Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University

Year 1917

The Kalamazoo Normal Record Vol. 7

No. 2

Western State Normal School

This paper is posted at ScholarWorks at WMU.

http://scholarworks.wmich.edu/kalamazoo_normal_record/55
The Kalamazoo Normal Record
Published Quarterly by The Faculty and Students of the Western State Normal School Kalamazoo, Michigan Entered as second class matter January 10, 1917, at the post office at Kalamazoo, Michigan, under the Act of March 3, 1879 The Business Advertisement of the Record is at the head of the Editorial Page

Vol. 7 CONTENTS FOR JANUARY, 1917 No. 2

EDUCATION
The Place of the Kindergarten in Early Elementary Education...Lucy Gage........53
Some Impressions of Professor Hill's Talk Before the Faculty........55
Rural Education: In General, Ernest Barkham; In Particular, R. N. Kebler........56
Psychology and the Normal Schools..................Samuel Renshaw........56

ENGLISH
The Roof Garden at the Hospital..................Lucia Bonton........61
Lake Louise............................................Lucia Bonton........61
Winter Night............................................George Sprand........61
In Troubled Times....................................George Sprand........61
Chaucer Manuscripts................................Margaret Bell........62

EDITORIAL
The New Year...........................................65
Institutional Alertness................................65
Historic Incident......................................66
Progress in Penmanship..............................H. P. Greenwall........66
Formal Credit Relations..............................John P. Everett........69

ALUMNI
Marie Rasey, '07........................................68
Howard Doolittle, '08................................68
Inez Leverich, '16.....................................69
Glenn S. Mayer, '12..................................69
Letters from Alumni....................................69

LIBRARY
Books Received in the Library Since November 6, 1916...Esther Braley........71
Training School Library Books Added Since November 1916........Anna French........73

TRAINING SCHOOLS
Incentives for the Development of Initiative in Primary Grades...Fannie Ballou........74
History in the Grades.................................G. Edith Haskell........74

VARIOUS ACTIVITIES
Art Department.........................................77
Music Department......................................77
Athletics.................................................80
Basket Ball for Girls.................................Germaine G. Guin........................................81
Seminars..................................................83
Clubs.....................................................84
Associations..........................................85
Societies................................................89
High School...........................................90

REVIEWS AND EXCHANGES
Bibliography of the Drama............................Elva Fornrook........91

ILLUSTRATIONS
Group of Graduates..................................Frontispiece
Musical Artists.......................................78-79
Defy "Jack Frost"
with his chilly blasts
and wear a
Spalding
WDJP Sweater
Big, warm and comfortable, with a high storm collar that covers the ears when turned up. Good weight, best quality worsted, with a pocket on each side.
A good looking garment and very serviceable
Price $8.50

Others, of course—send for our catalogue
A. G. SPALDING & BROS.
28 So. Wabash Ave. Chicago, Ill.

It will pay to investigate the following:

DODGE’S GEOGRAPHICAL NOTE BOOKS
In four numbers, 15 cents each
IVANHOE HISTORICAL NOTE BOOKS
In six numbers, 30 cents each
THE LINCOLN GEOGRAPHICAL OUTLINE MAPS, and
THE TALISMAN HISTORICAL OUTLINE MAPS
Covering all countries, $1.00 per hundred
Realistic Geographical Stories.
STORIES OF THE FARM, Price 30 cents
STORIES OF COMMON THINGS, Price 30 cents
Some books cost much and accomplish little,
Some books cost little and accomplish much,
The books named above are ALL of the latter class.

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

"Built Like a Skyscraper"
SHAW-WALKER

Shaw-Walker Steel Letter Files

SKYSCRAPERS in miniature, having girders, cross-pieces, sills, etc., of channel-steel, interlocking and bracing each other against strain.
In addition, it is solid one-piece steel—made so by electric spot-welding. No nuts—no bolts—no rivets—no rods—no screws.

Drawers non-rebounding—stay closed without superfluous mechanism. Will run silent, smooth and speedy 100 years without repair or attention.

Write for catalog of steel and wood letter files, card record systems, and supplies for all files.

Shaw-Walker
3512-24 Western Ave. MUSKEGON, MICH.
“Grand Rapids”
EQUIPMENT FOR VOCATIONAL DEPARTMENTS

“GRAND RAPIDS”
No. 100 LATHE

Built right.
Large capacity.
Wide range of speed.
No clutches, loose pulleys or special electric control.

THE LATHE that has been tested and has proven itself satisfactory in every school where they have been installed.

SEND FOR FULL DETAILS

A WORD TO THE WISE

Equip your lathes with G. R. Safety Spur Centers. They are made to fit any standard No. 2 Morse taper. A protection to both the students and tools.

If in the market write for
Complete Catalogs by number

K 316 Vocational Equipment
K 1114 and K 416 Domestic Science and Domestic Art
K 1214 and K 516 Laboratory Equipment

Grand Rapids School Equipment Co.
1424 Front Ave. N. W.
Grand Rapids, Michigan
Howard Doolittle, '07
Marie Rasey, '08

Inez Leverich, '16
Glenn S. Mayer, '12

(See sketches of Alumni, page 68)
The Place of the Kindergarten in Early Elementary Education

One always runs great risk in attempting to set forth the values of any phase of education with which one has become completely identified. It is only by standing aside now and then and viewing the problem impersonally that a true perspective is secured, enabling one to see his work in a setting that neither over-valuates nor under-valuates its importance.

This reconstructed vision is one of the most satisfactory reactions of a year’s vacation, for it provides the opportunity to reflect, to weigh, to gain new contacts, and best of all, to return to try out and find new possibilities in old material.

It is out of such an experience that I wish you to consider with me this morning the education of the young child and the preparation of teachers who are to work with young children.

In a survey of the whole school organization we find traditionally that the pressure is from above; the college very largely decrees the high school curriculum, the high school sets standards for the higher elementary school, the higher elementary sets the pace for the lower elementary, and in our zeal to educate we seem to lose sight of both what we are educating and why we are educating.

If there is anything that will help us to pause and consider, it is to study this active young human as he comes directly from the home unspoiled by any cut and dried methods, eager to respond, ready to do, only needing a suggestion to set off a whole series of activities.

If we can sense that he is the stuff out of which the school is made, if we can sense that he is the corner-stone of the system, that he belongs to the problem and it cannot be solved without him, then we will have gone far toward appreciating the necessity of building from the bottom, up, rather than from the top, down.

It is just here that the kindergarten justifies itself as an integral part of the modern school, for it endeavors to start the child with the equipment he brings from his limited experience in the home. It takes these scattered and fragmentary activities and brings them into relation so that they have new and larger meaning to him; in other words, the kindergarten builds directly upon that which the child offers to the situation, giving him opportunity to tell, to decorate and adorn, to build, to observe, to make social adjustment; forcing no dogmatic standards upon him. It is a daily interpretation of experience leading him into the realms of beginning literature, art, industry, science and civics. He is permitted to
initiate, to fail, to reflect, to reconstruct, to succeed and thereby measure himself by the only true standard, increasing power to handle a problem.

The tangible results are crude (with the youngest children very crude) and to one not able to read anything there but the crudity, kindergarten education must indeed seem futile.

While we believe there should be increasing respect on the part of the child for better and better results, the educative value at this period rests in the child's identification with each step of the process. Aims and purposes with the young child are immediate and the realization must follow with dispatch.

The primary child is not essentially different from the kindergarten child. He may bring a little more background in the way of experience, his reach may be a little bigger but passing from five to six or from six to seven years of age does not give evidence of any great leap such as the school sets up. There is no foundation in the common belief that when a child enters first grade and begins reading and writing that this is where his education truly begins. We have too long thought of school progress in terms of subject matter rather than activities. The gap rests in the form of organization, not in the child himself.

My endeavor this morning is to try to show that practices in early elementary education may become more and more intelligent if we have common claims and purposes and define them clearly. Here and there we see encouraging signs of this adjustment: the National Council of Primary Education, an organization the need for which has but recently been felt, is providing opportunity for country-wide discussions of this problem, but we must clearly comprehend that it does not rest in external equipment—chairs and tables in primary rooms will not solve it; neither will reading, writing and seat work in the kindergarten accomplish it. Not until we train teachers to understand what are the beginning elements of reading, what lies back of writing, not until we train teachers to recognize the value of sense-experience, that gives clear images, and help them to know how to discriminate, to select and to emphasize the types of responses that carry over into forms of expression that belong to growth, are we going to secure co-operation that will make for true adjustment.

This is clearly, then, it seems to me, a Normal School problem, one that our own school is in a position to inaugurate because the conditions are right for it. Already kindergarten students have first and second grade practice in our training school with great profit. Not until this year have we ever had General Life students specializing in lower grade work elect a full year kindergarten principles and practice and their reactions have been interesting, for they testify to a strengthening for lower grade work.

With this sort of a situation before us you can easily feel our gap. We have a special kindergarten course offering Child Study Principles and Practices peculiar to early education. Our more general course offers Principles of Teaching, which endeavors to cover such a wide range of problems from the first to eighth grade that it is evident very little time could be given over to strictly primary needs. It would seem, then, that in order to avoid duplication and to add strength to our preparation of teachers for early elementary education we might offer a new course embodying some of the essentials for kindergarten education together with conditions necessary for the early grades.

It could be termed a course for teachers of young children from four to eight years of age or early elementary education. This would, of course, mean the abandonment of a strictly kindergarten course, but we believe the time has come to do this, if by so doing a large number of students may gain the essentials of kindergarten practices together with a wider use of its principles in the lower grades.

LUCY GAGE.

*Given before the Educational Conference, Western State Normal, June, 1916.
Some Impressions of Professor Hill's Talk

PROFESSOR PATTY SMITH HILL, of the Department of Kindergarten Education of Teachers' College, Columbia University, addressed the members of the faculty on Monday, December 11. Miss Hill's visit to our school was most opportune, coming at a time when we were all vitally interested in the reorganization of the course of study for the entire school.

In introducing Miss Hill, President Waldo expressed entire confidence in Teachers' College and belief in the educational platform upon which it stands. This introduction at once put the speaker at ease and established respect on the part of the listeners for what she had to say. Miss Hill spoke upon no specified topic, but gave an intimate and friendly talk which was full of inspiration.

One of Miss Hill's main interests concerns the adjustment between the kindergarten and the primary school, and this was the problem that she emphasized.

Her main thesis was that, as the period of childhood from four to eight years is a unit in the child's life, all teachers who are to deal with early elementary education should have a uniform training. She argued that there was nothing in the life of the child which justified the divorce of the period of four to six years from that of six to eight years. She felt that the apparent gap in the school life of the child at the age of six was due to the mistaken separate training of kindergarten and early grade teachers, and an equally mistaken emphasis upon the more formal school subjects (the so-called school arts) in the curriculum presented to the child when he enters the primary school.

Miss Hill pointed out the fact that in our zeal to help the child forward to the rich heritage which awaits him, we have forced subject-matter upon him for which he has felt no real need and in which, therefore, he has had no vital interest. She made a plea for a type of primary school more in harmony with the progressive kindergarten where the interests and activities of the children are studied and where selection is then made and those interests and activities which offer opportunity for real thinking and will carry the child forward are stimulated. She indicated that the teacher must be a guide rather than a dictator and that she must be willing to sacrifice present results for that which in the end will be of far more value, namely, the ability on the part of the child to think through and meet intelligently new situations, and the establishing of an attitude toward education which will mean an ever-increasing desire to know and understand more of the world about him.

Miss Hill felt that the surest way to bring about that unity in the child's life in which we all believe is to train teachers to deal sympathetically, intelligently and scientifically with this period of early childhood which the biologist and psychologist have pointed out to us.

Miss Hill's visit not only occurred at a most significant time, but the fact that she addressed the faculty rather than the student body was something of an innovation. It was, however, an experiment well worth repeating with other speakers, as the more intimate contact and the opportunity for informal questions are both valuable. If we could have speakers present other phases of our problem it would doubtless be a great help in bringing about that unity in the entire course of study which is one of the main results which we hope to realize through reorganization.
Rural Education

In General.

The country school is gaining a wider range of attention and it is enlisting the life service of a few capable and trained students of education. Scientific study is assembling and relating the actual facts. Perspective is emerging and a truly philosophical theory of rural education is being slowly evolved.

It is now known that many facts about the urban and the rural educational situations, which seem upon superficial study to be alike, have little or no positive correlations. Hence the necessity of differentiating standards of judgment and the disqualification of specialists in either field for immediately trustworthy service in the other, are obvious.

To equalize rural and urban statistics, if they are to be given comparative study; and to involve in an intensive and permanent participation in rural education theorists, who assume to be light givers in this field, are two fundamental needs of the country school. Slightly discernible progress may be found in these matters.

The better qualification of country children and adults in executive facility, in industrial intelligence, in social maturity, in aesthetic sensitiveness, and in dynamic moral stamina—this is the frontier and the constantly re-echoing challenge in rural education.

Observational and speculative study has defined a need which is subject to correction by education, in the social handicap of many country-bred people. The development to a maximum of the wholesome social contacts possible in country life is the proposed relief. Alacrity and poise in intellectual and executive attack is another generally recognized need for which education is largely responsible.

Applied industrial intelligence is a legitimate standard by which to measure progress in education, and by this standard rural education cries out for redirection and invigoration. Federal and state attacks upon this problem have been vigorously prosecuted with the investment of millions of revenue and thousands of specialists for half a century, and wonderful progress has been made. But the whole movement is yet to come to its fullest fruition in the general localization and use of the industrial intelligence available.

Aesthetic sensitiveness is to the soul what physical health is to the body. The nation-wide attack upon the causes of physical degeneration and the rapid appearance of public facilities for health-giving and conserving recreation, together with the accelerating propaganda for understanding and co-operating with nature in landscape, highways and home grounds constitute a practical recognition of the essential unity of life. The unique advantages of the country for both these progressive activities suggests a specific task for rural education.

The supreme responsibility of rural education is to act as a means to the great end of rural life, which is to breed leaders for both city and country. The outstanding qualification for leadership is dynamic moral stamina. The whole set of the situation, not only as regards the school itself, but also with the fullest inclusiveness, the tone and spirit—the compulsion of the aggregate faith, purpose, and elemental sincerity in individuals and institutions making up the whole community life must be invoked.

The latest dependable knowledge in action through school plant, course of study, teacher, supervisor, administrator, community material and moral support—and all dominated and conserved by a state program in rural education, which an educational state-manship of state and national caliber has thought through to the most economical and truthful application of fundamental principles—these are the stage properties and participants in the national drama of progress in rural education.
Conservation of children, adults, leaders; clarification of ideals so that they may be simplified and reproduced in persons and in business and social corporations; perpetuation of democracy by the clearest demonstration, which is most convincingly typified in the small community; and the compulsion of progress in the whole solidarity of rural life by the domination of an adequate idea—the scientific re-pioneering of this nation—and by an inspiring purpose—conscious evolution toward Christian democracy;—in all these elemental necessities the school of the country-side is one of the time-keepers of progress.

In Particular.

