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MARCH, 1917
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ODAY tradition tires. The progressive spirit is abroad in the land. Yesterday we heard voices raised in tragic protest because we dared desecrate a shrine instinct with custom. But purposeful vengeance, realizing its might, has broken all galling fetters of discretion and stands forth the champion of a new order which promises to become another “Near-Renaissance.” Open-armed it has come; its striking appeal a challenge to those who run and read. Dare America draw her phrasical robes of self-satisfaction self-sufficiency, and self-complacency the more closely about her and spur the foundling? We venture a prophecy—No!

If the aim of education is accepted to be to fit each child to become maximally efficient socially, it may well be queried, “Are the means now employed in education effective in producing the desired result?” No one who has felt the pulse of the educational system in recent days dares maintain that they are. Much of the machinery still grinding in the educational mill was installed to handle grist of a nature entirely different from that found in the current educational field. Originally the personnel of the students of the American school system was composed mainly of boys aspiring to law, the ministry, or medicine. The type of machinery well adapted for grinding such grist surely is far from satisfactory for handling the more than sixty thousand boys and girls who annually enter American secondary schools.

Fairly up-to-date devices have been installed to handle the material in the elementary school but only after violent urging by the long-suffering public who furnished the raw material and upon whom the supposedly finished product was dumped after its trip through the intricacies of the educational mechanism. Shall we not take warning, as the hand is even now writing upon the wall, and voluntary set in order our cog wheels for secondary pupils before compulsion is brought to bear? “Though the worm may be slow in turning, when it does turn, it bites.”

Already protests, many and vigorous, have been filed against the things that are. For some years an intangible, invisible, but insistent influence has been operating to produce a pronounced dissatisfaction with the current organization for secondary education. Perhaps the most concrete, clarified, and constructive criticism which has been proclaimed is that which has come to be known as the “Junior High School Idea.” The problem of this paper is to analyze the reasons for and the advantages of an arrangement of this type and to note attempts at definite organization.

The Junior High School, (the Intermediate School in California) may be de-
fined as that part of the public school system usually designated as grades seven, eight, and nine, organized so as to provide departmental teaching; a partially differentiated curriculum, some emphasis upon pre-vocational instruction, educational guidance, and supervised study; with a distinct internal management, a separate principal, and a specially prepared teaching staff. Under the proposed plan of organization elementary education would be confined to grades one through six, while the senior high school subjects would be covered in grades ten, eleven and twelve. That this division is most logical physiologically, pedagogically, psychologically, and sociologically should appear from the following points.

The present plan of arrangement of the American public school system really is the result of an accident. Historically our colleges and our elementary schools developed before our high schools. Originally there was no connecting link between the elementary schools and the colleges. After the Latin grammar schools and the academies had failed satisfactorily to bridge the gap, public pressure produced the high school. From its beginning its relation to the elementary school was close. But its relation to the college was more remote. Only after the colleges insisted upon the fulfillment of specified requirements for entrance did the high school become acutely articulated with the higher institutions. But the changes in curriculum thus inspired produced a gap between the high school and the elementary school which has not been bridged fully up to now. It is argued that the time is much more than ripe for reorganizing the subject matter presented in grades seven, eight and nine so as to make articulation between those grades intensely intimate.

From the point of view of comparative education the present plan of division into eight grades and four grades cannot be justified. The secondary education period is longer in England, France, Germany, and Japan. It begins earlier than in America.

The beginning of the period of adolescence for most children comes between the ages of twelve and thirteen. Child-

ren entering school at five or six, attending regularly, and progressing normally should finish grade six about the time noted. This period marks the transition from childhood into youth. It should mark the transition from the elementary school into the secondary school.

At present the transition from the elementary school to the high school is tragically abrupt. For time immemorial the august and classic high school has cast a pall over youthful spirits. The average youth has a more or less definite horror for it. He who can escape the clutching tentacles of the hideous monster does so. Many pupils are lost to the high school period through fear. Thus potent has been tradition. The Junior High School overcomes this potent horror by compelling children to move under its benign influence and to bask in its genial rays while they are still (in most states) within compulsory school age. This tends to retain pupils in school, not only to the end of grade nine, but even to the end of the senior high school course (grade twelve).

Six years have proved to be amply sufficient to provide the child with "the tools" of learning—reading, writing, language, and the elements of arithmetic. Four years are too short a time to present the differentiated instruction and training essential for those seeking to occupy other than the most menial and subordinate positions in business and society. Six years is the irreducible minimum for the attainment of these ideals. By giving six years to secondary education students who wish to go to college may easily have on admission a much larger amount of mathematics, languages, etc., than they can secure at present. These gains can be achieved without in any way impairing the rights of those who do not expect to go to college.

The new plan brings the "high school" nearer the pupils' homes. "During the adolescent period many pupils do not enter the high school merely because of the distance of the central school from the homes of the pupils." The Junior High School brings school and home closer together. Teachers find it more necessary to consult parents about courses pupils should elect. Individual differences can
receive more attention; special aptitudes can be discovered and satisfied more easily.

Regular high school facilities of laboratory and library are opened to children in grades seven and eight. Vitalization of work results automatically. The necessity for physical training can be met under the new scheme. Curriculums can be enriched without becoming more over-loaded.

The departmental organization will bring more college graduates and specially trained people from Normal schools into “grammar grade” positions. There will be more men teachers.

Needless duplication and repetition of work can be avoided. The “marking-time period” of grades seven and eight can be eliminated. The congestion of curriculums and of buildings can be overcome. Relief, activity and variety afforded in moving from room to room and from teacher to teacher results in improved physical, moral, and mental conditions. But the weaknesses of pure departmental teaching are avoided.

The six-six plan breaks down the growing aristocracy of the four-year high school. It makes the schools more democratic. It develops and promotes initiative, self-reliance, and sense of responsibility. It creates social responsibility and self responsibility at a time when the development of these is most important. A strong group consciousness results. In short the Junior High School meets the needs of the twentieth century, not by deploring changing conditions, but by accepting them and confronting them.

Let us admit frankly that the matter of organization is still problematical. Attempts at presentation of satisfactory plans are appearing with such marvelous rapidity as to augur well for a speedy solution of the problem. Meanwhile let it be said that the Junior High School idea appeals only to those who have a vision of what may be done for adolescent boys and girls. Because visions are different, the organization of the Junior High Schools must vary. But the pioneers in the field regard the movement as an opportunity to break with tradition, to form homogeneous groups for similar training, and to secure the true function of secondary education—exploration by teachers of pupils’ interests, capacities, and aptitudes; and by pupils of the possibilities of many of the great fields of learning.

But none is careless of the necessity for close articulation between the elementary school and the Junior High School on the one hand, and between the Junior High School and the senior high school on the other hand. Efforts are being directed constantly toward the prevention of mal-adjustment and mal-articulation between grades six and seven and between grades nine and ten. The recognized aim and purpose is to prevent the possibility of appearance of a gap at any point. The entire system must be considered as an integral and well-articulated unit. Only then can it perform its high and noble function.

A canvass of principals and superintendents already engaged in Junior High School work shows that the requirements for teachers for Junior High school grades are taking definite form. The tendency seems to be to insist upon a high degree of initiative and adaptability in adjusting courses of study and subject matter to new conditions; definite knowledge of the various aspects of the period of adolescence; and experience both in elementary and in secondary (high) schools. Ideally there should be nearly the same number of men teachers as of women teachers. All must constantly study the purpose of and problems arising in connection with this newer idea in education. The salary schedule should correspond with that for the senior high school.

Shall we be considered other than sanely optimistic, if we venture to prophesy that within a very few years the Junior College will be incorporated as an integral and imperative part of a local school system? Because the first two years of college work are in content and method of preparation essentially secondary in character; because Freshman and Sophomore years in college are over-crowding generally; because many colleges are groaning under stupendous monetary burdens; because full individual education now frequently is limited to graduation from the secondary school through financial embarrassment; because
psychologically, physiologically, pedagogically, and sociologically the high school should reach up to include the first two years of college work as it is reaching down to include the work of grades seven and eight, thus including within the scope of secondary education what normally and naturally and logically belongs there, we believe that "our dreams will come true."

And shall this generation behold this educational Utopia? That depends upon the clarity of it. In it wages size of skin and mass. Length of contrasted Jn by the succeeding age it becomes arduous duties new world just to him self to himself to twenty-six times from birth to maturity—that is, the muscles and skeleton, which form the framework of his motor-mechanism take on this increase and we are told that these together comprise some 72 per cent of the total body mass. During this bizarre period of involution and physiological and structural change one need not wonder at the diversity of physical as well as psychic anomalies which the adolescent becomes heir to. Old constant relationships between growth of parts are completely disrupted, coordinations are broken up—some organs are greatly accelerated in function while others remain static or atrophy. The differential linen of all sense receptors are completely disrupted, as well as the striking recasting of the threshold of affective pleasure-pain. Psychologically this is a long story—this tale of the most marvellous alterations in the adolescent constitutional and mental organization. And perhaps no one lives who is possessed of the ability to tell it in its entirety—so vast and various are its rami. Suffice it to say that here is an age of onset; here comes the phobias—all the strange and possible combinations of the some 500 varieties which have been catalogued by the analysts; here, we are told, psychoses and neurones are more common than in any other age or period; here peculiar affective, emotive and religious longings spring forth, in various intensities and qualities; books become distasteful and soul and body cry out for a more active, a more objective life and to know nature and man at first hand (7.). Dr. Hall says "in no psychic soil does seed strike such deep root, grow so rankly, or bear fruit so quickly and so surely." The purpose of these lines does not aim at a brief descriptive psychology of adolescence. Rather the writer wishes to bring to the attention of the readers of the Record some recent developments, along experimental lines, which bear pertinently upon the world old problem voiced, if memory serves us aright, by King David when he asked, "What of the young

A Note on Adolescence

ADOLESCENCE, the period of life consisting of a dozen years or so between the years 12 and 25 approximately, is essentially an age of a new birth. This "renaissance", both physical and intellectual stands out in marked contrast with prepubertal years and those of earlier boygirlhood, childhood and infancy. It is neo-atavistic. In it the later acquisitions of the race slowly become prepotent and the wages of the phylogenetic struggles subside to a refinement of the fruitful products of later and larger cultural epochs. In man the increases in the muscular-mass, length of shafts of long bones, size of jaw, firmness of teeth, texture of skin, and a mental diathesis sharply contrasted with that before, pave the way for the gross gains made necessary by the recapitulation of the ever deepening mass of addendum which each succeeding age transmits to the next. He becomes eager and aggressive in fitting himself to enter upon the more or less arduous duties which ingress into the new world just opened to him imposes. Physically he increases in gross structure some twenty-six times from birth to maturity—that is, the muscles and skeleton, which form the framework of his motor-mechanism take on this increase and we are told that these together comprise some 72 per cent of the total body mass. During this bizarre period of involution and physiological and structural change one need not wonder at the diversity of physical as well as psychic anomalies which the adolescent becomes heir to. Old constant relationships involved in the proposed reorganization are stupendous, but not insuperable. If only one has "eyes to see and ears to hear," he will realize that he is already willy-nilly a dweller in that delectable land. Any system of education which ignores or rejects this scheme, and any teacher training institution which fails to provide specialized instruction for candidates for positions in Junior High Schools is—in the words of Colonel Roosevelt "purposely pussyfooting.

—JOHN C. HOEKJE.
men Absalom? Is he safe?” How fraught with meaning are these words to the examiner of budding young minds and bodies!

Leaders in the educative field from Rousseau to John Dewey have persistently proclaimed that the chief business of the educator is to keep alive or lengthen the period of childhood, of plasticity, of open-mindedness. James and Brown must have had something like this in mind when they wrote so ably upon the intensely interesting theme “The Will to Believe.” “It is a fundamental principal” said Jean Jacques, “in education not to gain time, but to lose it.” And, one who has followed educational developments in the last ten years can scarcely refrain from a mental gasp to find from the pen of an orthodox neurologist (26) the following excerpt:

“To return now to the developing Nervous system, we note that educational period is limited to the age during which the associations centers whose form is not predetermined in heredity, remain plastic and capable of modification under environmental influence. Ultimately even the cerebral cortex matures and loses its power of reacting except in certain fixed modes. Its unspecialized tissue originally a diffuse and equidimensional network becomes differentiated along definite lines and the fundamental pattern becomes more or less rigid. The docile period is past, and though the man may continue to improve in the technique of his performance, he can no longer do creative work. He is apt to say, “The dog is too old to learn new tricks.” Whether this process occurs at the age of 20 or 80 years, it is the beginning of senility. And, alas, that this conglomeration of mental powers often takes place so early! Many a boy’s brains are crinkled and squeezed into artificial and traditional molds before he leaves the grades at school. His education is complete and semi sclerosis of the mind has begun by the time he has learned his trade. For how many such disasters our brickyard methods in the public schools are responsible is a question of lively interest.

“We who seek to enter into the kingdom of knowledge and to continue to advance therein must not only become as little children, but we must learn to continue so. The problem of scientific pedagogy, then, is essentially this: to prolong the plasticity of childhood to reduce the interval between the first childhood and the second childhood, so that these periods as small dimensions as possible.”

To this idea we shall return presently. Here let us add the interpolation that Dr. Herrick’s reputation as a neurologist cannot be gainsaid. That goes without saying, but one cannot hope this statement will pass without some who hold to a dissenting opinion. His terminology is lax. There is no such thing as a “Second childhood.” We know from studies in psychiatry that senility is a progressive and degenerative dementia and is the direct antithesis of the vigor, the creativeness and the sparkling enthusiasm of childhood. Then too, as yet it can hardly be said that a “scientific pedagogy” exists, however much one might hope that twere true. It is possible that many of the fine things expressly related in the above quotation will be materialized when this day arrives—and let us hope that this time will be not far distant. Numerous splendid men are beginning to turn their serious attention to this “problem of the lively interest” referred to above. And here let it be said that observers working along experimental lines with children are now showing a “lively interest” in the diagnostic problem of those between chronological ages 8 and 14.

