Western Michigan University

Kalamazoo Normal Record (1910-1918)

Western Michigan University

Year 1917

The Kalamazoo Normal Record Vol. 8
No. 1

Western State Normal School

This paper is posted at ScholarWorks at WMU.
http://scholarworks.wmich.edu/kalamazoo_normal_record/52
The Kalamazoo Normal Record  
Published Quarterly  
by  
The Faculty and Students of the Western State Normal School  
Kalamazoo, Michigan

Entered as second class matter January 10, 1917, at the post office at Kalamazoo, Michigan, under the Act of March 3, 1879  
The Business Advertisement of the Record is at the head of the Editorial Page

Vol. 8  
CONTENTS FOR DECEMBER, 1917  
No. 1

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Do We Teach Agriculture in the Western State Normal School?</td>
<td>3</td>
</tr>
<tr>
<td>Standards for High School Commercial Subjects, Some Preliminary Considerations.</td>
<td>6</td>
</tr>
<tr>
<td>New Courses of Study.</td>
<td>7</td>
</tr>
<tr>
<td>Rural Mindedness.</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher in War Time.</td>
<td>13</td>
</tr>
<tr>
<td>My High School.</td>
<td>14</td>
</tr>
<tr>
<td>Why the Magic Charm of Friendship Exists on Normal Hill.</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDITORIAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Loyal Alumni.</td>
<td>22</td>
</tr>
<tr>
<td>Doing Our Bit.</td>
<td>22</td>
</tr>
<tr>
<td>Thrift</td>
<td>23</td>
</tr>
<tr>
<td>Rebirth—Poem.</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING SCHOOL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling in the Training School.</td>
<td>24</td>
</tr>
<tr>
<td>A Love Potion—Poem.</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VARIOUS ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High School.</td>
<td>27</td>
</tr>
<tr>
<td>Athletics.</td>
<td>28</td>
</tr>
<tr>
<td>Extension</td>
<td>32</td>
</tr>
<tr>
<td>Clubs</td>
<td>33</td>
</tr>
<tr>
<td>Associations</td>
<td>34</td>
</tr>
<tr>
<td>Societies</td>
<td>36</td>
</tr>
<tr>
<td>Assemblies</td>
<td>37</td>
</tr>
<tr>
<td>Vacation Notes</td>
<td>38</td>
</tr>
<tr>
<td>Echoes from M. S. T. A.</td>
<td>39</td>
</tr>
<tr>
<td>Other Activities</td>
<td>40</td>
</tr>
<tr>
<td>Letters from Professors Fox and Sherwood.</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th></th>
</tr>
</thead>
</table>
WESTERN NORMAL 1917 FOOTBALL SQUAD

From left to right, top row—Mayer, assistant coach; Dunlap, I. h.; Stockdale, I. g.; Ferns, I.; Fuller, I.; Cudmore, g.; Chapel, I. t.; Johnson, c.; Depot, e.; Angell, I. h.; Coach W. H. Spaulding.
Second row—Breslock, g.; Thomas, q.; Gillick, I.; Vroegindeweij, e. and g.; Allen, r. t., captain; Berman, q.; Houston, I. e.; Olsen, f. b.; Millar, r. e.; A. Smith, f. b.
Third row—Secombe, I.; Langden, I.; Dorgan, I.; Miller, r. g.; Nihart, g.; Westgate, e.; V. Smith, h.; Anway, b.; Scharmach, b.
Two facts regarding the teaching of agriculture, hitherto but vaguely understood, must be stated before any discussion of the subject can be taken up effectively.

First: No science is taught in the elementary or secondary schools to produce either scientists or the scientific way of thinking. It would be just as sensible to say that grammar and word study are taught in the sixth grade to produce philologists, or that geometry is taught in the high school with the expectation of the child's becoming a mathematician at the end of the term.

Second: All of the natural sciences, especially agriculture, are very recent developments in the pedagogic world. The other subjects in the curriculum have been subjected to centuries of critical selection of the best material and the best methods of presenting that material. The one fact that geometry has had generations of mathematicians who have devoted their energy toward selection of material and criticism of methods of presenting the material—that one fact would produce a better and a more effective group of persons from which to select efficient teachers of the subject.

For the above two reasons educators should not criticize the natural sciences in saying that they are not successfully taught or that they do not give the child sufficient information or skill in thinking in comparison to the amount of time spent on the subject.

It would be very much more worth while if the educators would first, before throwing the subjects into the scrap-heap with Greek and Ancient History, investigate to find out why the natural sciences have failed. After visiting a few classes the intelligent man will find that natural science is not being taught.

To illustrate my point I have only to mention two examples. I visited a class in agriculture. The teacher was very methodically following the textbook and the children were very methodically giving it back to her. There was no enthusiasm, no out-of-door work. It was just a pure digging grind. Digging is an essential part of agriculture work, but not that kind of digging!

The other class was second grade work in nature study. The lesson was given in the middle of February. The subject was the African elephant. To begin with a real teacher of nature study will not give a lesson on the elephant unless the children are near a zoo where an elephant can be seen. I have only to add that the teacher did most of the talking herself in spite of the fact that the little youngsters were bursting with excitement to tell what they knew about elephants.

It is not necessary for me to say that the lesson in agriculture had nothing to
do with agriculture except the subject matter. It was a lesson in memorizing. The lesson on the elephant was not a nature study lesson although it was scheduled as such.

In other words it is neither fair nor wise, either to the subjects of the curriculum or to the advantage of the child, to condemn the natural sciences for the very simple reason that, with very few exceptions, the subjects have never been taught.

What are we going to do about it? That is the next question and a very legitimate one. In our day of keen competition, the teachers of the natural sciences must be a pronounced success or the subjects must be dropped from an over-crowded course of study.

First there must be an overhauling of the biological departments in the high and normal schools. The cut and dried morphologists, who have little imagination and no sense of humor and who are ten years behind the times in methods and point of view, should be given their pensions.

There should be a special critic teacher of the natural sciences in the training schools who would see to it that the normal students would have real science lessons to observe. Many training schools have special teachers for music and drawing. Yet it much easier to teach either one of those subjects than it is to teach a scientific ideal which is the basis of any scientific subject.

A student teacher would not be permitted to give a lesson in reading if she read a primer with difficulty. She would not be permitted to give a lesson in addition if she did not also know how to subtract, multiply and divide. Yet we expect her to give a lesson in science with no scientific background. We ask her to give a lesson on the cow when she does not know the difference, and in many cases is not interested in knowing the difference, between vertebrates and mammals.

I do not wish to be understood as advocating the teaching of little children the difference between vertebrates and mammals. But I do demand that teachers know their subjects before they are permitted to teach such subjects.

Normal schools should demand as entrance requirements, elementary physiology and hygiene, botany or zoology and agriculture. They should then have a thorough normal course in biology with no time spent on methods, which would be followed by an equally stiff course in methods in whichever natural science the student might elect.

Taking agriculture as an example of this method we can presuppose as prerequisites the elementary course in the high school and the thorough course in the normal school. The student would have a walking acquaintance with the plants and animals and the various biological problems which are the basis of agriculture.

With this ideal as a background we took our second lesson in agriculture at the county fair, studying the prize exhibits of farm products. We discussed the advantages of the prize wheat over the other exhibits of wheat. We had some exciting arguments, and in some cases the students did not agree with the judges' decision (a good example of pure American independence). The humor of the situation—the temerity of a student in placing his argument above that of the seasoned veteran farmer—usually appealed to the judge. He came to the rescue and took advantage of the opportunity of vindicating his judgment before the class.

The third lesson of the term we also spent at the county fair, holding the judges accountable for the prizes awarded to live stock.

The talks that the class had with the judges—the judged material before them—were really most beneficial and inspiring. The talks with the exhibiting farmers were equally valuable and suggestive. The farmer with the Guernsey cow exhibit would not waste time raising Holsteins because their butter fat was so low and they ate so much. The farmer who had the Holstein exhibit had no use for Guernseys. The Holsteins gave as much butter fat as the Guernseys compared to the amount of milk they gave, and besides, if a barn window should happen to blow open during the night in midwinter, the Guernsey cows being so delicate, would all catch cold and probably have pneumonia, while the Holsteins would feel all the better for it.
From the pedagogical and the social point of view I consider the time spent at the county fair one of the most valuable lessons of the course. The students get a very definite idea of the kinds of things grown in the county. Through the awarding of prizes their attention is directed toward the factors which make a crop an ideal yield. From contact with the farmers they learn the problems of the farmer and the various ways he meets them.

When the student is reminded that if it were not for the labors of the farmer he would go hungry and cold, his respect and interest in the farmer and in the soil soon develop.

Teaching students respect for the soil is one of the greatest opportunities of the agriculture teacher. The only way to develop that respect is to come into immediate contact with Mother Earth herself.

From a purely patriotic viewpoint—if we have any self-respect as citizens of the United States—we must strain with all our force and being to produce this love for the soil and appreciation of the farmers. We must stop this movement away from the farm to the city.

The department is planning now for the spring garden work. We hope to have each child over ten years of age producing food next summer. Club work in gardens, pig, poultry, sheep, and corn clubs have proved to be wonderful in their development of children. Children interested in club work of this kind are not only producing food which gives them pleasure and profit, but they are benefiting the entire community. The government report says in part: "The influence of club work toward more successful farming, good citizenship and replenishing the larder of the nation cannot be measured. The teaching of improved methods of seed selection, raising of live-stock, benefit of sanitation, give a boy a broader and better view of farm life, thus making him a better future citizen."—U. S. Dept. of Agriculture, Annual Industry Bureau, Boys' Pig Club Bulletin.