Specific material comes constantly to hand for the illustration of the important features of the foregoing general picture. In the matter of redirecting rural education industrially and to some social advantage, one need go no further than Barry county, adjoining this county on the north, to find the most highly efficient county in the United States for the past two years. The following is a brief article, by Mr. R. N. Kebler, the leader, outlining the method of procedure which made Barry the banner county:

This article may be divided into six parts, namely: 1. organization; 2. leadership; 3. lectures; 4. field meets and club programs; 5. exhibits; 6. prizes and trips.

1. The organization work may be taken up in any rural school where there are at least five pupils of club age. The rural teacher arranges demonstration which will fit in well with the agriculture of the school and community. A lecture on club work is announced as part of the program to follow the demonstration. It is the aim of the lecturer to work up club enthusiasm by explaining some of the accomplishments, value and aim of club work. The pupils are allowed to choose their project, which is then explained in detail. The club officers are then chosen.

2. Previous to this time, the teacher and children have expressed their desire as to who might be a good local leader for the club, and competent leadership has been secured through a personal visit by the County Club leader. The prominent church workers of the community are best for this, as they are the most public spirited. The greater part of the success of the county can be attributed to the leadership. Working in connection with the Y. M. C. A. has given a spiritual tone to the work, which is invaluable.

3. The lectures may be of two kinds: inspirational and educational. The inspirational is generally used in organizing clubs. The best way to cover the educational lectures is by means of charts and lantern slides. These should be planned to cover the entire subject which the project in hand is to cover. They are given about every two weeks and at a time when they will be of the most benefit, e.g., in the corn-growing project, the lectures on seed corn selection should be given at a time just previous to the selection of the seed. In the school-gardening work, there were a large number of children enrolled that were under club age, and this demanded a great deal of personal supervision. However, this problem was solved by allowing each student of the County Normal Training Class to take charge of three or four club children. The lectures were then given to the Normal students, and they in turn gave them to the children. This gave the students experience and allowed the county leader more time for personal visits.

4. Field meets have come to be one of the most beneficial sides of club work. This involves the meeting of two or three clubs at one place and one time. This is a time-saving feature. Then, too, it gives the boys a chance to get acquainted early in the season. And I find that the most natural way for folks to get acquainted is through games. The gang spirit, as it may be called, grows very rapidly, and I am sure it will mean co-operation in the county when these chaps get to be farmers and farm owners.

The games played are volley ball, relay races, cricket, base ball, etc. The base ball spirit has become the big
feature with them, and they plan and practice as soon as it is suggested that they play another club nine. Ice cream is generally served on the grounds and all enjoy a picnic lunch. The educational part consists of rope tying and splicing, selection of seed corn, and stock judging. The club program following these field meet is carried out in the following way: The president of the entertaining club presides at the meeting, calling upon members of the clubs represented for a summary of their work. This prepares them for impromptu talks at the local fair and round-up. The fathers are also called upon to tell how the club work appeals to them, and these men usually become great club enthusiasts.

5. The clubs hold two exhibits, local and county. The local exhibit is held in connection with some farmers' organization, such as the Grange or Gleaners. This gives the boys and girls an idea of social and educational farm life as brought out by organizations of this kind. Then, too, these young farmers of the future—those who have completed their project—are asked to give a short talk on how they raised their crop. This tends to take away their self-consciousness when in the presence of older folks. It is through these talks that the farmer hardened in his ways begins to "sit up and take notice." Each club member attending this exhibit brings a sample of the crop grown, or article made, the same to be judged by competent people of the Michigan Agricultural College, who again speak of the mistakes made and the corrections for them.

After the local exhibit, the club members are allowed to attempt to select a better exhibit for the County Round-Up. On this occasion, the clubs from all over the county exhibit their products, which are again judged as at the local fair. A banquet is served at noon, at which the honorary club is admitted free. The honorary club is the one that has the greatest per cent in attendance during all their meetings, the largest percent of exhibits at both local and county exhibits, and the largest per cent completing the project. After the banquet a program is given, consisting of speeches by men from the College, club leaders and club members. The prize essays are also read at this time, the prize winners announced, and the prizes given out.

6. The matter of prizes is a big problem and has not as yet been satisfactorily solved. The aim has been, however, to eliminate prizes as much as possible and to try conducting the work from the phase of enjoyment, personal benefit and duty to the home. The big individual prize encourages deceit on the part of many parents in their eager desire to see their child win. Thus through the large prize idea, one of our chief aims is defeated, for at some time each child must rely upon his own responsibility. While I think all who win a prize are deserving of it, yet I know that a great many who do not win are just as deserving. Grim determination and stick-to-it-iveness are worthy of a great deal of consideration. Therefore, the giving of a one-dollar bank account, not to be withdrawn within a year, or a certain amount of school credit has been the best plan, as it gives everyone an equal amount upon completion. The giving of animal prizes has worked out very satisfactorily, as it has resulted in pig, chicken and baby-beef clubs. These also act as an incentive to make the club members desire to have the best crop, and to be better farmers. Ribbon and button prizes have also been used successfully. In the School-Home Gardening club this year, no prizes were offered, other than that each member upon completion was to receive a button.

Trips to camps or cities are good prizes, but they should be enterprized locally. I mean by this that an arrangement be made in each community that they send the winners of their local clubs to some camp, such as the State Boys' Camp at the Michigan Agricultural College; also that the county send the county prize winners to the same camp, or to the State Corn Show at the College. For the past three years in Barry county, a free trip to the M. A. C. has been given to each
member completing the project, the day being spent in educational ways. This prize has been one of the best, for it keeps every member interested until the very end.

The time is nearly ripe when every rural community will have its club in connection with the school. The rural teacher will be the organizer, and with the local club leader, will act as local director of the club. It will be connected with the work in Agriculture and Domestic Science in the school, and allow due credit for it. Every county will have a club leader who will give whole or part services to the work, and it will be the means of more closely linking the rural school with rural community recreation and sociability.

Psychology in the Normal Schools

A N THE comparatively few short years of its real existence Experimental Psychology has made three great contributions to the world of science and letters. These are: (1) A complete recasting of the doctrines of memory and association; (2) The creation of a scientific psychology of individual differences; (3) The discovery of attention. There are many others. But the more intimately one becomes acquainted with the nature and scope of these processes the more fraught with meaning does the above statement become. It certainly would be most difficult to state what the residuum would be were these vast principles removed from modern education. They are basic. They lie at the very foundation and offer a tripod support to the whole educative superstructure. Consider, for instance, the "personal coefficient." Note that the greatest forward step Education has made in a thousand years perhaps can be modestly accredited to the followers of Weber and Fechner and Wundt, who ceaselessly and tirelessly followed the clue given by the immortal and ignominious Kinnebrook of Greenwich in 1790. Like practically all the other great booms Science has offered to save man pain and effort and time the outgrowth of this work was unsought, unforeseen. For, is it not true that just as soon as Science seeks a result which smacks of the pragmatic, then does she cease, automatically, to be a science. Truth for its own sake, always!

Does there a man live today who would question the just right of Psychology to her place alongside her sister sciences of Mathematics, Astronomy, Chemistry, Physics and Biology? If so, he has not lived these past twenty years, or, living, has not kept abreast the moving tide of progress. It is hoped here that the reader will indulge the injunction to keep always fresh in mind the fact that no word in the English vernacular is more maligned than "psychology."

There is psychology taught in some of our institutions of learning; and in others there is a strange conglomerate of metaphysics, "disembodied souls," substantialized entities called "mental functions," "common sense"—which is vulgarized past-philosophy—and with all these they mix a modified "pedagogy" (leading of the feet) and call it psychology. Blasphemy that never was blacker!

Now in this latter respect the Normal school seems to be the chief offender, although by no manner of means is this to be taken as universally the case. In this matter the Normal schools are possibly not to be censured—we "forgive them. Father, for they know not what they do." It may be that in their intense desire to administer education in hyper-allopathic dosages for the sake of being "practical" they have been carried hither and beyond by their zealous enthusiasm. Professor Judd, and his collaborators, in their recent Normal school survey, offer among other criticisms that there are too few instructors who have "gone through the sprouts" of rigid training preliminary to offering
courses which readily and patently show this lack. One cannot but feel that there is much truth in this assertion. Psychology's own worst enemies are to be found clustered about her very skirt hems in the person of those well-meaning but much-deluded individuals who ostensibly lay claim to being "psychologists." And, also from the legions of good and well-meaning men and women who in their Normal school and collegiate courses have "had" psychology. These courses consist principally of from six to twelve weeks' instruction of good, bad and indifferent types. O Psychology, what a multitude of sins are committed in thy name! Behold the average newspaper man, the average preacher, the unlettered "orator," the scores and scores of Chautauqua world-reformers, two-by-four schoolmasters (not teachers), lawyers, doctors, judges,—all who use abusively the noun and adjective "psychology" and "psychological" grossly unaware of its real significance. Suppose you were asked to teach the truth to young men and maidens fresh from the high school, filled, many of them, with the misconceptions which they have either absorbed or have been foisted upon them by those who "know not, and know not that they know not?" Can you conceive of the task?

The world has not yet caught up with the scheme of things offered it by the Galileean Carpenter. And there are high-minded men and women who doubt if ever it will do so. Progress is slow and there is much waste. It is universally so in all nature. So we may look to the future of this newest of all the sciences with hope and confidence that the distance forward to the lofty eminence of the solution of its problem is no greater than that already passed.

What psychology shall be taught in the Normal school? Easy enough. There is but one kind—teach it. No one asks what: mathematics: what physics: what chemistry: what biology. There is but one. So with psychology. Yes, but the application of this science to education, you say.

But, I reply, how can you apply anything before you have something to apply? Can a man practice medicine without knowing his materia medica, his therapeutics, anatomy, histology or biochemistry? Really, the whole matter of the "Applied" psychology lies in such profound disrepute with the real men of the science that one had best suspend judgment and await future developments, meanwhile accepting the known datum and trusting to your own genius and initiative for its "application." One cannot but feel that the matter must be worked out this way in the end, anyway.

At present, as these lines are written, perhaps the first psychological laboratory at the Western State Normal is opened to 250 students. Comparison will show that the things these students are doing are vastly different from the general run of those attempted in most two-year schools. Nor is this purely an experiment. It has been tried and proven in two other institutions for the training of teachers. We hope soon to have in operation a departmental laboratory which will turn out a brand of work that will bear comparison with the best there is to be had. Through its three instructors the department is reaching out in the extension field, attempting some modest clinical examinations, offering courses in Introductory, Educational, Experimental, Genetic, Folk, Clinical and Child Psychology. Some of the courses are elective and are offered in alternate years. Others are required in some courses and some are required of all students. Linked with education the department enrolls about 50 per cent of all the students in the institution. And with the rapid and substantial growth of the school it looks to bigger and better things ahead as an integral cog in the splendid Western Normal machine.

SAMUEL RENSHAW.
ENGLISH

THE ROOF GARDEN AT THE HOSPITAL.
Up from the wards they come,
The maimed, the old, the young,
To glimpse God's out-of-doors
Ere from this world they are flung.

O youth, before life's blazing noon,
Before love comes, life's richest boon,
You must to all this bid adieu!—
And what of you? And you? And you?

O little girl, with eyes so bleared,
What of your father's heart all seared?
Poor little waif! What can life do
To restore the gift he stole from you?

O sparkling lad, with head so scarred,
By surgeon's trephine made or marred,
Will callings-out in stillest night
Return to dim your future bright?

Wrecks tossed aside, unkempt, unwept,
Too many come, too many go,
To have you count, to have us know
That deep within each being's core
There is still the cry of "Life, O more!"
—Luella Bouton.

LAKE LOUISE.
Lake Louise, so tranquil and cool,
Where in the depths of your emerald pool
Lies hidden the story
The mountains so hoary
Told to the pines
Who whisper it low?

Was there a maiden
In springtime overtaken
By yonder glacier.
Relentless and cruel?

Did the mountains to save her
Creep close and embrace her,
A gem to be cherished
That millions might view?

Does the soul of the maiden,
With gratitude laden,
Give to the pilgrim
The gift that is true:

A solace, a comfort,
A peace of the spirit,
A draught of sweet nectar,
And skies that are blue?

Lake Louise, Maid of the Mountain,
Weekly I wait, your secret to know.
—Luella Bouton.

WINER NIGHT.
The snow lies soft upon the hill;
The moon of the muffled street is still:
The wind in the pine trees, weird and low,
Is singing a song of the long ago.

The moon stares down from a frozen sky
With a face all twisted and drawn away,
And spreads her glare on a world that seems
To shiver and quake in her icy beams.

From the snow beneath and the moon above
There is never a shimmer of warmth or love,
And my heart still sighs with the winds that blow,
Singing a song of the long ago.
—George Sprau.

IN TROUBLED TIMES.
Tell me no more of manhood's low descent,
Of strength degenerate, wasted on the lees
Of ignorance and passion. He who sees
But retrogression in our slow ascent,
No glint of hope, naught but vain intent,
Darkness and wild disaster on the seas
That reach before us rocking in the breeze.
That sweeps us onward, brings no true content
To hearts that yearn. But tell me once again
Of love and hope, triumphant confidence.
Of God who walks upon the storm-swept main

That brought us hither and that bears us hence,
Of those brave captains who, though fogs increase,
See yet the shores of Avalon and peace.
—George Sprau.

Chaucer Manuscripts

CHAUER'S works have come down to us in a mass of manuscripts. As far as is known none of these were written by the poet himself, nor corrected by him, nor were any transcribed from his copy. There is no known original of any of his works. The manuscripts belong chiefly to a period twenty to fifty years after his death. None may be traced back to his lifetime.

In speaking of the term "Chaucer manuscripts," manuscript is applied to various sorts of Chaucer volumes. Only to those, however, which are written by hand. The different types are: (1) Volumes containing one work of Chaucer, such as the "Canterbury Tales." Such a volume might be written by a professional scribe for some wealthy patron. Often times they were decorated with colored capitals, chapter headings, and sometimes with miniatures of persons and scenes described. (2) Volumes written by some firm of copyists either on commission or to be sold. Such volumes often contain from six to twenty works by various authors, among which are Chaucer's. The writing is often in different hands, due to one workman relieving another, or, perhaps, different scribes making copies of different works, which later were bound together. (3) The common book of a collector, written, perhaps, by himself. Such a book generally contains a mixture of everything that the author is interested in among which are some of Chaucer's works. (4) Volumes partly written and passed from owner to owner until they are filled. Such volumes are representative of several generations. (5) A volume made up of various words both verse and prose by various authors, which were never intended for one volume, but were put into one by a later binder.

Modern texts must be obtained from such uncorrected copies of the fifteenth century scribes made by them at second or third hand, and many times further from the original. The authors themselves knew the dangers which threatened to alter and deface their works, and which did so even in their life time. In many manuscripts there are directions and warnings to copy truly and correctly. There are two such references in Chaucer's works. One near the end of "Troilus and Cressida" is:

"And for there is so great diversity In English and in writing of an tongue;" So pray I God that none miswrite thee, Ne thee mismeter for defaults of tongue."

The other is in his poem to Adam in which he cautions Adam to be careful in his copying. No matter how perfect the original there was much to assure the author that many changes would be made.

