debate and a course in voice will be offered, and the classes will be kept small in order that effective work may be done. A woman's debating club, chosen on the basis of scholarship, has been formed, and work already begun. Two interesting high school programs of speeches have been presented, and a high school boys' debating club is organized.

"Waste in Education." "It is the recitation of Dr. Livingstone Lord in his splendid and forceful address, "Waste in Education," given before the body of teachers at the Michigan State Teachers' Association in Grand Rapids.

Dr. Lord emphasized the waste in time, when teachers fail to take into consideration the value of the organization of the usual routine activities such as passing papers, pencils, etc. Of the time wasted when the teachers fail to create a proper atmosphere, an atmosphere which evidences an easy, not a loose, attitude towards problems of the recitation.

Sarcasm in the recitation meant waste likewise, for teachers should have a hospitable attitude toward blunders, should ever be just and square when dealing with the pupils' difficulties.

Time is wasted because assignments lack clearness; they do not enable the child to definitely attack the new subject matter for which he is responsible in the recitation. Teachers should know when to mediate in class room situations and when to keep out of the way. Time is too often wasted because of the teacher stepping in when her services should not be needed even though they may be apparently wanted. If illustrations are
used in the recitation period, these illustrations should truly illustrate, make lustrous, make clear to the pupil the topics considered.

Every pupil in the class should be put on his metal at some time during the class period by the skillful direct questioning of the teacher, likewise by the skillful direct handling of pupils' answers.

Time is wasted because of lack of large margins in the teachers' knowledge. Accurate knowledge in generous quantities should be possessed by every teacher so as to enable her to work over into facility and habit the worth while information the pupil already has in his possession.

**New Training**

**Doctor Susan H. Ballou**

**Course in Latin**. Ballou, head of the Department of Latin, is planning a special course to meet the needs of prospective teachers of Latin.

It is purposed this year to substitute a ‘Teachers’ Training Course’ for the usual course in the reading of Latin authors in the spring quarter. It is designed especially for seniors who are completing their sixth year of Latin and are planning to teach the subject on graduation here. But as the staff of the department is at present limited to one instructor, it seems impracticable to offer such a course oftener than once in two years. It will therefore this year be open also to juniors who are in their fifth year of Latin. And such members of the present advanced class, reading Horace’s Odes and Epodes in the autumn quarter and his Epistles and Satires in the winter, are strongly advised to take advantage of this course in the spring, even though they intend to continue the study of Latin throughout next year, since in all probability it will not be given in 1917-18.

The course will be throughout a practical one, offering a thorough review of the essentials of the subject-matter which the teacher in high school needs to have well in hand, but which even the advanced student has too often forgotten or neglected. Training will also be given in the proper reading of both prose and verse, in the principles and development of Latin syntax, in the range and choice of text-books, and in the actual problems which confront the new teacher.

**Student**

One of the chief factors in causing a student to like or dislike a college is the attitude of the faculty toward the student body. It is true that people often develop a feeling akin to affection for places and things made familiar by years of association, yet it is not humanly possible to love mere places and things as if they had personality. Students do not choose a college only because of its fine buildings, college and class spirit and the friendships formed with other students. These doubtless have a great influence on likes and dislikes, but students do not choose a college merely for its spirit or the friendships it may bring. Other things being reasonably near equal the student will choose that college in which the faculty show a spirit of sympathetic helpfulness toward the student body. When Emerson spoke of a school that some loved he was speaking of a small college, and it seems only possible to truly love a small college in which the faculty can have personal contact with the student; can observe his natural tendencies and so be able to guide him into the work for which he is best fitted; can, in fact, become personal friends of the student, making him realize that the spirit of the school is one of friendly helpfulness.

**Editorial**

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JOHN PHELAN. '08

From John Phelan, class of 1908, Professor of Rural Sociology in Massachusetts Agricultural College, comes a letter full of interesting facts of his "career" which finds him now occupying a high position in rural progress work in an eastern college.

Mr. Phelan, in brief, tells this story: Born, 1870, in Homer, Calhoun County, Michigan, of Irish parents. Attended common schools of Calhoun County and Marshall high school, leaving school to teach at the age of sixteen. Taught six years in rural schools and for two years was principal of the Honeywell School, Hoopes ton, Illinois. Travelled for farm implement firm two years.

Entered Western Normal in the fall of 1906, graduating in 1908. Continued his studies at the University of Michigan in 1908, receiving the A. B. degree in 1910. Was appointed assistant in department of economics at the University but resigned to take the rural school department at Western Normal in the absence of Dr. Ernest Burnham.

Spent two years in Kalamazoo, the second year as assistant in the Rural Department of Western Normal. Appointed director of rural school work at Stevens Point State Normal, Wisconsin. Remained there three years resigning to take up the work at Amherst in the Agricultural College.

Mr. Phelan has done farmers' and teachers' institute work in Michigan, Illinois, South Dakota, Ohio, and Massachusetts, and last summer gave a series of lectures at Teachers' College, New York. An interesting point in the work in which Mr. Phelan is engaged is the study of the immigrant in agriculture this year undertaken by the department.

January 1, 1913, Mr. Phelan was married to Ida M. Densmore, director of the training school of Western Normal. John Densmore Phelan was born August 31, 1914.

MRS. LOU IRWIN SIGLER, '09

Mrs. Lou Irwin Sigler of Grand Rapids, well known throughout the State of Michigan for her untiring efforts toward the passage of the Teachers' Retirement Fund law, was graduated from the Western State Normal School in 1909. She was president of the State Federation of Teachers' Clubs at the time the law passed the legislature, and to her much of the credit for its success is due.

Her parents were of Irish and New England stock and she was born in October, 1874, on a farm near Scott's Lake, Van Buren County, Michigan. The Irwin family moved to Grand Rapids in the year 1876, and the daughter was educated in the Grand
Rapids city schools, being graduated from the Pine Street Union and Central high school in June, 1891.

In the fall of 1891, Mrs. Sigler started her career as a successful teacher in the Grand Rapids Pine Street School. She has been steadily promoted from the teaching of a one-room school to the responsible position which she now holds,—that of principal of the Buchanan School, a fifteen-room school. She is an ardent worker and is an example of an enthusiastic, up-to-date principal. The Buchanan School is organized under a platoon system, with special teachers for art, music, nature study, literature, playground and gymnasium work.

Mrs. Sigler's outside interests are many and varied. She possesses a decided talent in art and has studied with many famous art teachers. One of her chief interests at the present time is nature study for the grades, and she is now getting ready a book on Nature Study, illustrated with water color drawings, for use in the fourth, fifth, and sixth grades. She has long been a well known and active figure in state affairs. She has served as second president of the Grand Rapids Teachers' Club, third president of the Michigan State Federation of Teachers' Clubs, and is now a member of the Michigan State Retirement Fund Board, appointed by Governor Ferris. She is also chairman of the legislative committee of the Grand Rapids Equal Franchise Club.

Mrs. Sigler began extension work with the Western State Normal School in 1906 and she still manifests her interest by joining any new class that the Normal School starts in Grand Rapids. She is always active and loyal in the interests of the Normal.

LOIS DECKER, '11

Miss Lois Decker has attained success rapidly and her career has been an interesting one to follow. She was graduated from the Normal School in June, 1911, and the following fall she went to Canastota, New York, to take a position as teacher in the fifth grade. The next year she was in Bound Brook, New Jersey, teaching the fourth grade. Then she entered the Univer-
sity of Wisconsin as a junior, receiving nearly full credit for her two years of Normal work. She took the Letters and Science Course, majoring in Physical Education.

Upon her graduation she was offered the interesting position of Director of Physical Activities for Women and Children in the Proctor Recreation Center, a privately endowed institution in Peoria, Illinois. Her work here is most interesting and varied. During the winter it consists of all kinds of physical activities, gymnastics, games, athletics, folk dancing, aesthetic and social dancing. The work in the summer is all out-of-doors, on the playground and in the swimming pool. "The ready access to water in our institution in the wading pool, swimming pool and showers, has made this quite the cleanest community of Peoria."

Miss Decker teaches all ages, from six years up, and she writes that games and dancing are the most popular phases of the work with both women and children. Social dancing proves very popular and a young people's evening and an older married peoples' club for instruction in dancing have recently been organized. Miss Decker says: "It has been great fun to turn this group of mature young men and women, hungry for fun but too sedate and sober to know how to find it, into a laughing, rollicking group doing folk dances, old English dances and the modern dances, too, with the best kind of spirit."

The aim of the institution is to emphasize free, vigorous and joyous activity rather than formal instruction. The center is characterized by its distinct activity and the atmosphere is one of happiness and gaiety.