Statistics taken from four years of work show that pupils interested in clubs make 23% higher grade in spelling, composition and reading. The dull boy who dislikes reading is inspired to read bulletins sent to him about his garden work. The facility gained through reading the farmers' bulletins leads to other reading.

Another benefit which is known to result from children's clubs is the attitude of the father. The farmer has been known to change his lax, happy-go-lucky superstitious ways to scientific methods.

I have said enough to show that the effort is of great benefit to the child. But even if the child were not so greatly benefited I feel very strongly that every child over 10 years of age should be made to feel his responsibility to his country in this hour of need. We must organize every source of food supply to its greatest efficiency. The women of the country must realize that it is their duty to give every possible assistance in the organization for food production.

Professor Sidney Webb, one of England's greatest economists, says: "The wheat stocks of the world have been reduced to the smallest amount ever known and there will be a shortage of one pound of wheat a day per person. Flocks and herds all over the world are diminished. Even the pig is rapidly disappearing from England. Foods will soon be at famine scarcity. We must begin immediately to prepare to revictual the world if we are to avoid a shortage developing into a famine."

Lack of appreciation of our duty to exert every effort toward maximum food production is nothing less than traitorous when we have been told by food experts and by military chiefs in Europe that food will win this war. Every farmer, every citizen with a patch of ground must force all possibilities of increasing food production.

We must win this war. Civilizations in ages to come will revile the name of the U. S. if we permit the Kaiser to push us back into the Middle Ages.

Citizens of the U. S. ! Wake up to the peril of this food crisis! The students of agriculture are doing their share. Are you doing yours? Let Mary's little lamb mow your front lawn this summer.

T. Hadley.
Standards for High School Commercial Subjects. Some Preliminary Considerations

It is generally admitted among commercial teachers that the condition of high school commercial work is the result of a growth characterized by lack of definite aim, confused ideas and a loose organization. Nor has the recent increase in the number of unrelated subjects characterized as commercial served to clarify the aim of the profession.

Among the many factors which might have led to such a condition, three causes are evident. (1) There has often been an insistence on the part of each high school for meeting the peculiar problems of the industry situated in its locality, and a consequent lack of appreciation for the general demands of trade. (2) Business methods and ideals have undergone such radical changes since the advent of the commercial work in the high school, that classification and correlation have been impossible. (3) The work has received scant attention from the university and is not generally allowed as credit for entrance. This attitude is due to (1) natural distrust for any work not along established lines, (2) disapproval of any tendency toward specialization in preparatory schools and (3) the poor preparation of many of our commercial teachers.

When we consider these handicaps together with the ailments which attend any new subject in any institution of learning, we can appreciate more fully the little that has been accomplished in the way of standardization.

As a result of several years of discussion in various commercial meetings the idea of a “dual standard” has grown into being. It has for its purpose a proper proportion of general and commercial work, so planned that it will either serve as a basis for further study or prepare a student to serve efficiently in his first humble position. Such a standard attempts to divide and classify subjects under the following grouping:

1.) General subjects to be included in the commercial course: English, mathematics, history, foreign language, science and economics.

2.) Those related to commerce, but of a general nature: Commercial law, commercial geography, accounting, salesmanship and advertising.

3.) Purely vocational: Business correspondence, bookkeeping, office practice, commercial arithmetic, shorthand, typewriting and penmanship.

The retention in the course of general subjects is based on the argument that business is a profession, not a trade; that much of the same kind of education suitable for the future lawyer or doctor is needed for the future business man. A school which differentiates between students, divides them into groups, herds them into sharply differentiated courses, and in doing so, endeavors to separate the lambs from the goats, had better abandon all courses but one. Any course limiting the “continuity of opportunity” is undemocratic and therefore contrary to American educational ideals.

The second group, based as it is on the student’s foundation in economics, history, civics and mathematics, should satisfy the demand for disciplinary subjects.

I know of no high school course which will furnish more disciplinary training than commercial law. Whether or not advertising or salesmanship can be taught with profit in high school has never been definitely settled. It would seem to depend upon the ability of the student to master certain principles of psychology basic to these subjects.

The purely vocational subjects are clerical details of the larger problem of internal industrial management, the principles of which are worked out in the economics and business administration courses of the University. That it is the province to prepare the clerk for the office or salesroom seems to be settled as
The proportion of general work to commercial or related subjects is widely different throughout the school system but it has become increasingly evident that a proportion of one to four of commercial to general subjects will become the standard. Such an arrangement in the first three years of high school will prepare a student either to continue in the university or to specialize in his fourth year in purely vocational subjects preparatory to his entering business.

Arthur L. Loring.

New Courses of Study

During a large part of last year various committees of the faculty collaborate in working out changes in the curriculum. The result is shown in the following article.—

Editor.

In place of the old General Life Course, the Normal School is now offering three new courses of study: Junior High School Life, Later Elementary Life and Early Elementary Life.

Practically every member of the faculty had a part in shaping these courses, either directly or in an advisory or critical capacity. And in addition counsel was received from superintendents, board members and other field workers.

Primarily, it was the desire of the committee to split the General Life course into three differentiated courses, the better to prepare students for a definite block of grade work on the one hand, and the better to suit individual capacities of candidates on the other hand. That the three new courses may not be narrow in their specialization, a group of studies has been prescribed common to all. These "stem" studies enable a student to spend a term at least at the school orienting himself before making a final selection of his course.

From a second or differentiated group of studies,—those peculiar to a single course, considerable latitude of choice is allowed, thus giving at once specialized training, but providing for individual tastes in election. This still leaves room for several "free" electives.

Where possible the plan is that one branch,—as history,—be pursued for three consecutive terms, with academic thoroughness or university preparation in view.

THREE NEW LAMPS FOR ONE OLD ONE.

The Junior High School Life course, preparing for grades seven, eight and nine, reflects the growing interest in a new administrative school unit. It is designed to attract students of high caliber into grammar grade work,—a field for which the demand far exceeds the supply. A major subject pursued from forty-eight to eighty-four weeks, a minor subject pursued forty-eight weeks and two other branches pursued a year each—these, with free electives and stem professional training, form excellent equipment for a grammar grade teacher; and foster equally well the ambitions of the would-be university student.

The Later Elementary course provides equipment for those who would teach in grades three, four, five or six. Stronger training is needed in this block of elementary work, especially as certain types of primary training—such as might be designated as the "Three R's"—must present increasingly finished products, as the raw material for junior high school work. Equally stressed is the aim to prepare the teacher to handle those primary branches that are rich in content. Nor has a scholarly academic character to the work been sacrificed.

The Early Elementary course deserves especial mention as it is practically unique, in its placing the three years of Kindergarten, first, and second grades under one unified organization. The "bridging the gap" attempted by a few progressive schools has been rather more of a joining or linking process. Courses are pursued which present a unifying philosophy, and an organically evolved curriculum, as well as understanding of child nature. One of the features is a course called the "Content of the Curriculum." Another is the "Teaching of stronger and better primary reading Primary Reading," designed to equip teachers.
Rural Mindedness

wad some power the giftie
gie us,
To see ourseles as ithers see us.”
These lines from Robert Burns might well become the daily petition of both city and countryman. For could this petition be granted for the mass of mankind a large part of the problem of education would be solved and “It wad frae mony a blunder free us, and foolish notion.”

The strength of a Democracy lies in the homogeneity of its people. The growth of two distinct types of mind, one urban the other rural, threatens the stability of our national life. The existence of these two types is generally recognized and the causes for their development may be quite easily discovered. They lie in the tremendous changes of our industrial life during the past century. The popular mind has registered its notion of the causes for rural mindedness by calling the residents of rural districts “rubes” and “rustics.” It has realized that the reason why a farmer was rural minded was because he lived in the country: was because of his rural environment.

It must be recognized at the outset that in its native capacities, the rural mind is fundamentally like the urban mind. In both is found intellectual ability and the lack of it; in both all the instincts of human kind find expression at some time or other. Unfitness descending by direct heredity from unfitness, distinct superiority begetting superiority, and mediocrity transmitting its normality are found both in country and city; hence we may regard natural capacity as a constant, environment being the determining factor. In other words, we have all degrees of capacity in both city and country, but it is the direction which environment gives to the expression of that capacity that determines what type of mind shall result. The difference in type is due to difference in experience—i. e. in reaction to environment. If further illustration is needed to show that environment is the chief factor in determining mind type, take the case of the capable country boy who goes to the city. Set in a rural environment he is a “rube,” a “rustic,” a “hayseed;” in an urban environment he becomes a financier, a college president, a captain of industry; rarely, I may add, a “society swell.”

Environment determines mind type. The characteristics of the rural mind may be accounted for in terms of rural environment and any change in this type may be expected only as changes in this environment are effected.

Environment suggests to many minds only soil, climate, formation of land and sea; far more important, probably, are social institutions, literature, social traditions and ideals, and last, but far from least, men. All these play upon the life of the individual and among them, because of or in spite of them he gets his living. A thoughtful consideration of the matter will reveal the fact, so obvious, yet so often overlooked, that the conditions under which he obtains his living include, for every man, be he rich or poor, plutocrat or proletariat, all the aspects of his life. Environment, then, in its broadest sense, means the conditions under which the individual gets his living.