It may be inferred that these changes with very few exceptions were for the worse. Many were due to simple carelessness on the part of the copyist. Others were due to corrections made by the copyist in passages which he thought wrong because he did not understand them. The copyist in many cases also made changes in order to have the manuscript conform with the morals, religion and grammar of the time. He felt in no way bound
to preserve the words of the author as
the modern editor must do no matter
how much he may dislike certain pas-
sages.

senting all the types above given,
range widely in value to the student of
Chaucer, their value depending on the
known number of errors in them.
There are some of inferior type, which
are almost useless, some whose gen-
eral excellence make them very valu-
able, but it may be said concerning all
that there is not a single one which
can be looked upon as final authority
for none came from Chaucer himself.
There is not a single one, no matter
how great its general excellence,
which does not contain readings that
could never have come from a poet as
great as Chaucer. There is not a sin-
gle one which at some time does not
make bad sense or even nonsense, not
a one which does not contain lines so
rough and inharmonious that they can
scarcely be conceived as coming from
so great a poet as Chaucer.

Manuscripts of the inferior type of-
ten contain absurdities. For example
in the description of the general
mourning that follows the death of Ar-
cite in the “Knights Tale” “scratching
of cheeks,” is replaced by “scratching
of chickens” in one manuscript. Also
in one of the Cambridge manuscripts
Monk (in Prologue to “Canterbury
Tales”) is represented as fastening his
hood under his chin instead of under
his chin. Such errors are usually con-
flned to one manuscript and to one of
poor character.

There are some instances where a
majority of the best manuscripts agree
in a reading that is so wrong that it is
hard to determine how such an absurd-
ity should ever happen to get in them,
and how it ever held its place when it
did get in. For example in the
“Book of the Duchess” the two exist-
ing manuscripts of this contain the
line, “My sorrow is turned into plain-
ing.” Plaining means sorrow. Thus
the line means that sorrow is changed
into sorrow. Most modern texts sub-
stitute joy for sorrow but they have
no authority for doing so except the
sense of the passage.

Mistakes in individual words were
more numerous in the case of proper
names for the copyist, who had no
knowledge of the persons mentioned,
unless they were in well known leg-
ends, would not have the slightest
help from the context in deciphering
an obscurity in the handwriting. The
only safety here is in the number of
manuscripts.

Occasionally important changes are
found as in case of the “Summoners
Tale.” In three manuscripts the hun-
dred and thirty-six lines ending the
tale are omitted and only four lines
take their place. In the case of the
“Legend of Good Women” one manu-
script contains a prologue materially
different from the others. There are
long passages in it that are not in the
rest, while long passages that are in
the rest are omitted in it. Both might
well have come from Chaucer. In such
a case it may well be conceived that
there are two versions of the work, one
revised by Chaucer. The manuscripts
in general agree in the narrative,
showing they came from the same
source.

The manuscripts of the works of a
man like Chaucer stand less chance of
being preserved than one whose works
were dull and uninteresting. The
manuscripts of Chaucer were no doubt
read, studied and worn out by con-
stant use. Thus those produced first
were probably the first to disappear,
and those that took their place were
of inferior character, for in each tran-
scription the scribe not only copies the
errors in the manuscript but also adds
others.

Many manuscripts have survived
during the century since Chaucer’s
depth, but there is no doubt but what
they are greatly outnumbered by those
that have been lost. It is now con-
sidered, without doubt, that some of
his works have been lost, for he has
left record of their titles in his known
works. In some cases there is reason
to believe they were of some length.
“The age of manuscripts which was
not to be fatal to all the writings of
some authors was sure to be fatal to
some writings of all authors.”
It is very rarely that the date is found on a manuscript and still more rarely that the author’s name is given. This, together with the unreliability of many of the manuscripts shows the great task before the Chaucer student to determine Chaucer’s genuine writings and his genuine texts.

There are about one hundred and seventy-five manuscripts of Chaucer’s works now in existence. They represent all the types above mentioned, e.g., one might be a complete copy of the “Canterbury Tales.” Another might contain part of the “Monk’s Tale” and some shorter poems; still another, perhaps only a portion of the “Knight’s Tale.” There are about seventy-five of the “Canterbury Tales.” The rest (about 100) represent his other works (not counting those already counted under the “Canterbury Tales”).

These manuscripts are found in various places. The greater number are to be found in:

- British Museum, about 43.
- Oxford, about 38.
- Cambridge, about 19.
- Private possession, about 30.

The others are found scattered in different places, generally one in a place, e.g., Royal Library, Naples, has one. Paris has one.

The British Museum, where the most Chaucer manuscripts are to be found, belongs to the British nation. In 1902 this library contained 55,000 manuscripts. It contains four libraries. (A) Royal Library, (B) Cotton, (C) Harley, (D) Sloane. These are the names of the founders and the manuscripts go by their names, e.g., in the case of the Royal Library, where the manuscripts were donated by the sovereigns, they are classified thus—Royal 8 D II; in the Cotton Library (manuscripts donated by Sir John Cotton) the manuscripts are classified according to the arrangement of the original owner, Sir Robert Bruce Cotton. He kept them in fourteen cases on top of which were busts of the twelve Caesars, Faustina and Cleopatra. Hence the volumes are marked Cotton, Julins, B IV: Cotton, Cleopatra, D VII, etc.

In the Harley Library the manuscripts go by that name, because he was the original owner. Same way with Sloane Library. Those bought are often (in all the libraries) classified under Additionals.

Oxford is poorer than the British Museum and gives fewer advantages to its readers, having no lighting system whatever and a very poor heating system.

Cambridge likewise has not the support that the British Museum has and as a result has not the advantages.

Practically all Chaucer manuscripts may be used by a student of Chaucer upon proper application to the above cited places, where such manuscripts are found. The general facts which such a student of Chaucer would find out in his study of these manuscripts this paper has endeavored to show.

Briefly listed they are: (1) Different kinds of Chaucer manuscripts, (2) Period in which they were written, (3) Errors in the manuscripts, (4) Different causes to which such errors are due, (5) Ways of determining errors, (6) The number of Chaucer manuscripts, (7) the relative values of the manuscripts.

MARGARET BELL.
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

Subscription Price — Fifty cents per year, four numbers.
Advertising Rates will be made known upon application.

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.

EDITORIAL

The New Year. Students and faculty members, who began work here with the fall term, are now acquainted with the mechanism and the spirit of the institution, and have acquired that attitude of at-home-ness which will enable them to give a more advantageous account of themselves this term. Students in the second and concluding year of their enrollment are also likely to work to a great advantage this term under the pressure of well-understood requirements and standards in the courses they are taking, and, we earnestly hope, by the exhilaration of the successes accumulated in the past terms; while faculty members, older in their service, are sustained and quickened in their work by the constant influx of new student and faculty associates, and by the emergence of power and the promise of leadership in young people who were either too latent or too restrained to be discovered in their first year. Is not this constantly more and more inclusive life the real boon, the reverence and joy-compelling privilege of each new year? Service,—energized, intelligent, happy service; gaining in sincerity and spontaneity as one falls more deeply in love with science, and art, and humanity—this also is a great privilege like to life itself: for the joys of life and the satisfaction of service the Record hails and thanks the New Year.

Institutional Committees attacking Alertness. the Normal School curriculum from almost every angle, and advisory associate committees outside of the institution, together with our energetically projected self survey, give the impression that the satisfactions of mere material expressions in buildings, equipment and numerical enrollment are to be supplemented by attempts at the refining and economizing of the school's internal processes. This new manifestation of vitality is neither too soon, nor too late. The energy required for the rapid material growth made here in the past dozen years might well absorb almost exclusively the vitality which is, now that mere physical well-being seems assured, released for application to the new problems in hand at present. With the present year the Western State Normal School is beginning definitely a new chapter, the second one, in her history. The splendid invigorations resulting from expansion are to continue, to be sure, but to physical conquest is to be added intellectual reorganization. Coordinations, subordinations, correlations,—all relationships are to be readjusted, where progress makes change necessary, and yet the splendid democracy of the school is not to be lost, but rather refined; and cooperation is to be made more consciously the work of all—in
short, the consciousness of solidarity which has been our strength in days gone by is being rediscovered on a higher plane. Still higher levels challenge the future.

Historic Incident. At the conclusion of the last term, December 15, 1916, for the first time in the history of the State of Michigan, a life certificate in rural education was given by this school. If the statement of the late President James B. Angell, made some years ago, that rural education is not only the greatest educational problem, but also a very great general question of public welfare, is now true; if former Governor Ferris was right in his statement in this city a few days ago that rural education ranks first in importance among our educational problems; and if Dean James E. Russell, the most influential leader in teacher training in America, had a true vision when he saw in the preparation of a corps of adequately equipped teachers for the rural elementary schools the largest task and the most exhilarating achievement of American Normal Schools in years immediately approaching—then certainly the twelve years’ struggle in this institution from a mere beginning up to a fairly adequate training of rural teachers which culminated July 20, 1916, in the recognition of success by the State Board of Education as expressed by the Board in the establishment of one of the first life certificates in America in rural education, is worthy of the permanent recognition which insertion here insures. Especial gratification attaches to the facts that this first teacher to avail herself of the new course adds to an excellent academic record, three years of successful experience, and a first rank in practice teaching. We covet a due proportion of the most capable, resourceful, personally and professionally ambitious, and whole-heartedly devoted young people who enter the school to swell the procession started by Inez Leverich.

Progress in Emphasis by the Board of Education. State Department of Public Instruction taking the form of special requirement in the county and state normal schools is resulting in progress in penmanship in the public schools. The Record is indebted to Mr. H. P. Greenwall, instructor in penmanship in this institution, for the following interesting discussion of the situation:

That schools and teachers are not prepared to teach and install some of the newer subjects and phases of educational work is not surprising, but that one of the fundamental and universally necessary subjects is practically ignored indicates an improper state of affairs. This has been and is yet the condition with penmanship, but little by little a better day has begun to dawn. The educational leaders, however, cannot really claim the first honors in bringing about this revival but it is hoped that they will complete the movement that will place the subject on a systematic, pedagogical and respected basis. Because of the negligence on the part of teachers penmanship has become poor, so poor, in fact, that the public demanded a change. This change could not be brought about by our state and public institutions because of the indifference of the educators and consequently private schools and commercial concerns, realizing their ability to improve the writing of the country and at the same time to make money, took it upon themselves to better conditions. So successfully have they done it that today it is necessary, in quite a number of our cities, for a normal graduate, holding a normal diploma, to procure a certificate from one of these concerns in order to get a position or to get a raise in salary if already employed as teacher.

But as stated, conditions are getting better and even educators are getting enthused. As a result of this awakening penmanship has been introduced into the normal schools and eventually we hope to be able to make the normals stand for as good work as the commercial concerns. Already some-
thing has been done through the work of the normals and before long we ought to have teachers in our schools who are not only able to write a good hand but who know the pedagogy and psychology of the subject. If our normals stand for good writing the public schools must, and if we work from both ends good writing will be common in our schools and among our educated people.

While we are glad that these commercial concerns and private schools have exploited the proposition and have been the cause of a renaissance we are extremely anxious to be able to handle the condition ourselves. We are also glad to honor their certificates and to give credit where credit is due. We are even glad to have our students work for their certificates while in our classes but we also wish to say that we care to use them only until the gap has been bridged.

That something has already been accomplished by the agencies that stand for better writing was shown at the State Teacher's Association. In the penmanship division were present a small number of teachers who do not teach writing but who thought that penmanship is important enough to attend that section. Another sign of interest was shown at the rural section where a short talk on penmanship was given an interested hearing.

Knowing that such an interest will mean a great deal for the penmanship cause we who stand for a sane, reasonable and pedagogical style of writing feel confident that writing will again have its day and place. We realize, however, that every teacher will not have the time and inclination to better their own style of penmanship, but we sincerely hope that teachers will become favorably inclined, so much so, that they will stand back of those that teach a sane style of penmanship and that they themselves will know enough about good writing to demand good work and how to judge it properly.

Credit Relations. At a meeting of the State Board of Education held at Lansing, January 23, 1903, the following policy was adopted concerning the admission of students to the normal schools of Michigan:

1. All school work below the standard of graduation from the twelfth year of a system of public schools, having not less than thirty-six weeks of school per year, of which four full years are occupied with distinctively high school work, shall be considered preparatory to the graded school and life certificate courses of the normal schools of the state, and when included in normal school courses, shall be designated as preparatory with reference to the regular normal school work.

2. All students regularly graduated from the twelfth year of public school systems in which four full years are devoted to high school work, with not less than two teachers fully employed in distinctively high school work, and whose term is not less than thirty-six weeks may be accepted into the regular graded school course, rural course 1, and life certificate courses without examination.

3. All students who have finished not less than two years of high school in a twelve-year course as herein outlined, may be admitted to the high school course in the normal schools on their record, receiving credit for the work they have finished beyond the first two years of high school work. When students have finished the preparatory work at the Normal school, they shall be allowed to enter upon the regular one or two-year Normal courses.

4. All students unable during the first term in the regular courses of the normal schools to maintain a fair standing, may in the discretion of the faculty in each case, be dropped from the rolls of the school, reduced to high school work, or required to repeat the courses not satisfactorily completed on first trial; and in all such cases shall be reported back to the high schools from which they came, with the facts in each case, to the end that a standard may be set for the high schools of the state, and that the superintendents and principals of these schools may learn what our standard of admission is and take measures to prevent their pupils
from coming to normal schools without due preparation. Should successive cases of defective preparation be found to come from particular schools, the privilege of admission without examination may, at the discretion of the faculty, be withdrawn from such schools.

5. Similar conditions for entrance may be made applicable to other than public schools from which pupils come to the normal schools when proper investigation shall have ascertained the rank or standing of such schools to be satisfactory.

The fact that high schools are not accredited individually presents some inherent difficulties in adjusting the credits of students who come from high schools which are not doing such work as to entitle them to a place upon the approved list of the University of Michigan. In such cases the interests of students and of the Normal school are guarded by a committee which carefully investigates the character of work presented and, where necessary, requires that extra time in residence be spent in order to secure the certificate that is sought.

Graduates from county normal training classes who are also graduates from approved high schools, are given credit in eight subjects on the life certificate courses in the several state normal schools. This will enable the above class of students to complete the life certificate courses in one year and two summer terms.

County normal graduates who have graduated from approved high schools are given credit in six subjects in the graded school course. County normal graduates who have completed the tenth grade in approved high schools will be given a year of credit in rural course II and the high school course.

A graduate of a high school on the University list who has completed the life certificate course is given 56 hours at the University provided the applicant has had two years of Latin, French or German in his high school course, or if he has had two years of Latin or one year of French or German in the normal school. A holder of the life certificate who has graduated from a high school without having had foreign language work is given 48 hours of credit at the University. Such a student is required to take one year of French or German in the University in order to secure the bachelor's degree.

JOHN P. EVERETT.

ALUMNI

MARIE RASEY, '07.