THE LIBRARY

Books Received Since September 25

Philosophy, Psychology, Ethics, Etc.
- Black, Work
- Blackford and Newcomb, Analyzing character
- Conde, The business of being a friend
- Ladd, What can I know?
- Mitchell, Study of Greek philosophy
- Osler, Science and immortality

Religion
- Lindsay, Luther and the German reformation

Sociology
- Cunningham, Western civilization in its economic aspect
- Fite, Social and industrial conditions during the Civil War
- George, Our land and land policy
- Harper, Life and work of Susan B. Anthony
- Penman, Poverty, the challenge to the church
- Espey, Leaders of girls
- Webster, General history of commerce

Education
- Alderman, School credit for home work
- Hoag, Health work in the schools
- Milner, The teacher

Folklore and Fairy Tales
- de Blumenthal, Folk tales from the Russian District, Norse fairy tales
- Davis and Chow-Leung, Chinese fables and folk stories
- Lang, Yellow fairy book
- Magnus, Russian folk tales
- Tappan, Robin Hood, his book

Williston, Japanese fairy tales, Series 1 and 2

Science
- Miller, Historical introduction to mathematical literature
- Avebury, Origin of civilization
- Baker, Mollusca of the Chienso area
- Chamberlin, Origin of the earth
- Erwia, Universe and the atom
- Haeckel, History of creation. 2 vol.
- Holbrook, Cave, mound and lake dwellers
- Huxley, Discourses biological and geological
- Huxley, Evolution and ethics
- Marchant, Letters and reminiscences of Alfred Russel Wallace
- Smith, Migrations of early culture
- Lang, Text-book of comparative anatomy
- Matthews, Physiological chemistry
- Underhill, Physiology of the amino-acids
- Bergey, Hygiene
- Nostrums and quackery
- Weeks, Avoidance of fires
- Morman, Principles of rural credits
- Carpenter, How the world is housed

Games
- Paret, Lawn tennis lessons for beginners

Language and Literature
- Aiken, The voice
- Mills, Voice production in singing and speaking
- Baker, Forms of public address
- Knapp, Speeches for special occasions
- Mitchell, School and college speakers

Phillips, Defective speaking
RINGWALT, Modern American oratory
Robinson, Forensic oratory
Smith, Oral English for secondary schools
Winans, Public speaking
Brons o n, American prose
O’Brien, Best short stories of 1915
Cavins, Orthography and word analysis
Winchell, Orthography, etymology and punctua-
tion
Belenius, Teaching literature in the grammar
grades and the high school
McMurry, Special method in reading in the
grades
Lucens, Another book of verses for children
Lucens, Book of verses for children
Replier, Book of famous verse
Thacker, The listening child
Wiggin and Smith, Pinafore palace
Levisohn, Modern drama
Kittredge, Sir Gawain and the Green Knight
Bunner, Stories, 1st series
Poe, Tales of mystery and imagination
Rossetti, Poems for children
Kittredge, Shakespeare, an address
Lee, Life of William Shakespeare; new edi-
tion
Shaw, Androcles and the lion
Lounsbury, Life and times of Tennyson
Church, Story of the Iliad
Church, Story of the Odyssey
Leaf, Homer and history
Ole-ll, ed., Arabian nights’ entertainments
Weston, Guingamos, Lanval and Tyroth

Geography
Dawson, The St. Lawrence
Gordon, Woman in the Sahara
Zwemer, Arabia

History
Lee, Central period of the Middle ages, 918-
1275
Gibbons, New map of Europe
Fife, German empire between wars
Batiffol, Century of the renaissance: France
Bertaut, ed., Napoleon in his own words
Browning, Boyhood and youth of Napoleon
Jusserand, With Americans of past and pres-
cent days
Brown and Pell, Tales of the Red children
Nixon-Roulet, Indian folk tales

ESTHER BRALEY.

TRAINING SCHOOLS

FIRST GRADE.

Why do Mother Goose Rhymes furnish the best material for the
 teaching of beginning reading?

The above question is often put to
the first grade teacher and it is easy
to set down a statement of the faith
which is in us. The little child’s im-
pulse for learning to read lies in the
race mind which has always demanded
a real story. Little Bo-Peep, Little
Miss Muffet, Humpty-Dumpty, all
stand the test of good literature. The
story is always there in completeness.
The characters are familiar in life.
The place of action is easily located,
while the rapidity of the action is suf-
cient to hold the child’s interest until
the climax is reached. The endings
are humorous or happy. We can have
real reading in beginning classes only
when the child’s big pulsing demand
for a story is thus met with a page full
of rich thought content. If the child’s
natural attitude toward literature is
not thus strengthened at the very be-
ginning by giving him rich story ma-
terial over which he will desire to gain
control, the loss is inestimable and is
far reaching in its deadening power.

The child brings with him another
throbbing instinct which the intelli-
gent teacher recognizes as an ally—
the child’s intense love of rhythm. It
is the teacher’s responsibility to see
to it that correct reading habits are
being set up in the first years. Here
it is that the rhythm of the lines
helps so much. The lines are short,
the repetition constant, the rhythm
carries the eye forward, thus train-
ing in getting an eye full, it also
trains the child’s eye in making
points of fixation agree with the
thought units. He just naturally stops
at the proper places. No correct read-
ing habits can be set up without this
rhythmic eye-sweep, and through
the use of these rhymes, eye-strain is
very greatly reduced.

A word might be added as to how
the rhymes may be used so as to be of
greatest value. A familiar rhyme is
chosen by the children. Different
members of the classes recite it. Parts
that are important are emphasized;
parts suitable for dramatization are
discussed and acted. Free-handed illustrations are made. Thus by different mediums of motor expression the rhyme as a whole has been effectively recalled and vividly realized.

The next step is the writing by the teacher of the rhyme on the blackboard. The children read the story as a whole. Then they are led to see the unit sentence; next the important word group or words are emphasized. We do not go from the word to the sentence, but from the **thought unit to the parts.** We use the blackboard on account of the greater freedom in the use of symbols.

After the class shows some power in being able to express themselves through these written symbols, we take the same rhymes printed on large sheets of manila tag paper, 24x36 inches, using the Easy Sign Marker for printing the same. This introduces the child to the printed symbols which later leads to the reading in his book. There are now a few good primers which are built on these principles. The Merrill Primer, published by the Merrill Co., The Story Hour Primer, published by the American Book Co., are especially good.

Another means for making reading vital to the beginner is the making of a booklet. The experiences of the children are composed by them, as "Our Nutting Party," "Gathering Our Garden Seeds," "How to Make Grape Juice," etc. These are printed by the printing class in the seventh grade and are greatly treasured by the young readers. They thus gain a new appreciation of the value of books and of being able to read books for themselves.

**Minnie Campbell.**

**A HALLOWE'EN PROGRAM.**

On October 26, the Thursday nearest Hallowe'en, the Fifth Grade had charge of the Training School assembly program. A one-act playlet called Hallowe'en Helpers, taken from the October number of "Something to Do," was given in the rotunda with the center of action around the great open fireplace. Blazing logs, a mantel shelf with its candle-sticks, teapots, and pewter plates "all in a row," helped to give the atmosphere of "Grandmother's kitchen," where the scene was laid. Black and orange shades with witch, owl, and pumpkin designs covered all of the electric bulbs and properly subdued the lights to add spirit to the occasion. Fodder in the shock and real pumpkins decorated the platform.

The program appealed especially to the little children. Grandmother, Elsie, Old Mother Witch, Jack-o'-lantern, the Devil's Darning Needle, Black Cat and Brownie were the characters. The dance of the bats was added by the children and worked out in physical training classes.

The preparation of the play proved to be such pleasure that the class decided to write a letter to the authoress to tell her about it. Following is a copy of the letter sent:

Normal Training School,

Dear Miss Fisher:

We found the play called "Hallowe'en Helpers" in "Something to Do."

Yesterday we dramatized it for assembly. We made the play a little longer by having Old Mother Witch call in her bats to take her home. They danced around Jack-o'-lantern and when they flew away all the characters followed them, saying, "Goodbye until next year."

We had so much fun getting ready for it that we thought you would like to know about it. We are glad that you wrote it and published it so that we could use it. Both the grown-ups and the children who saw it enjoyed it as much as we did.

Yours truly,

FIFTH GRADE.

Miss Fisher replied in this charming way:

The Fifth Grade,
Normal Training School,
Kalamazoo, Mich.:

You cannot imagine how pleased I was to receive your letter last night, and know that you had enjoyed my
play. It was written for some girls and boys in my Sunday school class, and acted by them two years ago today, on Hallowe'en.

I wish that we might have seen the play as you gave it. I am sure that the introduction of the bats made it more effective.

Last April my class had an entertainment and acted a Pilgrim play which I wrote for them. The little girls looked very sweet in their Puritan costumes. Perhaps some day I may have this play printed, and if it should be published, I hope I may have as appreciative readers and actors and actresses for it as you have been for this Hallowe'en play.

Thanking you for the nice letter, and with best wishes for everyone in the Fifth Grade, I am,

Yours cordially,

BLANCHE P. FISHER.

Who can doubt the social value of such a school exercise? It stands not merely for a correlation of school subjects, but through service links the child's interests with the larger interests of the school, and through language and its possibilities connects him with the great world in which he has become so vital a part.

I. M. STEELE.

FALL GARDEN PROJECTS.