A survey of the adolescent literature is somewhat disappointing to the man who looks for careful and adequate description after the systematic plan. From the Clark University laboratory have come a fruitful and and voluminous literature along social, anthropological and psychological lines. However much one may hold against these folks, their questionnaire methodology and their abiding trust in the theory of recapitulation, it cannot be said that their efforts have failed to produce results. Take down any 50 or more treatments of the subject from whatever angle it is viewed and the impression you will have in the end is far from satisfying. Much has been said relating to the education and training, the mental, moral and physical prophylaxis of the adolescent. Yet when one tries to reconcile this with the things one actually finds in the field—examining adolescents clinically and in their informal haunts—the success met with does not measure up in terms of what some presages would warrant. It would seem that some of these good folks had never met with the phrase placed over Lipp’s laboratory: “You can tell by trying.” Frequently the statement is met with that this period begins at 12 or 13 and ends at 16 or 18. Crampton (25) shows that it may occur anywhere between 6 and 20—usually from 11 to 16.

Shakespeare wrote of the seven ages of man. Likewise psychology recognizes seven:

1. Prenatality, from Amphimixis to Birth.
2. Infancy, from Birth to 2½ yrs.
3. Childhood, from 2½ to 7 or 8.
4. Boygirlhood, from 7 or 8 to 14.
5. Adolescence, from 14 to 25.
6. Maturity, from 25 to 45.
7. Senility, from 45 to Coma and Death.

These stages of general growth and development are not sharply differentiated. The limit of variation is a functional quality. It is clear from the following table that as the chronological age increases the median value of this function also gains in range.

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<td>1.</td>
<td>Less than .7 year.</td>
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<td>2.</td>
<td>.8 to 1.5 years.</td>
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<td>3.</td>
<td>1.5 to 3 years.</td>
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<td>4.</td>
<td>3 to 5 years.</td>
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<td>5.</td>
<td>5 to 8 years.</td>
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<tr>
<td>6.</td>
<td>8 to 20 years.</td>
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<tr>
<td>7.</td>
<td>20 to 60 years.</td>
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This means that as age increases the correlation between chronological, physiological and mental ages decreases. Hence in all work using as a diagnostic factor any of these age qualifications chronological age is merely valuable as a relative index of age difference and must be wholly inadequate as a factor in the determination of Intelligence Quotients or Coefficients of Intellectual Ability in mental ratings and the determination of physiological age in physical, medical and other diagnoses. Physiological age therefore is the only adequate criterion—and I. Q.'s and Coefficients of Adolescents or other children or adults are next to useless as diagnostic factors unless computed upon this basis; i. e., of using the physiological rather than the chronological age as the denominator of the fraction which indicates the correlation. "Age," especially of Adolescents must be reckoned in some other measure than the rhythmic oscillations of the heavenly bodies! Age means correlation of the three factors—chronological, physiological and psychological. No one of these terms is adequate to describe the status of the individual.

Were this fact more generally recognized one might say that adolescent boys and girls would receive fairer and more deserving treatment at the hands of their parents, teachers, clergymen and physicians. Professor Baldwin has shown that two children of 15 years, chronological age, may vary from each other at least 4 years in their stages of physiological development. He says physical and mental maturity are parallel, irrespective of precocity or brightness, (23). Matz of Pommern has shown that 70 per cent of the criminal population of that state received their first punishment during adolescence and by far the greatest number of those repeatedly sentenced received their first conviction by the time they were 17 years of age. (That is, chronological age). Professor Yerkes has shown that a coefficient of intellectual ability of .70 which is the liminal threshold of normal mentality, at 5 years (chronological) may show an age difference of but 1 year or mean 1 year retardation; at 10 this becomes 2 years; at 12 this is 3.2 years; at 14 it means 4.8 years and at 18 it means 8 years. A year's development or retardation then, we see, is an extremely elastic thing—here at one age it is a year; at another 2 years, then 3, 4 and finally 8 times its original value. This shows the extreme danger of the amateur or the novice attempting to make mental diagnoses, especially with adolescence, unless these persons have had the thorough preliminary training requisite for competent diagnosis. In the hands of the unskilled the mental test (with special reference to the testing of adolescents) just the same as the surgeon's scalpel is exceedingly dangerous. One thing more. It is claimed by some educators that next to infancy the period of most rapid mental growth and development occurs in the early adolescent years. This statement cannot longer pass without challenge. In the appended graph, taken from the results of several thousand cases tested by Yerkes and his co-workers, ranging from 4.5 years to 18 it has been found that approximately 80 per cent of the 60 per cent of the adventitious functional unity which we term intelligence develops in the 5 years between 4.5 and 9.5 years. It is to be regretted that information is not at hand whether these ratings were made with chronological or physiological age as the denominative factor. Yet, conceive the importance of this statement. Kindergarten, grades 1, 2 and 3 therefore, together with the stock of images the child
has gained through the home and other pre-scholastic environs are responsible directly for by far the greatest share in producing that which enables the individual to “get along in the world.” More significant perhaps than this is the fact that in the so-called rapid growth and development of adolescence there is practically a mental stasis, excepting for the experiences of an effective, emotive and imaginal nature induced by the shifting of the mental scenery provoked by the inursion of the hormones and their functioning and the general adolescent diathesis. Like a great many other significant physiological things, it is important to know the things which lead up to and away from any given observable setting. Here, it would seem there is need for recasting some old and time-honored opinions.

![Curve of Increase of Intellectual Ability based on more than 500 Point Scale](image)

New sensory and effective stimuli are received and attended. Nature is found to offer charms now where previously only existed desultory dross. Yet, with Victor Hugo, we should remember that “new things may be either constellations of profundity or stars made by duck’s tracks in the soft mud of the pond.” Whipple feels that there is a characteristic heterocentricity of interests, rather than an egocentric disposition. This is in keeping with his widening social views and contacts, no doubt. And to keep fresh and alive this naïf enthusiasm, this endless curiosity, this thirst for causative factors and their explanation in relation to phenomenological ends—truly this is the “supreme problem of the scientific pedagogy” spoken of before by Mr. Herrick. To the theorizings and temporiz-ings with adolescence there seems to be no end. We seem, notwithstanding, to be getting at the beginning of the establishment, through experimental means, of some basic facts—the outlook is hopeful. What of the young man Absalom—is he safe?” It possibly could be truthfully said, “Not yet, but presently.”

**BIBLIOGRAPHY.**


—SAMIUL RENSHAW.
The Making of a Play

In his lecture Wednesday afternoon, Feb. 28, upon "Methods of Making a Play," Professor T. E. Rankin said that the most frequent cause for the beginner at the art of playwriting making a failure of his work is that he thinks of the play as merely a good story told in the form of sparkling dialogue. The fact is that a play is something more than a good story and brilliant talk. A good play is a recreation of human experience; it is something which, by means of dialogue and stage directions presents directly or by suggestion indirectly to the human mind an image of something beautiful, that beautiful thing being an idea of human perfection. In order to do this, the speaker said, the playwright must know and understand human life, and then he must be able to make a plan of what he knows and understands and fill in that design with details that will seem like the experience of actual life.

Two standpoints from which to view a drama were then discussed,—the vital and the mechanical. While the mechanical way may take more time for consideration, because it is concerned with the actual doing of the work of constructing a play, yet the vital is more important because it is concerned with the life-like ness of the content of the play, it is concerned with the selection of the subject matter. Great dramatists as a rule have found their themes by keeping their minds open, by brooding upon the action, the passion, the consciousness of man, and then they have become suddenly straited by some phase of action, of suffering, or of character assuming dramatic significance before the mind’s eye. It is not until then that the dramatist proceeds to mould this phase of humanity’s life into the fair and appealing structure which we call the drama. Usually, of course, the theme of a play comes to the dramatist under the form of his special interest in human society. Ibsen, for example, was sure to write of something associated with the moral order of society as it is but should not be. Hauptman presents the motives which lead men to achievement or failure in accordance with their aspirations and ambitions, both good and bad. Shaw, an arch-priest, or an arch-humbug, depending upon your point of view, exhibits the ideas, the thoughts, which men to their own detriment have been trying to keep in the background of consciousness, and, even more, of discussion. Brieux, similarly, has been attempting to make society over, by brutal though honest expose. Hofmannsthal is trying to do what Sophocles came so near doing, see life steadily and see it whole, and he clothes his attempts in the enchantments of loveliest poetry. Maeterlinck is interested in real love, real morality, real justice, the things that are profoundly true, and therefore profoundly beautiful.

The mechanical point of view of the making of a play presents almost innumerable avenues of approach. Some playwrights frequently adapt their material to the presentation of certain roles as played by definite actors and actresses. Molieré nearly always did so; Ibsen said that he never did, that he always depicted human character regardless of who should act the parts. Some playwrights work out their plays in full before doing any writing whatever. Bronson Howard never put pen to paper until he had planned every exit and entrance, every stage position, every gesture of every one of his actors, for the entire play, at least, so he said. Sir Arthur Pinero, however, begins at the beginning, writes each act by itself and as soon as that act is finished sends it straightway to the printer and proceeds with the next act, never revising the preceding one in the least. Some playwrights write as Poe said a short-story or a narrative poem should be written, having in mind the effect at the end and writing in such way as always to point forward to it. The younger Alexander Dumas claimed that his plays were written in this manner. “You should not begin your work until you have your concluding scene, movement, and speech clear in your mind. How can you tell what road you ought to take until you know where you are going?” Some playwrights intrude their personalities in their plays, as Oscar
Wilde, always indulging in his own peculiar graces of style, or as Shaw, always preaching his special doctrines of society, or as Barrie, always cracking his jokes in stage directions. Others are highly impersonal, hiding themselves, as does John Galsworthy. Certain dramatists are interested in social situations more than in anything else, more than in individuals or in society in the large, and hence they frequently write plays in the form of tableaux, as did Ben Jonson, as did Schiller at times, and as did Hauptman in "The Weavers," a series of five pictures rather than a story in five acts,—in fact, "The Weavers" might easily be presented as a silent drama, or motion picture show, and it would create a tremendous sensation if it were, though probably be misunderstood by those who did not exert themselves enough to study history.

Some plays are "single-adventure" plays, such as Shaw's, "The Devil's Disciple," Galsworthy's "Silver Box," and Sardou's "Dioi'torius." But others are filled with many highly exciting incidents, causing the reader or audience to pass breathlessly from one "adventure" to a more exciting one, and so on to the grand climax of all. The Elizabethan dramatists and the modern German dramatists have been, in the main, interested in presenting the tumultuous, the passionate, the unstable moments of the life of man's soul; but others have calmly asked, with Maeterlinck, "Does the soul flower only on nights of storm?" And the latter have dealt with man at rest, rather than man acting, and their methods have, accordingly, been very different from those of the Shakespeareans.

Aristotle said that a play must have a beginning, a middle, and an end; Dumas improved upon the form of statement by saying that it must have an introduction, a development, and a conclusion. And so it must, for all life follows the rhythm of origin, rise, and culmination. The beginning of a play is most important of all its parts; it must be clear, just as the last one must be brief, and as the whole of the play must be interesting. But it is most important that the writer of the play shall not let his ship strike while going out of the harbor. Nearly all great dramas from the Greeks down have begun somewhere near the heart of some great crisis in a situation in which human beings have become involved, and has proceeded at once to develop that crisis before the eyes of the spectator. The problem with the dramatist as with the photographer is to determine how much he shall include and how much exclude so that he may best get this crisis within the scope of the vision of the audience.

There are four general formulas which cover the general form of a play. First, to begin with the ordinary peaceful calm of life and then gradually develop the crisis. Second, to begin with what appears to be peace in human affairs, and then suddenly to have the crisis burst through what is at once seen to have been but a superficial veneer of calm, and then to analyse that crisis out before the astonished gaze of the audience. Third, to flash the crisis immediately before us, plunging us at once into the midst of tense and important events, and then revealing gradually what are the crisis-producing occurrences which have led up to this volcanic outburst. The first method is employed in Barker's "Waste," the second in Ibsen's "The Doll's House," the third in Sophocles' "Oedipus Rex." Then there is the fourth formula, that of beginning with calm, rising to the storm and stress and finally settling down to calm once more. In Shaw's "Candida" is illustrated of this method, and in Pinero's "The Second Mrs. Tanqueray," though in the latter, the end is not of rest, but of despair and death.

Professor Rankin thought that the formulas or methods just named were rather lofty for one to attempt to follow if he were writing chiefly for amateur theatricals, and that perhaps some suggestions, however mechanical, which follow the scheme of acts might be of more direct service. If a young writer desires to construct a five act play he might well guide his development of the situation, which he has conceived, in accordance with the following plan,—let the first act show the causes, the second, the growth of the situation, the third, the height of its intensity, the fourth, the consequences of the situation having reached a tense and unbearable condition, and then the
fifth, showing the final outcome. Or if his play is to be in four acts, he might present the origin, the rise, the culmination, and the solution of affairs in the four acts respectively. If the three-act form is his special choice, the first act should contain the origin of the tense and meaningful situations and incidents in the play, the second act their progress in intensity, and the third their culmination. The three act form is the most life like, for in actual life there is no such thing as final solution of any critical situation. Not even death is an end. Or, possibly, this would be a good formula for a play of three acts: Act 1, Impulse; Act 2, Deed; Act 3, Consequence, remembering, again, that consequences are never quite final. But it may be that the budding aspirant desires to make a play of but two acts; then Enmeshment and Escape might suggest what he should do, or Complication and Extrication, or, in the case of tragedy, Enmeshment and Failure to escape. But remember that in making a play, as in making anything else, the first step is "first catch your hare," that is, first know and understand human life, and then if there is added to this the inward impulse which says, not "I want to," but "I must" write, then the way will show itself.

ENGLISH

EILEEN

Four and seventy years ago,
I came on earth to stay,
As twilight spread its brooding wings
Around the hamlet gray.

Faith, 'twas there on the Emerald Isle,
The beautiful isle of Erin,
Home of the harp and shillelagh,
The land that I was born in.

But famine and oppression came,
Compelling me to roam
To lands that held no charm for me,
Far from my island home.

Far from the hills and flowery dells
My happy youth had seen,
Far from the sound of Dublin's bells,
Far from my fair Eileen.

And since Fate's hard relentless hand
Compelled me thus to stray,
The snows of many winters passed
Have tinged my hair with gray.

And then again as twilight's hour
Is edging into night,
My thoughts revert to those old times:
'Faith, 'tis then my heart grows light.

For then, once more I tread the paths
Which I in boyhood trod;
I see the brakes and mire-land,
The peat bogs and the sod.