It is obvious that as the conditions under which the rural individual gets his living differ with varying communities, so the type of mind will vary. We shall scarcely expect to find the same type of mind in the fertile stretches of Illinois or Iowa prairie that we find among the pine stumps and scrub oak of the sand barrens in North Central Michigan, or in the mountainous regions of Eastern Kentucky or Tennessee. If these types seem extreme, the wide diversity in conditions may be looked to for an explanation. Communities, like individuals, differ, and in no two of them may we expect to find mind types exactly alike. Because this is true, no survey of the rural mind can be expected to catalog all of its characteristics.

To attempt a hard and fast classification of these characteristics would be absurd. Mind finds expression always and everywhere, and just what that expression will be in a given situation is
exceedingly hard to predict. For our purpose we shall consider the countryman as we see him when he comes to town, as the “hired man” sees him when at home, and as the school teacher, minister and his neighbors see him as he moves about in his larger home, his community.

“The clothes proclaim the man” and a farmer may usually be recognized by the clothes he wears. However, in the choice of the clothes that he shall wear to town the farmer usually displays better taste than the fastidious city dweller gives him credit for. His trip to town quite frequently involves rough work or dirty work, and for these common sense dictates rough and common clothes. To be sure, the habit of wearing this sort of clothes is so strong upon him that he frequently wears them when the necessity is absent and conventionality would dictate otherwise. In fact, among illustrations of the force of habit in life, none is better than the typical rural mind. This aspect of his life is so characteristic that the popular mind has dubbed him “set in his way.”

A closer approach to the farmer in town will reveal, beside a crudeness in attire, a crudeness also of manners and speech, a meagreness of vocabulary and a small range of topics about which he can converse intelligently. These betray his lack of general education and the narrowness of his horizon. The fact that his interest centers in the weather and in the crops is rather to be commended than deplored and will excite no scornful comment on the part of the thoughtful person, since he will realize that his own as well as the farmer’s existence depends largely on the keenness of the farmer’s interest in these two factors. The boastfulness and lack of good taste which he manifests as he talks with his friends on the street, as well as the lack of courtesy and polish which he displays as he greets townsmen may be attributed to the intellectual isolation in which he lives. Working alone, or at best associated with only a few people, he develops a mode of behavior and a code of speech admirably suited to wrestling from the soil its elements and to guiding the destiny of his team, the cows or the pigs. Monosyllables serve his purpose; “whoa,” “haw,” “back,” “whey there,” and when these fail he may resort to stronger expletives, still monosyllables. Time, in the busy season, assumes a value out of all proportion, and to conserve it he develops a curtness and pithiness of speech which serves his purpose admirably, but which is rather incompatible with the ordinary amenities of social intercourse. At the same time that he develops this curtness and meagreness of speech, his struggle with the world of nature generates in him the feeling that, in his scheme of economy, things are more important than men, and the ability to manage them for his advantage is much more valuable than the ability to manipulate men. Hence he is not concerned with securing a knowledge of the conventionalities or interested in their observance. Furthermore, since he has small opportunity in his isolation from his fellows to practice the arts of social contact, even if he has the time; to bring himself to do so on the infrequent occasions when he visits town requires too much effort.

His lack of sophistication is easily explained by the narrowness of his experience. So too, is his apparent lack of moral sense in business transactions and his inability to understand and appreciate modern business methods. He is slow to discharge his obligations because he does not appreciate the significance of trust in the business world; he is slower to make investments of his surplus because he fears exploitation by powers that he does not understand, and he is still liable to be duped (although not nearly so much as formerly) because he still deludes himself with the notion that he can get something for nothing. A notion, by the way, on which he has no monopoly.

The immediate conditions under which he works tend to make the farmer resourceful, self-reliant and versatile. The frequent changes of the weather, the endless whirl of the seasons bringing their wide variety of work, the breakage of implements which is sure to occur, the accidents which happen to the livestock and the illnesses which suddenly overtake them when the local veterinarian is away at the farther end of the county, drouth and protracted rainy weather, the inroads of insect pests and of fungi;
these all make demands on the farmer which would tax the genius of an expert. And in making even a partial response to them he develops quickness of thought and inventiveness, sound judgment, which, by the way, he soon comes to regard as unimpeachable, and an easy adaptability to the varying situations which they present.

This easy adaptability, this versatility, is not acquired without its price. The farmer pays for it with an emotional tenseness which quickly degenerates into instability. The wide variety of work which the farmer is compelled to do, the varying program which he has to follow, generates in him a state of tense emotionalism which is responsible for his quick outbursts of temper, his impulsiveness, his boisterous hilarity which develops without apparent cause, his contrariness, i.e., stubborn unreasoning resistance to suggestion, and the highly emotional type of religious experience which seems so natural for him.

When we add to the drain which this overwrought emotional state with its frequent relaxations and their consequent reactions makes on the farmer's nervous energy, the sapping of his vitality by the long hours of drudgery to which he has been accustomed—from 4 o'clock in the morning until 8 o'clock at night during the summer season and from 5 to 7 in the winter—we scarcely wonder at his conservatism, at his aversion for innovations, or at his disinclination to assume community responsibility. This explains, too, his lack of response to stimulation, generally spoken of as inspiration, as it comes from the pulpit and other sources. It, plus his narrow experiences, accounts for his lack of imagination; it explains his mental inactivity and shows why he is so slow in taking advantage of the scientific knowledge which the work of the agricultural experiment stations has placed at his disposal.

The rural mind believes profoundly in the dictum that "seeing is believing," but it has discovered by costly experience that the practical application of scientific knowledge to local conditions requires an exact knowledge of those conditions, and that the principles enunciated by the experiment stations shall be carefully adapted to fit them. This requires a high degree of intelligent effort which for many a hard-pressed farmer is practically impossible.

Even when the farmer is driven in desperation to make the attempt to apply the results of scientific investigation to any phase of his work, his lack of scientific knowledge and his tendency to react quickly without an accurate analysis of the situation make the success of his effort highly improbable. Failing, it is not so surprising that he falls back into the old rut and "makes the best of it." He observes but does not analyze. The average country boy or girl, when they come to high school age, never ask why about the common occurrences of life or nature. They take them for granted. The farmer's habit is that of doing things on a comparatively large scale and he "can't afford to bother" with the small experimental plot where he may gain the experience which will enable him to draw the correct inferences from his observations.

One of the great obstacles in the way of the farmer's making use of scientific discovery to obtain relief from the long hours of drudgery which exhaust his vitality and dull the edge of his mind, is his belief in the superiority of brawn. His experience has led him to put more dependence in brute strength than in strategy. "Someone," he will tell you, "must do the work.

For the same reason he has little faith in the man who talks. Deeds, not words, count with him. He believes implicitly that "circumstances alter cases." Hence the fine theories of the agricultural extension worker fall on deaf ears because "he ain't had the actual experience" and the farmer concludes, possibly with some warrant, that "he would do the same as I do, if he was in my place." Here, as in so many other instances, the farmer recognizes the influence of his environment on his life.

The thing which the intelligent "hired man" would especially notice with regard to the average farmer is the lack of forethought and systematic planning which he displays in the management of his farm. (I almost said business. Some day, I trust, farming may be raised to the dignity of a business or profession). This is due first to his lack of training in
scientific methods. I pause here to lay the blame for this deficiency upon the rural school.

Secondly, the variety of his work and the changing conditions under which he is compelled to do it make it practically impossible for him, with his mind of small compass and scant and inaccurate knowledge of natural laws, to penetrate far into the future and predict what is likely to happen. Neither can he plan for the initiation and carrying on of events which might be easily possible for the mind of broader outlook.

Much stress has been laid, by agricultural writers and other exploiters of the field of rural literature, upon the value of farmers' bulletins and of the extension work of the National and State Departments of Agriculture. These writers have failed to take into their reckoning the farmer himself. He imitates much more easily and quickly than he initiates, and until the possession of actual scientific knowledge becomes much more universal than at present, actual demonstration of scientific agriculture on the farms will do more toward developing a productive and prosperous type of farming than all the literature and lectures that the government experts can turn out. To imitate one requires only to know the "How;" to initiate one must also know the "Why."

The third factor, and the one that is, perhaps, the most responsible for the farmer's lack of system and forethought, is his fatalism. Years of unsuccessful attempt to bend the elements to do his bidding have taught him to believe that "what must be, will be." When nature smiles on him he garners in his harvest and is happy, although with the lurking fear that next year is apt to be a poor one; when she frowns he "grins and bears it" if he is an optimist; if not, he moves to town.

Not only have drought and disease, storm, and insect enemy been beyond his control, but the determination of markets and prices, also, has been in other hands than his; so that a program which might be very profitable this year would scarcely yield a living next. Accordingly his philosophy has become, "We'll do what we can when the time comes." This res-

*Wordsworth, "Tintern Abbey."
This commercialistic attitude is most commonly remarked in the tendency which farmers have to supply themselves with all the labor-saving devices while conveniences for the housewife are unthought of or are regarded as too expensive. This is a question of perception. The farmer simply fails to see that the "life is more than meat and the body than raiment." Make him really see that a bathtub in the house will result in more efficiency in the hired men, or that a fireless cooker will save fuel and he will provide them quickly enough, granted that his wife will let him. To make him see; that is the task.