When we think of gardens and gardening it usually brings before our mind spring occupations. But a garden is like everything else, it has a beginning and an end. Too often our enthusiasm is at "top notch" at the beginning of the season, when we stir up the warm soil and plant the tiny seeds with all Nature joyous around us; but when October arrives and the flowers are gone, we forget that there is still work to be done if we would have the right sort of a garden the next year. Everyone who makes gardening a profession, knows that the fall work is just as essential as the spring activity; and it is only the novice who confines his work to the planting season.

If gardening is to be a project in our schools, surely it should be carried out completely and entirely. We all realize the detrimental effect of leaving a task unfinished, and the glaring effects of "half-gardening" stand out most vividly, for a garden is one of the most concrete pieces of work which children do.

At the close of summer school the children's gardens are left to their own devices, after a last thorough weeding has been given. By the time school opens again, the weeds are rank and tall; but asters and marigolds are in full bloom. It would be futile to try to 'clean up' now for flowers would be sacrificed with the noxious plants. The picking of the flowers for schoolroom decoration is given as a task to different children from time to time; and it is interesting to note how much can be taught concerning the right ways of gathering and arranging flowers.

By the middle of October, the seeds are well formed and dry. A lesson is given on seed-formation and the importance of saving seed. Each child is then given an envelope with full directions as to the kind of seeds he is to gather and the way in which to do it. Interest is keen and the children have great fun. Last year there were so many marigold seeds that we not only replanted our school garden, but each child was given a big package to carry home.

After seeds are collected, the next piece of work is, of course, the "fall house-cleaning;" and here, again, work and play go hand in hand. Everything is pulled and piled up for a bonfire later on. Different plots are given to different children and they vie with each other in seeing which can leave his in the best shape. The burning of the dried weeds is a pleasant task and makes Stevenson's "Autumn Fires" very real to the children.

The next project is the planting of bulbs. Narcissi, tulips, daffodils, and hyacinths are good ones to use. Some are planted in individual pots and others in borders for out-of-door blooming. The larger boys then dig a pit
A CRICKET PUNCHING PAPER FOR MOTHER.

FOR FATHER'S DESK.
A BLUETTE REQUIRING NO TRIMMING.
FOLD ONE INCH MARGINS.
INSERT BLUETTE IN ENDS.

DECOARATE BLUETTES WITH DESIGNS SUGGESTIVE OF CHRISTMAS.

THE FINISHED BOX.
COVER OF CANDY BOX.
MAKE BOX ½ SMALLER.

DECORATE WITH CUT PAPER,
WATER COLOR OR CRAYONS.

A MERRY CHRISTMAS TO ALL.
MERRY CHRISTMAS ART PROBLEMS
A CHEERFUL CHRISTMAS.
CARDS TO BE MONOGRAMMED.

POP-CORN HOLDER FOR THE TREE.
USE HEAVY GREEN PAPER 8 X 9½.
FOLD ON DOTTED LINES.
CUT ON HEAVY LINES.
PASTE MAP AND A B C D TOGETHER.
PASTE ON HANDLE.

COVER PAPER.
CARD BOARD.
CARD BOARD.

MAKE TWO LIKE THIS.

FOR LAUNDRY OR GROCERIES.

BIRTHDAY KODAK OR ADDRESS BOOK.
GOOD THINGS TO EAT.

A RECIPE.

CHRISTMAS ART PROBLEMS.
in the garden, the sides and bottom of which are lined with leaves. The pots containing the bulbs are buried here, being covered with more leaves and a top covering of dirt. A small vent takes the air down to the bulbs. After this is done, the garden is left clean and neat, until such time in the early spring when the potted bulbs are taken to the school room and to the homes for in-doors blooming.

FANNIE BALLOU.

CHRISTMAS ART PROBLEMS.

The ideals of education are always far in advance of the methods. We grow weary of hearing practical and vital education preached, long before we even attempt to see what it can do for the child. We judge an adult by his activities, we have judged a child by his stored-up book-lore. When he becomes an adult he is expected to fit into society with ease and to take his place with no upheaval. Is there not some flaw in our educational aims?

When drawing was introduced as a regular subject in the curriculum, a faint light was dawning in a new day of education. When we realize that the aim of teaching handwork was not to make artists of the mass of children, but to socialize them, to give them a universal means of expression, and to develop mind through the hand, we reached the bright noon of that day. Now we are beginning to realize the importance of activity in child life. Art training today embodies not only representation, but construction, applied design, and a wide field for individual expression which requires the most intensive teaching.

Christmas affords an excellent motive for hand-work. The atmosphere is pulsating with a real reason for making something for others. In choosing problems to be worked out in the school room two things should be considered: First, that the article must be suited to the purpose for which it is intended; and, secondly, that it should be childlike. It is of much greater value that a child take home something he has actually made himself in an atmosphere of joy, good will, and smiles, than an article with all the marks of commercial perfection "manufactured" in a tense and strained atmosphere where technic is the aim.

Why confine hand-work to Christmas time? You will find, if you observe carefully, that needs for manual expression arise every day. Art is made vital to the child, only by letting him discover its value to himself here and now, and not so that his taste may be developed in some vague future time. We sometimes forget the long period of youth and are apt to push away the present in our attempts to mold the future.

The question confronts us: How can we make the art vital, appealing, as well as cultural? Our answer is: Use art as an expression, choose problems adequate and childlike, and help the child through suggestion to vary his individual problem.

In the accompanying drawings there are suggested a few problems which can be carried out easily and with little material. The beginners would love to make a pincushion for mother. Use large flat corks, fasten a ribbon or tape hanger with a Christmas seal; and then comes the most entertaining and absorbing process of filling the corks with pins,—everyone will be glad to bring pins from home.

Father could use a hand blotter. For a useful one that requires no pasting, use a sheet of 6x12 inch drawing or construction paper (the dimensions could be varied to suit different needs): Fold in a one-inch margin all around, folding first the sides and then the ends; insert blotter into the folded ends and it is ready for decoration. The part over which the hand passes in using the blotter should be left undecorated, and the design confined to the edges and corners. Simple symmetrical Christmas trees in tubs, or holly sprays, conventionalized, are effective.

Of course, we can always use candy boxes. The simplest kind are made from squares of paper, any size, but
the measurement of the cover is \(\frac{3}{8}\) inch larger than the box. The popcorn holder is a good tree decoration, too; and each child can express his individuality in the cut paper shapes at the sides. Speaking of cut paper, you can often get good quality and color in the sample wallpaper books. Save the gay colors for cutting designs and use the greyed colors for construction problems.

What a joy is experienced when a child can produce a certain amount of accuracy in his work! Even though hektographs are horrid, gluey things, it is worth while to take a little time in preparing some Christmas cards to color. The lower grades can use crayons, while those in the upper grades can paint with gay colors inside the outlines. White could be mixed with some of the colors to produce new opaque effects, which are good if the cards themselves are hektagraphed on gray, tan, dull blue or green paper. Envelopes should be made for these cards which would form an excellent problem in applied arithmetic, to work out dimensions suited to each card.

The upper grades can make more difficult things, such as address, kodak, birthday, and recipe books with stiff covers. Ordinary brown wrapping paper is inexpensive and pleasing, and will work well over cardboard. Mother can always use a grocery, telephone or laundry list. Use a piece of stiff cardboard \(4\frac{1}{2} \times 11\) inches. Cover with paper one-half inch larger all around. Make pockets at each end folded over \(\frac{3}{4}\) inch and line the back. Punch holes at top; tie with raffia or cord. Insert five or six sheets of paper and the list is ready.

Yes! We are beginning to think of countless other Christmas gifts, checker boards of cardboard. What fun to measure the squares in arithmetic class; a case of using numbers when the need arises, too. Why, it's all so perfectly simple, I can hear you say. "Why didn't I think of this before?"

There are so many helps in the market now for constructive art that, with careful planning, using the child's suggestions and simple materials, the results, both educationally and materially, will be amazing. And very soon the ideas will come so fast, you and the children will wish the day longer; the problems of interest, attention, discipline, motivation, and countless others, which we are all wrinkling our foreheads over, will, in a measure, be much easier to solve. Try to use art as a daily expression; use the child's suggestion (to him it may be better than yours and mine); guide him into habits of accuracy and good taste, without forcing technique; and you will find, dear friend, that this little creed is true:

Here, with a jar of paste upon the desk,
A sheet of paper, crayons, shears and paints,
A child beside me, working in the school,
The schoolroom were a paradise, now!

ROSE R. NETZORG.

RURAL DEMONSTRATION SCHOOL.

The Rural Demonstration School of Western State Normal opened September 11 for the fall term. The modernly equipped building has two rooms, two cloak rooms and a basement. An electric motor supplies a large tank in the basement with water for the fountain and toilets. This basement room contains, besides the furnace, a sink, an oil stove, and a work bench. Electric lights are conveniently placed to facilitate the work on dark or rainy days.