Marie Rasey was born in Nashville, Mich., 1888, was graduated from the Nashville high school in 1904, and worked for the Nashville News as reporter for a year. She came to Kalamazoo in 1905 and was graduated in 1907, after which she taught one year in Galesburg, Michigan. She entered the University of Michigan in 1908 and received the A. B. degree in 1910. The next two years were spent in Lanark, Ill., as assistant principal, and the following year in Durand, Mich., in the same position. The summer of 1913 was spent in Germany, Holland and England, interviewing and procuring materials for textbook annotations for Dr. W. W. Florer. The following were interviewed: Gustav Fremsen, Rudolph Herzog, Herman Sudermann, and Prof. Richard Myer of the University of Berlin.

From 1913 to 1916 she had charge of the German department of Hancock high schools, and was head of German department of Bay View Chautauqua in 1915. At present she is assistant in rhetoric at the University of Michigan, and working in the graduate school in the psychology of argumentation. She says: “My committees are at the task of selecting my doctorate thesis topic although I do not receive the degree of A. M. until next month.”

HOWARD DOOLITTLE, '08.

Howard Doolittle was born near Mitchell, South Dakota, in 1888 and, with his parents, came to Michigan in 1890. He spent the following 15
years on a farm in Barry county and was graduated from high school at Richland in 1905. He entered the Western Normal in the winter of 1905 and was graduated in March, 1908. He was superintendent of schools at Winona, Houghton County, Mich., for three years, and resigned to attend the University of Michigan in 1911, from which institution he received the A. B. degree in the summer of 1913. He has taught chemistry in Saginaw, East Side high school, 1912 to 1916, and chemistry and physics in Central State Normal at Mt. Pleasant during the summer of 1916. Mr. Doolittle is in charge of the chemistry department in Ann Arbor high school. January 2, 1911, he was married to Elizabeth Haight, of the class of 1908, and they have a son, named Arthur, born July 17, 1913.

INEZ LEVERICH, '10.

Inez Leverich was born in 1894 on a farm near Fennville, Mich. She attended the village school there, from which she graduated in 1912. The following year was spent at Western State Normal School and she was graduated from Rural Course I in August, 1913. That year she taught a country school near Fennville, finishing in time to attend the spring term at the Normal. The next year she taught in Kalamazoo county, attending school that summer. Last year she had a position in the grammar room of a two-room school on the peninsula in Grand Traverse county. Last summer she was present at the Boy's and Girl's Club Conference at Michigan Agricultural College which proved to be a wide-awake, instructive, and enjoyable session. This fall she spent at the Normal and was graduated in December, thus becoming the first alumna of the Rural Life Certificate Course. She is now teaching a rural school in Leonidas, St. Joseph county.

GLENN S. MAYER, '12.

Glenn S. Mayer was born in July, 1891, at Holt, Ingham county, Mich. He was graduated from Lansing high school in 1910, and entered Western Normal in the fall of the same year. He was graduated from the Normal in 1912, and was director of manual training in Flint public schools for three years, and acted as athletic director during that time. He resigned this position to take up advanced work at the Carnegie Institute of Technology, and entered Teachers' College, Columbia University, in 1916 to continue work in the industrial arts department.

Mr. Mayer writes: "If my work along scholastic or athletic lines has been at all out of the ordinary, which I am sure it has not, I must let my friends, Professors Waite and Spaulding, act as your informants. I am writing an article dealing with some new phases in manual training, which I will submit for your approval within a few weeks."

LETTERS FROM NORMAL.

ALUMNI.

Elyria, Ohio. 17 Charles Court.

Dear friends: When a girl marries she is supposed to lose her identity, I believe. And yet, you ask what I am doing. Of course there are the usual social duties, and I am interested in club work, having been president for the past two years of a literary club of twenty members, and recording secretary of the Elyria Woman's Civic club of two hundred members. This is a department club, each department as well as the executive board and regular club meetings, requiring some of the secretary's time.

But my real work, of course, is complementing the life of my husband, an attorney-at-law, who, after serving as city solicitor of Elyria for four years, was last year elected prosecuting attorney of Lorain county, Ohio.

Elyria is a little city of 20,000 inhabitants on the main line of the New York Central between Chicago and New York. Its slogan, "Elyria, the 100 per cent City," is shown in colored electric lights, visible any night from the railroad. Lie awake at this point when making your trips to New York and behold the sign that bespeaks the spirit of an ideal place in which to grow and develop, and enjoy living.

It is interesting to learn that Mr. Waldo stands high in the Michigan State Teachers' Association, and the thought again came to me, as it so
often does—no wonder the Western State Normal School is a success, with such a man guiding it.

With best wishes for the continued good work and popularity of the Normal, I am

Yours very sincerely,

JENNIE CHARLES' FINDLEY
(Mrs. Guy B. 1908.)

Big Rapids, Michigan.
Western State Normal School, Kalamazoo, Michigan.

Gentlemen: Replying to your inquiry of the 16th inst will state that the writer is located at Big Rapids, Michigan, and is engaged in the exchange of merchandise for "American Eagles" which, by the way, is more difficult at the present time, due to the constant advance in price of all goods and the continuous "high cost of living."

The writer would like to make a suggestion. He has to do some advertising in the retail line and has found that it is profitable to take all bets on free advertising. Therefore, would it not be profitable for your school to have some write-up of your football and baseball games? Your record is always good, but only once in a great while can you see anything about it in the papers. At least I can never find anything, and I search diligently.

Trusting this finds the school in the same prosperous condition as heretofore, I am

Cordially yours,

W. J. SANFORD,
President class 1910.

Mille Roches, Ontario.
Western State Normal.

Dear friends: In reply to your request for my present address and occupation, I wish to say that my address is the same as you used, Mille Roches, Ontario, and that my occupation is so varied I cannot name it. I followed the teaching profession for four years, and have been out of it altogether for over three. So, I am one of that class of people who "live off father." Seriously, I do enough housework, and nursing of a hopeless, helpless member of the family, to earn my "board and keep."

If I were to tell you more of what I do, it would only be a picture of life in a small Canadian village, where socially anyone with any spirit goes in for all the sports and gaieties offered—skating, snow-shoeing, tennis, boating, dancing, card playing, etc.—and where a girl with "an education" is considered capable of doing any of a long range of things from teaching old women new crochet patterns, and engineering dances and parties for young people, to drilling small children for entertainments.

In fact, I am busy every minute, and the day is never long enough for all of the things I want to do.

Trusting that I have not bored you with this long (and apparently conceded) account, and with every good wish for the Normal, I remain,

Sincerely yours,

MARIE BUSS. (1900)

Rahway, New Jersey.
133 Milton Avenue.

Miss Katherine Newton,
Kalamazoo, Michigan.

My Dear Miss Newton: I was pleasantly surprised at receiving your kind favor of the 28th and will give it prompt attention. It always seems good to hear from anyone at W. S. N. S. as I find it rather hard to get away from old friendships at Normal.

Since leaving the University of Michigan, more than a year ago, I have been employed as a chemist by Merch & Company, who are manufacturing chemists of the highest type. It is very agreeable and interesting work and I like it first rate. The one, and only difficulty, is the distance from home, which, of course, ought to be easily overcome, but I do not find it so.

I am not keeping very well in touch with many of the Normal graduates and would not attempt to offer any information in that line, for which I am sorry. Please remember me to the people I know around there. With best regards.

Yours very truly,

RALPH B. SHIVEL (1912).
THE LIBRARY

Books Received in the Library Since November 6, 1916.

Library Economy.
Hopkins, Reference guides that should be known.
Wiswell, How to use reference books.

Philosophy and Psychology.
Calkins, Introduction to psychology.
Cannon, Bodily changes in pain, hunger, fear and rage.
Critt, Emotions.
Dearborn, How to learn easily.
Dearborn, Influence of joy.
Ladd, Psychology—descriptive, explanatory.
McManus, Study of the behavior of an individual child.
Peale, Educational psychology.
Sanford, Course in experimental psychology.
Titchener, Experimental psychology of thought processes.
Titchener, Lectures in psychology of feeling and attention.
Titchener, Primer of psychology.
Scripture, New psychology.
Watson, Behavior.
Watson, Schelling's transcendental idealism.
Wundt, Outlines of folk psychology.
Wundt, Introduction to psychology.

Religion.
Olcott, Bible stories to read and tell.
Smyth, Meaning of personal life.

Sociology and Education.
Ashley, British industries.
Bishop, Presidential nominations and elections.
Bogart, Readings in the economic history of the U. S.
Cheyney, English towns and guilds.
Commons & Andrews, Principles of labor legislation.
Fels, Joseph Fels—his life and work.
Gettel, Readings in political science.
Girl scouts, How girls can help their country.
Hecker, Russian sociology.
Hill, Lessons for junior citizens.
Huebner, Agricultural commerce.
Nearing, Poverty and riches.
Richards, Elizabeth Fry.
Robinson, Jeffersonian democracy in New England.
Root, Addresses on international subjects.
Schommer, Mercantile system.
Tewne, Social problems.
Young, Single tax movement in the U. S.

Education.
Hewins, Doctrine of formal discipline in the light of experimental investigation.
Jordan, Care and culture of men.
Judd, Measuring the work of the public schools.
Kilpatrick, Froebel's kindergarten principles critically examined.
McManus, Ella Flagg Young.
Addams, The long road of woman's memory.
Pringle & Uran, Yule-tide in many lands.
Kready, Study of fairy tales.

Natural Science.
Findlay, Chemistry in the service of man.
Smith, General chemistry for colleges.
Rowland, Applied electricity for practical men.
Smith, Principles of electrical measurements.
Verrill, Ocean and its mysteries.
Grant, Passing of the great race.
Morgan, Critique of the theory of evolution.
Detmer, Practical plant physiology.
Sheve, Vegetation of a desert mountain range.
Herrick, Neurology.
Trafton, Bird friends.

Useful Arts.
Antrim, Fifty million strong—our rural reserve.
Benson & Betts, Agriculture.
Izor, Costume designing and home planning.
Kinne & Coohey, Clothing and health.

Food and Health.
Mendel, Changes in food supply and their relation to nutrition.

Manual Training.
Atkins, Practical sheet and plate metal work.
Blackburn, Problems in farm woodwork.
Bailly & Pollett, Wood work for schools on scientific lines.
Burton, Shop projects based on community problems.
Crawshaw, Furniture design.
Crawshaw, Problems in wood turning.
Crawshaw, Metal spinning.
Folows, Universal dictionary of mechanical drawing.
Forman, Stories of useful inventions.
French & Ives, Agricultural drawing.
Gongerty, Practical forging and art smithing.
Griffith, Advanced projects in woodwork.
Griffith, Carpentry.
Griffith, Correlated courses in woodwork and mechanical drawing.
Griffith, Woodwork for secondary schools.
Hull, Homemade toys for girls and boys.
Holmstrom, Standard blacksmithing, horse-shoeing and wagon making.
Kelly, Expert wood finisher.
Lewis & Chandler, Popular handbook for cement.
Littlefield, Notes for forge shop practice.
Low, Machinery's handbook.
Mickel, Leather work.
Norris & Smith, Shop mathematics; part 1, Arithmetic.
Palmer, Foundry practice.
Palmer, Practical inlay work.
Person, Industrial education.
Varnum, Industrial arts design.
Merriman, Strength of materials.
Purifield, Wood pattern making.
Radford, Cement and how to use it.
Rathbone, Simple jewelry.
Selden, Elementary turning.
Siepert, Bird houses.
Snow, Principal species of wood.
Turner & Town, Pattern making.
Schneider, Education for industrial workers.
Tate & Stone, Foundry practice.
Verrill, Gasoline engines.
Weaver, Profitable vocations for girls.
Weaver & Byler, Profitable vocation for boys.
Wells & Hooper, Modern cabinet work.
Wells, Boy mechanic, vol. 1.
Willard, Pattern making.
Puffer, Vocational guidance.

Fine Arts.
Surget, How children learn to draw.
McSpadden, Famous painters of America.
Throston, Art of looking at pictures.
Helmholtz, Sensations of tone.
Stanford & Forsyth, History of music.
Sperling, Playground book.
Crampton, Second folk dance book.
Stecher, Games and dances: Rev. ed.

Language and Literature.
Bryant, Stories to tell to the littlest ones.
Collins, Studies in poetry and criticism.
Grierson, First half of the 17th century (Periods of European literature)
Hazlitt, Lectures on the literature of the age of Elizabeth.
Hazlitt, Spirit of the age.
Kreyhomb and others, Anthology of the new verse.
Miller, ed., Great debates in American history.
Phelps, Advance of the English novel.
Saintsbury, ed., Caroline poets.
Snell, Fourteenth century (Periods of European literature)
Tatlock & Martin, Representative English plays from the Middle Ages to the end of the fourteenth century.
Walker, Selected English short stories.
Ward, Manual for the use of pictures in teaching English, Latin and Greek.
Wells, Manual of the writings in Middle English.
Weston, Romance, vision and satire.
Widsith, Study in Old English heroic legend, by Chambers.
Wiltach, Dictionary of similes.

Literature.
Alecott, Hospital sketches.
Anshen, English works.
Beresford, Early history of Jacob Stahl.
Beresford, Candidate for truth.
Beresford, Invisible event.
Burton, Anatomy of melancholy.
Butler, Way of all flesh.
Chatto and Rowley, poems.
Child, Thomas Hardy.
Coleridge, Complete works. 7 vol.
Compton-Rickett, William Morris.
Cowley, Essays and prose writings.
Cowley, Essays, plays and verse.
Chapelle, Poetical works. 3 vol.
Cross, Life and times of Sterne.
Dyer, Gulliver the Great.
Edgeworth, Byron, the last phase.
Figgins, A. E., (George W. Russell)
Fletcher, Giles and Phineas, Poetical works.
Foster, Shakespeare word book.
Fuess, Lord Byron as a satirist in verse.
Fuller, New England childhood.
Gallance, Book of homage to Shakespeare.
Gower, Confessio amantis.
Hamilton, Dead yesterday.
Harris, The man Shakespeare.
Harris, Samuel Butler.
Hewlett, Love and Lucy.
Howells, Years of my youth.
Hudson, Tales of the Pampas.
Inglisbry, Inglisbry legends.
King, Pleasant ways of St. Medard.
Locke, Wonderful year.
McCallum, Shakespeare's Roman plays.
Mackenzie, Man of feeling.
Marshall, Watermads.
Martin, Emily Lou's road to grace.
Milton, Paradise lost. 6 vol.
Minster, Our Natapiski neighbors.
Ollivant, The brown mate.
Onions, Debit account.
Onions, In accordance with the evidence.
Phillipotts, Green alleys.
Parker, Money master.
Raleigh, Six essays on Johnson.
Roberts, Samuel Rogers and his circle.
Robertson, Wordsworth and the English lake country.
Ruxton, In the Old West.
Sherwood, The worn doorstep.
Suckling, Works.
Tatlock, Development and chronology of Chaucer.
Trent, Defoe, how to know him.
Walpole, Joseph Conrad.
Wells, Mr. Britling sees it through.
Woodstockcraft, Original stories.
St. Beuve, Portraits of the 17th century.
St. Beuve, Portraits of the 15th century.
Brooks, Dante; how to know him.
Dickens, Sanic and heroic poems of the old Teutonic peoples.
Gren, An Anglo-Saxon abbot.
Aelfric of Eynsham.
Geography.
Franck, Trampiug through Mexico.
Robertson & Bartholomew, Historical atlas of modern Europe, 1789-1914.