Much has been written about rural degeneracy but it scarcely appears that the degenerate is the normal type of rural mind. To be convinced that laziness and stupidity characterize quite a portion of the rural mind one has only to determine the number of families in rural districts who, every winter, either "live on the town" entirely or are dependent on the township treasury for a portion of their support. To judge the mass of rural people by this portion would, however, be absurd. As a rule, they are sober, industrious and thrifty. This thrift is often carried to excess and evolves into an economic program which consists only of penurious saving to the exclusion of all wise investment, either in material things or intellectual and spiritual uplift.

Whatever forebodings we may have for the future of the rural mind, the fact remains that it has furnished the brains and the sinew for the upbuilding of our great commonwealth, and the fact which lightens the present rather gloomy picture of the rural mind and gives an optimistic turn to its pessimism is that in other communities than the one in which this survey was largely made, there are types of rural mind possessing all the desirable characteristics of the mind here described and unhampered by the undesirable. Their lives are broad, efficient, satisfying; and the casual visitor going from the one community to the other notes at once the difference in the conditions under which the people live, and to them rightly attributes the reason for the difference in the people. But with his mind colored with the emphasis which the past generation has laid upon the individual he realizes that each of the communities is living in an environment which it has made for itself, and although he may not be a conscious evolutionist he concludes that the first community may enjoy the same kind of life as the second (granting that nature has dealt kindly with both) if it will manfully set itself to the task of changing the conditions of its environment.

For one who is inclined to hold to the view set forth in the beginning of this article, viz., that the characteristics of the rural mind may be accounted for only in terms of rural environment and any change in this type of mind may be expected only as changes in this environment are effected, the statement made by Theodore Roosevelt in transmitting to Congress the Report of the Country Life Commission, is greatly significant. He said: "Our civilization rests, at bottom, on the wholesomeness, the completeness and the attractiveness, as well as the prosperity of life in the country." If this statement be true, and thoughtful students of the problem seem agreed that it is, then the importance of rural environment as a factor influencing our national welfare becomes apparent.

Those of us who are seeking to perfect in ourselves the highest type of patriotism may well set ourselves to the task (not so easy as it may seem at first glance) of determining what sort of environment will best generate the highest type of rural mind and ultimately produce the abundant rural life.

BIBLIOGRAPHY

Perry, Bliss. The American Mind; Houghton Mifflin Co., 1912. Chapters 1, 2 and 3.

E. Ross Hopkins, '18.
The Teacher in War Time

The state of exceedingly high tension in which the world finds itself today, a state that prompts men as well as calls them to stand ready to offer themselves and all they hold dear as a possible sacrifice for the security of long-cherished ideals, has a tendency to make our ordinary interests and occupations seem tame and purposeless. To risk one's life in the camp, in the trenches, on the ocean, or in the air in order that others may enjoy the blessings of home, country, and liberty can be prompted only by the noblest courage and fortitude. To provide the necessary support for those at the front often entails no less sacrifice and manifests heroism in no less degree. To be thus engaged one feels is to be playing a significant part in the drama now being enacted, a part through which one may participate without shame in whatever reward may come in the way of praise, fame, or lasting peace. But to go about one's ordinary daily business, especially if this is of such a nature as to be administered most successfully in time of peace, hardly recommends itself to an overwrought enthusiasm even when justified by physical incapacity to do anything else; and to reap the benefits of such occupation free from risk and barren of sacrifice is not only to substitute gall for honey but also to prepare for one's self a liberal measure of self-accusation.

Yet, the astonishing terror of war should teach us, and history confirms the truth of the doctrine, that war is only incidental in life and only intermittently persistent. It is, as it were, a somewhat hasty and disorderly clearing of the stage for a new scene, or, perhaps, a more general shifting of scenery for a new act. Changes of costume in the way of conventions, creeds, and ideals are bound to result; often even change of characters is necessary, so that we hardly recognize the parts as belonging to the same play. But the plot is continuous, consistent, and unified. The fundamentals of existence are not altered or eliminated by war; the simple elements out of which the complex nature of life is compounded are not reduced or annihilated. What war can destroy is not elemental, perhaps is no longer necessary or worthy of continuance.

However, in spite of all philosophical vagaries, the question of the ruler still repeats itself in our hearts, "Good Master, what must I do to inherit eternal life?" Enlist in the army or navy? buy Liberty bonds? conserve food and other necessaries of life? knit? give generously to the support of all undertakings that may make less the hardship and suffering of war? Yes; the answer is clear to each one according to his fitness and ability. But to all, and the the teacher especially, the answer is: Whatever else you do, keep alive in the world those principles of life, those ideals of humanity and culture for which we are ready to make sacrifices. Thankless as the teacher's job may seem at times, though his services may be underpaid and his efforts unrewarded, it is his self-appointed mission to create in the world an atmosphere in which love of truth, honor, righteousness, and beauty may ever flourish. To refine our sympathies, to quicken our imagination, to enlarge our vision, is the teacher's task. "Spirits are not finely touched but to fine issues," and if once the finger of God has given that finer texture to our human clay, the finer issues must not perish from the earth.

Difficult as it may be for the teacher to go about his daily work in time of war, yet his duty is evident and his courage must not fail. Amid the roar of guns he must pursue his search after truth. In the presence of deprivation and suffering he must dream of beauty. While
the outrages of murder and savagery are echoing around the earth, he must talk of sympathy, love, and sacrifice. In answer to the vaunting blasphemy of pride and hypocrisy he must speak of humility and honesty. Thus and thus only can we keep alive what unknown ages have been unwilling to let die.

Life is a struggle of birth with death. The old Adam dies hard, and the new Adam is no less painfully born. The moaning, and anguished cries of their mingled paroxysms is enough to terrify the stoutest hearts, but if what is worthy in life is not to perish, the guardians of her spirit must be cool and resolute. Seer and prophet united in the teacher must earnestly and faithfully watch and pray. They must pledge themselves anew to a purer devotion, consecrate themselves anew to greater effort, more comprehensive understanding, intenser thought, and clearer vision. If they are equal to the responsibility that rests upon them, and through the thickest and blackest of world-storms and night, are able to keep trimmed and burning the least of lamps whose flame has flickered through the centuries, then nations may be ruined, governments may be broken, and civilization may be blasted to oblivion, but all the congregated furies of hell shall not prevail against us.

Geo. Sprau.

“My High School”

Y High School;’ at the words a rush of pleasant recollection comes crowding into consciousness. High school days are full of “thrills,” the kind that form indelible memories. Who can forget the proud moment when the Seniors withdrew in solemn state for their first class meeting, or the curious, sinking sensation accompanying a call to the superintendent's office?

I am now three years removed from high school life. Algebra presents almost as many “unknown factors” to me as upon my first introduction to x and y; my “little Latin” has become hopelessly Americanized, and “Lepidoptera” fails to initiate the proper response among my cortical centers. The lessons that “carried over” were not taught in the classroom, but through contact with the workings of the school organization. We learned to see ourselves as parts of a larger social unit, to subordinate self to the interests of the majority. We began to realize in some degree our dependence upon society and to appreciate the social virtues. We saw the importance of becoming “good mixers.” These lessons, subconsciously learned while we worked and played and lived together, seem to me the most worthwhile part of high school life. And this, not the Latin and algebra, is what my brother, who did not go to high school, misses already.

Yet, highly as I value my high school training, I feel sure that many precious opportunities were wasted, and misdirected zeal expended in its acquisition. First of all, I mention the mistaken choice of subjects that was of all too common occurrence. How that dreadful day stands out when, fresh from a country school, I struggled, for the first time, with the problem of “electives.” The teacher who finally took matters in hand was too pressed for time to consider the half-formed wishes of a child too confused by all the strangeness, anyway, to know her own mind. I was enrolled in the college preparatory course, and as time passed I became adjusted to the situation. Aside from this first experience, my choice of electives was governed by the popularity of instructors, the “stiff” or “easy” reputation of subjects offered, etc. We pupils took for granted that we could get no information as to the nature of a course until we were “into it;” and it never occurred to us to inquire why certain subjects were required. Without doubt, educational guidance would have eliminated much changing of course during the year due to haphazard selection.

Only one line of vocational training was offered and that was commercial. Our school numbered three hundred pupils, with about ten teachers. There were two class-rooms and one teacher for the commercial work. Other courses were general and college preparatory, though we were allowed to graduate entirely ig-
norant of the merits and requirements of higher institutions of learning. Once a week there were classes in manual training and domestic art. I did not even avail myself of this slender opportunity, and for the four years of high school life, when imitative and creative instincts were strong, my hands lay idle, while I tried to absorb “second-hand wisdom.” This I regard as the gravest mistake of all and I know I am less efficient today because I am lacking in manual skill and concrete experience.

The physical side of life was neglected. No biology, physiology, or hygiene was offered and the only physical training given was by means of football, baseball, and basketball. This was fine for the teams, but the majority of the boys and all the girls were shut out entirely. There was nothing to prevent an ambitious student from sacrificing health for a good record, and I have known girls to attend school when far too ill for study. The board of health was inefficient, and a contagious disease once gaining foothold was liable to sweep the school. The rooms were over-crowded and under-ventilated and we worked under conditions prohibitive both to normal physical development and our best mental effort.

I do not mean to place too much emphasis upon the weak points of our High School. I have noticed them because defects may be corrected when recognized, and, indeed, significant improvements are being made very rapidly. In three years a new building has been erected, the teaching staff has been enlarged, agricultural and teachers’ courses introduced, manual training and domestic science placed on a level with history and mathematics, physical training initiated, household chemistry offered, etc.