The main room is equipped with book racks, maps, charts, a sanitary fountain, and one or two good pictures. One, a copy by Miss Goldsworthy, is particularly worthy of mention. The room at present contains forty adjustable seats and desks, but owing to the rapid growth of the community the number is constantly changing.

The second room opens out of the main room by means of large swinging doors. This room contains several bookcases occupied by a growing li-
library, an organ, a sand table, supply cupboards and a table and chairs for library purposes. In stormy weather the room is used as a play room.

The enrollment, which is a fluctuating one, has increased to 41, representing all eight grades. School calls at nine and remains in session until four, with recreation periods of fifteen minutes in length in the middle of each half session, and a noon of one hour's duration. The first half of the morning is devoted to number work, arithmetic and primary reading. The second half is given over to language. Primary reading, geography and physiology occupy the third quarter of the day, and spelling, penmanship, reading and history complete the day's work. Periods on certain days are given over to art, nature study, current events and the like.

It is the aim of the school to bring together not only the children of the community, but their families as well, in a spirit of sociability and friendly co-operation. With that end in view the mothers have been invited to meet at intervals to listen to a short program, after which all enter into a discussion of the problem. Mothers are invited to visit while school is in session, and it is a common occurrence for a mother to "drop in for the afternoon." This plan has brought the mothers into closer relationship with the school and with each other, and it has proved extremely helpful, but it leaves a something to be desired. We want the fathers, too, so at Thanksgiving time an evening program is to be given, followed by a social evening to which the families are invited. Many of the fathers are manifesting a keen interest and desire to meet and discuss some of the problems with the mothers at evening meetings.

Another community interest which has brought the people together is the Sunday School which was begun last spring. The contest for new members at present is keeping old and young at work and the interest in the movement is a growing and vital one.

Observers are welcomed at the school at all times. Registration cards will be found in the vestibule upon entering, and these are to be filled in and returned to a box provided for the purpose, in order that we may have a systematic record of students and visitors.

MARY MUNRO.

HIGH SCHOOL PRACTICE TEACHING.

The members of the high-school faculty feel that the time is at hand when the high school should undertake the more active supervision of the practice teaching done in the department. The high school has its own problems peculiar to secondary schools, and in order to make the department of the utmost service to the Normal, work with our practice teachers should be more carefully supervised, both for the good of the children in the school and for the professional advancement of the students of the high school life course who are looking forward to work in the secondary schools of the state. The greatest good of all concerned demands that we should have the best possible high school, and at the same time furnish the best possible training to those who hope to teach in high schools. The two aims are so closely connected that the success of the one means a good basis for the work with the other, while if we fail in either of these particulars, the failure is assured in the other.

The high school faculty recommends the following regulations for the conduct of the practice teaching of the department.

First. No one will be accepted as a practice teacher in the department who has not completed at least 36 weeks' work in the subject which he expects to teach.

Second. It is suggested that the practice teachers teach on the average two days of the week, and the critic teacher take the other three days. (There will be times in each class when a student teacher will start some piece of work which it will be advisable to finish even if it should take two or three days in succession, and the
foregoing regulation should not be construed as prohibiting this. We only recommend that the critic teacher take the class on the average at least three days a week.)

Third. Practice teachers will be expected to take a part in the various activities of the high school outside of the classroom, such as the athletic and social activities, chapel exercises, literary societies, etc., and report results of their observations at certain meetings of all practice teachers of the department.

Fourth. It is recommended that a series of weekly meetings be held for the practice teachers at which matters of general interest in secondary schools be discussed. This meeting to be conducted by various members of the high school faculty, and of the department of education. A list of the topics to be discussed should be announced for the term, and a statement of required readings as a preparation for the meetings, as well as the leaders for the different meetings. The following topics are a few of many that can profitably be considered: The six year high school, the place of athletics in secondary schools, a discussion of social activities in high schools, etc.

Fifth. It is recommended that practice teachers be required to submit lesson plans daily, and these plans be carefully criticised by the critic teacher. Also that practice teachers be required to hand in plan covering topic as a whole, mentioning maps, references, apparatus, etc. The daily lesson plans should exhibit very careful preparation, and should never be allowed to degenerate into a perfunctory duty carelessly done.

Sixth. The members of the high school faculty wish to acknowledge their own obligations in the matter of careful supervision of the practice teachers under their direction. This obligation may be discharged only by taking a very active interest in the work being done under their direction and doing all in their power to make the work helpful by frequent conferences. Critic teachers should be present during at least a part of each recitation taught by the practice teacher.

Seventh. It is suggested that practice teachers be required to make written reports of the work when the critic teachers have the classes.

Eighth. The names of students who wish to do practice teaching in the department are to be filed with the principal of the high school as soon as possible before the opening of the term when the teaching is to be done and the assignment will be made through the high school office. The department will at all times keep in close touch with the needs of the Normal by securing the advice of the appointment committee as to the number needed for teaching of the various high school subjects.

In no case should the provision of the first suggestion be waived. The standard of the teachers we send out into the high school work and the good of the children of the high school demand this.

HAROLD BLAIR.
Physical Education

ATHLETICS.

The athletic activity of the fall term centers mostly in football. There is some cross-country running, however, and a little basketball. After the football squad is chosen there are not many left for athletics, such as track work and basketball. The gymnasium does not start until the end of the football season.

Although the season is not yet ended, the team looks as good as any we have ever had, and that is saying a great deal when the 1914 and 1915 teams are taken into account. The 1914 team was a wonderful forward pass aggregation with a good defense and a couple of fine place kickers. The team the following year was more powerful, but not so strong in the open game. This season’s team is the speediest ever seen in these parts. It can play all kinds of the game equally well. It can buck, run the ends and handle the forward pass. The kicking style of game can be played as well as the others, and Olsen, Dunlap, Burke and Stuit are accurate place kickers. The line is not overly heavy, but it is strong in all departments. It charges with speed and precision and the guards are fast enough to get into the interference on most plays. The tacklers are heady and fearless and the ends are good blockers and tacklers. The backfield as a whole is the strongest we have ever had in the school.

A fine feeling exists among the players and they are now working as one man. The interference and tackling in the last two games have been deadly, especially the former. The defense, which wavered for a moment two weeks ago, is now working as well as the offense. Barring injuries and over-confidence the team should have a successful season.

There are several things to be considered in placing the responsibility for this success in football. "Meddling" by the faculty is an unknown quantity here. Instead, several of its members are welcome and frequent visitors on the field. The President is a student of the game and helps put the "punch" into the eleven. The student body enjoys winning but does not tear up the town every time another scalp is hung up. This same spirit keeps over-confidence from creeping into the camp and in the end is the best kind of spirit. There might be, however, more "system" to the "rooting" than has been the case in the last few games.

Everybody around the school believes in football and wants the game played on the square. They believe that the best football is the clean, "hard tackling" kind, and while the game becomes almost fierce at times there has never been any so-called "slugging" or unfair play.

The assistant coaches all work for the best interests of the game and fall into line with the same spirit as the players. Although there are some great players on the team, every member of the eleven tries to play as if there were no stars, and no matter who is called upon to advance the ball, the others try to do their part in every play, and, indeed, there is something for everyone to do every time a scrimmage is started.

The team was somewhat set back in its development through the cancellation of two games. Hillsdale called off the game scheduled for October 14, and Defiance asked to be let off from meeting us on October 21.

Six games have been played with results as follows:

Western Normal, 03; Grand Rapids Veterinary College, 0.
Western Normal, 37; Albion College, 0.
Western Normal, 04; Indiana Aggies, 6.
Western Normal, 77; Michigan Aggies Freshmen, 3.
Notre Dame Freshmen, 10; Western Normal, 6.
Western Normal, 82; Ohio Northern University, 0.
PHYSICAL EDUCATION

Gymnasium work will start at the close of the football season under the direction of Mr. Hyames, who is capable of giving the men the best possible instruction in floorwork as well as various games. Mr. Hyames deserves credit for the efficient manner in which he organized last winter's gymnastics. All men in school will be required to enroll in this work.

Basketball will begin shortly after the close of the football season. All candidates will be thoroughly tried out and no first team chosen until near the close of the term. It is almost impossible for a Normal basketball team to have the same success in this department of athletics as in football and baseball. It is a game where men must be good individually before any sort of team can be formed. Even in this event, it takes a long time before the men can find each other on the floor. There seems to be plenty of good material, however, for a strong basketball team, and the team should, at least, break even in its games.

Although the schedule is still incomplete the following games have been decided upon:

Jan. 12—Hope College at Holland.
Jan. 16—Flint Vehicles at Flint.
Jan. 20—University of Detroit at Detroit.
Jan. 24—Notre Dame University at Notre Dame.
Feb. 9—University of Detroit at Kalamazoo.
Feb. 16—Hope College at Kalamazoo.

HIGH SCHOOL BASKETBALL.

The Normal High School should be proud of its prospects for an unusually brilliant record for the basketball season of 1916-17.