I see the cottage by the shore,
All decked with shamrock green;
Sure waiting for me at the door,
I see my sweet colleen.

I see the painted wicket where
We promised, she and I,
That we'd remain forever true,
Then said our last good-bye.

Since then, full oft the shamrock
Has renewed its coat of green,
But still within my heart there reigns,
My blue-eyed Irish queen.

—Catherine C. Donovan, '18.
The Nature of Poetry

To define poetry adequately and by an adequate definition—one must be greater than Aristotle, Milton, Coleridge, Goethe, Hazlitt, Shelley, Wordsworth, Arnold and the others of that illustrious host who have endeavored to meet the great question, "What is poetry?" There are as many definitions as there are critics, ranging from that which emphasizes metrical form, to the eulogy of beauty for beauty's sake. To one man it means one thing, to another a different meaning is evident, and to hope to happily hit upon a definition, which will meet with universal approval, is useless.

After all why define it? It neither enhances the beauty, nor adds to the power of Shelley's "Skylark" to know that it answers to the conventional name, poetry. There are those who maintain that Walt Whitman has written but one real poem, but if other of his writings make a poetical appeal to some readers, why should a mere arbitrary definition exclude them from the sphere of poetry? Fortunately most critics have been comfortably vague in their limitations, and, moreover, in the last analysis, whether a thing is or is not poetry, depends upon the individual reader. There are, however, certain elements common to those contributions conceded by critics of eminence to be poetry, which are doubtless essential.

The first prerequisite, which no one seems ready to dispute, is truth. Here again we have a vague term, which admits of various meanings and shades of meanings. From the poet's point of view, whatever he writes must be true to his conception of it, whether it be a minute-detailed description of a steam roller, or a highly-colored product of his imagination. He must paint the thing as he sees it, in order that it be representative.

Imagination and fancy are also necessary to true poetry. Both qualities are found in prose also, but they are not essential to the latter as they are to the former. Verse that is lacking in imagination is also lacking in feeling, without which a poem has no power to move the reader. By means of the imagination the poet summons up such striking pictures, such concrete realities, that they live for us and move for us in a way that verse having not this quality could never do. Fancy is imagination in a much lighter vein. Hunt calls fancy "the younger sister of imagination, without the other's weight of thought and feeling."

It is directly to the emotions that fancy and imagination make their appeal, and here we find one of the few relatively definite characteristics of poetry. It must make an emotional appeal. Unless it moves the reader, all the beauty of imagery, all the truthful delineations of life are availing. It misses the mark entirely when it has not the power to stir, to the depths, the human heart.

Another qualification is necessary in this respect. Poetry must move the reader, but it must also move him in such a way that the reaction will be pleasurable. This does not mean that the situation under discussion is necessarily a pleasurable one. It is possible to view a painful situation and still have a pleasurable reaction. We may look upon pain and suffering and misery, and yet from all that sordidness, obtain pleasure, providing that there is a justification for depicting it.

The poet's choice of subject is of primary importance. In the first place true poetry which will live, must have as its subject something of universal interest. Something which is incidental of episodical will not suffice, but instead, the subject must make a universal appeal. Matthew Arnold says that only a great action is a suitable theme for a truly great poem, and that the best themes can be drawn from the past because they are records of human feelings which have endured. He says that sanity is characteristic of the ancients, while the modern writers are more fantastic.

The more direct and simple the language of poetry, the more effective it is. There have been poets whose very skill
and beauty of expression have marred rather than improved their works. Even Shakespeare has been criticised in this respect and Browning is another whose inability to express with great clearness his most powerful thoughts, has kept him from the very highest ranks.

All poetry is divided into three principal classes: epic, lyric and dramatic. The purpose of the poet, his subject matter and the prevailing taste of the time in which he lives, all have their influence on the class of poetry which he writes. The great bulk of contemporary poetry is of the lyric type. The other two types are seldom used in modern poetry, although each has been at an earlier time, the prevailing type.

The master poet is he whose thought and expression go hand in hand: he does not need to search for the right word with which to express his fine thought, nor does he clothe mere nothingness in flowery language.

HELEN PLATT, '18.

The Challenge of Mental Alertness

COULD there be experienced a greater pleasure than to stand on some high eminence and drink of the pure delight which the wonders of nature afford? Truly, the universe is filled with wonders. Each seems to excel the other in magnitude and grandeur, all is one grand scheme divided into a multitude of other schemes, each of which apparently function but for one consummate purpose—the welfare of human kind. Do we ever stop fully to appreciate the significance of the fact that there is nothing in the universe which does not exist as a benefit to man? Do not the phenomena of nature function to satisfy the wants of man, his needs and his desires? And yet, how mere a thing is man! As a factor in the mechanical movement of the universe he amounts to nothing. But in structure, in conception, and in function, he stands the equal of sun, or moon or stars. All reverts to man, all seems planned for him. Whence, since nature contributes all she has to man, so must man give all he has to nature.

But life is all man ever has, and it's all he ever gets, and then in a brief span of years it is no longer his. He hasn't earned it, and when it is lost he disappears from action. Life is but a drop of the essence of Eternity, loaned to man by nature. And since man is but a tenant here on earth, what he must do is: pay the rent to nature.

To every man, life presents a series of situations demanding a positive control. It is authoritatively maintained that about ninety-four per cent of the world's population is born with an inherent self-asserting capacity to adapt itself to whatever conditions may by chance be imposed upon it. This adaptability, however, is largely a physical matter, involving principally man's senses, his instincts with their characteristics, all of which primarily effect self-preservation and race propagation. But when man begins to adapt himself to his environment, when his native forces are marshalled to meet his immediate needs and requirements, he consciously as well as unconsciously creates a multitude of situations which require something more than mere instinct to control them. And for this very obvious reason nature has endowed all mankind with a latent strength and power, the fullest development and utility of which represents the purpose of human events. This latent strength and power lies as a seed of unknown species waiting to grow in every man. It is brought to the surface by our self-assertive characteristics, grows in response to the stimulus of thought, and is nourished by human experience. It is intangible, it is indestructible. It is the knowledge and wisdom, the outgrowth, power to learn, the ability to acquire, the finished product of which should be ability to judge, to deal sagaciously with facts, to use perception and discretion, to have dynamic knowledge and insight into the realms of real things. That is wisdom.

Since life is full of situations demanding control, and since nature has given
us the embryo of control, the only sane implication, the only logical inference which can be drawn is this, the same which tradition, common sense, and bare necessity have long since established: there is one supreme obligation unconditionally imposed upon all mankind—the obligation to be mentally alert, to be awake, to be continually up and doing, a challenge to be wise. By alertness I mean a receptive, judicious attitude of mind, a conscious focusing of attention and effort to anything which plays and important part in the control or individual, social, and national affairs.

The first element in alertness is industriousness, willingness to work, and to work with vim and vigor. No man succeed today, nor ever did succeed, who did not accept hard work as a prerequisite to success. It is not possible to recall any successful man or woman who did not first work with staunch determination and force.

But work is not the only thing, because a slave may work and yet remain a slave, the toiler toils and yet remains a toiler. Closely correlated with work is the element of self-analysis, a process which involves an inventory of self, a taking stock of our assets and liabilities, an analysis of actions, situations, and faults. Almost any normal-minded man can ask himself many pertinent questions which, if he is at all reflective, will cause him to blush in shame. Unless what we do is attended by a conscious, aggressive effort at betterment, we will soon become ignorant of our faults, become immune to criticism or suggestion, ultimately meeting the fate of the foolish virgins." But by drawing inferences, comparing situations, being open to conviction, picking out and eliminating our faults, we positively enhance our possibilities. You know, and I know, of many men, who, by the simple combination of work with common sense, without even the rudiments of an education, overcame huge obstacles, and scored great successes.

The next characteristic elements of alertness are insight and foresight. In a measure they are the by-products of self-analysis, but in the main they represent a special conscious endeavor to be ahead of criticism, to be ready for a situation when it comes. Time was when medicine and surgery stood for cure alone, today they stand for prevention. When the city of Galveston was ravaged by the tidal wave, its people did not sit idly by and pray that no such visitation might occur again; they built a wall to keep the waves away.

Another phase of alertness is the maintenance of a large degree of individuality. Individuality is the product of reflection, of deep thinking, and premeditated acting. It is a kind of personal initiative which begets personal responsibility. If anyone is habitually reflective and active, he will sooner or later possess certain set ideas. Every man ought at maturity to have reached a set philosophy of life. The principal reason why we have so many religious sects today is because men's minds are not firm enough; they are plastic and as a consequence yield only too readily to the fad or passing religious fancy of the day. If the beliefs of even the majority of mankind were of their making, instead of a forced substitute for righteous common sense (as many of them are), we would be much nearer universalism in religion today. Or if public opinion really ruled, as it theoretically does, there would hardly be a world war today. And neither would there be any militarism, nor war in the future. But when public opinion is dead its individuality dies with it, and action ceases.

It is, of course, a significant fact that we have not yet reached the millennium; society is still manipulated on the competitive basis, and man must be equipped and qualified for rigid competition. It might as well be said that a free and open competition as unregulated as ours is merely a democratized caste system, in consequence of which, unless you and I are mentally alert in the fullest sense, we shall be forced to withdraw and give place to the man that is. The best man always gets the job, and probably always will. Intentions are worthless vehicles unless driven by effort. "The very cobblestones of hell are moulded of good intentions," is the essence of an old proverb. And Dewey, the great educational philosopher, says, "Ignorance where knowledge is possible is the worst of evils." Or in other words, inability, where ability is possible, is crime.
Has mankind, then, as a whole, accepted the challenge to be mentally alert? Is the average man or the average woman in America today aware that there are moral obligations which must be met squarely? What do sanitation committees report after making surveys of conditions in general? Why do we, an intelligent people, permit and openly encourage the rottenest system of public finances in the world? Instead of a national budget we have a congressional “Pork Barrel” into which every unprincipled political crook is invited and urged to dip and from it eat his fill. Most of our municipalities are organized vice rings, organs of corruption, and instruments of public torture. Andrew Jackson inaugurated the “Spoils System,” as Van Dyke puts it, “The Spoils System is an organized treason against the republic, and a transgression against moral law. It’s a gross and sordid iniquity. Its emblem should not be the eagle, but the pelican, because it has the largest pouch.”

Then can we say that the challenge has been met? Are we mentally alert? Just how do we control the situations which we meet? Are we ignorant of existing abuses? Then what is this attitude we take? It is indifference, in every particular the exact opposite to mental alertness. It is an attitude of mind which opposes decisive action. It is a condition of degeneracy. It functions like the white corpuscles in the blood; if we allow it to grow, increase, or take root, by the very laws of habit we openly promote a pernicious anaemic condition which invariably results in mental stagnation and subsequent inaction. The least that can be said as an indictment against indifference is that it is the biggest reactionary influence which is still permitted to live and thrive in man’s private and social institutions. And, as yet, mankind as a whole, has been taking the easier alternative of letting problems solve themselves or go unsolved.

But there is a better life than this. If not, this world would be a dismal place. True we are not all alike in power, capacity, or possibility, but in ability to meet life’s challenges we are all alike. Every man is morally responsible for the development and best utility of what there is in him. No one is asked to do the impossible. Rather, it is more probable to be as someone has said, “There is a tremendous margin between what we do, and what we can do.” Though life, at times, seems to be a pretty serious thing, the very fact that we are alive, that we are allowed to share the sweet breath of nature, should fire us all with a mighty resolve to bear the little ills, the toils, or sorrows, if we may only become a contributing part in the universal strife for uplift, joy, and progress.

To make living conditions more endurable, life has proved to be like a boomerang. What we do comes back to encourage us, perhaps, or, perhaps, to chide unwholesome pride. If we would have it bring us happiness, let us throw happiness into the paths of those with whom we deal. When Horace Mann knowingly, yet willingly, sacrificed a future in statesmanship for that of an educational forerunner, he was not repaid in gold, he was not repaid in friends, he was not repaid with sympathy, but he was repaid with an innate satisfaction, a static happiness in knowing that he had accepted the supreme challenge, that he had thereby positively enhanced his posterity. But what is more, he added generously to the whole social heritage of the nation.

In view of the fact that man is a part of the material world, we must agree that he is subject to the laws of nature. All that he does falls into the undiscriminating hands of the laws of cause and effect. Life is full of situations. Man made them, and must control them. The outcome, the final development in life will be the aggregate result of what we choose to delegate to cause. There lies the challenge.

—REUBEN RYDING, ’17.
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EDITORIAL

The Task in Hand

The specific character of much of the current discussion of method in instruction, e.g., "If you wish a child to learn a thing, let that thing become an experience to that child," enforces attention to critical observation and analytical study on the part of one who turns his hand to any worth-while task. A case in point is the year after year effort of normal school teachers to prepare their students for successful service in the public schools, largely in the absence of any considerable recent, first hand familiarity with the public schools. This condition is doubtless largely explained by the load of work carried inside the normal school by instructors in general, and by the large number of instructors, who are given part in the administrative work in addition to their teaching, in particular. In taking new life and effectiveness, the outstanding attitude of State normal schools at present, of course the specific scholarship and general culture of members of the faculty will be re-emphasized, but more than this there will presently arise this question: "Do we know at all definitely what we are trying to prepare our own students to do?" To the extent that normal school work is vocational in its aim, a make-shift or evasive answer to the foregoing question, is no answer. A large problem of normal school administration is revealed in the difficulty of so suitting teachers to their tasks that they will grow in service not away from their specific task, which is the tendency of the necessary conditions of their routine work, but toward increasing intimacy with and appreciation of the actual work the student is to undertake when he goes out into public school service.

Brown and Gold

College life has been called a series of pleasurable events which are soon forgotten. Yet, in reality, we do not forget. It is just an inability to recall, but this inability is speedily removed when confronted by the proper stimulus. If this stimulus is anything like the original which gave us pleasure, or, perhaps, pain, there is a strong tendency which automatically reinstates our past experiences, and we say that we "remember."

In anticipation of a future happiness which may be re-experienced from the recollection of past pleasures, a staff of people are now at work in the Western State Normal student body compiling a series of pleasurable stimuli, which in substance might be called a compound of the essences which make college life a delight to endure. This compilation is known as the Brown and Gold, and is one of the things which no student can honestly afford to miss. Even if your college career totaled by two years, it is a dead certainty that you ought to be able to get at least two years more of pleasure from being able to gather from your Brown and Gold the same stimuli which once to you meant supreme pleasure.