The advantages of “my High School” include wholesome social intercourse with both fellow-students and teachers. The individual personalities of my teachers were the greatest factor of all, I believe, in framing those pleasant memories that mean so much to me.

ELEANOR OSBORN.

*Why the Magic Charm of Friendship Exists on Normal Hill Top*

ANY, many years ago, before the voice of white man was heard, there lived on this hill-top an Indian brave, Matseto, and his little daughter, Wantelsa. Wantelsa could not remember the faithful squaw mother, so her only companionship was with her father and with the growing things on the hill-top. Matseto told Wantelsa much about the magic of the hill, and she learned to do wonderful things with the trees, the flowers and the plants. So the long summer days passed happily for her. During the winter evenings, Matseto, as he smoked his long pipe, would tell Wantelsa of the white people who lived beyond the distant hills.

Each year he journeyed to the White Man’s village to sell his skins and in return for them, received queer shining pieces of gold. Many times had Wantelsa heard of the daughter of the White Man to whom Matseto sold his skins. She was so fair and lovely that Matseto called her Star Flower. He had told the little Star Flower of his own brown Wantelsa who lived in the hills. When he returned to Wantelsa again he bore for her a strange gift from the little white girl. The white people called it a book. Many times Wantelsa wondered and pondered over this strange gift. When Matseto again journeyed to the White Man’s village he carried the most precious gift that Wantelsa could send—some of her own beloved flowers.

And so Wantelsa lived and grew on the hill-top and Star Flower in the little cabin in the White Man’s village. But there came a time when Wantelsa gazed wistfully at the blue haze of the distant hills: to her it meant the big outside world, the White Man’s world. Why could she not journey to this world? Had not Star Flower asked Matseto that he bring Wantelsa to be her sister and to learn the ways of the white people?

As the time grew near for Matseto’s departure, she came to him, “Oh my
father," she said, "take me with you. The days are lonely and sad without you. Through the long winter I wait for the coming of summer. You tell me of Star Flower: she knows of many things to do. Take me with you that I may learn the ways of the white people!"

Now, not many moons since, there had come to dwell on the hill-top the young brave Lenaco. He was so charmed with the laughter of Wantelsa that Matseto had promised her to him. Matseto's heart had been sad to think of her leaving his house for the tepee of the young brave, but that was the way of his people. And now she wished to mingle with the white people. No, that could not be, even though she had not been promised to Lenaco.

But as the days went by and Wantelsa's laughter was no longer heard, the hill became strangely silent. Matseto's heart grew sad; so he counseled with the Great Spirit. He came to Wantelsa and said, "My daughter, the Great Spirit tells me to take you with me. I will leave you in the White Man's village. But when the snow is no longer on the hill-top, and your companions are calling for you I will come and you must return with me to the house of Lenaco."

So Matseto and Wantelsa journeyed until they came to the White Man's village. There the lovely Star Flower met them; and when she smiled Wantelsa felt a happiness greater than she had ever felt before. As she came towards them Star Flower cried, "Oh, Matseto, you have brought Wantelsa to be my sister. I shall love her and together we shall learn from the White Man's books."

And so Wantelsa learned the ways of the white people. But it is with the love of Star Flower and Wantelsa that my story has to do. They pondered many times over their new happiness.

"Wantelsa," Star Flower would say, "it is because we both love the books and what they tell us."

But there was ever in Wantelsa's mind the wonder that Star Flower should love her and give her so much. How could she ever return this great gift? "But it is not a gift I wish," Star Flower told her. "It is only your love I desire."

*Toast delivered at the 1917 Commencement Luncheon.*

There came a time when Star Flower was very ill. She could not even smile at Wantelsa. Wantelsa's heart was filled with sorrow, but she remembered the magic of the hills. She went out into the woods and gathered those things which would be most powerful to heal Star Flower. And when Star Flower grew better and could smile again, in her great joy Wantelsa cried out, "O Star Flower, the Great Spirit has at last permitted me to show my great love for you."

The winter came and passed; and when the snow could no longer be seen, Wantelsa knew she must make ready for her return to the hills. Matseto came and she journeyed with him to the house of Lenaco.

But in her great sorrow at leaving Star Flower there was the joy that the Great Spirit had bestowed on her this happiness. As the days went by Lenaco mourned that she no longer smiled as in the days before she went to the White Man's village. Yet he saw and marveled at the new beauty and light in her face and at the peace and content which she brought to the little tepee.

When Matseto again journeyed beyond the hills, Wantelsa waited eagerly for his return to hear of her beloved Star Flower. But it was only sadness that Matseto brought. Another illness had come to Star Flower. Wantelsa was no longer there to heal her, and Star Flower's smile which Wantelsa so loved, never returned.

In her sorrow she called to the Great Spirit for comfort. It came to her in the joy and thankfulness that she had been permitted to know this miracle, a perfect friendship. That this beautiful thing might never die, she called upon all the growing things to cast this magic charm of friendship over the hill, that who might come ever after would fall under its spell.

When you first came to this hilltop didn't you feel this spirit of friendliness stealing over you? In our work together, for a common purpose, in our play and in all the activities of this happy school life, didn't you feel it growing deeper and deeper each day?
NEW FACULTY MEMBERS

WILLIAM R. BROWN

English

Dr. William R. Brown received his early education in the public schools of Austin, Texas. He graduated from the Austin high school in 1903, entered the University of Texas that same year, and received the A.B. degree in 1907.

After a year as head of the Latin department in the Seymour (Texas) high school, Dr. Brown spent two years as head of the English department in the Sherman high school, and resigned that position to take charge of the English work in the Waxahachie high school.

In September 1911, Dr. Brown went to Boston, where he combined the study of music and literature. In February, 1914, he entered the Graduate School of Harvard University, specializing in English. He received the degree of Master of Arts in 1915, and the degree of Doctor of Philosophy in June of this year.

He is now connected with the English department of Western Normal filling the position made vacant by the resignation of Professor B. L. Jones.

THEODOSIA HADLEY

Biology and Agriculture

The position of assistant to Dr. Harvey in biology and agriculture which was left vacant by the marriage of Miss Ellet has been filled by Miss Theodosia Hadley.

Miss Hadley is an old member of the Michigan educational force. In 1904 she joined the faculty of the Northern State Normal School at Marquette. In 1910 she left her chair of geography and geology at Marquette to travel in Europe where she remained until 1915.

Miss Hadley is a graduate of Vassar College and received the master degree in science from the University of Chicago.

THEODORE S. HENRY

Psychology

Dr. Theodore S. Henry is the newest member of the Department of Psychology. He is a native of Illinois in which state he spent his entire life until he came to Michigan. He was graduated from Hedding College, Abingdon, Illinois with the degree of A.B. in 1903 and spent the next twelve years in a teaching experience which began with one year in a rural school, continued for three years in two high school principalships and culminated in eight years' service in two different superintendencies.

In 1915 Dr. Henry gave up his public school work to continue his graduate work at the University of Illinois where he had already spent two summers. From this university he received the degree of A.M. in 1916 and that of Ph.D. in 1917. During his last year at the University he was a member of a commission subsidized by the General Education Board to study the general topic of the gifted child, under the direction of Professor Guy M. Whipple. Last summer he taught in the summer session of the State Normal College at Ypsilanti, Michigan.

MARY ENSFIELD

Rural Education

Mary Ensfield is a Michigan woman. After completing the work of the rural schools and South Haven high school she entered Western State Normal School and graduated in 1906. Miss Ensfield taught for two years in the public schools of this state and then returned to Western Normal to teach the Rural Observation school. She received the degree of A.B. from the University of Michigan in 1913. This work was followed by two years' teaching in the Rural department of the State Normal School at Cheney, Washington. During the past two years Miss Ensfield organized and had charge of the Department of Rural Education in the State Normal School at Winona, Minnesota. She will have charge of the work in Rural Education at Western Normal during the absence of Dr. Ernest Burnham, head of the department.
J. A. PLACE
Biology

Mr. J. A. Place, who takes the position in the Biology faculty made vacant by the resignation of Mr. Huntington, is a native of the Buckeye state. Graduating from the Ohio State Preparatory School at Athens, Ohio, he entered Ohio University but left this school in 1906 to become an employee of the American Steel and Wire Co. He remained with this company five years, serving two years in the Pittsburg and three in the Cleveland office. The lure of the literary life was too strong for him, however, and 1912 found him once more in Ohio University. From this school he received his A.B. degree in 1913 and his A.M. degree in 1915. From 1913 to 1915 he was instructor in the biology department of Ohio University and from 1915 to 1917 assistant professor in the same department. During the summer of 1914 he did work at the Marine Biological Laboratory, Woods Hole, Mass., and during the summers of 1916 and 1917 attended the University of Chicago.

MISS ELEANOR RAWLINSON
English

Miss Eleanor Rawlinson, already known as a member of the summer faculty, has been elected to the English department. Her loss will be felt in Grand Rapids where she has been recognized for eighteen years as one of its most progressive teachers, and where she was president of the Teachers' club numbering seven hundred members. Miss Rawlinson has made particular study of the Junior high school in all its phases and has won recognition for successful experience and for published articles on the practical teaching of English and English literature.

MISS ELAINE STEVENSON
Art

Miss Elaine Stevenson, one of Western Normal's graduates, returns this year to her Alma Mater, as an instructor in the Art department. Two years' of teaching experience followed her graduation from the Normal in 1913. She enrolled at the Church School of Art in Chicago and there completed a successful two-years' course in composition and design. Thus well-equipped she entered upon her new duties at Western Normal in the summer term.