The list of men available for the teams is a long one and includes not only some of the best of last year's material but also a number of new players who promise to give even the veterans an exciting race for their positions. Of the old men, Shepherd, Smith, Naylor, Brownell, Bowland and Crosby are back. Carlton Wells will be sorely missed from his old station at guard, and Donald Sooy and Cornelius Mulder leave two gaps in the forward positions. But offsetting their loss are J. Byers, R. Byers, Millar, Jacobson (unable to play last year through illness), Fisher, Stein, and Gilbert. Coach Hyames will have no easy task in choosing a team from these thirteen eligible players.

The schedule as arranged by Mr. Blair includes twelve and possibly fourteen games with eight of the larger high schools of Michigan. Among them are Jackson (2 games), Grand Rapids South (1 game), Sturgis (1 game), Niles (2 games), Hastings (2 games), Decatur (1 game), Grand Rapids Union (1 game), Three Rivers (1 game). More than half of these matches will be played on the Normal floor, thus giving the local High School students and townpeople a splendid opportunity to see the team in action.

The equipment for the use of the teams will be the best obtainable. This is made possible by the new arrangement whereby all athletic fees paid in by High School people are used exclusively for the maintenance of athletics in the High School.

A big squad will report for first practice next week. The fellows have been keeping in condition through cross-country running, and, under the excellent leadership of Coach Hyames, will rapidly develop into a winning combination.

PHYSICAL EDUCATION FOR WOMEN.

Due to the fact that the value of physical training has been recognized by the world at large every girl student physically able, is required to take the course in our Normal School. The threefold value of the work, notwithstanding the physiological values, brought out in each lesson are namely: corrective, recreative and educational.

By means of gymnastic exercises, calisthenics, we aim to correct poor posture, making known the impor-
tance of the body being in true relation to itself, thus aiding it in its general functions. The recreative part of the lesson proves its value in that it not only stirs up proper circulation physically, but also relieves the mind from mental exhaustion.

The educational value brings out such points and habits as are needs in later life. We aim to teach the vital need of better care of the body and of stricter hygienic habits. Through folk dancing and rhythmic steps one acquires more poise, grace and self-confidence, the development of which is essential in later years. One learns the necessity of proper and simple means of diversion and takes with one plays and games useful to sedentary life.

In physical education 104.—which unfortunately is not required of all students—the necessary time is taken to make known the essentials of a day's order. Note book material, taken in the preceding classes, is now analyzed and classification of games and floor work is made. This small insight into the theory of teaching gymnastics is necessary, as so often one is required to carry out a lesson plan left by the supervisor of physical training, who may only be able to make that vicinity weekly.

The demand for teachers specializing in physical education has been steadily increasing and with this added stimulus we aim to build up our students with a thorough and intelligent knowledge of this work.

Dr. Fischer, member of the New York Committee on "Military Preparedness" at the the Recreational Congress held in October at Grand Rapids, said that in the spring New York State would have a demand for 600 teachers of physical education.

Seminars

MANUAL ARTS.

The forming of a manual arts seminar was talked of and agitated at Western for quite a while, but it was not until this fall that the ball was started rolling. "Bob" Smith and the heads of the Manual Arts Departments are to be thanked for that.

A meeting of all the manual arts students was announced for Oct. 9, 1916, and at this meeting President Waldo, and other faculty members, gave their ideas of what the club ought to be and what it should do.

President Waldo suggested that a Manual Arts Club would be a good thing for the individual and for the school, inasmuch as it would be a corrective for an over amount of physical work. He also expressed the desire that the club be made permanent, and a credit to the school.

A resolution was then placed before the house that a Manual Arts Seminar be formed. It was unanimously accepted and a committee was appointed to draw up a constitution.

Officers for the term were elected as follows: President, "Bob" Smith, Fremont, O.; vice-president, Roland Dawes, Grand Rapids, Mich.; secretary and treasurer, Lloyd F. Hutt, Grand Rapids, Mich.; chairman of program committee, "Hub" Harrison, Kalamazoo, Mich.

The following speakers have appeared at the sessions: President D. B. Waldo, Mr. Waite, whose subject was, "Places Our Boys Have Filled," Mr. Ellsworth, on the "Requirements of a Training Teacher From the Appointment Committee's Point of View," and Dr. Jones, on "Good English and Technical Training."

SCHOOL ADMINISTRATION.

Realizing that much benefit can be derived from intimate discussion of problems peculiar to school organization and administration the Department of Education is offering a seminar course for students who expect
to go out as principals and superintendents. The aim of the seminar is to acquaint the members rather fully with current educational practice and procedure along lines of supervision and administration of school affairs.

That "experience is the best teacher" none will deny. Neither will any deny that another's experience may be fully as profitable as one's own. In an effort to prevent the necessity of learning many axiomatic principles of administration by bitter experience, this seminar is being conducted. Because "prevention is better than regret" this seminar is being offered.

It is proposed to discuss questions similar to the following: The function and duties of administrative officers, courses of study, student activities, school credit for out of school activities, educational tests and measurements, consolidation, play, physical education, the school as a social center, recreational and educational extension, the Junior High School, supervised study, the use of the library, community enterprises under school direction, vocational guidance, etc.

The general aim to be kept constantly in mind is the school as an aid in social adjustment. The seminar is being conducted by John C. Hoekje. Meetings are held bi-weekly. Membership is limited to 20.

**RURAL SOCIOLOGY.**

The rural sociology seminar began its thirteenth year's work in an informal meeting, October 10. Organization resulted in the election of Inez Leverich, president; Lucile Sanders, vice-president; Leona Stanley, secretary and treasurer, and Edith Well-never, Anna Sima, Earl Lewis and Susie M. Ellert, executive committee.

The work of the year will have to do chiefly with rural education. This term the rural school is being studied. Next term agricultural education will be reviewed, and in the spring term community relations will be considered.

Programs on nature study, the school equipment and official relationships, have been given. Professor Wood and Miss Gage helped with the first; the second was held at Oakwood with students and Missess Ellert and Munro participating; and the assistance of School Commissioner E. V. Root of Van Buren County made the third meeting very practical and helpful.

The fourth meeting will be held at the home of Dr. and Mrs. Burnham. Mr. M. Boehmke, a graduate student in rural education in Teachers' College, New York City, and Mrs. Isola Bowen, teacher in the splendid new Gull Road School, are expected to be present and participate.

**Clubs**

**THE HICKEY DEBATING CLUB.**

The purpose of this club is to acquire proficiency in debating, public speaking and parliamentary law.

Many men have gone from the Western Normal feeling a need for some organization whose principal aim was to promote the art of clear and forceful speaking before an audience.

The fulfilling of this long existing void in the activities of the school was made possible by the efforts of two students: Henry H. Fuller, Robert Reeves and T. Paul Hickey, who keenly felt this need, and the hearty support of Mr. Waldo.

Thus in the year of 1913, the club was organized and named in honor of T. Paul Hickey, who has been its mainstay.

The club is for men only, where men's problems can be dealt with by men in a manly way.

Many men leave this institution to teach. They must lead a public life, more or less. Time and again they are called upon to speak in public and find it hard to do so.

Then why not banish this stage fright by getting up and debating before a sympathetic group such as the H. D. Club. We know how it feels
to make a speech, but the democracy of the club puts one at ease.
Not only does active membership in the club help to put one at ease in speaking, but vital questions of the day are thrashed out, supplemented by constant drill in parliamentary law, so necessary to the education of all.

The club elects a president, secretary and chairman of the program committee every term of the school excepting the summer term, and meetings are held each alternating Wednesday at 4 P. M., in room 1.

There are no dues and all men of the Normal who are interested in public speaking and the discussion of vital public questions may connect with the club by making their desires known to any one of the following officers: President, H. C. Ziegert; secretary, G. Rubin Ryding, and chairman, Orville E. Dunckel, or by leaving their names on spindle in room 1.

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**THE KINDERGARTEN KLUB.**

The Kindergarten Klub started the year by welcoming the juniors and new members, with an entertainment and dinner, Monday, Oct. 9. Different groups gave some form of amusement. Miss Gage and Miss Kern were more than equal to the occasion in a clever representation of Jack and Jill. A delicious four-course dinner prepared by one of the committees, was served in the lunch room. The tables were artistically decorated with autumn leaves and flowers, and peanut dolls dressed in school colors, as place cards. The affair was very informal and mainly for the purpose of becoming better acquainted. The junior officers for the year are: Miss Muirhead, secretary and Miss Stacy, vice-president. Plans for the year have been made with pleasant and profitable outlook. The entire club is divided into groups, each of which is to plan and be responsible for one meeting. Regular meetings are to be held the first Monday of each month and many good times are anticipated.

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**PHYSCHOLICAL CLUB.**

The first meeting of the Psychological Club of the Western State Normal School was held in room 111, science building, on Monday evening, Nov. 6, from 7 to 9. Mr. Andrew Coleman is president of the organization and Miss Beatrice Mahler is secretary. Appearing on the program at this time were: Miss Marie Bishop, who spoke on "Attitudes in Performance Tests," Mr. Samuel Renshaw, who spoke on "Some Views Regarding the Relationship Between Mind and Body and Their Significance to General Science." Miss Jennie Meyers and Miss Echo Crandall presented papers on "Current Events." At the second meeting of the club, student members discussed "Syneasthesia," and there was a lecture on "The Circular Insanities and the Psychopathology of Everyday Life."