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Pledges will soon be distributed about the campus and you will be urged to sign up for a copy of the annual. Please, in the meantime, let it revolve in your mind that the opportunity which here confronts you, costing you only $1.50, is positively the sanest investment which you can make. From no other source can you take such an amount of pleasure for so small a sum of money, but the significant thing is that the quality of such pleasure has no worthy duplicate.

**What of the Future**

Teacher training agencies of various types get set up by law and continue sometimes for a long period without any very close scrutiny of either their economy or their effectiveness. To institute immediate short cuts to meet imperative emergencies and then to treat these temporary means as large evolutionary steps in educational progress is a very easy trap for the unwaried to fall into. The real test of the truly evolutionary character of the work of any teacher training agency is found in the cumulative effect of its results. The County Normal Training classes in this state afford a good illustration of real evolution in that entrance requirements, internal organization, and selection of instructors have been on an ascending scale from a necessarily meager beginning. If these classes are too limited by the local situation to which their work is confined to be able to measure up to the high standards of scholarship and general culture which this generation and the next will set up for rural education, they will achieve the unique success of having been a large contributing agency in an educational evolution, which eventuated in eliminating them.

Likewise the State Normal Schools must prove their worth by the evolutionary reflex effect of their results. Evidence multiply that many normal schools are increasingly sensitive to the aggressively progressive situation in preparing teachers, which their many years of faithful work has been a large factor in producing. The detailed surveys of the normal schools, together with the benefits of comparison between these schools, which the clearing house survey committee of the National Council of Normal Schools affords, mean the taking up of the slack, so to speak; the projection of old activities in revitalized form, and no doubt the inclusion of new courses extending the period of necessary attendance by students. All of which is exhilarating to awake normal school teachers. Technical skill, scholarship, fellowship—these qualifications make up the trinity of preparation for leadership through teaching. More and more public school positions and positions in higher institutions are to be successfully filled only by one possessing in fine unity this trinity of readiness. Some great universities are coming to consciousness about education as a science, possibly the greatest of the social sciences. All hail to the day when the dignity instinctively felt by real teachers is appreciated by all as a fact growing out of the scientific and artistic nature of their work. This will be a new sunrise of humanity, pushing back the darkness of mere materialism.

**Art and the Child**

The big keynote of modern life is democracy, the kind that puts opportunity in the wake of the child—not the old theory that it knocks but once, but every morning finds it recreated in some form or another. We must develop universal aesthetic feeling so that it becomes a large part of our living as unconsciously as the breath of life. Art does not belong wholly to smock-clad brush wielders, whose business it is to put temperament, mood and subtle feeling onto a canvas. In making pictures it belongs to each and every one of us.

To make art democratic and universal, two things are imperative. First, art must have the child; second, the child must have art. Art needs the child so that it may mould youthful attitudes into fine aesthetic feeling, making use of the instincts to produce a full, rich life with a capacity to enjoy and discriminate.

Let some of our talented few be in the vanguard to produce—help them to create, but the great mass needs to be taught how to choose as consumers. The child must have art because it is the only means of expression which is universal. Religion, language, or literature are not universal; art is. If a Venus
is modeled in Greece; it can be interpreted in America; if the Indian writes his stories in design, it may bring a message to the Chinese. Give the child the means to express himself or to objectify his mental images and you are preserving and interpreting thought and feeling, and greater still, you are enriching his educational experiences by allowing him all the means of expression.

When art is so enlarged that it aids democracy, it will be difficult to design poor articles of use and adornment because the mass of people will know how to discriminate wisely and well. Besides it will give to the child another means of expression to help him find himself as an important factor of a democracy.

—Rose Netzorg.

**Vocational**

The Smith-Hughes bill

Education providing federal aid to vocational education bids fair to attract more than usual attention. For the past several years the subject has been before congress in one form or another, under the Davis, Davis-Dolliver, Page and Page-Wilson bills; and in 1912, the Page bill passed the senate but failed in the house.

The Smith-Hughes bill includes the best features of the former bills, and while carefully safeguarding the proper expenditures of national funds, clearly recognizes the autonomy of the states in adapting the forms of vocational training to local needs. It reads:

"A Bill to provide for the promotion of Vocational Education; to provide for co-operation with the States in the promotion of such education in agriculture and the trades and industries; to provide for co-operation with the States in preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditures."

The bill has been passed and is now a law. The money will be ready October, 1917. The amounts set aside for Michigan for 1918-1919 are: Salaries only, nothing for equipment; trade and home economics, $15,500.00; agriculture, $15,050.00; and training of teachers, $15,250.00. The amounts increase up to the year 1920-1927, then remain fixed annually: trade and home economics, $93,300.00; agriculture, $90,300.00; and training of teachers, $30,500.00.

Considerable attention was given to the discussion of this bill at the meeting held at Indianapolis, February, 22, 1917. The method of procedure for states to take to secure the national aid was considered. Michigan people met and selected a committee to take the matter up at once with the state authorities. Some twenty-six Michigan people attended the meeting.

—George S. Waite.

**Educational**

That President Waldo has Democracy the democratic idea for Western Normal is shown in the fact that he has given every member of the faculty an opportunity to take part in the reorganization of the course of study now in progress and thus have some influence in shaping the policy of the school.

That the problem of all schools in America today is one of training to meet the problems of democracy was pointed out by Dr. Wm. H. Kilpatrick in a recent address before the teachers of this city. He said that "democracy is a faith and a program rather than a fact" and that the problem of the school is to work towards its realization.

It is therefore the business of the school to offer more opportunity for social commingling, opportunity and responsibility to develop each age on its own plane according to the common good." In other words we must establish an ethical attitude, which means the subordination of private wants to the public good. We must offer to each a fair chance and develop in each the wish that fair play shall prevail. This is more than individualism, which is the heritage of America. Individualism is, in reality, opposed to democracy. In order that democracy shall prevail unselfishness must be added to individualism.

Children must learn to work as a group trained to hold to ideas, weigh evidence, follow argument and overlook prejudice. They must learn to weigh ideas on their merit, and teachers, also, must have this same reasonableness.

In no way can this reasonable attitude be better developed on the part of teachers than through attempting to solve just such problems as the reorganization of our course of study. Evidence is present-
ed and weighed and the desire to achieve satisfactory results brings about greater unity of thought and feeling and better understanding of our individual as well as our own common view points.

It is the hope of every member of this faculty that the reorganization of the course of study shall open up to the school a wider field of usefulness and develop an increasing ability on the part of its graduates to solve intelligently the problems of democracy.

Tentative Under date of February, Standards 1917, there has been publish ed by the Carnegie Foundation for the Advancement of Teaching provisional suggestions of curricula designed for the professional preparation of teachers for American public schools. This publication has been widely distributed for the purpose of enlisting cooperative discussion on the part of training institutions and students of education. Survey of teacher training conditions in Missouri, undertaken two years ago by the Foundation and still in progress forms the chief fact basis for the suggestions, but it is said that throughout the country there is a general feeling that a clearing of opinion resulting possibly in a consensus of trustworthy judgment as to the curriculum for the professional training of teachers would materially assist those who now have to deal with the problem. To this end the Foundation is inviting normal school, college, and university faculties in education to participate in an exchange of views which will later form the basis for a critical final report.

This work of the Foundation seems destined to become an epoch-making document in the history of normal schools in America. Eleven fundamental propositions upon which expressions of approval or dissent are desired are presented. Then follow four two-year curricula for primary grades, intermediate grades, seventh and eighth grades, and rural schools respectively. Three year curricula are presented for the first three divisions just mentioned and for science and mathematics in departmentalized upper grades, intermediate schools or junior high schools. Four year curricula are presented for rural schools and for all of the graded school divisions thus far mentioned and English and History in the high school, together with a five year curriculum for school administrative officers. These courses are all based upon standard high school preparation.

In conclusion there is a very interesting four page discussion of the administration of the suggested curricula. The sequence in educational courses is biology, psychology, method, practice, and it is suggested that practice come the second term before graduation and be paralleled by courses in management and technique. Quarterly organization rather than semester division is held to be better for normal schools. The suggestion is made that "picking and choosing" candidates for teacher’s preparation is gaining ground and that presently the feeling that all comers who present themselves for preparation must be taken will be less prevalent.

This striking statement is made: “An adequate and efficient system for the professional training of teachers demands, not only that the training colleges shall select their students upon a basis of merit, but also that these students be distributed among the various specific curricula in proportion to needs of the service for teachers of various types. These needs will vary according to the character of the territory which the college serves.” A suggestion follows that one-sixth be prepared for primary teaching, (two grades), one third for intermediate grades, (four grades), one-sixth for upper grades (two grades), and one-third for rural schools, (eight grades). This would be just about an honest distribution in Michigan at present.

In a specific discussion of costs it is shown from accumulated statistics that using the suggested curricula for training teachers, a state with an annual expenditure of $40,000,000 for public schools would probably be paying $1,200,000 annually for normal schools. “In other words, an addition of less than three per cent to the present cost of maintaining public schools would support sufficient training facilities of standard collegiate grade to provide for each vacancy a recruit specially prepared for that particular form of service.”
ALUMNI

BESSIE L. ASHTON, '05.

Bessie L. Ashton was born on a farm in Kalamazoo County, Mich., and received her elementary education and did her first teaching in the rural schools of that county. At one time she was a student in the preparatory department of Kalamazoo College, and later in the Kalamazoo high school where she became a member of the graduating class of 1899. One year later she returned to Kalamazoo to become a teacher in the city schools, which position she held for four years. When the Western State Normal School was established at Kalamazoo she entered as a member of the first class (1905) to complete the course begun the previous summer at the State Normal College at Ypsilanti, Mich. Then followed a year as sixth grade teacher in Lincoln, Ill., and three years as instructor of mathematics in Woodward Avenue high school, Kalamazoo.

In 1909 she resigned her position in Kalamazoo to become a student in the University of Chicago, where she specialized in geography and geology and received the degree of S. B. in 1911. The next four years she spent as instructor of geography in the State Normal School at Valley City, North Dakota. In 1915 she returned to the University of Chicago to continue her work in geography, and received the degree of S. M. in June, 1915. Many years of teaching and a strenuous year of study made a few months of rest advisable, and during the fall and winter of 1916 she was a guest in her sister’s home at Urbana, Ill. In January, 1917, she accepted the position of head of the department of geography in the State Normal School at Farmville, Va., where she is at work at present as busy as only a conscientious teacher can be.

RUTH HENDRYX MOSIER, '08.

Ruth Hendryx Mosier was born in Dowagiac, Michigan in 1886. Was graduated from the Dowagiac public schools in 1906. Entered Western State Normal in September, 1906 and was graduated in 1908. This class was the first to hold graduating exercises in the Gym. and their fatigued appearance during the visit of the legislators in 1908 secured the car service for the benefit of future normal students.

She taught in Woodward Avenue school as assistant in the kindergarten, 1909; was director Lovell St. kindergarden 1910-11; elected Commissioner of Schools, Cass County, in April 1911, assuming office in July; married to Carl D. Mosier, June 1911; re-elected to office of Commissioner of Schools, April, 1915. One son, Thomas Charles Mosier.

Wayne B. McClintock was born and raised on his father’s farm near Bradley, Mich. He was graduated from the Wayland high school in ’07 and from the Western State Normal in June ’09. The following fall he took a position as manual training instructor and athletic director in the public schools at Benton Harbor, Mich., which position he filled for three years. The summer of 1912 he spent at Teachers College, N. Y. In the fall of 1912 he went to Marquette, Mich. where he had accepted a position.
Wayne B. McClintock, '09,
as director of manual training in the public schools. He had three assistants in this position and the work was very enjoyable. The summer of 1913 he spent at University of Wisconsin and at Stott Institute. He was made principal of the Marquette high school for the school year 1915-1916. Here he had supervision of twenty-two teachers and the enrollment in the high school was 390. He had accepted the same position for the following year but resigned to take a position as head of the manual training and physical training departments in the Northern State Normal school at Marquette, which position he still occupies.

Mr. McClintock was married to Myrtle G. Hayward July 28, 1909, at Wayland, Mich. David Hayward McClintock was born Feb. 26, 1912.

Letters from Alumni

Grand Rapids, Mich.
636 Parkwood St.,
Western State Normal.

Dear friends: You have asked me for an itemized sketch of my life, but you ask too much as such an article would fill one issue of the Record.

Away back in the dark ages I completed the tenth grade of the high school, received a third grade certificate and was fully equipped to teach school. I inflicted myself upon the rural and village schools for some years and then learning that on a big hill in the southwestern part of Michigan there was an institution with a wide-awake president and a real live faculty that trained teachers in the art of teaching, I decided to attend this school. In the summer of 1905 I entered Western State Normal, my first heaven, and received my life certificate in 1908.

I then taught one year in the grades of the Grand Rapids schools, and since then have been principal of County Normals in Berrien and Grand Traverse counties. This, my second heaven, is the most strenuous but pleasantest work I have ever had in my teaching career. I have taught four summers since 1908 in the rural department at W. S. N. S. During the summer of 1916 I attended University of Michigan summer school and continued work there during the first semester. I am planning to attend Columbia University next year and hope to have supervision of the rural department of some state normal school some day.

At present I'm taking the second vacation that I've had in eight years, and the first long vacation that I've had in my teaching experience.

May Western Normal long continue its good work.

Very sincerely,

Blanche Pepple.

Feb. 5, 1917.

Dear Miss Goldsworthy: Since graduating from the Normal I have had a rather varied experience. My first attempt at teaching was in a mission school at Provo, Utah. The work here was under the direction of the Congregational Board of Missions and it was very delightful.

From there I entered into public school work, going to Cadwell, Idaho, and now I have charge of the art work in the Michigan State School for the Deaf.

My work here is very interesting. We have about three hundred children and twenty-three teachers besides those who are in charge of the shops.
To tell you all I like would take up too much of the Record's space, so I'll tell you what we are doing in the art classes.

In each grade we have not more than twelve pupils, hence, it is not as hard to gain and hold their attention.

We have both oral and manual classes, and it is wonderful to see results obtained, from working with a little child, who, when he is entered can neither hear nor speak.