History.
Borthwcll-Gosse, Civilization of the ancient Egyptians.
Breasted, Ancient times; a history of the early world.
Fischer, Social life at Rome in the age of Cicero.
Hayes, Political and social history of modern Europe, 2 vol.
Church, Stories from English history.
Cleghorn, Sir Walter Raleigh.
Madelin, French revolution.
Sargent, French perspectives.
Sargent, Last empress of the French.
Young, Growth of Napoleon.
Bishop, Our first war in Mexico.
Charwood, Abraham Lincoln.
Cook, Through five administrations.
Eastman, From the deep woods to civilization.
Haworth, George Washington, Farmer.
Higginson, A book on American explorers.
Olcott, Life of McKinley.
Seward, Reminiscences of a war-time statesman and diplomat.
Showerman, Country chronicle.

Aesop, One hundred fables, tr. by Sir, Roger L'Estrange.
Brooks, Our war with Spain.
Burgess, Geop. encyclopedia.
Burgess, T. W., Adventures of grandfather Frog.
Burgess, T. W., Adventures of Johnny Chuck.
Burgess, T. W., Adventures of Peter Cotton-tail.
Burgess, T. W., Adventures of Reddy Fox.
Burgess, T. W., Mother West Wind's animal friends.
Burgess, T. W., Mother West Wind's Children.
Burgess, T. W., Mother West Wind's neighbors.
Burgess, T. W., Old Mother West Wind.
Burnett, Little Lord Fauntleroy.
Carpenter, How the world is housed.
Carter, Stories of brave dogs.
Catherwood, Heroes of the Middle West; the French.
Church, Story of the Iliad.
Church, Story of the Odyssey.
Church, Three Greek children.
Church, Young Macedonian.
Clemens, Adventures of Tom Sawyer.
Cooks, Nature myths.
Cox, The Brownies; their book.
Deland, Fortunes of Phoebe.
Deland, Successful venture.
Deland, Oakleigh.
Dix, Merry lips.
Drake, Indian history for young folks.
Drummond, The monkey that would not kill.
Du Chaillu, In African forest and jungle.
Francillon, Gods and heroes.
French, Junior cap.
Gates, The turkey doll.
Golding, David Livingstone.
Harris, Uncle Remus.
Hasbrouck, Boy's Parkman.
Hawkes, Little water-folks.
Henley, Lynx heroica.
Hopkins, Indian book.
Huist, Indian sketches.
Ingelow, Mopsa the fairy.
Ker, Into unknown seas.
Knox, Travels of Marco Polo.
Lee, Mr. Achilles.
Lee, When I was a boy in China.
Lorenzini, Pinocchio.
Loughend, Abandoned claim.
MacDonald, Princess and Curdie.
Malot, Nobody's boy.
Martin, Friendly stars.
Miller, Our home pets.
Paine, Arkansaw bear.
Porter, Stars in song and legend.
Poulsson, Through the farmyard gate.
Rankin, Dandelion cottage.
Richman & Wallach, Good citizenship.
Ris, Children of the tenements.
Roosevelt, Stories of the great West.
Sanford, Story of agriculture in the United States.
Saunders, Beautiful Joe.
Scandin, Hans the Eskimo.
Seawell, Twelve naval captains.
Seton, King and Johnny Bear.
Sewell, Black beauty.
Stevenson, Child's garden of verse.
Stockton, Fairyful tales.
Stuart, Story of Babette.
Swift, Gulliver's travels.
Wiggin & Smith, Tales of laughter.
Wiggin, Polly Oliver's problem.
Woolsey, What Katy did.
Woolsey, What Katy did at school.
TRAINING SCHOOL

INCENTIVES FOR THE DEVELOPMENT OF INITIATIVE IN PRIMARY GRADES.

One of the big aims of all education, whether in school or out, is to develop strong character, which will make all life larger and better. Initiative and self-reliance are two of the most highly valued qualities which enter into it. Leadership is needed in every sort of social situation, be it at home, in school or on the street, and intelligent parents desire to see the right sort of independence developed in their children.

Every group of children contains certain ones who act as leaders in different situations. When these are removed, new leaders arise. Surely it should be the business of the school to see that each child has an opportunity to show his power of initiative in different situations which are found in the regular work and play of the school.

Good teaching is always related to initiative and every recitation should provide ample opportunity for individual expression. But, are there not other times when children may be made responsible for some definite piece of work outside of the regular curriculum?

Most schools provide a few minutes in the morning for opening exercises. There are many uses to which this time may be put, but children like it best when they feel that it is their "very own." Sometimes it is used as a free conversation period and we enjoy "visiting" with each other, and telling the interesting happenings of home and street. At other times, special entertainment is provided. Committees are chosen for each day in the week with a chairman who needs training in responsibility. These children meet by themselves, decide what they wish to do, and "practise" with no outside help. Stories and poems are given which are sometimes "second-hand," and often we are taught how to play a new game.

"Playing stories" is a popular form of amusement and one which the audience enjoys as much as the actors. Children really "live" in this sort of work more than anywhere else and it is interesting to see the amount of imagination which is put into it, when they are left alone.

As an incentive to reading, a table is provided with odd readers which the children may use before school and which may be taken home over night if they wish. This is kept in a small class-room which we call our "library." A different librarian is chosen each morning who sees that the room is kept in order and records the names of children who "take out" books. This provides motive for reading and writing as well as for initiative.

Different children are often chosen as "captains" for dismissals. Timid ones forget their fear when put in charge of the whole room. Verbal invitations are sometimes given to other grades to come to visit us, and words "flow" even from the inexpressive when there is something of importance to say.

These are a few of the situations where provision for initiative is made. Surely it should be a big part of our educational plan to continually find ways and means for the cultivation of more independence and self-reliance.

FANNIE BALLOU.

HISTORY TEACHING IN THE GRADES.

These are the days when all real history teachers are spurred by newly awakened consciences. Mortification has covered them at chaotic states of affairs about them. They have wondered why the lessons of history seem so easily forgotten or so carelessly thrown aside. Willing to share responsibility, they pray for new light and watch for new finger-posts. They deepen their resolves to
teach anew the old truths; to train thinkers, and questioners.

One great quickener of conscience has been the recent presidential campaign in which it was demonstrated anew that "Politics is the mother of Lies"—lies on both sides, verily. One was forcibly reminded of the conundrum, "Why is a lawyer like a restless sleeper?"

Half-truths and lies masqueraded as truths, and well-laid old bogies of untruth "came alive" again and gathered into the fold many a group of unwary voters. History teachers felt powerless, for their hour had passed; but they took new resolution for the future.

The greatest conscience-quickener is, of course, the presence of the great war. H. G. Wells cannot conceive of a thinking person not trying, at least, to think war through the situation, but is surprised to find many resting easy at some little way-station of a ready-made saying or patent expression.

It is easy indeed to alight with a crowd at some populous station bearing the name. "Compulsory Military Training" and flatter himself that his thought-journey is at an end. History students are strongly impelled to search back to the causes of causes, and find somewhere the keystone of the difficulty.

With renewed zeal then, the history student becomes more cannily interested in present-day affairs. He views with sympathy the task of the reformer who seeks to remedy some basic social or political maladjustment. He aids the reformer in a fascinating genealogical study—tracing the family tree of some blameable suspect, such as a "militarist" or "monopolist" or a benevolent "donor of foundations"—back to the original dragon. With the first generation back, he might find government as a most gracious bestower of privileges, which Grandfather Robber-baron of the Middle Ages had more robustly provided for himself. The student finds the study of political economy to be the first aid to the genealogical research. And the study of St. George and his line, always hunting for the Evil One in his various disguises, is equally interesting.

There is hardly a topic in American history that does not exhibit in some way the idea of the struggle of good with evil, or of lesser good with greater good. This is true of business affairs, political issues, up to great moral struggles. Lowell's words from "The Present Crisis" are ever true: "Some great cause, God's new Messiah, Offering each the bloom or blight, Parts the goats upon the left hand And the sheep upon the right. Truth forever on the scaffold, Wrong forever on the throne. Where today the martyr stands Tomorrow crouches Judas With the silver in his hands."

Real teachers cannot fail to have their enthusiasm. The contagion passes to the pupils. Even in the grades, intricate method and clever device are not necessary, nor as vital, as the problems of history itself. Classes are just as raptly attentive at the recital of some social injustice or some business-life problem, as of an Indian story. They take sides in discussions and think out possible solutions.

After listening to some wage statistics from the Industrial Relations Committee report, one boy said with heat, "Can't something be done about it?"

There are two things that a history teacher may strive for. One is to get the students interested in history that they will do some thinking for themselves. Another, is to present certain facts clearly and truthfully enough to form some slight shield against the assaults of misrepresentation by newspapers of campaign days.

Children in the eighth grade become interested in governmental tinkering with business-machinery.

They note how in the "Critical Period" the states were busy taxing the imports from one another, and that the fathers of the constitution remedied this state of affairs by establishing free trade among the states, just as did the founders of Modern Germ-
any among the Prussian states. At
the suggestion of the head of our his-
tory department, Mr. Hickey, the
topic of the tariff and its workings
was continued. For several years
each class has followed the history of
our American revenue and protective
tariffs. With the beginning which
they make, and with a clear under-
standing of how a tariff works, they
are led to wonder why "free-trade"
would not be a good idea in wider ap-
lications.
Perhaps some day the will see a
connection between free-trade and the
"New Internationalism" idea.
They gain their understanding of
how a tariff works by a very simple
little play. The characters, are in
act I,—
An American woman buyer (cloth)
—time 1800.
A European manufacturer's agent.
Woman purchases cloth.
Act II follows sixteen years later,
after American manufacturing has
arisen, owing to embargoes caused by
European wars and the war of 1812.
Characters: American buyer, Yan-
kee manufacturer, European, Con-
gress, Collector of port.
Woman can buy European goods
cheaper.
Yankee seeks Congress, secures
tariff.
European pays the collector, but in-
creases his price. Yankee equals this,
at a profit.
Conclusion: Government gets rev-
ue. European plays even. Yankee
profits, woman pays increased price.
The pupils invent their own speech-
es to suit the situation. They are giv-
en careful instruction as to the dif-
ference between an industry in its
"infancy" and maturity, through their
study of the Rise of Manufactures.
The topic, simply treated as to
schedules, is carried up to the Civil
war, with attention to its relation to
"nullification" in the south. This is
appreciated through a comparison of
the industries of the north and south;
and later the opening article in the
confederation constitution is noted.
Later in the year the tariffs of Civil
war times are studied and especial in-
terest is attached to the long struggle
later, to lower these. It is interesting
and hopeful to learn of the appoint-
ment of Prof. Taussig—a historian of
tariff—to the chairmanship of the new
federal tariff commission. Compara-
ion of the present conditions with the
times of one hundred years ago will
be discussed in current events classes,
with division again between "infant"
and other industries.
Industries for instance are no long-
er considered "infants" when their
products are being sold cheaper
abroad than in their own home mar-
kets.
We hope that through this study
we may help to dispel the ancient
fallacy that in a trade transaction, one
party is bound to be the loser, and
one bound to get the best of his ad-
versary "Caveat Emptor!" Perhaps
the occasional prominent statesman
who still clings to this superstition is
a lineal descendant of the Yankee
horsetrader, and cannot see that the
orange-grower of a sunny clime and
the wool-grower of a temperate region
form a Mutual Benefit Association;
and would both lose money—the
former if he attempted to grow wool,
and the latter if he attempted to grow
hot-house oranges.
And their consumer neighbors, in
much larger proportion of the popula-
tion, would lose more through hav-
ing to pay a price increased by "pro-
tective tariff."
Through vital topics are ideals
found, and, perhaps, inspired in oth-
ers.

G. EDITH SEFKELL.
VARIABLE ACTIVITIES

ART DEPARTMENT.

An organization that will be of great value to the art interests of the city was formed before the holidays, in which the art teachers of the city, and special art students of the normal will meet monthly in an Art Round Table. At the preliminary meeting held in the Art room of the Central high school, Miss Goldsworthy was chosen president. Miss Spencer vice president and Miss Beula Wadsworth, supervisor of art in city schools, was made secretary. The first regular meeting was held Jan. 11, at the city high school, when Miss Spencer reviewed the new book on "Costume Design" by Estelle Izor, art teacher in Indianapolis high school, and Miss Walters reviewed Frank A. Parson's book on "Interior Decoration." Upon invitation the club spent the evening of Jan. 18, at Underwood & Diehl, House of Interior Decorators, when Mr. Underwood gave a very enjoyable talk on the subject of home furnishing, illustrated by the fine examples of draperies and household furnishings in his establishment.

It is the plan of the new club to review recent books and periodicals and show examples of the art work done in the Normal and city schools, also visit concerns of local interest.

The beautiful design for the New Year's calendar, used in the art classes for their holiday gifts, was made by Elizabeth Ravnon, special art student from Grand Rapids, whose design was chosen in a contest held in the special art class for a New Year's text to be illuminated by the art classes. It carried the appropriate text, "Let us magnify the good, the true, the beautiful.

The extension class in the "History of Art," held in Battle Creek under Miss Goldsworthy's direction, was delightfully entertained on Saturday, Jan. 6, at the beautiful home of Mr. and Mrs. C. E. Thomas of Battle Creek, who opened their home and showed their fine collection of art treasures, collected in their travels in the Orient and in Europe, most wonderful embroideries, kimonas, carved wood and ivories, and curios from Japan and China, delighted the students of art. Refreshments were served with special Japanese features and dishes. Decorations were in chrysanthemums and Chinese lilies. The hostess and assistants were beautifully gowned in silk embroidered kimonas, and it was as if one were transported to a real oriental home, but with genuine American hospitality.

KALAMAZOO CHORAL UNION.

The chorus of the Western State Normal school has been enlarging its membership and now has an active group of three hundred including business and professional men and women of the city and students of the various educational institutions, over two hundred being students of the State Normal School.

At the first annual banquet held during the fall term officers and directors were elected. The organization is now known as the Kalamazoo Choral Union and is incorporated under the state laws of Michigan, with the object of cultivating the musical interests and general upbuilding of choral music in the Western State Normal and the city of Kalamazoo, also to present eminent artists and orchestral organizations.

With these aims in view the Kalamazoo Choral Union gave Handel's Messiah Sunday afternoon, December 20, before a capacity audience in the state armory.

The Kalamazoo Gazette contained the following article, Jan. 7: With five big musical treats offered for the next four months, and all the musical interests in the city uniting in the effort to further a big co-operative community spirit in things
musical. for the music lovers of the city there is promised during the remainder of the season the very finest attractions which have ever been offered consecutively in this city.

And for Kalamazoo there is promised, if this interest continues to grow as it has during the past few months, first place among music lovers in the state, in the not long distant future.

both of whom have been heard with great pleasure by Kalamazoo audiences.