MISS MARY RUTHRAUFF
Latin

Miss Mary J. Ruthrauff, another of our former students, returns after much further study and successful experience as the head of the Latin department filling the vacancy caused by the resignation of Dr. Susan Ballou. Miss Ruthrauff was graduated from the Western State Normal in 1907, and from the University of Michigan in 1913. She taught Latin and German in the Nashville high school 1907-11; and German in the Owosso high school, 1913-16. In the summer of 1913 she studied and traveled in Germany. Her teaching at the Normal began in the spring of 1917 as assistant in the German department.

MISS MADELEINE McEVOY
Commercial

Another of our former students who has been asked to return to the Normal as an instructor because of her excellent record, is Miss McEvoy, assistant to Mr. Loring in the Commercial department.

ELMER C. WEAVER
Manual Training

Born at Ada, Ohio, 1896, in the shadow of Ohio Northern University. Early training gleaned at home and in schools at Ada, Ohio, Berea, Ky., Ironwood, Mich., Mellen, Wis.

More moves made by the family resulted in high school training back at Ada, Ohio, Minneapolis, Minn., Kalamazoo.

A workshop at home (since tacks could be driven in a shingle) took care of manual training development. Living in an oil community or section, "well driving" took up a period of time. Then came fans, windmills, sleds, pushmobiles, shocking machines (the poor family cat), wireless, electric motors, and model aeroplanes all had their turn. Summers spent in repair shops of various kinds furnished cash for the motorcycle, glider, air wagon built.

GLENN S. MAYER
Manual Training
Mr. Mayer graduated from the Lansing, Mich, high school in 1910. He entered Western Normal in 1911 and graduated from the manual training department in 1912. During his two years here he was an important cog in the football teams. After his graduation he spent the years from 1912-1915 in charge of the manual training work in the Flint, Mich, schools. During 1915-1916 he attended the Carnegie Institute of Technology at Pittsburgh, Pa., and then went to Columbia University. From the latter school he was graduated in 1917 with the degree of B.S., receiving also a diploma from Teachers College. This fall he returned to Western Normal to take charge of Mr. Sherwood's work in manual training.

MAUDE THORNELL BERGEN
Domestic Art
Another new-comer in our midst is Miss Maude Thornell Bergen. Miss Bergen hails from New York and claims Long Island as her abiding place. Her early education was obtained in the high school at Jamaica, L.I. Later she entered Teachers College, Columbia University and received her B.S. degree from this institution in June, 1917.

MISS FLORENCE ALLEN
Supervisor of Training School Music
Miss Florence Allen comes to us as the supervisor of Training School music, from Grand Rapids, Michigan, where she has held the position of assistant supervisor of music for several years. After her graduation from the Grand Rapids high school, she attended the University of Michigan, taking much of her work in the University School of Music.

MRS. MARY F. McMANIS
Library
Mrs. Mary F. McManis fills the vacancy in the Library staff due to the resignation of Miss Anderson. Mrs. McManis has made a special study of this work and will be found most helpful to the students in the reference room.

MISS LOUISE S. STEINWAY
Training School
Miss Louise S. Steinway is the new supervisor for the seventh grade of the Training School.
She has been studying the past year in Teachers College, Columbia University, where she won the degree of B.S. She also has a diploma from the Massachusetts State Normal School.
Miss Steinway has taught several years in Springfield, Mass. in a Junior high school, holding the position of assistant principal. She spent the summer of 1914 in travel in Europe, visiting England, Scotland, France, Belgium, Holland, Germany and Switzerland.

MISS CAROL McMILLAN
Expression
Miss Carol McMillan, new faculty member of the Expression department, comes to us from her home in New York City. Her college work was done at the University of Wisconsin, where she received her A.B. degree, with Phi Beta Kappa honors.

MISS LUCIA HARRISON
Geography
*Miss Lucia Harrison returns to the Geography department this fall after a sabbatical year spent at the University of Chicago where she worked for the degree of M.S., studying with Professors Salisbury, Barrows and Tower. She did research work in September at the Wisconsin Historical Library at Madison.

MISS CAROLINE WAKEMAN
History
*Miss Caroline Wakeman of the History department is another of the Normal instructors who has won a Master's degree the past year. Miss Wakeman studied at the University of Wisconsin with Professors Settery, Westermann and Dennis, paying particular attention to the Mediaeval period. She is offering several new courses in English and Mediaeval history.

*On leave of absence last year.
THE KALAMAZOO NORMAL RECORD
WESTERN STATE NORMAL SCHOOL, KALAMAZOO, MICH.

WILLIAM McCracken, Editor-in-Chief
EDITH SKEELEY, Training School Editor
MARJORIE MONROE
FLORA SEIBT, Student Associate
KATHERINE NEWTON, Alumni Editor

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

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

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

EDITORIAL

OUR LOYAL ALUMNI

If any school ever claimed a more enthusiastic and loyal body of alumni than Western Normal, we haven’t heard the glad news. Some of our undergraduates cannot yell as well as students elsewhere but when they have graduated and are out in the field, there is constantly manifested a fine spirit of loyalty to the Brown and Gold. Many an unsolicited letter of enthusiastic appreciation comes to the faculty postoffice. Every year a big body of splendid students enroll who have been sent by these same alumni. Many a fine athlete for the teams has been corralled by our graduates.

The enrollment this fall has reached 88 percent of the record attendance of 1916. Superintendent Keeler asserted last spring that it would not go over 75 percent of the former record. Although he is special committeeman of the State Board of Education for this school, his estimate was as just stated. The students and alumni went to work and the result is a banner showing for their efforts. They put up a splendid campaign marked by intelligent and enthusiastic loyalty not only to the school but the commonwealth the school serves. Under normal conditions this campaign would have given an increase of 12 percent in Western’s enrollment. There was prompt and spirited reaction to the call for aid. The conditions called for deeds, not debate. The alumni recognized this, went into action, and made Mr. Keeler’s estimate look like a poor bet, although ordinarily he is a good guesser.

The faculty in turn have reacted to the call of the times. Every one is on the job. There has never been quite so fine a spirit of unity, of work, of service, and sacrifice. The alumni will enjoy reading that the students and faculty undertook to raise $3,000 for the Army Y. M. C. A. at assembly Tuesday morning, November 13, and in thirty minutes from the taking of the first pledge, $3,670.00 was subscribed.

Michigan is facing a crisis in prospective shortage of teachers next fall. The demands of the war and the indirect results of the war will steadily lessen the number of trained teachers. We must make an effort to offset this tendency. We must campaign as never before. We shall enter the fight hopefully, realizing that our students and alumni have zeal for the school, appreciate the special needs of our commonwealth, and like to fight the good fight.

DOING OUR BIT

This Normal School has taken stock anew of the reasons for its existence. All social forces are doing this. If they have been engaged in setting the house in order, they are now seeing whether they can drop their work and help keep the wolf from the door, or climb out of the window and help exterminate him.

The Normal finds its nearest duty lying at home—keeping right on doing what it is doing—hard. The men of the faculty, and the women, too, would like to go to the front, but are shunting their patriotism into the stay-at-home duty of
carrying on the work of education, which is part of the same long purpose the warriors have in hand—to make the world a safe place to live in. We must ever increasingly keep up the crop of capable young people for our country's service, and we will begin with the seed-corn—lest there be no full corn in the ear.

President Waldo, with his usual insight into just where the machinery needs oiling the most, has made it his first duty to keep up the endangered supply of normal students, devoting the greater part of his vacation to this imperative need. That Western Normal shows a diminution of only twelve percent, in attendance this fall—the best showing of any of the state schools—is due to the personal and practical efforts of President Waldo and his committee of assistants.

The Normal School cannot now supply the demand for teachers, in manual training, in primary teaching, in grammar grade work, in short—in practically all the departments. It is the duty of all patriotic people to urge or assist a margin of young people to undertake normal work who might because of present stress, hesitate to do so.

THRIFT

There is no harm in looking for useful by-products out of war's horrible crucible. It is no defense of the benefits of war as such.

Thrift is a good thing.

Earning money and spending it for a social end is good. Children feel this. Why should they not engage, periodically perhaps, here and there in their years of study, in actually producing and selling things of economic value, and get applied to themselves some of the tests which a real producer has to undergo—relative worth of products, etc. Why not get the real joy of following through a complete economical cycle—from raw material to finished article whose worth is tested in selling value?

REBIRTH

ID juh ever feel the spring time come a' creepin' through your veins?
Did the June-like April weather ever heal yer aches and pains?
Did juh ever feel like lyin' underneath a shady tree
With yer weariness forgotten, from yer cares completely free?

If yuh haven't yuh ain't human! You have missed the best of life; You have lost the joy of livin' by so much ceaseless strife.
If yer tired of life, discouraged, struggled hard yet met defeat, Come to Mother Nature's portals, find in her a safe retreat.

Let her drive away yer troubles, rest your weary fevered brow, Feel her soothin' influence on yuh, then don't stop to question how She works this magic healin', how she leaves yuh sound and whole, Just have faith in her devices and go forth a new-born soul.

GERALD BUSH.
SPELLING IN THE TRAINING SCHOOL.

Dissatisfaction with the spelling work in the Training School resulted in a desire to modify the course of study in that subject, and if possible to find a suitable text. A committee was appointed to take charge of the matter, and the work divided so that one group was responsible for a plan of teaching spelling, the other for the words to be taught.