In presenting an art lesson, I use the same method I would in a hearing school, but instead of talking, I spell on my fingers or write directions on the board.

As I had not been trained for deaf work, it was a little difficult at first, but, the grade teachers have all been especially trained, so could interpret for me.

I have an advanced class in costume designing and one in poster advertising, which are doing splendid work.

The costume design work is correlated with that of sewing and the special problem now of the girls is, planning and drawing of their graduating frocks, then these designs are worked out in the sewing classes.

There is no better material to work with than the deaf child as he is very eager to learn—especially to speak, and very keen to appreciate all that is unfolded to him as his vocabulary grows.

Besides my school work I am interested in the St. Cecilia club which meets twice a month. Through this club I get to hear some very fine music.

I was very glad to receive the Normal Record and hear from some whom I had often thought of and wondered where they were.

Although a "grad" for many years my interest is still with the Normal and I hope for its continued prosperity.

Sincerely,

ERMA SCOTT HASBROUCK.

Cicero, Ill.

February 25, 1917.

Western State Normal School,
Kalamazoo, Michigan.

Dear friends: I am now supervisor of manual training at the J. Sterling Morton high school in Cicero, Ill., a suburb of Chicago. The high school is located at 60th Avenue, West, and 25th St., South, which are Chicago numbers. It is the township high school of Cicero-Stickney townships. We are building a $350,000 addition and I have all of the first floor with the exception of the power plant. We just moved into our new mechanical drawing room this month.

Last year I was alone but this year I have the supervisor of manual training from Kewanee for an assistant. The year before I came fifty were enrolled in the manual training department and now I have one hundred and ten in mechanical drawing alone. I will mail a blue print of the plant as soon as possible.

The Western Electric plant is located in our district so we have plenty of money and independence which people in Chicago do not have. The elevated lines from the city run within three blocks of the high school.

Evening school runs all week but are only allowed to work two nights a week and are paid time and a half, according to our pay per hour in day teaching. I am now attending the University of Chicago in my spare time.

I enclose a card from Mr. Clifford who was my assistant in Monmouth. One of my boys in high school made inquiries regarding schools in manual training—I would mail him a catalogue. His name is Frederick Lehman, 2730 59th Avenue, Cicero, Ill.

Yours respectfully,
FRANK W. WALSH, '10.

2648 Austin Blvd., Cicero, Ill.

Barryton, Michigan.
January 27, 1917.

Miss Katherine Newton,
Kalamazoo, Mich.

My dear Miss Newton: My folks recently forwarded a card from you, addressed to me, in which you made inquiry as to where I am located. This is my third year in Barryton and I feel that my time has not been wasted. (This is not said in a boasting spirit, but as friend to friend).

When I came here I found ten grades, now we have twelve. The first year their were twenty-seven enrolled in the high school. This year there are sixty-one. I found no library; now we have
175 volumes including a one hundred dollar set of encyclopaedias. I have added two teachers and we need two more. Yesterday there was a special school meeting and the district was bonded for $12,000 to build an addition to the present building. The proposition was carried 61 to 9.

Last summer I was chosen a member of the county board of school examiners. Am married and have a boy a year and a half old. You see I am prospering.

From all reports I guess W. S. N. S. is still on the map. Give my best regards to all my old friends—Mr. Waldo, Mr. Hickey, Mr. Wood, Dr. Jones, the Misses Braley and French and, lastly to "Smith" and "Jones."

Very truly yours,

THE LIBRARY

Books Received in the Library since January 8, 1917.

Philosophy and Psychology.

Jastrow, Fact and fable in psychology.

Religion.

Moore, Religious thought of the Greeks.
Royce, Sources of religious insight.

Sociology.

Bentham, Fragment on government.
Blease, Short history of English Liberalism.
Curtis, The Republican party, 2 v.
Orth, Readings on the relation of government to property and industry.
Perry, Community center activities.
Riley, Life and times of Booker T. Washington.
Scott & Stowe, Booker T. Washington.

Education.

Andress, Johann Gottfried Herder as an educator.
Association of Collegiate Alumnae, Vocational training.
Freeman, Psychology of the common branches.
Froebel, Moitoes and commentaries.
Heatwole, History of education in Virginia.
Houghton, Elements of public speaking.
Lutz, Wage earning and education.
McMurry, Method for teaching primary reading.
Sneden, Problems of secondary education.
Strayer and Norrisworthy, How to teach.

Folklore.

Myths and legends, 8 v.

Natural Science.

Cajori, William Oughtrd.
Hunt, Climate and meteorology of Australia.
Lucy, Biology and its makers. 3d ed., rev.
Pearl, Modes of research in genetics.
Petrunkewitch, Morphology of invertebrate types.
Rignano, Upon the inheritance of acquired characters.

Smallwood, Textbook of biology.
Stevens, Theory of measurements.

Useful Arts.

Calot, A layman's handbook of medicine.
Nesbitt, Low cost cookery.
Nourse, Agricultural economics.
Bennett, Corporation accounting;
Esquiere, Applied theory of accounts.
Saliers, Principles of depreciation.

Manual Training.

Comstock, Bungalows, camps and mountain houses.

Fine Arts.

Brown, Applied drawing.

Games.

Crampston, Folk dance book.
Poast, Indian names, facts and games.
Edwards, Football days.

Language and Literature.

Angeli, Shelley and his friends in Italy.
Benjamin, William Makepeace Thackeray, by Lewis Melville.
Brown, How the French boy learns to write.
Clayden, Early life of Samuel Rogers.
Cook, tr., Select translations from old English poetry.
France, The gods are athis.
Gissing, Will Warburton.
Gras, The Reds of the Mali.
Holson, Recollections of a happy life.
Motley, Life and correspondence. 2 v.
Snorri Sturleson, Prose Edda.
Tappan, ed., Children's hour. v. 11-XV.
Tryon, Speaking of home.
Wild, Happy prince; ill. by Charles Robinson.

THE KALAMAZOO NORMAL RECORD
History.

Abbott, Louis XIV.
Ady, Christina of Denmark.
Allen, The great war. v. 1-3.
Allen, Paris.
Bain, Peter III, emperor of Russia.
Batiffol, Marie de Medicis.
Bouquet de Monvel, Eminent English men and women in Paris.
Buxton, Travel and politics in Armenia.
Cesare, Last days of papal Rome, 1850-1870.
Cregny, French noblesse of the 18th century.

Harc, Charles de Bourbon.
Hels, Life of Pizarro.
Kreisler, Four weeks in the trenches.
Lewis & Ordway, Journals kept in the expedition of Western exploration.
Lowell, Eve of the French revolution.
Morris, Napoleon.
Perkins, France under the regency.
Perkins, France under Louis XV.
Stryienski, Eighteenth century (National history of France).
Wheeler, French revolution.
Willert, Mirabeau.

TRAINING SCHOOLS

NOTES ON THE TALKS OF DR. KILPATRICK AND DR. HOWE.

In February a few of the fortunate enjoyed an unusual treat. Two great men came to town and gave talks, on two consecutive days. By remarkable coincidence these talks dovetailed with one another in a wonderful way. Dr. Kilpatrick of Teachers College talked of "Democracy in Education;" Dr. Frederick C. Howe, Commissioner of Immigration at the port of New York talked of "The City of the Future," and "Municipal Ownership." But if he had heard the preceding speaker he might have entitled his addresses, "Concrete Illustrations of Dr. Kilpatrick's Ideals of Ethical Democracy." Being masters, each in his own field, they spoke with the ring of authority. They voiced one’s unvoiced ideas, and added ideas where idea-hunger was strongest.

Dr. Kilpatrick strongly restated the best in our American philosophy of education. He first outlined the principles of an ethically social order, and then pleaded for an education which will give our future citizens the training for this, not for autocracies. He pleaded for the social group in the school as the only means of giving exercise in and experiencing the principles of our ideal social order. This living in miniature democracies is the best training for the children whom we hope as adults will meet the dangers with which our American life is threatened.

Dr. Frederick C. Howe is an authority on city government, both through his experience in Cleveland, and his extensive investigations of the socialized cities of England, Scotland, and Germany. His books form a valuable contribution to sociology. He brought a note of comfort, showing how Dr. Kilpatrick’s ideas had been worked out, and the dangers he mentioned had been averted, in the great free cities, unbossed by state governments and privately owned public service corporations. Putting elements together he sketched the "City of the Future."

Here are Dr. Kilpatrick’s principles of ethical democracy:

1. Reorganization of the needs and rights of the individual.
2. Curtailment of individual privileges where they encroach upon the rights of the organized group.
3. Conscious direction of effort for group projects and group-welfare.
4. Control derived organically,—through the force of intelligent public opinion.

He points out dangers of these. Some ideals have ceased being realized. Some have never yet been achieved, while others are menaced by grave anti-social forces. A general danger covers all—disappearance of our American stock, with great influx of foreign stocks who do not appreciate the American "zeitgeist;" or who foster their own national ideals in their own schools, using the effective instrument of the foreign language. Dr. Steiner makes this same point,—"Compel the use of the English language as a conveyer of our national ideals." Fostering and protecting these ideals sound keynotes for our schemes of teaching.

As to the first, he does not see rounded development for the individual in the lock-step methods of teaching; in memoriter non-thinking text-book recitations;
in dictated "construction" work. And this spirit reappears in the over-refined division of labor in our factory system, where the welfare movement has not yet arrived. He sees our cherished declaration "Equality of opportunity for all," now arrived at the vanishing point, except in education. It once flourished in pioneer days, at the frontier, but now our natural resources are all cornered.

Failure to recognize the second principle is a menace. There has grown up in America a steady curtailment of the "rights" of the individual especially in the protection of public health. Spitting, that dear right of our early cracker-barrel philosopher, was first made fun of by Charles Dickens. We were sorely offended then. Now we submit to regulation. People no longer are permitted to indulge unrestrained in contagious diseases. Even John Barleycorn is on the wane. But so strongly entrenched is the idea of "private property rights" that "public ownership of natural resources" seems like a new idea, though as old historically as the days of Moses, and the tribal lands. For those who are convinced of the necessity of secure private possession of lands etc., it may be said that this is not incompatible with the idea of perpetual leasing of public property. The public are paid for use; not private owners who demand undue bounties.

Civic consciousness should be deliberately translated in the tender school-day. Here, again and again through group projects and team-play the embryo citizen must have opportunity for self-development, yet must work positively alone for the common good. When left alone children quite naturally organize themselves and launch enterprises. In swift, simple ways they recognize and elect leaders criticize their strength and fairness, dethrone the unfit, and elevate the fit. Leaders sometimes choose themselves while the group mutually acquiesce. They practice the initiative and referendum. They use co-operation. They force the eccentric to become concentric through scorn, they haze off the raw edges of the anti-social members. These natural forces of child psychology are used in live schools all the way from group games to conscious "civics" and "self-government clubs." There is often a transference of social effort from bad to good ends. A tactful teacher can find many projects involving "legitimate school work" which become through mere suggestion the group's own; as, class papers, history plays, spelling contests, travel lectures.

As to the fourth principle,—control through public opinion, Dr. Kilpatrick urges that the educators recognize the dangers of unintelligent control, as by a subsidized press. He stresses the need of giving children possession of correct controlling ideas; of teaching them to think logically, of showing them how to question and judge of authorities, and to realize their liabilities to error. The child should learn the value of public expression of ideas as a means of influencing opinion. Compare a child who has had training in thinking in critical reading, and in debate, and one ruled by intelligent principles; with one who has lived under the autocratic rule of pedagogues armed with ferules, and the power of thwacking, both rules and thwacking being based upon violations of the teacher's personal pleasure or conscience. Such a child gets his best education outside of school.

Dr. Howe mapped out the ideal city, but from patterns already in existence. He explained the city-beautiful with its conscious provision for the rights both of individuals and the community as a whole. He cited the ancient town-plan of Dusseldorf as the inspiration for town-planning contests of today. In Dusseldorf they planned crooked winding streets for surprise and beauty, and "where the chill winds won't sweep down."

Having studied first-hand two of the anti-social evils of modern city government,—graft and corruption in city councils, together with the unwillingness of the "best citizen" to take his part in city government, he cited examples of cities that have solved these problems. This indifference of the "best citizen" and this willingness even to corrupt or own a city council while intent on private gain, he explained was the result of the stupid action of cities in offering huge rewards for just such action. These huge profitable public-service corporations be-
ing immensely valuable, are indeed suf-
cient to null any dormant civic con-
sciousness. English and Scotch cities have
demonstrated that municipal ownership of
public-service utilities is a profitable
business, automatically puts an end to
corruption in the council, and attracts to
city government offices those "best
brains formerly devoted to private gain." One
shrewd German burgomaster, be-
ing asked to explain how a city might be
managed on business principles, replied,
"You ask how to run a city as you
would a business, and yet in New York
you keep the management of such liabil-
ities as the sewer and park systems, give
away your money-making assets such as
subway franchises!" Dr. Howe cited
convincing examples of a city's ability to
make money in the management of its
own public-service utilities, and of high-
salaried brainy men who are now de-
voted to public-service work, vying with
one another not in the dollar-an-assaying
competition, but in seeing how well done,
and how cheaply, they might carry out
some bit of public work. He recommend-
ed the single tax as the ideal method of
organizing the burdens of taxation; of
making thus a shift from taxation off
the products of labor, and substituting
therefore land (economic) rent, or a
tax for the use of the land.

—EDITH SEEKELL.

PRIMARY ARITHMETIC

Why is it that primary teachers are
so prone to look with disfavor upon the
arithmetic period? Often do we hear
such remarks as, "Oh, those tiresome
tables. They are so monotonous." This
attitude is very easy to understand if
viewed in the light of formal disciplin-
ary value; as a subject apart from other
subjects, apart from the child's interests,
merely as a step in preparation for more
advanced mathematics. "But," we say,
"we all know that the subject matter has
undergone a thorough investigation, and
we now teach what the child's expe-
riences and needs demand." I fear we
assume too much. The more progressive
teachers and those recently trained in
the better normal schools do appreciate
the transition from the standpoint of
formal discipline to the standpoint of so-
cial fitness, but for the many who have
not come to the realization, is this article
written.