The feast culminates with the rare treat offered by the May festival to be given May 14 and 15. At that time, the Minneapolis Symphony orchestra, so frequently heard in Kalamazoo and so popular with Kalamazoo audiences under the direction of Emil Oberhoffer, will be the big feature.

Three concerts will be given during the festival, the first to be given on the opening night when the orchestra will give its symphony concert. The following afternoon a big children’s chorus of 160 voices conducted by Miss Beulah Hootman of Western Normal, and assisted by the Minneapolis orchestra, will sing “Walrus and Carpenter” (Fletcher) as part of the program. Part two will be an orches-

EMIL OBERHOFFER.
Conductor of the Minneapolis Symphony orchestra.

The organization and activities of the Kalamazoo Choral Union, representing as it does all the musical interests in the city, is the latest step toward this end. And the big musical events for which they have contracted include first and foremost of them all, the world famous Fritz Kreisler, violinist, who will appear at the Armory in recital on the evening of February 6.

Ingram and Althouse Follow.

Following in a little over a month comes a joint recital on March 9 given by Frances Ingram, contralto with the Chicago Opera company, and Paul Althouse, tenor with the Metropolitan Opera company of New York, both of whom have been heard with great pleasure by Kalamazoo audiences.

The feast culminates with the rare treat offered by the May festival to be given May 14 and 15. At that time, the Minneapolis Symphony orchestra, so frequently heard in Kalamazoo and so popular with Kalamazoo audiences under the direction of Emil Oberhoffer, will be the big feature.

Three concerts will be given during the festival, the first to be given on the opening night when the orchestra will give its symphony concert. The following afternoon a big children’s chorus of 160 voices conducted by Miss Beulah Hootman of Western Normal, and assisted by the Minneapolis orchestra, will sing “Walrus and Carpenter” (Fletcher) as part of the program. Part two will be an orches-

PAULALTHOUSE.
Tenor of Metropolitan Opera company, New York.

tral program under the direction of Mr. Oberhoffer, assisted by one of the visiting artists and the festival will close with the evening concert to be given by the orchestra and the Choral Union chorus of 300 voices which will sing parts one and two of Hayden's
SERIES OF CONCERTS

Fritz Kreisler  
World's Greatest Violinist  
February 6

Joint Recital  
Frances Ingram, Contralto, Chicago Opera Co.  
Paul Althouse, Tenor, Metropolitan Opera Co., New York  
March 9

MAY FESTIVAL, MAY 14-15

Symphony Concert  
Minneapolis Symphony Orchestra  
Emil Oberhoffer, Director  
May 14

Matinee—Children's Chorus—Orchestra  
Beulah Hootman, Emil Oberhoffer, Conductors  
May 15

Grand Concert  
Minneapolis Symphony Orchestra  
Kalamazoo Choral Union  
Harper C. Maybee, Conductor  
May 15
"Creation," and a Choral Fantasia of Wagner's Lohengrin. They will be directed by Harper C. Maybee, director of the Choral union and head of the musical department of Western Normal.

The Kalamazoo Choral Union, under whose auspices these splendid musical treats are to be given, is the newest musical organization in Kalamazoo, and the biggest in the city. In addition to the three hundred active members of the Union who are members of the chorus, there are more than two hundred sustaining members. An annual fee of five dollars entitles one to sustaining membership, and to reserve seats at each of these five musical events. These memberships can be secured from any member of the board.

This big community movement represented by the activities of the Kalamazoo Choral Union is receiving the heartiest co-operation of the Kalamazoo Musical society. It is the outgrowth of a series of musical endeavors during the past few years. A decade ago, the Apollo club, an organization of men, brought artists to Kalamazoo, as did also the Madrigal society, and the Schubert club which afterward united in the organization which is now known as the Kalamazoo Musical society.

With the workers in all these organizations joining forces with the Kalamazoo Choral Union, it has become a big factor in creating a keen community interest in the musical treats which are now being afforded.

The officers of the Choral Union are: Frank H. Bowen, president; Marie Mishop, vice president; Bertha Shean Davis, secretary; H. E. Kalkow, treasurer. Directors: Mrs. C. C. Cutting, John Van Brook, Mrs. Harry R. Horton, John Fox, and Charles Blaney.

PHYSICAL EDUCATION

ATHLETICS.

The athletic activity of the "hill-toppers" has confined itself mostly to indoor work for the present. There might be a little cross country running on certain days when the weather permits but this is mostly for the benefit of a few of the distance men who are anxious to keep in training for the big meets in the spring. The athletic authorities were desirous of playing a series of soccer games between the end of the football season and the holiday vacation but the early snowfall interfered materially with the plans.

Winter indoor physical training has been organized by Mr. Hyames and most of the boys are getting plenty of interesting gymnasium work at least twice a week. Track work, basketball, indoor baseball, floor work, are the various branches engaged in and the men seem to enjoy every minute spent in the big gymnasium.

Three track meets have been arranged for the track men and there is a possibility that a fourth meet will be booked. Two meets will be held with Grand Rapids Y and one with the Notre Dame freshmen. There will be two or three invitation meets which may attract some of our best runners and jumpers. Among the distance men Schmitz, Brown and Barney are showing good early-season form, and it is safe to say that the first named will be heard from in the spring meets.

Arthur Nunn and Surateaux are looking more like sprinters each day, and as both are consistent trainers they will be hard to beat later in the season.

The basketball season is just beginning, and although the team has lost its two first games it seems to possess the necessary material to come strong at the finish. The old men who are on the team this year
are Noble, captain, right guard, Olsen, center and forward, and Flannery, stationary guard. The new men showing up well enough to take the trips are Angell, forward, Vroegendewey, stationary guard and Nichols, center. There are several other good basketball men in school who may be heard from later. French, Chappel, Smith, Schmitz, Barney and Nunn are among these.

The basketball schedule is as follows: Wednesday, January 10—Grand Rapids Y. M. C. A. at Grand Rapids.

Friday, January 12—Hope college at Holland.

Saturday, January 20—University of Detroit at Detroit.

Wednesday, January 24—Notre Dame University at Notre Dame.

Saturday, January 27—Hillsdale college at Hillsdale.

Saturday, February 3—Olivet college at Kalamazoo.

Friday, February 10—Hope college at Kalamazoo.

Friday, February 23—Olivet college at Olivet.

Saturday, February 24—Battle Creek training school at Battle Creek.

Friday, March 2—University of Detroit at Kalamazoo.

Monday, March 5—Hillsdale college at Kalamazoo.

The baseball schedule is still incomplete but games have been arranged with such teams as, Michigan, M. A. C., Notre Dame, Wabash, Marshall college and Polish Seminary, in addition to the usual meeting of most of the M. I. A. A. teams. There will be many candidates for the various positions this spring and the present outlook is as good as any time during the past three years. It is too early to get a line on all the candidates who expect to try for the team this spring, but there are several men of known quality, and among these are, Nichols, the big Reading high school lefthander, who will be strongly counted upon to do great hurling stunts, "Sod" French, another big pitcher, a right hander from Port Huron high school, who put that team in the running for the state championship for high school in 1915. Miller, a big left hand hurler from Ohio, who will be heard from when the spring season opens. Ken Stockdale, Wayland high school pitcher of many seasons past, and Max Clark, the star right handed pitcher from Lawrence. All these men are above the average and the slab work of the Highlanders of the coming season should be of a high order.

Among the infielders who will try for their old positions, are Olsen, first base, Dunlap, second base, Flannery, third base, and Discher, left field. "Chuck" Angell comes highly touted as a shortstop and he will be given a thorough workout in the spring. There undoubtedly will be others on hand for this position when the time comes and they will be given a fair chance to show their metal. Egert, sub catcher in 1915, when the Normals won the state championship, will be at his old position and should be a hard man to beat out.

Another interscholastic track and field meet will be held next May. Last year the meet was a great success, more than 200 high school athletes participating.

*BASKETBALL FOR GIRLS.

I am bringing up the question of organization of basketball for girls, at this meeting, as I know everyone of us has a vital interest and know the importance of maintaining a good standard in competitive games. I feel very strongly that we alone cannot do this. It is necessary to arouse this interest in others. Now the question is, who are the "others," as it were. I find that the direct responsibility may be shifted on to many.

In the smaller high school the game may be in charge of a young leader who has offered her personal services, due to the imploring of a

*This paper was given at the physical education section of the Michigan State Teachers' Association.
few active girls of that interest. She may never have seen a basketball before, but she goes ahead, learns the rules, and a team culminates. In another such town we may say that the man who coaches the boys also coaches the girls team. He lets them play hard and perhaps for thirty minutes without rest; he does not make a careful distinction between guarding rules of the girls' and boys' game, and the girls become rough and over-guard. As a result of this, in a competitive game, with a competent referee in charge, the chances are that they will lose their own game, due to continual over-guarding fouls. At the successive calling of foul, the audience becomes wild and stirred up with feeling that they are being "wasted," as it were. This reacts on the players and we have a most deplorable condition.

What is the result if this game is in the hands of a poor referee, one who is afraid of his audience? The audience, stimulating the players and quickly sizing up the official, plays general havoc and as a result, here we do not even have a game in which the rules are being observed.

Unfortunately only in a few cases, do the game and practices fall into legitimate hands—namely the "gym teacher." Here we find the knowledge of the need of physiological conditions recognized to make up a strong and proper team.

But since so many of our smaller high schools have not the appropriations for a specialized instructor, I feel the situation may be best handled by the principal.

The reflection of any fatal disaster,—which is certainly possible as a result of the games that are now going on about us,—would fall upon the head of the school. He must protect his students as well as the honor of his school. He must see that each player has an examination by a medical doctor, and that the player does not over-exert and is in proper condition to be playing at that time and that she is not hampered by improper clothing. Thus when the principal appreciates the need of proper conditions, part of our problem is solved.

To my judgment, the principal has further duties; the spirit of the team should be controlled by him and he should educate his audience to appreciate fair play and to be good losers.

Having had the opportunity to referee games in the small high schools around here, and some in the East, where the same conditions prevail, and having the actual players spirit, I feel the absolute need for strict regulations governing the organization of teams for competitive games.

The following questionnaire was taken October, 1910, in the girls of the Western State Normal School and Kalamazoo College.

Report for 31 girls from 29 high schools.

I. Length of practice period: average 20 minutes, periods from 15 minutes to 2 hours without rest.

II. Number of such periods per week and time: average 4, 10 schools, 2 per week, others every day. Time: recess, evenings, noon.

III. Who was in charge of practice period? "Gym teachers," superintendent, principal, high school boys.

IV. Were you coached by man or woman? 17 women coaches, 5 men coaches, 4 women and men, 2 high school boys, 3 unaccounted for.

V. Did you have any other form of supervised exercise? 2 indoor baseball, 2 physical training, 27 no organized exercises.

VI. How much control did captain have over team? 1 captain had entire control, 3 captains had no authority, 27 captains had partial authority.

VII. Did you have medical examination? Twenty-two schools had no medical examination, 8 schools had examination by medical doctor, 1 school examined by principal who was not an M. D.

VIII. How closely were results followed up? Where there were examinations they were followed up.

IX. Were you allowed to play during menstruation? Seventeen girls played at this time, 14 girls had rules against playing at this time, 5 girls observed this ruling.
X. Did you play in corsets? Seven schools had ruling against this, 4 wore corsets against rule, 24 had no ruling.

XI. Did you play interclass or interschool or interstate? Five played interclass, 20 played interschool or interstate.

XII. Spanulding rules used throughout.

XIII. How long were periods of play during game? Twenty-six schools played 15 minute halves, 2 schools played 20 minute halves, 1 school played 12 minute halves, 2 schools played 10 minute halves. Ten minutes between halves throughout.

Three to minute periods with 5 minutes between periods should be encouraged.

I now make a strong and earnest ap-

peal for steps to be taken along these lines and suggest the following: Leagues may be formed in counties. Counties elect committee who agree on regulation and conditions under which teams may join their leagues. Regulations: First, annual medical examination by medical doctor. Second, limit length and number of practice periods per week. Third, girls not allowed to play during menstrual period; day of this should be made known. Fourth, regulation gym suits; not tight clothing. Fifth, audience controlled by home team, otherwise forfeit game, 2-0. This comes under Spanulding rules at decision of referee. Sixth, officials chosen from recommended list.

GERMAINE G. GUIOT.

SEMINARS

SCHOOL ADMINISTRATION.

Owing to necessary omissions and postponements, only two meetings of the seminar were conducted before the holiday recess, but following the vacation period, the work has been resumed with renewed energy and increased attendance. The aim of the seminar is to acquaint prospective principals and superintendents with typical problems of school men such as are met with in small cities and towns. Among other questions the following problems will be considered:

How to interest the community in the schools. How to test the efficiency of the teachers. How to prepare a salary schedule based on merit and efficiency rather than on length of service. How to deal with backward and defective children. How to obtain a satisfactory basis for promotion. How to make and keep teachers progressive in scholarship and professional training. How to secure enforcement of compulsory education laws. How to relate the work of the school to the life of the community. How to keep children in school who are past compulsory education age. How to increase high school enrollment. How to secure and retain competent teachers and how to prevent the election of incompetent "home teachers." How to improve janitor service. How to show people that their money is well spent. How to secure regular attendance. How to prevent tardiness. How to have vocational work, and what to have. How to regulate social activities in the high school. How to prepare a daily program providing for more supervised study. How to differentiate the work of the seventh and eighth grades. How to conduct teachers' meetings effectively. How to supervise play without a regular supervisor.

The original limit, fifteen, has been raised because of the pressure of desire. Eighteen are now enrolled. The seminar is being conducted by John C. Hockje. For this term, meetings will be held in room 112-S, at 4 o'clock every Monday.

RURAL SOCIOLOGY.

The officers of the seminar for the winter term are: president, Edith Wellever; vice president, Atha Eldred; secretary and treasurer, Kittie French.

The members of the department enjoyed a social evening Monday, Jan. 8, at the home of the president and
vice president. During the evening contests and games were enjoyed. Music was furnished by Miss Ellet of the faculty, and the Misses Cramer and McDonald.

At the first regular meeting, which was held in the Students' club room, Jan. 16, an interesting report on County Agricultural Agents was given by Miss Beulah Henderson and a talk by Mr. Ezra Levin of the Central high school, on Extension work, was much enjoyed.

A debate is being planned for the next meeting and the department is anticipating a sleigh ride in the near future, to the home of Miss Henderson, southwest of town.

CLUBS

Hickey Debating Club.

The first meeting of the Hickey Debating Club was held November 1, and the following question was debated: “Resolved, That Justice Charles Evans Hughes ought to be elected president rather than Woodrow Wilson.”

The second meeting was held November 15th and the subject for debate was: “Resolved, That United States ought to purchase the Danish West Indies.”

The third meeting was held December 15th, but the debate was put over until January 10th. A business session and election of officers for the winter term, as follows, was held: Raymond Grabo, president; William Bien, secretary and treasurer; Roy Mesick, chairman of the program committee; Charles McIntyre and Henry Ponitz, assistants. During the fall more meetings would have been held if football practice had not interfered so often.