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**DRAMA.**

The Dramatic Association this year is limited to thirty members, and new members have been selected from a large number trying out. The association undertakes the task of building up in the school an appreciation of good drama and some knowledge of the principles underlying this art. Of course the task is a large one, and progress, as in all important educational movements, must come slowly. The association will probably promote a series of lectures on drama, give programs, etc., and later, present two plays. The High School Department is working on "A Rose o' Plymouth Town," by Dix and Sutherland, which will be presented soon.

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**THE DEUTSCHER VEREIN.**

The Deutscher Verein has organized for the year under the supervision of Miss Zimmerman, head of the German Department. The purpose of the club is to promote intercourse in idiomatic German among the German students, German being spoken exclusively at the meetings. Beside the benefit derived from the conversation, the mem-
The classical club.

Plans are being formulated by the program committee of this organization for an interesting series of meetings during the current school year, to be held on the evening of the third Tuesday of each month at 8 o'clock in the library of the Training School. The club is promised, through the kindness of Professor Kelsey of the State University, the use of any illustrative material which the Latin department possesses. The generosity of the University will be gratefully remembered by members of the club last year, in loaning us slides illustrating, in color, the costuming and staging of scenes from Latin comedy, thus supplementing a talk by Dr. Ballou on the ancient drama and the ancient theater. Several of the programs will be conducted this year, as were one or two last year, by the students of the advanced class, which this year is a third greater in number than last, ensuring better attendance and greater enthusiasm. And later in the year some Latin plays, similar to the one given last year in the High School Assembly by the first-year class, will be enacted by the members of the lower classes, under the direction of the Normal students.

At the next meeting, to be held November 21, the program will consist of a talk by Dr. Ballou on “Ancient Manuscript and Books and the Preservation and Transmission of Latin Authors to Our Own Day.” Light refreshments will be served as usual after the talk. Members of the faculty or of the general student body, who are interested in these subjects, will be heartily welcomed, either as regular members or at any special meeting, if they will indicate their desire a day or two beforehand to some member of the club.

Latin exhibition.

The Latin Department, under the direction of Dr. Ballou, is planning an exhibition which will prove to be most interesting, not only to the Latin students, but also to others who do not appreciate how great a factor Latin is even in this day and age. On large charts will be shown material, collected by the students from current newspapers and periodicals, from signs and advertisements, from their scientific textbooks, from standard literature and various other sources, which only he whose eyes have been opened can see, giving evidence to the great extent to which Greek and Latin enter into and influence our modern practical every-day life. The work of making the collection has been portioned out in such a way that even the beginners are contributing no small share. And the second-year class is showing especial zeal and success. It is hoped that sufficient material will be collected to give the exhibition some time toward the end of the winter quarter.

French classes.

Believing that students will welcome information concerning the people whose language they are studying and that such knowledge will vitalize the study itself, topics have been planned for French 101 and 104 as collateral reading, one for each month to follow. Those interested will find it ad-
vant to keep the following list of books, found in our library, as a supplement to the books of general reference and magazine articles.

**Topics.**

1. "The French Government"—including names of political parties and leaders—methods of election, etc.
2. "Christmas and New Year Customs in France"—in connection with the study of some Christmas poems and stories.
3. "The French at War"—the names and personalities of the most important generals—up to date information about hospitals, trench life, etc.
4. "French Newspapers"—names of the most important, their cost, size and how they differ from ours.
5. "Paris and Its Points of Interest."
6. "The French in Art—Literature—Science." Names of well known modern artists, writers, pictures, etc.
7. "French Schools."
8. "Rural France"—some of the customs and folk lore.

**List of Books on the Above Topics.**

"How France Is Governed"—Raymond Poincare'.

"Contemporary France," 4 vols.—Gabriel Hanotaux.

"Republican France"—Vizetelly.

"France As It Is"—Lebon and Pfelet.

"Modern France"—Lebon.

"France and the French"—Charles Dawbourn.

"France of the French"—Edward Honisan Barker.


"Baedeker’s Paris"—including map of same.

"Paris—Past and Present"—Henry Haynie.

"Nooks and Corners of Old Paris"—George Cain.

**PHYSICAL EDUCATION CLUB.**

The S. P. E. K. is an organization of the Senior Physical Educational Department. On Monday, October 9, 1916, a meeting was called at the home of Arlene Monger for the purpose of organization. Elsa Lancaster was elected captain and Louise Maurer, secretary-treasurer. A fee of five cents is assessed for absence from the weekly meetings. The aim of the club is to benefit each individual and consequently the group. Bi-weekly meetings are held for apparatus practice in the gymnasium; weekly meetings are called for general criticisms, discussions and suggestions on practice teaching; hikes, roasts, et cetera, are taken for recreation outside of school. The regular members are the senior physical education girls: Elsa Lancaster, captain; Louise Maurer, secretary-treasurer; Alice Cranston, Alma Waterman, Marion Spaulding, Ruth Marvin, Frieda Betts, DeEtta Brundel, Fern Hamilton, Gertrude Moran, Arlene Monger, Marie Buckhout, Isabelle Van Ranken and Olive Lawton. Honorary members are: Leah Easton, Florence Sargent and Pearl Outwater.

Instructors of the department are faculty advisors and are invited to attend all meetings.

**NORMAL BAND.**

The Normal Band, under the direction of Mr. Manley, of the Manual Arts Department, is well under way for the current year. This organization has played for the home games and on November 21 gave a program in Assembly. The band has a membership of twenty players and it is desired to increase and maintain a membership of twenty-five.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Of all the means of Christian expression and service active in the world of today one of the most blessed with opportunities and results is the Young Men's Christian Association. Where other forms of Christian activity are refused the privileges of ministering to the needs of the world the Y. M. C. A. has gained admittance. This organization has the ability and breadth of spiritual conception to labor among practically all classes and types of men and it is always on the alert ready to answer the call with an “Here am I, send me.” Responding to the summons it has entered the institution of higher learning not only to find that the men were in need of its services, but also to find there a source from which to secure those men who are to be its leaders. It is in these institutions that we find the men who are to be the leaders of men in all lines of human endeavor and it is the aim of the Y. M. C. A., among students, to so influence these men that their leadership will stand for the highest and noblest in life.

Unable to ignore the fact that our young men also need the influence and the atmosphere of such an organization both while here and after entering upon their life work, the feeling has grown and developed that a Y. M. C. A. ought to be numbered among our school activities and organizations. In consequence of this the first public meeting of what we hope will be a prosperous and helpful association, was held Sunday, October 22. The meeting was well attended, forty being present. Brief talks setting forth why a Y. M. C. A. was needed at Normal was given by students and members of the faculty. It was also a very encouraging meeting. The calibre of the men present, taking into consideration scholarship and athletic and social interests, was such that our organization has the promise of a sane and stable foundation and a bright future. No organization, however, was effected but enough enthusiasm was shown to bring out thirty-seven men on the following Sunday, all of whom became charter members. In all, the organization has forty charter members. At this meeting officers were elected as follows:

President, Reuben Ryding; vice-president, Henry Mulder; secretary, Herbert Neil; treasurer, Roy Mesick; chairman Bible study, John Paton; chairman mission study, Warren Allen; chairman membership committee, William Williams; publicity chairman, Stanley Miller; social service chairman, Roy Toonder.

It must not, however, be imagined that this promising first meeting was the first effort put forth to bring about an organization, but on the contrary previous efforts had been made and the proposition had been under consideration and on the hearts of the faculty and students, and even outsiders. Some years ago efforts were made to start a Y. M. C. A. but conditions prevented. Last April, however, when the Student State conference was held in Kalamazoo, delegates from the Normal were asked to be present and the proposition was again revived and taken up. By the time June came around interest had been stirred up among the students and faculty so that two student and two faculty delegates represented the Normal at the Geneva conference, a place where young men see visions. Just
lately a conference was held at Albion College and our school was fortunate enough to have ten delegates present.

It is through these efforts that we have finally been able to establish in our midst a branch of the Y. M. C. A. and we all hope that its presence among us will be a blessing to us and to those whom we expect to serve when we leave these halls.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

Our Y. W. C. A. is growing and the membership is now almost a hundred, before the close of the term we want every girl interested. The new members are doing fine work on their respective committees with the help of the faculty advisors.

The Normal Association has the honor of appointing the annual member for this year, and its members have chosen Miss Marguerite Maus, formerly chairman of the social committee. Miss Maus will work with the associations at Ypsilanti and Mount Pleasant Normal Schools, also Ferris Institute. Owing to this change the members were called upon to elect a new social chairman; this work they have entrusted to Miss Lucille Conrad.

The social service committee headed by Miss Amelia Verdwin entertained and prepared a feast for the children of the Children's Home on Hallowe'en evening. Stories were told by a witch and games provided for the children.