Let us first consider the aims in teach-
ing arithmetical. Formerly we believed
that the study of arithmetical should train
the mind; it should prepare for further
mathematical investigation. It was these
aims which made the study a monoto-
nous drudgery to the child. It was these
aims which made so hopeless the teach-
ing of "those dreadful tables." Now
we discover that arithmetical is a social
subject just as is history, geography, etc.
Therefore we aim to make our mathe-
matical experiences fit those of real life;
we aim to make real and desirable to the
child the study of numbers. In view of
this fact the whole aspect of the situation
changes. It is no longer the hopeless
drudgery, the "hum drum" repetition
which formerly characterized it. It is,
rather, suffused with that interest and
enthusiasm which ever marks the pres-
ence of real value; of a realization of
actual accomplishment, concrete enough
for the child to see.

Knowing what we are to do, how shall
we accomplish that end? It is very evi-
dent from the child's viewpoint that the
work must be real and concrete. To
avoid ambiguity let us define our terms.
Too often we construe "real" to mean
"material" and hence teaching objective-
ly, feel that at last we have discovered
the hidden key to effective instruction.
No doubt the objects have their place
in developing certain facts, but we sin
in reverting to objective demonstrations
long after the truth of these facts has
been established. What we mean by
"real" is that which is vitally related to
the child's experience; that which exists
in "everyday life." Then we immediate-
lly "seize upon" problems which actually
occur at the grocer's or other places of
business and feel that they are indeed
crude. Yes, but we are not training
children to be effective business men
only; "we are attempting to train child-
ren for situations common to all and
particular to no class." Even more con-
crete then do we find an application to
a smaller social world; a world nearer
the child. We can make use of his
plays and games in our mathematical
teaching. Do not such games as bean bag, marbles, ball games, etc., suggest effective applications? We can develop the child's natural inclination for construction and measuring, and thus excite his interest and desire for ability. We seem disposed to look with disapprobation on the actual doing and playing in the schoolroom, and to hold the children to mere suppositions, when it is indeed in the doing, that the child sees the application. Even occasional mathematical dramatizations are of great value in this work.

Now, lest we err too far on this side and tend mostly to develop these interesting number relations, we must consider the drill necessary in making these facts automatic. I think we all agree that in no other way can we master the facts of addition and multiplication (simultaneously including subtraction and division) than by drill. The child first learns through his experience, the teacher suggesting and guiding. After discovery, supplementary drill must emphasize and impress these relations. However, these drills must be properly motivated and must certainly be varied in form. Sometimes we resort to artificial motives, but merely as subordinate to real motives. One form we frequently use is the ladder device. We place two ladders on the board. Sides are chosen and the two leaders start at the bottom, writing the answers as they ascend. When the first one finishes, time is called and mistakes scored against both sides, vacant spaces being considered as mistakes. You cannot appreciate the amount of interest and excitement shown until you try it. Recently we have been having these contests between divisions every Monday, and even the backward children work very hard to help their side to win.

Have you ever played at traveling? We take many delightful trips, destinations being selected by the children. Each station on the route is represented by a combination. All must be satisfactorily given in order to make the entire journey. Oftentimes we are put off at some station en route, but that serves as an incentive for more thorough study for the next time.

We also frequently indulge in baseball games. The children select the particular combinations which they find most difficult, and these are placed at the bases of the diamond. Sides are taken and home runs are scored. Each player must go clear around the diamond, each mistake counting as a strike. Two strikes add one point to the opponent's score.

More than any other form of drill do we enjoy articulation and visualization. Competition of boys against the girls works very effectively. The first child to give the correct answer scores a point for his side. Such problems as these are given: (4 x 3) (-2) (x 2) (plus 4) (take ½). The more involved the problem, the greater is the effort and interest shown. It is very amusing to note the display of satisfaction over the correct solution of a difficult series.

We had a very interesting problem arise from our sewing lesson a few weeks ago. The children were making curtains for the book-case. In order to find out how much material was required, they measured the doors. They then discovered that fullness was necessary for gathering, and decided on allowing once and one-half the actual width. This then developed into our store problem. We bought curtains for our doors, table covers for our tables, burlap for bulletin boards, ribbon for booklets, etc. The materials used were different colored thread, representing ribbon and selling at various prices; and paper of varied widths, representing several kinds of cloth. Remnants were sold at fractions of marked prices, depending on where drill was needed. Also we were getting drill in measuring, making change and multiplication.

Our time-telling problem developed just as naturally. The children often asked, "Is it time for cooking, reading, recess, etc?" So we decided to learn to tell the time. The children just learned the Roman numerals to 12, then constructed their clocks and then learned to count and multiply by 5. Here again we made use of our traveling game. We
left certain cities at stated times and arrived at stated times. Our clocks told us whether or not we were on time and we figured how long the journeys lasted.

So, through varied activities, constantly supplying the child's demands, do we keep alive and growing the interest in and appreciation of such "cut and dried" abstract truths as the number facts.

—Ruth B. Miller.

RURAL DEMONSTRATION SCHOOL

Observation in the rural department during this term has been carried on in connection with rural method work. Looking forward to the practice teaching during the spring term, the classes have made thorough study of the various types of lessons. They have observed demonstration lessons of each type taught in the training school, special attention being given to third, fifth, sixth and eighth grades. Following such observations each student has made out and submitted a plan for the lesson as they saw it taught. By this means they have learned to recognize, and realize the importance of the formal steps in a recitation.

Observation is also required at the demonstration school at Oakwood, and this has proven more satisfactory than heretofore, as the students have so planned their observation periods, that many have been able to spend several hours consecutively at the school, and so gain an understanding of the general manipulation of a rural school program. Discussions of these observations are arranged for under the supervision of Miss Munro. It is hoped to continue these observations during the spring term to as great a degree as possible.

—Susie M. Ellett.

The children of the training school feel that the Normal Record belongs to them as much as to the older students, so we print a few compositions selected from the past month's work in the intermediate grades.


Dear friend: In your last letter you described your school room and told how much you liked it, so I thought you might be interested in our school room. It is a very busy place every minute of the day. If you were to peep in at eight-thirty in the morning you would see may puckering brows and would hear only the ticking of the clock and the scratching of the pens, for at this hour arithmetic is in the minds of every one. Our room is large and airy and very attractive. Near the door the results of a recent art lesson are exhibited. On the book-case opposite rests a pretty fish-bowl in which tiny gold fish swim in and out of their pleasant castle. In one corner the teacher's desk is cozily arranged. Across the front of the room above the blackboard stretches a ledge on which is arranged charming winter bouquets of berries, beautiful pottery and pictures. On the west are six large windows through which the afternoon sunlight pours in on the window boxes green with geraniums and tall graceful ferns. So you see our room is always cheerful, and if you were given a chance to look in at night you would probably find it very silent and the moon from behind the trees making merry shadows on the floor.

Next time you write won't you describe your own room.

Lovingly,

Donavie Scott.
Sixth Grade.

THEIR ROOM

It was October 25th, room 19 in the west corridor of Mrs. Winter's Select Finishing School for Young Ladies, looked as many similar rooms looked at that date. In the middle of the apartment, two steamer trunks reposed, lids thrown backward. On the floor trailing from these to bed, closets, dressing tables, and other convenient furniture were dainty frocks suitable for all occasions. Many hued stockings, and slippers and such other things as girls' wardrobes consist of. A chafing dish was peacefully nestled in a half uncovered bandbox, which bit of paste-board was quietly resting on a huge pillow near the trunks. A traveling bag stripped of its fine feathers, along with an electric reading lamp, a blue willow ware tea set, and picture of Sir Galahad obstructed the
passage to the door. At one side of the room a bookcase was brilliantly festooned with brightly colored pennants, suggesting some of our most famous colleges. A writing desk was sighing under its weight, for flung across its top was a bag of golf sticks from which issued an occasional ball. Perched on a step ladder industriously munching a piece of candy was Carolyn, an occupant of this room. Below with a tennis racket serving as a hammer was Margaret, tacking up pennants with a box of sweets nearby. The room was fast becoming a bit more orderly but was still far from complete.

Frances Nicholson,

Grade Six.

PLAYING MARBLES FOR KEEPS

Playing marbles for keeps is a game that I disapprove of for girls. If boys want to play marbles it is allright, but I don't think it is a game for girls. For one reason I think it is a young gambling game. If some one sets up a ten cent marble and some one else hits it at the first shot with a ten-for-a-cent marble that would be gambling. I think this is very wrong for boys and girls to do, for if they do it a little bit when they are young, they will probably grow up to do it more and more.

I am not saying that every child will do this because they won't. I know some very nice little girls that play marbles and I know that they will never grow up to do such a thing. But all the same I do not think playing marbles for keeps is the nicest game children can play.

Frances Boylan,

Sixth Grade.

PLAYING MARBLES FOR KEEPS

I think that playing marbles for keeps is perfectly allright. Say one boy has a large glass marble and he wants to set it up. He goes around telling every boy he sees that he has something to set up. He gets together say ten boys and then each boy will step up and shoot a marble at it. If a boy is dissatisfied because he is losing his marbles he does not have to shoot any more. Boys do not take it hard if they do lose. Why? Because if they lose they can set something up of their own, and win back their marbles. Playing marbles is the only thing that boys have to do in the spring when the snow is melting and everything is wet. Marbles do not cost much. You can go down town and buy two great big glass marbles for five cents, or one hundred plain marbles for three cents.

I started out with fifty plain marbles and one glassy. One boy was setting up something so I shot at it. Well I threw all fifty marbles without hitting it. That did not discourage me in the least, because I had my glassy to set up. One boy hit it the twenty-ninth shot. I did not care because I could buy some more. Anybody could. Why? Because they are so cheap.

—Robert C. Armstrong,

Sixth Grade.

PLAYING MARBLES FOR KEEPS

I approve of playing marbles for keeps. I can have more fun playing this fame of marbles than any other game. When I win I am very joyful but when I lose I am not so cheerful. Playing marbles for keeps often gets very exciting when I feel that I have very few marbles left and that I must make the most of what I have. Often I meet with boys that win all the marbles I have with me, but that does not stop me from playing marbles for keeps, a game that I like very much and one of which I do not grow tired.

—James McLaughlin,

Sixth Grade.

PLAYING MARBLES FOR KEEPS

I like to play marbles for keeps very much but I don't know whether we should. There might be a child who wanted to play marbles with some older boys. He might have a great many marbles. The boys would get them from him and send him home crying. Another boy would come along to the same bunch of boys. The boys would have him set up all of his and of course he would lose most of them. The boy would say, "That is part of the game," and pay no attention to his loss, but go on playing and soon would have all his marbles back again. So I think it makes
a difference in the child that is playing whether they should play for keeps or not.

—Charlotte V.,
Sixth Grade.

GOLDEN GATE PARK

You would think that Golden Gate Park would have a golden gate, but it doesn’t. It gets its name from the glorious sunsets on the harbor.

I want to tell you what nice things they have for the children to play with. They have a merry-go-round, and a little place to ride around on burros, and with little carts with billy-goats to pull them.

There are flower beds that have been planted and have grown in the shape of wagons.

There are many kinds of shrubbery.

Because of the beautiful flowers and trees, and the warm climate many people go there for the winter.

—Arthur DeMeyer,
Fifth Grade.

NAUGHTY BOBBY

Little Bobby lived in a great big house and had the nicest play room you ever saw. It had pretty pictures on the wall, but Bobby didn’t seem to think there were enough of them. So one day he was in his play room and although there were all kinds of things around him they didn’t interest him at all. He looked around at the pictures. Then he thought of his new picture book. He ran and got it and what do you suppose he did? He cut out all the pictures and pasted them on the wall. Then he went down stairs to see what else he could do.

His mother had just gone over to the neighbor’s, and so Bobby had a fine chance to do some more mischief. Pretty soon he spied some cream potatoes on the table. “Oh goody!” he said. He took them from the table and trotted up stairs to his play room.

When his mother came home she could not find Bobby any where. Finally she thought he might be in his play room. So she went up and there sat Bobby in a chair sound asleep. The potato dish was in his lap, and his face and hands showed he had eaten cream potatoes to his heart’s content.

And that is all I have to tell you about naughty Bobby, as you can imagine what happened to him next.

—Millicent Blakeslee,
Fifth Grade.

Kalamazoo, Mich.
Feb. 27, 1917.

Dear Miss McConnell; We would love to have you come to visit our grade. Monday the B and A divisions had an arithmetic contest and it was a tie. This winter my grandfather and grandmother went to California and are having a nice time. Auntie is going to meet them when they come home. In school we are starting our “Dutch Twins” and I’m all through with the book and reading it over again.

With love,
—Eleanor E. K.,
Third Grade.

WHY WE CELEBRATE VALENTINE’S DAY.

Once there was a mother and father pigeon and they had five eggs in their nest. But one did not break for a long time. But when it did break, out came a little pigeon and it did not grow.

These pigeons lived in an old castle. So the little bird flew down to the window and he saw a kind looking old man. The pigeon and the man got to be friends. This man’s name was St. Valentine.

One day the good saint was put in prison by a cruel emperor because the emperor was jealous of him. When the little bird came the next time he could not find the man. But when he looked in the prison he found him.

Now when the little bird found the man he brought a violet with him. St. Valentine thought of a plan. He scratched “I love you” on the leaf. Then he sent it to a little lame girl.

After a while the good St. Valentine died but every year we celebrate his birthday and that is why we have Valentine’s day.

—Frederick Rogers,
Third Grade.
FIRST GRADE GIFT

No gift which the first grade has received in recent years has given the real joy and pleasure to the children and friends of the room as the frieze painted and presented by Miss Rose Netzorg, supervisor of art of the training school. The frieze is composed of six illustrations of Mother Goose rhymes, Goosey, Goosy Gander, Bye Bye Baby Bunting, Little Bo Peep, Little Miss Muffit, Little Boy Blue, Little Tommy Tucker. These rhymes have been selected and used as the subject matter for beginning work in reading. They are very familiar to all of the children.

The pictures are rich in color and action and are a constant delight to all who see them. The frieze is about fifteen feet long and two feet high and is framed with black mats and ebony moulding, the whole being most harmonious and artistic. We cannot thank Miss Netzorg too heartily for this rare gift.

VARIOUS ACTIVITIES

WHAT DOES ART MEAN TO YOU?