The first debate of the winter on January 10th was on the question: “Resolved, That colleges and normal schools of United States should put less emphasis on athletics and more on scholarship.”

The second meeting was held January 17th and the following subject debated: “Resolved, That Socialism is the best way to solve the Labor Question.”

The subject for January 24th is: “Resolved, That Wilson has held Germany to stricter accountability for her transgressions against the United States than England.”

It is planned to hold a few outside debates with some of the neighboring associations.

Glee Clubs.

Membership in the three Glee Clubs of Western Normal has now been completed and the clubs are making plans for concert trips during the present term.

The Men's Glee Club and the Senior Girls' Glee Club are under direction of Harper C. Maybee, while Mrs. Bertha S. Davis is in charge of the Junior Girls' Glee Club.


Men's Glee Club: Leland Olmstead, John Paton, Fred Moffat, Floyd Early, Henry Ponitz, Lawrence Foley, James Shackleton, Clifford Kime, Henry Mulder, Bernard Gieson, Donald Sooy, Wendell Vreland, Lynn
The first meeting of the Classical Club for the winter term was held on January 10, in the library of the Training School. The program was in charge of a committee composed of Jean Foley, chairman; Hazel Brim, Marian Bay, Lucille Norcross and Bernice Henry. The subject of the evening was "Pompeii." A very interesting program was arranged under the following heads: "The City Before Its Destruction," by Bernice Henry; "The Eruption of Mount Vesuvius," by Hazel Brim; "Excavations," by Lucille Norcross, and "The Life of the People Before the City's Destruction," by Marian Bay. Poems on the subject were read by Jean Foley. We must thank Miss Foley, as chairman, for our very interesting and instructive evening.

The talks and papers were illustrated by slides loaned by Professors Wood and Hickey.

Dr. Ballou of the Latin Department added to the interesting program reminiscences from her own personal acquaintance with Pompeii and its excavations during a fortnight's stay there while a student at the American School of Classical Studies at Rome.

ASSOCIATIONS

THE DRAMATIC ASSOCIATION.

At the last regular meeting of the Dramatic Association on the evening of January 9, a talk on the development of Greek drama and the Greek theater was given by Dr. Ballou of the Latin Department. Her remarks were in part as follows:

"Drama was an original invention of the Greek genius. No other people of antiquity produced anything similar, and whatever was done in later time at Rome and elsewhere was due to the inspiration of the Greeks. Greek drama was fed from two other branches of poetry, which had already reached and passed the zenith of their complete fulfillment before the drama developed, namely, Epic and Lyric poetry. And the two elements are recognizable in the contrast of the spoken and sung parts of Greek plays. The songs of the chorus, duets, and monodies show both in metrical structure and in dialectic peculiarities their direct relation to the ancient Doric-Aeolic lyric. And the dialogue or spoken parts, which are necessarily different in metrical form from Epic poetry, yet show from their content that they were drawn from epic story—"crumbs from Homer's table." The action, instead of being related, takes place before the eyes and ears of the audience.

THE SENATE.

In the latter part of the year 1916, for the first time in the history of W. S. N. S. a girls' debating club was organized, the members being chosen on the basis of scholarship and ability. The purpose of this club is to awaken in the members, through general discussion and debates, an interest in questions of public welfare; also to give knowledge of principles of debating and parliamentary law. The club is organized after the form of the U. S. Senate and senatorial courtesy prevails.

During the first term the club held meetings every two months, and the work was largely theoretical, but beginning with the winter term the club will go actively into debating practice.

A complete list of officers is as follows: Chairman of House, Isabelle King; President pro-tem., Esther Nyland; Clerk, Madeline McEvoy; Chancellor of Exchequer, Flora Sweet; Historian, Bessie Blackwood; Journalist, Lucille Conrad; Keeper of Mace, Florence Storms; Sergeant-at-Arms, Florence Munn.
"Greek drama can be understood only as its origin as a religious service is borne in mind. It was not an artistic production for the entertainment or enlightenment of a pleasure-seeking or ignorant people, but had its origin directly in the religious festivals connected with the worship of Dionysos, the god of wine. In the popular fancy, he was supposed to have wandered through the world, accompanied by a band of satyrs and nymphs, spreading his worship among men and encountering dangers and hardships in his progress, and finally triumphing over all obstacles and bringing joy and blessing to all mankind. The country people, when they had gathered in the grapes, celebrated in a village festival the adventures in the life-story of the god. One member of the company would impersonate the god himself, and others would act the part of his attendant satyrs. Some parts of this story were bright and gay, while others were sad and tragic; and it was in these rude attempts to represent its different aspects that both comedy and tragedy had their origin. But tragedy was earlier than comedy in reaching maturity. In time the myths of other gods also furnished material for such 'drama' or mimetic action, but only the Dionysos cult ripened into artistic representation.

"Dramatic festivals owe their chief interest to their brilliant development at Athens, where the occasions of the great dramatic presentations were the Dionysiac festivals, which took place, the Greater or City Dionysia about the end of March, and the minor Dionysiac festival, or Lenaea, about the end of January. At the former the city was full of strangers as well as citizens, and the festival was celebrated with great pomp and magnificence. In honor of the god, tragedy became an Attic national festival and the expression of lofty religious excitement and inspiration. The plays were presented in competition for a prize, and in the great period, that of Aeschylus, Sophocles and Euripides, i.e., in the fifth century, were presented but a single time. In the fourth century and later, when it was recognized that the great days of the production of tragedy were past, it was customary to add to the dramatic contests a revival of an old tragedy also; and the new plays to be performed came to be less in number. Originally tragedies were presented only in the sacred precinct of the theater of Dionysos Eleuthereus on the south slope of the Acropolis at Athens.

"It was in the sixth century, under the rule of Peisistratos, that the tragic chorus, or band of 'goat-men,' was introduced from the northern Peloponnesus, where its performance had been purely lyrical. Already at Corinth the first step had been taken in raising the Dithyramb, or song in honor of Dionysos, to a regular artistic form, but it was developed at Athens to a 'drama,' or action, when Thespis introduced an actor, called respondent or hypochites, to interrupt and respond to the songs of the chorus. And very early the rough gayety of the satyrs had been changed to the lofty seriousness of tragedy, and the subject matter of the plays came to embrace the whole mythology of the gods and early heroes, which was felt by the Greeks themselves to constitute the early history of their race. And this change in subject matter brought change in the form of the chorus, which came to be costumed, no longer in the goat-skins of the satyrs, but in accordance with the demands of the piece.

"Three kinds of plays were enacted: tragedies, comedies and satyr dramas, the latter wild farces which were associated with tragedies to relieve the severity of their tone. In the earlier time, while comedies were presented singly, tragedies were presented in trilogies, i.e., three separate plays with connected content, but each complete in itself, and these were followed by a merry satyrice drama, the whole thus constituting a tetralogy. No complete tetralogy has been preserved, but we have one trilogy of Aeschylus: the Agamemnon, the Choephorae, and the Eumenides. Sophocles began to depart from the single connected subject, and he and Euripides wrote tetralogies without internal connection. Still later, competition came to be by
single tragedies, and acted singly. The satyric drama had a short existence, the best period being in the time of Aeschylus, though the only example preserved to us is the Cyclops of Euri-

"The difference in the three kinds of drama was also expressed externally in the costuming. For tragedy, the cothurnus or buskin was especially distinctive, bound high on the calf of the leg and with a very thick sole. A high head-dress was also worn, sup-

porting a mask of exaggerated expression and a wig built high. These, to-
gether with the padded clothing, were designed to produce the effect of tall-

ness and impressiveness. For comedy the low slipper or soccus was distinc-
tive, and the masks worn were more ordinary in character.

"Before Aeschylus (524-456 B. C.),

there was little dramatic action; choral songs were interrupted by one speaker, so there was only one actor who re-
cited, and the lyrical part of the cho-
rus predominated. Aeschylus is said to have introduced a second actor; and, as these two could take several parts, since there were never more than two speaking actors on the stage at once, the action could be enlarged and made more animated and the dia-

logue more interesting. Sophocles (496-406) added a third actor, and this was the greatest number of speaking characters ever allowed in Greek drama. Thus the dramatic part be-
gan to be greater than the lyric part, and the chorus sinks in importance. In the plays of Euripides (481-406) the dramatic element was so great that the chorus might have been dispensed with; but he kept it, though greatly diminishing its share in the action. In Aeschylus the chorus even had an ac-
tive part in the action, besides fulfilling its function of making solemn mo-

tment and reflection upon the action. In Euripides it expounds the opinions of the poet, but has no part in the ac-

tion, while Sophocles has a harmoni-

ous balance between the chorus and the dialogue. The chorus partly sing and partly declaim in recitative. They had an entrance song and choric songs while marching to mark the pauses in

the action, corresponding to our di-

visions into acts. Also they seem to have executed in gay mood dancing as an accompaniment to certain songs.

"The older comedy had both chorus and dialogue, but the chorus was dif-

erently used and differently costumed. The subjects deal with actual life and politics of the times, social and literary questions, but was made fantastic with satire on public personages. The chorus was used as the poet's mouth-

piece of opinions, etc., and was smaller than in tragedy. It was even in the time of Aristophanes (440-385) that the chorus began to be abolished, pav-

ing the way for a change in subject. For the newer Attic comedy was not political in subject matter but pre-

sented a picture of Athenian life, with love intrigues, comic misunderstand-
ings, etc. It had no chorus and the lyric element practically disappeared. The action was carried on entirely by dialogue, and the musical part was confined to the accompaniment of the recitation, in the more emotional part of the play."

The speaker then described the de-

velopment of the theater, starting with the primitive use of a sloping hillside for the spectators, while the chorus disported itself on the grass before them and the actor or respondent spoke from some improvised height, as a cart or bench. For here were rep-

resented the three elements of the the-

ater, i. e., the auditorium, the orches-

tra and the stage, beyond which it never developed, even in the days of its most elaborate architectural beauty. Photographs were shown of the pre-

sent remains of the most famous thea-

ters in Greek lands, with their loca-

tion always on a hillside and their set-

ting the beautiful Greek landscape.

In closing, Dr. Ballou sketched the plot of a typical Greek tragedy, the Oedipus Tryannus of Sophocles, and described the presentation of a mod-

ern revival of the play by Reinhardt, which she had witnessed at Frankfurt in Germany four or five years ago, demonstrating that Greek tragedy has not lost its thrill and its hold on the interest even of a modern audience.
THE YOUNG MEN’S CHRISTIAN ASSOCIATION.

Since the last issue of the Record the Y. M. C. A. has been active and has begun to take its place among the organizations of the Normal. The Sunday afternoon meetings have been well attended and subjects of interest have been discussed by both students and faculty. Little by little the association is finding its place in our school and as its chief aim is service the “Y” will not only be a thing beneficial to its members but also to those who are not connected with it.

Already the Y. M. C. A., in conjunction with the Y. W. C. A., has brought before our student body persons of national reputation in Y. M. C. A. and Y. W. C. A. circles. The messages they have delivered have been of vital importance to students and have given us a wider and deeper insight into our life as students and as members of the world at large. In our next issue a more detailed account of the doings of the Y. M. C. A. will be given.

THE YOUNG WOMEN’S CHRISTIAN ASSOCIATION.

The beginning of the new year has been very busy for the Young Women’s Christian Association. Perhaps the most enjoyable time was spent at the annual Y. W. C. A. banquet given by the city Y. W. C. A. on January 16 in K. of P. hall. The forty girls who attended made the air vibrate with their singing and yelling for the school and association. There were seven hundred Y. W. C. A. members present, representing various school and city associations. We are proud to say that the Normal delegation was one of the largest.

The outlook for the future is as bright as the past. Many good and helpful plans have been made. A new Bible study class has been organized and meets every other Wednesday at 4 o’clock in the Student’s Club room, under the leadership of Mrs. Sprau. We want every girl to come every time so that she will be eligible to the Bible study class social.

New arrangements have been made for the teas. Tea will be served every Thursday at 3 o’clock, the Women’s League and Y. W. C. A. taking charge alternately. It is planned to make the teas more attractive by giving a short program.

The Y. W. and Y. M. C. A. are to present an act entitled, “Football in 1980,” in which every member will take part at the “Vod-vil,” Feb. 2.

The Y. M. and Y. W. C. A. are planning to publish an information booklet which will be helpful to the students. Watch for these!

At the close of school in June the activities of the Y. W. C. A. will not cease, for we hope to stimulate enough interest in “Eight Week Clubs” so that some members will organize these clubs during the summer.

The annual election of officers will be held in March, the new officers taking charge at the beginning of the spring term.

WOMEN’S LEAGUE.

The Women’s League is planning many interesting programs for the rest of the year. The next meeting will be in the form of a sleighride to one of the nearby towns. All the members are invited and preparations are being made for a large, jolly crowd. Another event to which many are looking forward is the annual “Tea of the Nations.” This is one of the largest school events of the winter, when not only the faculty and students participate, but the town people as well. Each booth is decorated to represent a nation and delicious refreshments are served by the fair coeds.

Early in the fall the society held its annual election for its group leaders. These leaders are chosen from among the junior members and are as follows: Selma Anderson, Dawn Fox, Julia Griffin, Beatrice Mahar, Margaret Oatby, Julia Stacy, Irene Smith. These girls, together with the officers, president, Agnes Murray; vice-president, Maurine Foote; secretary, Florence Munn; treasurer, Esther Holloway, and the faculty members: Mrs. Davis.
Mrs. Biscomb, Miss Spindler and Miss Zimmerman, constitute the executive board.

The Women's League has co-operated with the Y. W. C. A. and it is planned to have a weekly tea on Thursday afternoon from 3 to 4:30. Each society will take charge every other week. The first tea was in charge of the Women's League and a large crowd was entertained. Miss Davis sang and Miss Zimmerman presided. It is an erroneous idea that the teas are only for girls, for the faculty and men students are always cordially welcomed. The Women's League is always willing to take new members.

SOCIETIES

NORMAL LITERARY.

The Normal Lits, at their last meeting last term, elected the following officers for the winter term: President, Clyde L. Miller; vice-president, Orlo F. Miller; secretary, Lorina M. Garry; treasurer, Howard Cooke. The first meeting this term was held Thursday evening, January 11. The program consisted of impromptu speeches on "My New Year Resolutions." This was followed by some "stunts."

The Normal Lits are strong on the oratoricals. With seventeen entries they are sure to pull down some honors. The following people are working on orations: Blanche Kingsworth, Cora De Witt, Gladys Taylor, Marjory Perry, Thelma Farrow, Blanche M. Glass, Gertrude Riedel, Cecelia Vander Boegh, Lorena Garry, Ralph MacVeem, John Blue, Jesse Worboys, Emil Howe, Walter Herschy, Leo R. Kallinger, Henry Ponitz and Roy Mesick. The date set for the Normal Literary preliminaries is February 8.

The society has four meetings beside. Some of the topics they expect to discuss are as follows: January 24, "Slang;" February 2, "Birthdays;" March 8, "Recent Advances in Science;" March 22, "The Latest in Politics and Ethics."