The social committee serve tea in the Students' Club room every Wednesday afternoon from three to four o'clock—bring your friends and have a chat.

A recognition service was held for the new members in the rotunda of the Training School on Monday evening, October 30. White roses were used to symbolize the association. Each new member received a rose, the acceptance of which signified her willingness to accept responsibility and serve the association. Members of the association are planning to have Bible study classes every two weeks during the winter and spring terms.

The young women and young men who were at the Geneva conference this summer had charge of assembly on Tuesday morning, November 7, and told of their experiences and the purpose of the conference, so that all the young women and men of the school may be interested. We want to send as many delegates as possible next summer.

The cabinet will hold its regular meetings every other Monday evening during the rest of the year. Regular association meetings are held in the Students' Club room from four to five o'clock on Wednesday afternoons. Every one is invited to come and join in the discussions.

INTERCOLLEGIATE PROHIBITION ASSOCIATION.

A new organization to make its appearance in Western State Normal is a chapter of the Intercollegiate Prohibition Association. This is the youngest of twelve chapters in the leading colleges of Michigan, including chapters at the University of Michigan, M. A. C. and Kalamazoo College. At the first meeting almost fifty signed up as charter members. Judson Hyames was elected president; Miss VanderBoegh, vice-president; Henry J. Ponitz, secretary; Miss Blanch M. Glass, treasurer, and Herbert E. Neil, reporter.

The official organ of the association is the Intercollegiate Statesman. The small annual dues of twenty-five cents also pay for this splendid magazine for one year. The first aim of the local chapter has been to assist in every way possible in the campaign to make Michigan "dry." This has been done in two ways. In the first place several quartets have gone out to assist the local committee in their campaign work. The greatest work has been a campaign of education among the male students of the Normal. A canvass was made of the eligible voters and then they were instructed in regard to voting under the Absent Voter's Law, which applies to students as well as traveling men. In this way
many "dry" votes were gained as the student body as a whole favored state-wide prohibition.

The underlying purpose of the organization as a whole, which reaches nearly three hundred colleges and universities throughout the United States, is to make the possibility of nation-wide prohibition become a reality in 1920. This is to be done by a campaign of education in these colleges. The plan is to establish here, as in other schools, regular classes for the systematic study of the liquor problem. The motto kept in mind in this work is: "As Go the Colleges Today. So Goes the Nation Tomorrow."

WOMEN'S LEAGUE.

The Women's League ushered in the new school year by having its members meet trains and guide the newcomers to the school or answer some of the million questions asked by the juniors. After the girls had enrolled, the next point to consider was how to make them feel at home, so the first social function of the season was held October 11, when a reception was given to all the women of the school. Here the students were given a chance to become acquainted and a very enjoyable and informal afternoon was spent.

Societies

THE AMPHICTYON LITERARY SOCIETY.

The Amphictyon Literary Society, which is the oldest literary society in our school, during the fall term has enjoyed the greatest prosperity. The membership has been brought up to fifty, the maximum under the constitution, through the selection of about twenty new members from the junior class. These new members working in co-operation with the hold-over ones expect to present some worth while programs during the current school year. Possibly in the winter term the society will attempt some work in dramatization. In the society are several members who will try for oratori-
a short social session brought the evening to a close. The next program will be a literary one as well. The subject for the evening is American poetry, and an instructive hour or so is anticipated.

NORMAL LITERARY SOCIETY.

The Normal Literary Society has begun the most interesting year of its existence. The society made its initial appearance for this year on the opening day of the term by a campaign for new members, and by the distribution of circulars. The society has about doubled its membership.

The officers of the society for the fall term are: Herbert E. Neil, president; Blanche M. Glass, vice-president; Henry J. Ponitz, secretary, and Orville E. Dunckel, treasurer. Miss Lavina Spindler, Miss Emilie Townsend and Miss Margaret Spencer are the society's faculty advisors.

The first meeting was a reception for members and friends and was in charge of the vice-president. It was a "get acquainted" meeting and by the time the evening was over all felt much at home. A musical selection by Thelma Farrow and a humorous letter by Heber Luce made up the program. Refreshments consisting of apples, popcorn and candy were served.

The following week, the faculty advisors, the officers and program committee, consisting of Clyde Miller, Floyd Early, Lucille Norcross and Lucile Fleugal, held a meeting and planned the work for the fall term. It was decided to begin all meetings promptly at 7:30, have fifteen minutes of singing, an hour for business and program and a half hour social time, closing at 9:15 sharp. A definite program was also planned.

The next meeting of the society, October 19, was in charge of Clyde Miller. "Effects of War on Civilization" was the general topic. Short, snappy, to-the-point papers on the "Effects of War on Peace" by Miss Glass; on "Prohibition" by Mr. Fox and Mr. Hyames; on "Politics" by Mr. Foley and on "Preparedness" by Mr. Hirschy were given. The subjects of "Prosperity," "Public Opinion" and "Public Welfare" had to be omitted due to lack of time.

Floyd Early was chairman of a red-hot political program on November 2. This meeting took the form of a debate: "Resolved that Wilson's Eight-Hour Policy Is Correct." Mr. Ponitz, Mr. Miller, Miss Farrow and Miss Myers took the affirmative side; while the negative side was supported by Mr. Neil, Mr. Brown, Miss Toogood and Miss Gary. The judges, Misses Baughman and Sekell and Mr. Hyames, gave the decision to the affirmative side. Then stump speeches for Wilson and Hughes were given and a straw vote taken which resulted in Wilson's favor.

"Literature from the Pens of Western Normal Students" was the subject of our next meeting, November 16. Miss Norcross is chairman of the evening.

Our last meeting, December 9, is our election of officers followed by a social time, of which Miss Fleugal has charge.

THE EROSOPHIAN.

In October, 1906, a society known as The Junior Forum was organized with twenty-five charter members and Dr. Burnham as president. The preamble to the constitution adopted reads as follows: In order to become acquainted, improve our power of expression in correct English, and become familiar with right parliamentary practice, we establish this constitution.

In November, 1907, the preparatory students reorganized the society under the leadership of Miss Alice Louise Marsh, with the aim of making sociological studies and giving opportunity for training in the public presentation of material. The society then known as the Erosophian, became one of the most vigorous and wide-awake institutions of the school, its membership in 1908 being one hundred and six.

In the fall of 1914, the faculty of the Preparatory Department decided that instead of having one large liter-
Students of the High School Department are thus afforded opportunities similar to those enjoyed by the students of the life courses.

PHILATELIC SOCIETY.

The Kalamazoo and Collegiate Philatelic Society has been organized and any student interested in the collecting or sale of stamps is eligible for membership. The society offers many benefits, including free use of standard catalogs, and several periodicals. Stamp issues of various countries, as well as the biographies of rulers, patriots, designers, engravers and printers, will be subjects for literary enjoyment. Some practical ideas on collecting will be given. Members will be advised of bargains, fakes, etc., and will be given every advantage of philatelic organization.

High School

HIGH SCHOOL ITEMS.

For the first time in the history of the Normal High School it has been found necessary to limit the attendance, which is fixed at 150. Many applicants for places in the ninth, tenth and eleventh grades were turned away just before the opening of school, as these grades were already full.

Several of the High School classes have held meetings and elected their officers for the year. The senior class elected officers Thursday, October 19. The following were chosen: President, Robert Campbell; vice-president, Mary Garrison; secretary, Lorenzo Jacobson; treasurer, Lawrence Westerberg.

High School juniors held a class meeting Friday, October 20, and elected the following officers: President, Gerald Fox; vice-president, Olive Eliot; secretary, Edward Kline; treasurer, Elva Henderson.

The freshmen are also preparing for class activities, having elected officers and appointed a committee to draw up a constitution. The following officers were elected: President, Pearce Sulphard; vice-president, Rolland Maybee; secretary, Grace Heald; treasurer, Lolieta Nesbitt.

The first high school party of the year was given in the gymnasium Saturday evening, November 11. The senior class was in charge.

The following committees were appointed: Decoration, Lorenzo Jacobson, Ruth Nichols, Nina Jackson, Wesley Boyce; refreshments, Beulah Henderson, Lucy Tolhurst; finance, Lawrence Westerberg; invitation, Mary Garrison, Zena Kibby, Antoinette Luke, Madeline McEvoy, William Cooper, Anna Thompson, Curtland Bowland.

High school chapel this year is held every week on Tuesdays during the regular chapel hour. Several fine programs and talks have already been given. Prof. E. D. Huntington addressed the high school October 10 on the spread and prevention of contagious diseases. The lecture was both interesting and instructive. Musical numbers were given by Mrs. Davis.
The class in oral English, under Miss Rousseau, presented an Angell Day program, October 17. Reminiscences of days at "Michigan" were given by Prof. T. P. Hickey. On October 19 Dr. Dunning of the First Presbyterian church gave a talk on "Success." He said that success in life is not a matter of luck but depends on preparedness, hard work and character. Tuesday, November 7, being election day, the oral English class debated the question, "Should Mr. W. Wilson or Mr. C. Hughes Be Elected President?" A vote of the school was taken after the debate in which Mr. Wilson received a big majority.