This question was asked through the School Arts magazine by its editor, Mr. Henry Turner Bailey, of a group of people in varied occupations—and their answers were most interesting. Many people had the greatest desire to express themselves in some form of art but did not acquire the skill in their youth, so were deprived of the pleasure that nothing else could fulfill.

Many people felt it was a distinct loss in their practical every day living, in their home life, or in business, and regretted that they had not the privilege of acquiring appreciation, taste and skill in their youth and were trying to overcome this loss by study in mature life. Any student who has found his art training of pleasure or profit in every day life will be given space in this department. Write communications and send to Miss Goldsworthy.

WHY DO I BELIEVE IN ART IN THE SCHOOLS?

Because I believe it touches the individual and his life in the community from a greater variety of sides than almost any other subject.

If it consisted merely of the drawing and representation of things about us, the making of pictures, one would grant it had a comparatively small place.

Thus it was taught in the schools in the years gone by, and while still we teach the principles underlying sound representation, we do it for the purpose that these forms may be correctly used in creative work for our home, civic, and commercial environment.

In school instruction today, it is aimed to develop knowledge and use of principles so that the individual shall have not only a trained appreciation but that he may carry this appreciation to the production of articles good in proportion, form and ornamentation; articles which will be of service and pleasure to himself or the community; that he will have powers of selection and discrimination cultivated in him so that he will be a better producer and a wiser purchaser; and that he may combine a knowledge of processes, materials, and the suitability of the article produced, with the understanding and enjoyment of its aesthetic qualities.

The nation that could produce necessary and desired articles in the most attractive form as to shape, color and ornamentation has always led commercially. In any community it is the store which offers the most attractive goods in the most attractive way that draws the trade. Back of this is the understanding and application of sound principles of constructive and decorative design.

That is is a vital and developing subject touching life from many angles is revealed in the many phases it has included in the work of the art department of the average school of the present day. Varying somewhat with local conditions we find the following considered: under crafts; book-binding, pottery, basketry, weaving, jewelry and metal work; under design; costume, millinery, embroidery, furniture, interior decorating, flower
and table arrangements, printing, poster-making, commercial advertising and even cement work.

There is not an article of wearing apparel, of household service or advertisement which does not involve the appreciation and application of artistic principles of construction, proportion or decoration.

It is safe to say there is not a town or city but would be more beautiful if all those who had had the planning of its streets, parks and gardens, the planting of its trees and shrubbery, had understood better the fundamental principles of spacing and arrangement.

Not only does true art study tend to increase the beauty and value of our material environment, but, just as the capacity to appreciate good literature or music becomes a comfort and solace so an artistic appreciation multiplies the avenues of personal resources, interests and pleasures for the individual. Furthermore, the results of art work form one of the very few universal languages, understood by people of varied races, tongues and times. Is it not important that we endeavor to make this a very efficient department.

—Eleanor Judson.

MUSIC

The second number of the Kalamazoo Choral Union series was to have been a joint recital by Frances Ingram, contralto and Paul Althouse, tenor. Althouse was compelled to cancel his date on account of a performance at the Metropolitan Opera at New York. The committee in charge was fortunate in securing the sensation of the singing world in the person of Mme. Galli-Curci, the wonderful coloratura soprano.

The Choral Union concerts are proving very popular. Kreisler played to a capacity house and a sold out house greeted Galli-Curci. The remaining numbers on the course will be the annual May Festival with the Children's chorus, Minneapolis Orchestra and Choral Union and distinguished artists, May 14-15. The orchestra will appear in all three concerts. Monday evening at the opening concert, the orchestra will give the entire program assisted by some of their artists, under the direction of Emil Oberhoffer. Tuesday afternoon the Children's chorus will give "The Walrus and the Carpenter" under the direction of Beulah Hootman, as part one, and the orchestra and soloists will give the second part under the direction of Mr. Oberhoffer. Tuesday evening the Choral Union (300 voices), Minneapolis Symphony Orchestra and soloists will present parts one and two of Haydn's "Creation" and the choral fantasies of Wagner's "Lohengrin" as the final concert, under the direction of Harper C. Maybee.

The Glee Clubs have been particularly busy this past quarter. The Junior Girls sang at the Normal Music club and before the committee of the Legislature. The Seniors gave a Colonial assembly program, sung at the Annual Pure Food show at the Armory, at a concert in the Second Baptist church, at the Lake St. school social center, and in Battle Creek gave a concert at the Sanitarium as well as one at the Athelstan club.

The Men's club has given concerts at
the following places: Climax, Vicksburg, Lawton, Buchanan, Dowagiac, Chamber of Commerce banquet, Pure Food show and assembly.

The Normal Music club held the February meeting at the home of Mabelle Schaffner on Dutton St. The following program was given:

"Serenade" ........................................ Chaminade
Edith VanBrook

ATHLETICS

WINTER ATHLETICS

Although the basketball team has not won a great number of games to date it has lost some close ones and has developed steadily until now it seems to be among the strongest in these parts. Most of the early games were played away from home and anyone who has more than a superficial knowledge of the game knows that these out-of-town games are hard to win unless you have a team about twenty-five per cent better. Hillsdale licked us there 35 to 29. At home we licked them 37 to 16. University of Detroit beat us at Detroit to the extent of a 26 to 21 score. On our own floor we won from them 27 to 16. Now which has the best team, Hillsdale, Detroit or Western Normal? This is "fan food" and no one knows but it looks as if Western Normal five would take either aggregation across on a neutral floor, but since we are satisfied to break even with such worthy foes no alibis will be offered.

The winter's indoor work has been a success in one way, at least, if not many honors were won in basketball. Many men in the school were given a chance to do some form of athletics. About 200 of the boys availed themselves of the opportunity to improve their health. The work will be continued when the weather permits and it is hoped every boy in the Normal will get out to do something. If he can't help out the team he won't lose as he is getting something good out of it for himself.

Some football practice has been held indoors during the winter and when the ground dries up a little Capt. "Goose" Allen will lead his stalwarts to the pasture where they will try to pick up a few pointers which will help when the season rolls around next fall. Most of the work will consist of learning fundamentals, such as blocking, tackling, passing and falling on the ball, kicking, etc. Anyway it will keep the men interested so that they will be ready when the big drive starts in the fall. The schedule will be a tough one with such teams adorning it as Michigan, University of Detroit, M. A. C., Olivet, Albion and Notre Dame Freshmen.

Baseball prospects look about as good as usual and a great number of candidates are showing up each day to be "looked over." The squad will not be cut down until everyone has a chance to show what he can do on the field. Some good pitchers are in school this year and it will be a hard proposition to pick the best man for the games. They all have plenty of baffling curves and speed to burn. Now, if they can control the ball we will predict that the team should be in a class with the past two years which is predicting some. Nichols and Miller are the left handers who will be called on to tame the opposition when it presents any sort of an array of left hander batters. "Sod" French, Stockdale and Clark are the right handers who will bear watching. There are others who may do as well as these named, when they get out of doors. Egert and Olsen seem to have the edge on the other catchers just at present but it is hoped that other candidates will try to give them some hard work to land the job behind the
but. Olsen, Dunlap and Flannery are the old men back for infield positions. Many new men will be needed to give these men opposition. Discher who played left field last season is on deck for his old place. Any number of new men will be tried out for these new garden positions and if they can hit the ball plenty of opportunities will be given them to get on to the fielding end of the game.

The baseball schedule is still incomplete but at present is about as follows:
April 13, Hillsdale at Hillsdale.
April 14, Albion at Albion.
April 23, Marshall College, Va., at Kalamazoo.
April 28, M. A. C. at East Lansing.
May 2, Notre Dame at Notre Dame.
May 5, Olivet at Kalamazoo.
May 9, Michigan at Ann Arbor.
May 12, Polish Seminary at Kalamazoo.
May 22, Hillsdale at Kalamazoo.

The Normal high school has about closed its season with only one defeat. Niles beat the Preps at Niles 30 to 19 but later on the Nilesites came back and got an awful trouncing by the Hyames youngsters, 46 to 11. The high school boys seems to be about the best bunch in the state this season. They have shown some great team work and basket shooting and their defense is as near perfect as possible. The Shepherd-Fisher-Smith combination has been a prominent factor in the team's scoring. All are "dead" shots and fast at playing the floor. Jacobson and Naylor are great guards and very few shots are allowed.

Back Row — Brownell, Smith, Blair, Mgr., Fisher, Jacobson, Hyames, Coach
Front Row — Shepherd, Capt., Naylor, Millar, Campbell

The results of their games follow:
Decatur at Kazoo, 83-3.
Normal Preps at Jackson, 32-22.
Hastings at Kazoo, 52-6.
Grand Rapids South at Kazoo, 28-17.
Sturgis at Kazoo, 46-6.
Battle Creek at Kazoo, 32-12.
Galesburg at Kazoo, 57-8.
Three Rivers at Kazoo, 69-6.
Normal Preps at Hastings, 29-8.
Normal Preps at Niles, 19-30.
Niles at Kazoo, 46-13.
Normal Preps at Grand Rapids South, 24-15.
GIRLS' BASKETBALL GAMES

Interest in girls' athletics during the winter term centered about a series of basketball games, which were characterized by more enthusiasm, spirit, and loyalty than has ever before been displayed in this particular activity at the Normal. The probable cause for this increased interest was the nature of the organization of the teams, which instead of being chosen from the Junior and Senior classes, as has been the custom previously, were organized from several departments. The five departments represented by the teams were: Senior Physical Education department, Junior Physical Education department, General Life department, High School Life department combined with the Graded, Kindergarten combined with the Rural department.

One effective feature of this series was the fact that it was directed and under the supervision of a games committee, composed of two members from each team. Their participation in the thorough organization of a schedule, and rules whereby it could be carried out effectively, added greatly to the spirit in which the whole enterprise was undertaken, and is a decided step toward a more ideally socialized condition in girls' athletics.

In the past it has been barely possible to have enough players for two teams, but on the very first day of this series, more girls turned out than were necessary for the organization of five teams, of seven players each. Indeed the problem was not to find players enough for the positions, but rather, positions enough for the players.

In this one respect was evidenced the good sportsmanship which a competitive game of this nature pruned. Girls willingly gave up their well-earned positions and sat on the sidelines, that others might have the opportunity to play. Everything proceeded upon such an admirably friendly basis, games were lost and won in such good spirit, and not in one instance was there a display of bad temper or ill-humor.

Physically, the girls were benefited greatly. Many who played were not, at the time, doing regular gymnasmum work, and the exercise which they received was stimulating and invigorating.

The games were refereed by members of the faculty of the Physical Education department, and attention was called to the duties of the various other officials of the game. In fact, nearly every girl was called upon, during the series to act in an official capacity, barring of course that of the referee. This gave them a feeling of greater confidence, greater familiarity with the rules, and a keener appreciation of the necessity for head work on the part of an official.

Aside from the pleasure, and physical benefit derived from participation in these games, was the opportunity for improvement, as a result of good coaching. An observer of the first and last games of the series could not but be impressed by the fact that a remarkable change had taken place. In the short space of five weeks, girls who, at the beginning of the series, were dashing madly about the field, with no knowledge whatever of the game, intent only upon laying hands on that boll and letting go otf it again as soon as possible, were playing a cool, consistent game, and making the best of every opportunity which offered itself. Nothing but good coaching could bring about such a result in five weeks.

The championship was won by the General Life team, which was undefeated throughout the series. The final standings and percentage of the teams are as follows:

<table>
<thead>
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<th>Team</th>
<th>W</th>
<th>L</th>
<th>Pct</th>
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<tbody>
<tr>
<td>General Life</td>
<td>4</td>
<td>0</td>
<td>1.000</td>
</tr>
<tr>
<td>Physical Ed. seniors</td>
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<td>1</td>
<td>.750</td>
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<tr>
<td>H. S. L. and Graded</td>
<td>1</td>
<td>2</td>
<td>.333</td>
</tr>
<tr>
<td>Physical Ed. juniors</td>
<td>1</td>
<td>3</td>
<td>.250</td>
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<tr>
<td>Kindergarten and Rural</td>
<td>0</td>
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<td>.000</td>
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ASSOCIATIONS

RURAL SOCIOLOGY

The rural sociology seminar has enjoyed several debates and talks by Professor Thompson of Springfield, Mo., Professor Hickey and Dr. McCracken.

There are two outstanding social events—one, the sleighride taken to the home of Beulah and Elva Henderson seven miles southwest of Kalamazoo, was thoroughly enjoyed by the members and by Professor and Mrs. Wood, who were guests. Mr. and Mrs. Henderson were most genial and generous in their entertainments.

The second noteworthy event was the Eleventh Annual Rural Progress Day and reception. This day is one of the most significant of the whole year for students, teachers and co-operating colleagues of the department of rural education. Itemized report will be too late for this issue of the Record.

KINDERGARTEN KLUB

The month of December, 1910, was a very busy one for the Kindergarten Klub. On the 5th of December, a tea was given in the rotunda of the training school, in honor of Prof. Patty Smith Hill of Teachers College, New York, at which the faculty were guests of the club. The decorations were in green and red, the Christmas idea being carried out by a lighted Christmas tree in the center of the room. At Christmas time the club gave plates and cups to the Normal kindergarten and a doll to one of the city kindergartens. Dresses were made for the dolls which were given to the city schools last year.

During the winter time the club has held three very interesting meetings on the first Monday of each month from 4:30 to 7:30. Eight girls have served as hostesses at each meeting. The programs given have served to reveal many latent talents, musical, literary, and dramatic, among the members of the department. A supper is served and a business meeting held at each regular meeting. At the beginning of the term a basketball team was organized to play on Saturday mornings and has been very successful in arousing enthusiasm in athletics. The club meetings are always very well attended and have been enjoyed by all of the girls. The juniors and seniors have become well acquainted and enjoy working together.

—Agnes Muirhead, Secretary.

Y. M. C. A.

Although the Y. M. C. A. is really blessed with a larger membership than many an association in schools as large as ours and although the organization is yet in its infancy, the men are at present conducting a membership campaign. This effort on the part of the men is not only intended to increase the membership but also bring the association and its work before every man in the school, both of the faculty and the student body.

Already the association has joined with the local and college Y. M. C. A.'s in a large meeting for men. It has also held two joint meetings this semester with the Y. W. C. A. One of these meetings was addressed by Dr. Chamberlain of the missionary board of the Reformed Church and at the other reports were given by those who were present at the Student Volunteer Conference held at Ann Arbor. At this conference two men represented our association.