The vocabulary which is now ready for the printer, comprises both graded and alphabetically arranged lists of the 1,000 commonest words, a few supplementary words for each grade, and the so-called "Hundred Spelling Demons," i.e., the words most commonly misspelled.

The following report has been submitted by the committee on method:

RECOMMENDATIONS OF THE TRAINING SCHOOL COMMITTEE ON TEACHING SPELLING

I. What is the place of spelling in the curriculum?
   a. It is a tool of written English. Apart from this it has no place.

II. What standards should govern the selection of spelling material?
   a. We must put into the child's possession the words he needs in current written work, words which are in continuous use and which present striking difficulties.
   b. Both transitory and permanent needs should be considered, the latter receiving the greater emphasis. The former must not be neglected because of their effect upon spelling conscience.
   c. We must help the children to avoid mistakes by preparing them for needs of the immediate future.

III. What should a spelling list not be?
   a. It should not be padding.
      1. It should not be lists of words from reading vocabulary.
   b. It should not be an arbitrary desk-made list entirely disregarding its connection with written English.

IV. How shall we judge the success of our spelling teaching?
   a. It is to be measured by the degree of accuracy in independent written work.
   b. The strength of motive in written English.
   c. The arousal of a spelling conscience, that faculty which leads pupils to detect their own errors in spelling.
   d. The amount of attentive repetition, attention being given and gained through a feeling of need.
   e. Success in teaching the child how to study:

RULES FOR STUDY

1. Use law of analysis.
   —orally separate words into syllables.
   —select hard parts.
   —note doubled letters.
   —notice changes on inflecting words, they—their.

2. Use law of association
   —of word with meaning using in sentence or phrase
   —of a word with a similar word as fountain, mountain.

3. Direct efforts after conscious selection of need. Have a friend hear list. Devote study to doubted and missed words.

   f. Provide for sense appeal suitable to the various memory types.

V. What can be done to arouse a spelling conscience?
   a. Provide for competitive exercises.
   b. Insist that children look over all written work before handing it in.

PROVIDE TIME FOR THIS
   c. Work to create a sentiment that bad spelling is not fashionable—is, in fact, a disgrace.
   d. Give due consideration to incidental spelling.
   e. Provide open periods for correction of spelling in written work.
   f. Have blackboard work in which children are trained to criticise errors.

REASONS FOR NOT HAVING A SPELLING BOOK IN THE TRAINING SCHOOL

(The best and newest spelling books on the market average between 4,000 and 5,000 words)

I. There is not sufficient time available to carry out the above plan and to teach the words prescribed in a spelling book.
   (Time 60 to 80 minutes per week)
   (Average of four new words a day)
   12 (new words a week) x 135 (weeks not allowing for holidays and interruptions)
   420 (words in a year)
   x 6 number of years
   2520 (words could be taught to advantage)

II. Even if there were plenty of time to teach from 4,000 to 5,000 words it would not be advisable to do so.
   a. The average vocabulary of the 8th grade child is only 2,135 words.
   b. The largest single vocabulary of an 8th grade child is 2,812 words.
   c. Of 1,050 children in 75,000 themes only 4,532 different words were used.
d. The *1,000 commonest words (people use in common) with their repetitions constitute more than 9-10 of the words we write.

III. Beyond the *1,000 commonest words there is a wide divergence in individual vocabularies. Beyond 500 even, there is a progressive decrease in the reliability of the list.

A carefully made list of words, compiled from examination of all the written work of a fifth grade over an extended period of time, was found when compared with the fifth grade vocabulary of one of the best spellers to contain only 4½% of words in that list.

IV. The above facts point to the conclusion that spelling teaching should be more individual than is permitted by the use of a spelling book containing from 4,000 to 5,000 words.

**METHOD**

**How to select word lists beyond the *1,000 commonest words.**

<table>
<thead>
<tr>
<th>Reading Vocabulary</th>
<th>Expressional Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Oral</td>
</tr>
<tr>
<td></td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>(Misspelled)</td>
</tr>
<tr>
<td></td>
<td>(Doubtful)</td>
</tr>
</tbody>
</table>

**Types of Lessons.**

**Individual Lists.**

The child is required to place in this list all misspelled words in any regular work, and the words for which he asks or for which he uses the dictionary to find the correct spelling.

These lists should be supervised by the teacher and examined at intervals to see that the words are correctly spelled as they are recorded.

*Periodical compilations of words misspelled by two or more pupils.* In a class of thirty pupils such a list would be common to at least 6% to 9% of the pupils. In one of the best spelling lists, the Jones List, based upon the 4,532 different words used by 1,050 students, the eighth grade list is used by 2% of the eighth grade students; the seventh grade list by 7% of the seventh grade students; the sixth grade list by but 10% of the sixth grade students. In these three grades at least, additional lists beyond the *1,000 commonest are based as well if not better upon current misspelled lists than those in spelling books.

Study lessons on individual lists may be conducted as follows:

Give five to eight minutes for observation, noting special difficulties and writing the words, guiding children in their methods of study. Children in opposite seats may then pronounce the words to each other. The teacher may collect the papers and check mistakes. Those missed should be starred in the record for special review.

**Poems. Short Paragraphs.**

These may be either dictated or memory work.

Such exercises furnish good spelling drills.

*Ayres' list of the 1,000 commonest words—also used in Ayres' Spelling Scale, pub. by the Russell Sage Foundation.*

in that they provide opportunities for using words in context, where their appearance is associated with their meaning and use.

**Ex.**

The children sing in far Japan.
The children sing in Spain.
The organ with the organ man.
Is singing in the rain.

—R. L. Stevenson.

This simple stanza may be studied and written from memory. It provides for repetition of words children, sing, singing.

**Composite Composition.**

This type of lesson includes both oral and written language. The children choose some topic of general interest, which can be used in connection with other subject matter. The sentences were given orally, discussed, criticized and finally written on the board by the teacher, the children spelling the shortest words. When phonic elements appear, which are difficult, the teacher may give one part and the children the rest.

**Example of Composite Composition from Grade II.**

The bluebirds came back the last of February. They are about the first birds to come back. We are glad they are here. They are blue on their backs and reddish orange on their breasts. Bluebirds are a little smaller than a robin. Their song is very pretty. Bluebirds like to build their nests in hollow trees or in bird houses.

In this lesson the children spelled such words as: birds, come, are, they, glad, etc. Phonic elements such as ed in breast and ed in hollow were stressed.

**Homonyms.**

A. Let the grading of the 1,000 common words be the guide for each grade.

**Subject matter:** If one word occurs, as: dear,—teach the other, dear in this grade.

B. Method: Teach separately first; and invariably in its sentence connection, both oral and written sentences. Put together later.

**Spell downs:** These are recommended for reviews, for their power in motivation and in recognition of the large percentage of "ear-minded" children.

Sixth, seventh and eighth grade teachers please select.

Teach the meaning of certain roots, prefixes and suffixes where the root meaning clearly appears.

**Develop Inductively.**

Work in these furnishes interesting motivation for the use of the dictionary.

This work is especially suitable for upper grades.

**Suffixes and Inflection Endings.**

**Noun—er—as worker, teacher
Adjective—ible—as admirable
Verb—ie—as civilize
Adverb—ly—as correctly
Adjective—ent—as permanent
Noun—ion—as mention, action
Past tense—ed; participle—ing; adjective, er, est.
Roots
phone—sound as telephone; phonograph, megaphone
graph—writing—telegraph, autograph, graphic, geography, stenographer
scrib—write—post-script, describe, subscription, scribble
port—carry—import, export, porter, transportation, portable
terra—earth—terrace, territory, subterranean, mediterranean
fortis—strong—fortify, fortification, fortress
navis—ship—navigation, naval, navy, navigable
mare—sea—marine, submarine, mariner
Use where these meanings clearly appear.

Prefixes.
auto—self
un (negation) not
unable
automobile unable
autobiography untruth
automatic undone
uneven
unhappy

tri—three
unhappy
triangle

sub—under
duplicate
redouble
submarine reappear
substitute reread
subscribe reproduce

trans—across
mis—wrong
transport mistake
transfer misjudge

aer—air
aeroplane
aeronaut

A LOVE POTION
I
A potion to my Lady Love
I send, of Nature's fairest brew—
A rose-walled drop of crystal dew—
Sweet-silvered as a cloud above;
Would that it woke a thrill in thee
Fair Iseult from across the sea!

II
In vain I practice all the arts
That men have known, for one caress—
One moment of wild happiness;
In vain, arch-breaker of men's hearts!
Yet sip the liquor of the rose
And then—who knows! who knows!
C. E. Burkland.
The Normal High School began its activities this fall with an enrollment of one hundred forty-five, eighty-one girls and sixty-four boys. There are twenty-nine seniors, twenty-six juniors, thirty-two sophomores, fifty-five freshmen and three unclassified. The department is more unified this year as nearly all the classes are conducted in the administration building and the "preps" are called together each morning at 9:55 for roll call and announcements. A reading table and two new book-cases have been added to the equipment of the study hall. Each morning reference books needed in the various classes for the day are brought from the Normal library to the study room so that the high school pupils may do required reference work there. High school assemblies are held each Tuesday, some of them being conducted by the pupils. The various organizations are working enthusiastically and contributing much to the life of the department.

**ASSEMBLY PROGRAMS**

October 9—A very interesting program in charge of Principal Blair. Mrs. Davis conducted the singing, Leone Hart played two piano solos and Mr. Greenwall told of his summer Y. M. C. A. work at Lake Geneva and Fort Sheridan.