The high school will present "A Rose o' Plymouth Town," an old colonial play, in four acts, by Beulah Marie Dix and Evelyn Greenleaf Sutherland, toward the close of the fall term. The cast of characters is as follows:

Miles Standish--------Robert Campbell
Garrett Foster--------Lawrence Westerberg
John Margeson--------Sidney Fisher
Philippe de la Noye----------
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Edgar Smith
Rose de la Noye--------Mary Cutting
Miriam Chillingsley--Martha Kilgore
Barbara Standish--------May Hewitt
Resolve Story--------Myrtle Smith

HIGH SCHOOL SOCIAL RULES

The following set of rules for high school parties scheduled for November 11, February 17, and May 19, have been formulated: Students having three high school subjects are eligible to the parties. All alumni of the high school are always welcome to the parties. No student of the Normal proper is eligible to high school parties unless coming under the rules above. Each student is entitled to invite one guest to high school parties, providing the guest accompanies the student. Requests for guests must be made at school, to be left on the spindle in room 7. Requests must contain name of student, name of the guest, guest's home town, and name of the institution he attends. Students may obtain printed slips granting admission to guests from Mrs. Davis two days before each party. These slips are to be handed in at the door the evening of the party.

REVIEWS AND EXCHANGES

NOTES ON LIBRARY ACCESSIONS.

Bertha Conde writes on friendship not at all as a reflector of Emerson, but as the woman, who, from a wide experience of human beings, sees the mistakes which often make friendship a disappointing relation, and sees ways of avoiding mistakes.

"Penman's Poverty," the challenge of the church, is meant to be the stimulus to practical Christianity which the title implies. In the preface, the author says, "To show that poverty is not wholly the result of personal defects of character, but is due in large measure to maladjustments of economic and social conditions, is the purpose of this book." His remedy is not socialism, but practically applied Christianity. He quotes Phillips Brooks' "Christianity had not failed because Christianity had not been tried." Samuel Butler, in his wonderful novel, "The Way of All Flesh," describes the situation at a stroke when he tells of the people who would be equally shocked at hearing Christianity denied or seeing it practiced. The chapters on the cause of poverty and the remedies of poverty are very practical discussions.

Clara Espay's "Leaders of Girls" is intended primarily for group leaders and directors of girls' clubs, equally interesting and valuable to teachers of girls' Sunday school classes—and since the school combines the duties of almost all human institutions, it will be helpful there in the better understanding of young girls' points of view.
Leonard A. Magnus' translation of Russian folk-tales is a valuable addition to our shelves of fairy tales and legends. The tales are translated with as much of the spirit of the original, the author says, as an analytic language like English can give to as highly inflected a language as the Russian. There are more than seventy tales in a volume of 350 pages, besides helpful explanatory notes, and a table which tries to show English tongues how to imitate Russian sounds. The stories are for the upper grammar grades, but could be used for story telling for the younger children.

Nostrums and quackery, like Dr. Wiley's one thousand one tests of food, beverages and toilet accessories, tries to protect the American public from the disasters which its faith in anything largely and loudly advertised brings upon it. It is more detailed than Dr. Wiley's book, and deals chiefly with patent medicines. A copy should be available for use in every town.

It is a pleasure to have in an attractive collection of two volumes the stories of that early master of the short story, H. C. Bunner. One finds that after twenty-five years the story of "A New York House," "The Midge," "Love in Old Clothes," more than hold their own in originality, in charm, in humorous understanding of life, with the best that the writers of many times Bunner's term of apprenticeship can do.

To our shelf of collections of poetry for children, a shelf so temptingly filled with Palgrave's "Children's Treasury of Lyric Poetry," "Allingham's Ballad Book," Wiggin and Smith's "Posy Ring," "Golden Numbers" and others, we have added two of the older collections made by two women who are, as Mrs. Thacher expresses it, bearers of the incandescent light of poetry: Agnes Repplier's book of "Famous Verse" and Mrs. Thacher's "The Listening Child." After the rhymes and songs machine-made for children and the vulgarities of the comic supplement, these collections of real poetry make us remember, as Miss Replier says, that "In the matter of poetry, a child's imagination outstrips his understanding; his emotions carry him far beyond the narrow reach of his intelligence. He has but one lesson to learn—the lesson of enjoyment—and that it hardly lies in our power to teach. We can but show him the fair field of song, and let him glean where he will. All the harvest is ripened to his hand, and he knows where his own store lies."

Walter C. Bronson's "American Prose, 1607-1865," is a collection of typical selections from our literature which will supply a real need for classes in American literature and history. In its 732 pages of fine but clear type, there are forty-three pages of explanatory notes and eighteen pages of bibliography; it is a reference library in itself in its particular subject.

The new map of Europe, by Herbert Adams Gibbons, is not an atlas for the eye, but rather an atlas for the mind, of the events in Europe from 1911 to 1914. From 1908, the author says, "The path of the two Americans (the author and his wife), whose knowledge of history heretofore had been gained only in libraries, has led them through massacres in Asia Minor and Syria, and through mobilizations and wars in Constantinople, Bulgaria, Macedonia, Greece and Albania, back westward to Austria-Hungary, Italy and France, following the trail of blood and fire from its origin in the eastern question to the great European conflagration."

Batifol's "Century of the Renaissance" the second volume of the "Great National History of France," in six volumes, which is being edited by Funk-Brentano, is so well translated by Elsie Finnimore Buckley that one does not altogether miss the clever turns and characterization of the original—see this description of Anne of
Brittany, wife of Charles VIII;—
"Anne had two entirely different sides to her nature. She could be a simple little native of Brittany, dressed for ordinary occasions in a modest black costume, her head covered with the hood characteristic of her country, also black, with a white coif on the top. A woman with an eye to the main chance, severe and even miserly. But she could also be a proud princess, who kept no count of her fine dresses in cloth of gold with ermine, and who on feast days covered her person with glistening jewels and distributed her largesse sumptuously both to church and the poor."

Ida Husted Harper’s “Life of Susan B. Anthony” is “an endeavor to tell in plain, simple language of the life of one who was born into the simplicity and straightforwardness of the Society of Friends and never departed from them.” Growing up at a time when three great movements—the abolitionist, the temperance, and the woman’s rights”—were claiming attention, Miss Anthony gave freely of her time, energy and small income to each of these, facing harsh criticism and repeated failure in defense of principles which we so calmly accept. The story of her eighty busy years makes an entertain-
ing contribution to the history of the contest for woman suffrage.

EXCHANGES.
We acknowledge the following exchanges:
Albion College Pleiad; State Normal School Journal, Cheney, Washington; M. A. C. Holcad; Kinnikinick, Cheney, Washington; Olivet College Echo; Hope College Anchor; Ypsilanti Normal News; The Tomahawk, Pontiac High School; Kentonian, Kent, Ohio, Normal; Colgate Maroon; Searchlight, Grand Rapids Junior High; The Amulet, West Chester Penn, Normal; Bulletin, Mt. Pleasant Normal; Kalamazoo College Index.

College and Normal weeklies throughout the state have made considerable improvement in their looks during the year. The Albion paper has adopted the use of headlines, while the Ypsilanti, Kalamazoo and Olivet papers are paying more attention to the balancing of the front page make-up. The Holcad is an excellent paper, representing the student body in all its activities. The Colgate Maroon is a three-times-a-week paper, and is managed in true newspaper style. The Amulet is by far the best monthly publication which has yet come to our notice.

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English-French Words

The following 100 words are selected from a list of several hundred, collected by French class 101, showing the common use of distinctly French words in our own vocabulary:

- adieu
- tableau
- beau
- belle
- buffet
- café
- cabaret
- ballet
- valet
- crochet
- croquet
- parquet
- bouquet
- jardinière
- portière
- table de hôté
- à la carte
- à la mode
- début
- débутante
- chiffonier
- filet
- soirée
- a propos
- matinée
- toilette
- modiste
- bureau
- côté de camp
- passe
- bandeau
- reconnoître
- metre
- en route
- tête à tête
- salon
- connoisseur
- avoir dû pois
- rendezvous
- roselet
- lingerie
- rouge
- cerise
- débris
- automobile
- chauffeur
- garage
- limousine
- hangar
- coupe
- fricassee
- consommé
- bouillon
- croquette
- meringue
- suite
- silhouette
- façade
- chandelier
- château
mignonette       frappe'          sachet       coiffure
reservoir        crepe dechine      bonbon       blase'
chic             chiffon          champagne     blase'
carte blanche    fiance'          souvenir      burlesque
fleur de lis      e'tite           naive         plateau
technique        c'tude           papier mache'  menu
porte cochere     fete             guillotine    lavalliere
au gratin         boulevard        boudoir       taxi
mayonnaise       de'collete'      vaudeville    critique
chef             neglige'         amateur       tabouret

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Spring term begins April 2, 1917.
Summer term begins June 26, 1917.
Fall term begins September 24, 1917.

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.