If the Y. M. C. A. continues along the lines it has started its influence can not but be felt. The enthusiasm is good and the quality of the talks given has been excellent. It is hoped, however, that before long Bible and mission study classes will be organized and thus carry out the real objective of the Y. M. C. A.

Y. W. C. A.

The Y. W. C. A. meetings during the winter term have been of special interest to all students who have shown their enthusiasm by a large attendance. The prospects were never better for a helpful wide-awake society, the goal toward which we are working.

Meetings have been held every Wednesday at four o'clock in the students' club room. One half of the meetings
have been devoted to Bible study under the leadership of Mrs. Sprau. These meetings have been very interesting and helpful and the work will be continued during the spring term.

The subjects for the other half of the meetings have been along lines of special interest to all the members of the association. Some of the meetings have been in charge of the students and outsiders have been very kind to come and talk to the girls. We were especially fortunate in securing Miss White to give us some ideas on her work in the Juvenile courts. Miss Doniat spoke to us on the subject of "Infant Welfare" and gave some of her experiences as a Red Cross nurse in the European war. Miss Powell, of the Central High School gave the girls some interesting information on "Occupations for Young Women other than Teaching."

Our own faculty members have been very kind in taking charge of some of our meetings. Miss Spencer led an interesting meeting on "Friendship." Miss Spindler took charge of a joint meeting with the Y. W. C. A. of the College, in which she gave some helpful suggestions on "The Teacher in Business."

A joint meeting of the Y. W. C. A. and the Y. M. C. A. was held on March 4th. The delegates of the Ann Arbor convention gave their reports at this meeting, Gertrude Haeger and Esther Nyland representing the Y. W. C. A. This was one of the most interesting and inspiring meetings of the term.

Miss Ballou acquainted us with the work done in "Eight Weeks Clubs" at our last informational meeting held on March 14th.

The election of officers took place at the last meeting, the following girls being elected: Gertrude Haeger, president; Esther Nyland, vice-president; Marion Cox, secretary and Blanche Tattersall, treasurer.

NORMAL LITERARY SOCIETY

The Normal Literary Society is certainly alive because it is constantly growing. It adds new members nearly every meeting. Its membership list is now about 75. Not only does the society carry the names, but a large percentage of members attend the meetings and by their co-operation benefit others as well as themselves.

The Normal Lits preliminary oratorical contest was the best ever. Not only was it the best the society has ever had but it had the largest number of contestants in the history of the school. The contest occupied two nights, February 8 and 9. Great credit is due the oratorical committee, headed by Henry J. Ponitz, for the success of the contest. The following is the program for the two nights:

February 8.
Music, selected, Ruth Bennett.
Vocal Solo, Marie Bishop.
"Responsibilities in the Teaching Profession." Ralph MacVean.
"Practical Patriotism," Clarence McDonald.

"Patriotic Citizenship," Thelma Farrow.
Vocal Solo, Maurine Poole.
February 9.
Music, selected, Harold Blair.
"Inertia," Blanche M. Glass.
"Americanism and the Immigrant," Cora DeWitt.
Music, James M. Schackleton.
"No Victory without Labor," Roy Mesick.
"Under the Mask," Majorie Perry.
Vocal Solo, Dorothoea Sage.

Announcement of judges decision. Presentation of prize of five dollars to winner by Dr. Wm. McCracken. Judges: Miss Lavina Spindler, Prof. J. C. Hoekje, Dr. Wm. McCracken.

The society's president, Clyde L. Miller, acted as chairman for the two evenings. The judges unanimously declared Clarence MacDonald winner and named Emil Howe and Cora DeWitt to also represent the Normal Lits in the annual oratorical contest on April 19.

The society has also had some very good programs on such subjects as, "Slang," which was discussed on January 21; "Birthdays," on February 22; "Scientific Activities," on March 8; and "Political Activities," on March 22. The
program committee under leadership of Herbert E. Neil has done fine work. As this goes to press before the last meeting of this term it is impossible to announce the officers for next term.

Besides its other activities the society found time to take advantage of the fine sleighing and on February 2 a goodly number of the Lits packed up a good supply of oysters and other choice viands, hired a couple of sleighs to say nothing of the drivers and took a six mile trip to the home of Floyd Early, east of the city. Here the crowd made merry, let the drivers rest, and spilled the oysters and catables until a late hour. In spite of this all were back in town at an early hour the next day.

### REVIEWS AND EXCHANGES

#### PLAYS FOR AMATEURS

**AUSTIN, MARY.** The Arrow Maker
An Indian play. 8 men, 9 women. Permission to play must be secured from Alice Kauser, 1402 Broadway, New York. Duffield $1.00

**BARRIE, J. M.** The Admirable Crichton.
A fantasy in four acts. 7 men, 5 women, servants. Royalty $50, payable to Sanger & Jordan, 1428 Broadway, Hodder & Stoughton, London $5.00

The Will. Copyright held by publisher. 30 minutes, 4 men, 1 woman. Scribner, in volume "Half Hours" $1.25

Quality Street. 7 men, 6 women. Royalty, $50.00, payable to Sanger & Jordan New York, Doran $5.00

**BEAUMONT AND FLETCHER.** The Knight of the Burning Pestle. Old English comedy. 19 men, 5 women, attendants. Arranged for presentation by Delta Upsilon Society of Harvard University. E. Dutton, New York, $0.35

**BENNETT AND KNOBLAUCH.** Milestones. First act is in 1800, second 1885, and third in 1912. For permission to act apply to publisher. 9 men, 6 women. Doran $1.00

**BENNETT, ARNOLD.** The Honeymoon. London. 7 men, 2 women. Copyright by A. C. McClurg Co. Geo. Doran Co. N. Y. $1.00

**CAPUS, ALFRED.** The Adventurer.
In "The Drama," Nov., 1914. Comedy. 8 men, 7 women. $0.75

**DAVIES, H. H.** Cousin Kate.
3 men, 4 women. Small royalty. Walter Baker $0.50

*Compiled by Miss Elva Fornecrook, Expression Department, Western State Normal, Kalamazoo, Mich.*

Credit is due the Drama League for much information concerning royalties, etc. A more general and complete list can be secured from the Drama League, Marquette Bldg., Chicago ($0.25). Large royalty payable to Sanger & Jordan or American Play Co., usually includes use of manuscripts. Where no royalty is mentioned the plays are considered free from royalty. An honest attitude toward paying of royalties is desired, that a better relationship may be established between amateurs and copyright companies and authors.

Plays in first group vary from one hour to two and one-half hours. One-act plays vary from fifteen minutes to one hour. It is suggested that amateurs use often groups of one-act plays, three to five, instead of a long play.

Shakespeare plays are used so generally that it has not seemed necessary to list them here.

**DEKKER, THOS.** The Shoemaker's Holiday.
Old English comedy. 17 men, 4 women. Scribner $1.00

**DIX, B. M., and SUTHERLAND, E. G.** The Road to Yesterday.
Comedy. 8 men, 6 women. Royalty $25.00 payable to American Play Co. N. Y.

A Rose O' Plymouth Town. 4 men, 4 women. Dramatic Pub. Co., Chicago...$0.50

**GALSWORTHY, JOHN.** Strife.
Deals with subject of strikes. 23 men, 8 women extras. Concerning royalty apply to publishers. Putnam (In Vol. "Plays") $1.35

**HANKIN, ST. JOHN.** The Cassilis Engagement.
English comedy. 6 men, 8 women. Royalty, $25.00. French $0.25

**HOUSMAN, L., and BARKER, G. Prunella.** Poetic drama. 11 men, 9 women. Permission to act must be secured from author, Pembroke Cottages, Edward Sq., Kensington, London. Dramatic Pub. Co., $0.75

**JEROME, J. K.** Fanny and the Servant Problem. English comedy. 5 men, 17 women. (12 women are minor characters) Royalty. $25.00. French $0.50

**JONES, HENRY ARTHUR.** Mary Goes First.
English comedy 8 men, 4 women. Royalty. $25.00. Doubleday, Page and Co. $0.75

**JOXON, BEN.** The Sad Shepherd.
Poetic comedy. 15 men, 6 women, musicians and foresters. E. Dutton, N. Y., $0.35

**MACKAYE, PERCY.** Jeanne D' Arc.
54 men, 7 women, peasants, etc. Difficult. For permission to play, consult author. MacMillan $1.25

Sanctuary—A Bird Masque. 4 men, 2 women, attendants. Permission to act must be secured from author. Frederick Stokes, N. Y. $1.00

**MAETERLINCK, MAURICE.** The Blue-Bird. Large cast, scenes elaborate. Concerning royalty apply to publishers. Dodd, Mead & Co. $1.25

**MOLIERE.** Doctor in Spite of Himself. The Comedy. 6 men, 3 women. French. $0.25

The Merchant Gentleman. 11 men, 4 women, servants, dancers, musicians. French, $0.50

Les Precieuses Ridicules. Comedy. 6 men, 3 women, supers. Putnam $1.00
NOYES, ALFRED. Sherwood. Consent of publishers must be secured for production. 16 men, 6 women, fairies and many supers. Stokes $1.75

PAILLERON, EDOUARD. Art of Being Bored, The. French comedy. 11 men, 9 women. French $0.25


PEARBOTH, JOSEPHINE PRESTON. The Piper. Poetic drama of the Pied Piper story. 13 men, 6 women, 5 children, supers. Royalty $25.00 payable to Samuel French, Houghton, Mifflin Co. $1.10

KOSTAND, E. Princess Far Away. Poetic. 2 men, 2 women and supers. Stokes $0.50

The Romancers. Romantic comedy. 5 men, 1 woman, attendants. Baker $0.25

SHAW, G. B. Press Cuttings. Permission to act must be obtained from the National Woman Suffrage Ass'n. New York. 3 men, 3 women. Brentano's $0.40

You Never Can Tell. English comedy. 6 men, 4 women. Royalty, $25.00. Brentano $0.40

SMITH, WINCHELL. The Fortune Hunter. Modern comedy. 17 men, 3 women. For royalty apply to publisher. French $0.50

TAGORE, RABINDRANATH. The Post Office. Poetic and symbolic. 8 men, 1 boy, 1 girl. Apply to French for royalty. Macmillan $1.00

TARKINGTON, BOOTH. The Man From Home. 10 men, 3 women, soldiers, etc. For royalty apply to publishers. Harper $1.25


THOMAS, A. E. Her Husband's Wife. American comedy. 3 men, 3 women. (Royalty $25.00 to $50.00; address John Runsey, 33 West 42nd St., N. Y.). Doubleday, Page and Co. $0.75

WARREN, M. J. The Twig of Thorn. An Irish fairy play. 6 men, 7 women. Baker $0.50

ZANGWILL, ISAAC. The Melting Pot. A patriotic American drama. For permission to act apply to Sanger & Jordan. Macmillan $1.25

ONE ACT PLAYS

ARKELL, R. Colombine. A fantasy. 4 men, 1 woman. Sidgwick & Jackson, London $0.35

ANGIER, EMILE. The Post—Scriptum. 1 man, 1 woman. French $0.25

DE BANVILLE, T. Gringoire. Serious comedy. 4 men, 2 women and supers. For royalty address publishers. Dramatic Pub. Co. $0.15

BRIGHOUSE, HAKOLD. Lonesomedike. English comedy of Lancashire life in a factory town. 2 men, 2 women. Cowans & Gray $0.20

CAMERON, MARGARET. Comedie in Miniature. Seven short plays. Doubleday, Page and Co. $1.25

COPPERS, FRANCOIS. Pater Noster. A drama, based on pathetic incident of war. 2 women, 4 men. French $0.25

DOWNS, OLIPHANT. Maker of Dreams. The Pierrot play. 2 men, 1 woman. Cowans & Gray, London $0.20

FENWICK, F. AND PRYCE, R. "Op 'o' Me Thumb. English comedy. 1 man, 5 women. Royalty, $1.00. French $0.25


GREGORY, LADY. The Full Moon. Serious comedy. 4 men. (In Vol. New Comedies.) Putnam $1.50

Hyacinth Halvey. Comedy. 4 men, 2 women. For royalty apply to Samuel French, Mauisel & Co. $0.25

Spreading the News. Comedy. 7 men, 3 women. For royalty apply to Samuel French, Mauisel & Co. $0.25

The Traveling Man. A miracle play. 1 man, 1 woman, 1 child. For royalty apply to Samuel French, Mauisel & Co. $0.25

The Workhouse Ward. Comedy. 2 men, 1 woman. Mauisel & Co. $0.25

HAMILTON, C. and ST. JOHN, C. How the Vote was Won. English suffrage comedy. 2 men, 8 women. Dramatic Pub. Co. $0.25

HERVIQUE, PAUL. Modesty. French comedy. 2 men, 1 woman. French $0.25


Just as Well. 1 man, 3 women. In "Happiness and other plays." For permission address author, Lotus Club, N. Y. Dodd, Mead & Co. $1.00

MAVEREY, MAX. Rosalie. Comedy. 1 man, 2 women. French $0.25

SHAW, BERNARD. Press Cuttings. Comedy. 3 men, 3 women. Royalty, $1.00. Brentano $0.40

SUDERMAN, H. The Far Away Princess. Comedy. 2 men, 7 women. Scribner $1.00

SUTRO, ALFRED. The Bracelet. English comedy. 4 men, 4 women. Royalty, $3.00, payable to the publisher. French $0.25
A Marriage Has Been Arranged. 1 man, 1 woman. Apply to publisher for permission to act. French ........................................ $0.25

SYNGE, J. M. Riders to the Sea. Tragedy. 1 man, 3 women, others. J. W. Lace, Boston. .................................................. $0.60

TCHEKOFF. The Floor. Farce. 1 woman, 2 men. French ........................................ $0.25

A Marriage Proposal. Russian farce. 2 men, 1 woman. French ........................................ $0.25

YEATS, W. B. The Hour Glass. A morality. 4 men, 2 women, 2 children. For permission to act apply to French. Macmillan (Plays from the Irish Theater, Vol. II) ........................................ $1.25

Cathleen ni Houlihan. Symbolic play of Ireland. In plays from the Irish Theater, Vol. II. Macmillan ........................................ $1.25


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