The meetings will be in charge of the program committee, composed as follows: Herbert E. Neil, chairman; Florence Storms, Norene Hoffman, Neil Miller, Thelma Farrow. If possible to arrange there will also be a sleigh ride party about the first of February.

The society is growing very fast and now has about seventy-five members.

AMPHYCTION.

The Amphyction society is now launched out and well under way, under the new winter term management. The officers were elected at the last meeting before Christmas. Ray Grabo was chosen president; Bessie Mahar, vice-president; Luella Tedrow, secretary; Edwin Ashley, treasurer.

After the program, ice cream and cake were served in the lunch room and a general good spirit was loudly manifested.

With Miss Isabelle King chairman of the program committee, good programs are assured. The society will also be well represented in the oratoricals. Reuben Ryding is heading the committee in charge and is enlisting as many as dare face the public. About ten contestants are sure to enter. This is the one time in the year when everyone is given a fair chance; yes, even urged, to maintain his individuality. It is an event in which more people ought to participate, because permanent benefit is to be obtained, which always stands its possessor in good stead.

The Amphyction society also decided to send delegates into the "Vodvil" contest, featuring a "bit of song" for which the Amphyction society talent is quite noted.

If success be measured by work, then the Amphyction society can lay ample claims to a real success.

EROSOPHIAN.

It has been said that old men tell what they have done, young men tell what they do, and fools tell what they are going to do. If this is true, the
newly organized Erosophian society
must be classed with the latter, for as
yet we have not done much, but are
quite interested in what we are going
to do.

Last term the society spent most of
its time in getting things in running
order. A constitution was drawn up
and adopted, members admitted, com-
mittees appointed, and plans laid for
the following term’s work. A most in-
teresting Thanksgiving program was
given in the high school assembly un-
der the direction of the society, and
an equally entertaining program was
presented at their Christmas party.

Owing to the interest shown in the
coming of Mr. Kreisler to Kalamazoo,
the first meeting of the society this
term was given over to a violin pro-
gram. Very interesting and instruc-
tive talks were given on “The Violin,”
“The History of the Violin,” and
“Famous Violinists.” Very pleasing
violin selections were given by Miss
Campbell and Mr. Overloeg. Several
Kreisler records were played on the
Victrola.

Some equally interesting programs
have been planned for the near future.

Among them, “A Birthday Party,” in
honor of the famous men whose birth-
days occur in February, a genuine old-
-fashioned Valentine party with a Val-
entine box and good things to eat, and
an Irish program.

Mrs. Biscohm, Miss Baughman and
Mr. Rood are the faculty advisers for
the society and from present indica-
tions it is going to be a great success.
You older societies had better watch
out for the “preps” may yet get ahead
of you.

PHILATELIC.

It is our intent to give our members
a rare treat at the meetings of the
winter and spring terms of 1917. Be-
sides various biographies and art sub-
jects, a number of noted philatelists
will address the meetings. The last
meeting was a good one. After a short
lecture on how to collect stamped en-
velopes, Mr. Schmitz produced some
fine specimens from his collection. If
you receive notice of your election to
membership in our society and have
never attended a meeting, see the di-
rector at once and get a program of the
upcoming meetings.

HIGH SCHOOL NOTES

HIGH SCHOOL.

Some very interesting and highly
successful teaching of English is in
progress in the ninth and eleventh
grades of the Normal High School.
The following appreciative notice of
this work appeared in a recent issue of
the Gazette:

Real, genuine journalists, who know
the game from every angle are to be
found in the English classes of West-
ern Normal High School taught by
Mrs. Joseph Biscohm.

“If you don’t believe it, make your
way to Room 106 in the science build-
ing any afternoon, and ask for a copy
of the Freshman Bee or the Junior
Extra. And if you don’t conclude
these boys and girls are genuine jour-
nalists, it will be because your educa-
tion concerning journalism is decidedly
incomplete.

“For these boys and girls, them-
selves, lay out, write, edit, illustrate,
print and circulate each week real
newspapers. And just to prove that
they’re real journalists there’s the
keenest competition between the two
sheets.

“The Freshman Bee, as its name in-
dicates, is published by the Freshman
class, with Rolland Maybee, son of
Mr. and Mrs. Harper C. Maybee, as its
general manager. The Junior Extra,
as it also proudly indicates, is pub-
lished by the Junior class, and its gen-
eral manager is Gerald Fox, son of
Prof. and Mrs. John Fox.

“It’s the first thing these pupils
think of Monday morning, to lay out
their papers for the week. The man-
agers call the members of their stuffs
together, each group in secret consul-
tation. Then the different features of
the papers are assigned and the work begins. The news of the school holds first place. Besides there are plenty of features and lots of art, nor is the advertising and advertising art forgotten.

"On the first page is always to be found some picture of current interest, and throughout the paper the stories are illustrated with line drawings made by the pupils themselves.

"The headings are all carefully printed in pen and ink, and the stories are written in the very best hand of the pupils, each one pasted onto its particular spot in the paper.

"A continued story is running throughout the Freshman Bee, "The Fortunes of the Evarts," and this is amyplly illustrated.

There are splendid editorial columns, joke columns, want ad columns, and general advertising columns, all of which display wonderful ingenuity on the part of the journalists.

"The pupils are wonderfully interested in the work, and the results have been beyond the most optimistic expectations of Mrs. Biscomb, who inaugurated this novel method of teaching English in a manner both practical and enjoyable to the students.

"It is the first time the plan has ever been worked out in the Normal School as a means of teaching English, and the wonderful success with which it has met has made these two English classes the pride of the Normal High School."

**REVIEWS AND EXCHANGES**

**DRAMA BIBLIOGRAPHY**

**STUDY OF INDIVIDUAL DRAMATISTS.**


Clark, R. H. The Continental Drama of Today. Holt: 1911. $1.25.


Chesterston, G. K. George Bernard Shaw. Lane: 1909. $1.50.


Henderson, Alice C. Rabindranath Tagore. The Drama, May, 1914.

Herford, C. H. The Plays of Mr. John Galworthy in Essays and Studies, Oxfod: 1913. $1.75.


Henderson, Archibald. George Bernard Shaw, his life and his works. Stewart & Kidd: 1911. $5.00.


Hollander, L. M., Bjornson's Beyond Human Power. The Drama, Feb., 1914.


Jackson, H. Bernard Shaw: a study and an appreciation. Jacobs: 1907. $1.50.


*Leicester, O. E., Masters of Modern German Literature. Stechert: 1912. $1.50.

Lind-of-Harvey, L. August Strindberg. Appleton: 1913. $2.50.


Payne, W. M., Bjornstjerne Bjornson. McClure: 1910. $5.00.
Rose, Henry, Masterlinke’s Symbolism. Dodd. 1911. $1.00.
Roy, Basanta Koomar, Radjindranath Tagore: the man and his poetry. Dodd, Mead. 1915. $1.25.
Seltzer, Thomas, Leonid Andreyev. The Drama. Feb., 1914.
Shaw, George Bernard—Introduction to English Edition of Three Plays of Ibsen. Brentano’s: 1911. $3.50.
Sherrard, R. H., Oscar Wilde. Brentano’s: 1911. $2.50.
Thomas, E., Maurice Masterlinke: a biography. Dodd: 1911. $1.50.

Play-writing.
Fryntz, Gustave—The Technique of the Drama, Scott, Foresman & Co.: 1906. $1.50.
Price, William T.—Analysis of play construction and dramatic principles. 1908. $5.00.

Acting and Actors.
*Archer, William, Masks or Faces. Longmans, Green & Co.
Stern, E. L., The Melancholy Tale of Me. $2.00.
*Syracuse University, Studies in Seven Arts, Dutton: 1906, $2.50.
Wilson, Francis, Joseph Jefferson. Scribner: 1907. $2.00.

Magazines.
*The Drama.
*The Theater Arts. Sheldon Cheney, editor.
Current Opinion.
The Literary Digest.
Pict-Lore.
North American Review.
Forthnightly Review.

Collection of Modern Dramas.
Dickinson, Thomas, chief contemporary dramatists. 200 p. Dutton. $3.00.
For new material on drama, theater, etc., send to Drama League of America, 736 Marquette Building, Chicago. Membership. $1.00.

Contemporary Drama.
General discussion of the drama and the theater.
Andrus, Charlton, Drama of Today. Linonnet: 1915. $1.50.
Archer, William, and Barker, Granville, Schemes and Estimates for a National Theater. Duffield: 1908. $2.50.
Barker, Granville, The Theatre: the next phase. Foss: 1914. $2.00.
Parker, Granville, Two German Theaters. fortnightly Review: Jan., 1911.
Ruthe, Alfred, British Drama. (Drama and Opera, Vol. 7-8).
Ruthe, Alfred, French Drama. (Drama and Opera, Vol. 4-5).
Ruthe, Alfred, German Drama. (Drama and Opera, Vol. 5-6).
Ruthe, Alfred, Gallian, Spanish, and Portuguese Drama. (Drama and Opera, Vol. 3.)
Ruthe, Alfred, Oriental Drama. (Drama and Opera, Vol. 2.)
Ruthe, Alfred, Russian and Scandinavian Drama. (Drama and Opera, Vol. 9.)
Borin, A., The English Stage of Today. Lane: 1908. $2.50.
*Bronz, Dr. Julius, The Spanish Stage. The Drama, May, 1914.
*Bruckner, Alexander, A Literary History of Russia. Scribner: 1908. $2.50.
Chandler, Frank W., Aspects of Modern Drama. Macmillan: 1914. $2.00.
Craic, Gordon, On the Art of the Theater. Brown: Chicago 1911. $2.00.
Gourmont, Remy de, Maurice Masterlinke. Drama, May, 1915. $1.00.
Program of the National Council of State Normal School Presidents

Friday Forenoon, Feb. 23, Nine O'Clock.

1. "The Ideal State Normal School."
   (a) From the Standpoint of the New England States.
   (b) From the Standpoint of the Eastern States.
   (c) From the Standpoint of the Central and Northwestern States.
   (d) From the Standpoint of the Rocky Mountain States.
   (e) From the Standpoint of the Southern States.


Friday Afternoon, Two O'Clock.


Friday Evening, Six O'Clock, Dinner, Banquet Hall.

5. "The Future of State Normal Schools in Our Educational System."
   School for the Moral, Physical, and Civicism as a national body.
   Education of the Future."

Saturday Morning, Feb. 24, Nine O'Clock.

7. "Normal School Standards and Surveys."
   Pres. G. E. Maxwell, Winona, Minn.

8. "Normal School Standards."

Saturday Afternoon, Two O'Clock.

   Pres. John E. McGilvrey, Kent, Ohio.

   Pres. H. H. Seerley, Cedar Falls, la.

All meetings will be held at the Coates Houses, Kansas City, Mo., the Friday and Saturday preceding the mid-winter meeting of the N. E. A. This is the first meeting of the organization as a national body. For several years the North Central Council of State Normal School Presidents has met in Chicago. Last year it was decided to make it national in scope. Matters of policy and common interest will be considered.
The Course in Commerce

It is a matter of common knowledge that the opportunities in commercial teaching are more promising than in any other line of instruction. We are told by the various teachers' agencies and officers of public instruction who travel about the state that the need for efficient commercial teachers is being felt more keenly every year.

The training of the commercial teacher is peculiar, in that it trains not only for teaching, but for business. He receives more for his services in comparison to his training than other instructors. He also teaches, on the average, a less number of years because of the opportunities in business which sooner or later present themselves. Consequently, the demand has always exceeded the supply.

In view of these facts, the Western State Normal has established a course in commerce; a course established on a firm economic basis, giving thorough professional training and, at the same time, offering the student ample opportunity to receive a liberal education along associated lines. The present course covers two years' work, and includes twenty-four courses, eighteen of which are professional or associated courses, and six of which are general in nature. The subjects taken up are as follows: Bookkeeping, Accounting, English, Psychology, Commercial Geography, Commercial Law, Commercial Arithmetic, Economic History, Shorthand and Typewriting, Economics, Education, and Practice Teaching.

Information in regard to the course will be furnished upon application to

Department of Commerce, State Normal School,
Kalamazoo, Mich.
The Western Normal Herald

is the Official Weekly Publication of
Western State Normal School

It Contains all the News of the School Life

THE HERALD MADE ITS FIRST APPEARANCE
AT THE OPENING OF THE 1916 SUMMER SESSION,
AND FROM THE FIRST HAS ENJOYED A WIDE CIRCULATION.
REPEATEDLY IT HAS BEEN CALLED
THE "BEST SCHOOL WEEKLY IN MICHIGAN."

THE SUBSCRIPTION RATE IS ONE DOLLAR FOR
THE YEAR—42 ISSUES. FROM TIME TO TIME
SPECIAL NUMBERS WILL BE ISSUED, DEVOTED TO ALUMNI,
ATHLETICS, MUSIC, ART, MANUAL TRAINING,
AND OTHER SPECIAL DEPARTMENTS OF THE
SCHOOL'S ACTIVITIES.

SUBSCRIPTIONS MAY BEGIN AT ANY TIME.
MAIL YOUR DOLLAR NOW TO

The Western Normal Herald
Kalamazoo, Michigan

American Steel Sanitary Desks

ELECTRIC WELDED WARRANTED UNBREAKABLE

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

American Seating Company
1029 Lytton Bldg., Chicago. Sales offices in all Principal Cities
Our Machines for Manual Training Schools Are the Same as We Furnish the Industries

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

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

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

AMERICAN WOOD WORKING MACHINERY CO.
591 Lyell Ave., Rochester, N. Y. Address, New York Office, 90 West St.
Western State Normal
KALAMAZOO

Some Distinct Advantages

1. 65 scholarly, efficient instructors trained in 35 colleges, universities and
technical schools.

2. Library of 15,000 volumes, all selected in recent years. 180 standard peri-
odicals, 48 standard periodicals in complete sets.

3. Splendid new three-story Science Building 147½ feet long and 79½ feet
wide, one of the best planned structures of its kind in the United States.

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

5. The largest Normal School gymnasium in the "Old Northwest" Territory.
The floor measures 119 feet by 68 feet. Running track, swimming pool,
shower baths, lockers.

6. Fine new athletic field of over 14 acres. Includes two football gridirons,
two baseball diamonds, running track, hockey field.

7. Graduates in demand. Now teaching in 33 states and in every section of
Michigan. 223 cities and villages engaged members of the last senior class.

8. Young men who have completed the life certificate course receive from
$700 to $1100 the first year. 127 graduates of Western Normal are holding
important administrative positions in Michigan, including superintendencies,
principalships, supervisorships, county normal directorships, and county com-
missionerships.

9. Department of Commerce. A thorough course, based on sound, economic
principles. Our graduates receive not only specialized training, but a broad
normal education.

10. Manual Training. The Western Normal is the only Normal School in
Michigan granting a special manual training certificate. Graduates of this
department are teaching in forty-one cities in Michigan and in nineteen states
outside of Michigan.

11. Rural education. Courses of study for the preparation of teachers of rural
schools, and of training classes for rural teachers. Also courses for the qualifi-
cation of supervisors and administrators in rural education. These courses
lead to limited and to life certificates.

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

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

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.