October 16—General assembly. Rev. J. T. Jones urged Western to back the government in the war.

October 23—Mr. J. C. Hoekje spoke on "Carry On" and Mr. H. G. Henderson played two pleasing solos. The program was very enjoyable.

October 30—Rolland Maybee, retiring president of the Erosophian society was in charge. This was the first program given by the society this year.

November 6—The Senior Girls' quartette of the Music department gave a delightful program.

November 13—Miss Rousseau's class in oral English had charge of the program. The hour was an enjoyable one.

November 20—The program was given by Mrs. Davis' class in high school music.

November 27—Thanksgiving program in charge of the Erosophian society.

**ATHLETICS**

For the first time in the history of the department, Normal high school put a football team in the field for the season. The sport was taken up after three weeks of playing had elapsed, and therefore the manager was under a severe handicap in securing games.

The boys lost the first three games, but came back strong in the fourth winning it easily. Although losing the majority of their games they have begun to learn how to handle their bodies, have begun to learn the never-die spirit which characterizes athletics, and which is so necessary a quality in playing the greater game of life.

Practically all of the men never played interscholastic football before this fall. and the showing they have made is considered remarkable. There have been about fifteen men out every night for practice, and the majority of them have worked hard all the time.

The Normal school as a whole will be better off for the single season of football, even though the team was not a winning one. The senior high school men now have a year's experience, and will be much better fitted for playing with the Normal team next year. The undergraduates will have had one year's experience to their credit at the start of next year's season. On the whole the first season of football for Normal high may be said to have been highly successful. The men who took part in the season's games are Bruce Shepherd, Sidney Fisher, Leroy Gilbert, Paul Wing, Clarence Somers, Frederick Statler, Willard Bryant, Millard Newton, Frank Stein, Donald Crosby, Pearce Shepherd, Ross Chatelain, Rolland Maybee, Donald Somers, Joseph Moser, Robert Ell, Edgar Smith.

The season's scores—Otsego 27, Normal 6; Holland 104, Normal 0; Dowagiac 40, Normal 7; Hastings 3, Normal 19.

**EROSOPHIAN SOCIETY**

The Erosophian society held its election Tuesday, October 30, 1917. The following officers were elected: Presi-
dent, Lawrence Moser; vice-president, Donald Crosby; secretary-treasurer, William Bryant. The following committee members have been appointed: Program committee, Winifred Coleman, chairman; Bruce Shepherd, Rolland Maybee, Olive Elliot; publicity committee, Anna Wagner, chairman; Edward Kline, LeRoy Gilbert, Fred Chappell; decorating committee, Elva Henderson, chairman; Frederick Statler, Helen Jones, Frederick Church; music committee, Mary Cutting, chairman; Leola Shinabarger, Marjorie Loveland, Helen Hartzell. The first public meeting of the society will be held on Tuesday, November 27. In all probability the program will be a Thanksgiving program. The organization is planning to give a public program every other week and with the cooperation of all concerned the society should be a very live one.

HIGH SCHOOL DRAMATIC ASSOCIATION

The High School Dramatic association is looking forward to an active year of dramatic work. Its constitution has been revised with a view to more complete and definite organization. Under the new constitution the club has held its first regular annual try-out, and elected seven new members: Geraldine Blowers, Lowardine Wood, Elizabeth Nicholson, Helen Hartzell, Leone Hart, Edna Frobenius, and Marian Ayres. The membership now totals seventeen. As this is a patriotic year, a program of American drama is being planned for bi-weekly meetings. Toward the end of the fall term a play will be produced, the try-outs for which will be open to all high school students. Those who are chosen for the cast of this play will also be eligible for membership in the association.

The faculty member of the club this year is Miss Carol McMillan of the Expression department. The officers are: President, Olive Elliot; vice-president, Maude Taylor; secretary, Ruth Curry; treasurer, Helen Jones; custodian, Gertrude Grawcock. The chairman of the standing committees are: Publication, Maude Taylor; program, Mary Cutting; try-out, Sue Hoard; production, Elva Henderson.

HI-Y CLUB

The Hi-Y club is a high school organization consisting of fellows who stand for the highest principles and ideals of life. This type of boys' club is general throughout the state and nation, many of the larger schools having organizations of this character. The club in the Normal High School is now progressing in fine shape and the prospects for the future are exceedingly bright. The boys meet every week to discuss school problems or life work questions. The officers are as follows: president, Rolland Maybee; vice-president, Paul Wing; secretary and treasurer, Bruce Shepherd. The faculty advisers are Mr. Blair and Mr. Rood. The discussions are led by Mr. Rood.

ATHLETICS

THE DOPE BY A REAL DOPESTER

Captain Warren Allen: Made the team first year here in 1914. Has played right tackle past three years and is a wonderful open field tackler and interferer. Good on both offense and defense and is a fine captain.

Walter Olsen: Best smashing fullback ever in school. A great defensive player as well. Can catch forward passes to perfection and can be relied upon to get his man in the interference.

Sam Dunlap: Best all-round football player in the west. As a punter he stands alone in Michigan and it is doubtful if he has a peer in the entire country. Great
VARIOUS ACTIVITIES

open field runner and line smasher. Can block, tackle, and throw passes. No one ever gets around his end for any great distance, and for two years "his" end has not received a forward pass. Third year on the team. Ran 65 yards for touchdown against M. A. C.

Charles Angell: Second year at left half where he has played since entering Western Normal. Divides with "Tub" Myers, of 1907 and 1908, the honor of being best man ever in school in backing up the line. Fine interferer and great fighter. He is hard to stop when given the ball.

Morgan Johnson: First year on regular team, but was substitute guard last year. One of the best passing centers ever in Western Normal and a plugger. Always fights to the last whistle.

Leslie Millar: Second year on the team. Fine tackler and good at forward passes. Great blocker and a nervy player who always uses his head.

Guy Houston: First year on team. Plays left end and is fastest end in the country. Is a past master at receiving forward passes and a fine interferer. Made a touchdown against Michigan, receiving a long pass from Olsen.

Hobart Chapel: First year on the team. Plays left tackle and is a "bear" on both offense and defense. Can use his hands to perfection. Charges hard and can always be relied on to make a hole for the backs. Never stops fighting. Always plays a good game.

Robert Vroegindeweij: Plays center and guard. Great defensive player for his weight. Always knows the signals and is a fighter. Did the passing from center at M. A. C.

Neil Miller: First year on the team, playing a little on second team a year ago. Good steady guard and fine at knocking down somebody in most every end run. One of fastest guards in the State.

Ben Stockdale: First year on the team and holds down the position of left guard. Great defensive player and fast hard driver when on the offensive. Often breaks through and tackles the runner in his tracks. Played a great game at M. A. C.

John Cudmore: From Rochester, where he played on champion high school eleven of Minnesota. First year on the team. Has been handicapped by two bad charley horses. A fierce player both on defense and offense. Has the nerve and should be a wonder next year.

Herman Fuller: Fine player in Plainwell High last season. Plays guard and tackle here. Fine defensive player and good fighter. Will be hard to beat out next season.

Clarence Nihart: First year on the team, but a strong defensive player and hard, fast charger. Has been playing both guard and tackle. Will he one of the regulars next year.

Grant Westgate: One of the best bets in school. Came from South Haven, and first year on the team. Has the nerve, a good tackler and wonderful receiver of forward passes. Is ready to go in at either end any time. Will be heard from next year.

Joe Berman: First year on the team and plays quarterback. Wonderful open field runner. Ran 65 yards for touchdown against Michigan. Yost said, "Where did you get that rabbit?" Never stops fighting. Can also block and is a deadly tackler.

Frank Thomas: First year on the team, coming here from East Chicago, Ind., High School. Knows the game thoroughly and a hard fighter. Played in three quarters of the Michigan game and the M. A. C. contest. Good on defense and a fine open field runner.

Aura Smith: First year here. A fast, hard running, shifty backfield man. Can always be relied upon when sent into the game. Will be in every game next year, as he is too valuable to stay on sidelines. Has a lot of fight and cuts them down in interference.

Walter Scharmach: First year here. A fast, hard running, shifty backfield man. Can always be relied upon when sent into the game. Will be in every game next year, as he is too valuable to stay on sidelines. Has a lot of fight and cuts them down in interference.

Robert Anway: First year on the team. Comes from Wayland, where football players are born. A wonderfully fast, smashing runner. Good in interference and tackles low and hard. Lacks in nothing except experience. Will be a valuable man in another season.

Leo Depot: A clever end. Good in blocking tackle and knocking down for-
ward passes. Knows the game and not easily fooled. If he had a little more "pep" would be a wonder.

Joe Langdon: Plays some, but spends most of his time trying to keep the other players in condition. Would be a good end with a little more weight and experience.

Verne Smith: Always out for practice and with a little more weight would be a "bear." Knows the game and is a good punter.

Clyde Gillick: First year in football. Lacks experience, but has a lot of fight. Always plays hard and in another year will make a good guard.

John Breslock: First year on the team. Good, steady plugger and fights every minute. Lacks somewhat in experience, but looks like a comer.

The present football season has been, up to date, one of the best the Normal has experienced. The squad convened as usual for a week's preparatory training at Crooked Lake. There they so zealously devoted themselves to boosting the pigskin and the H. C. L. that, on the expiration of their hebdomadal period, they came back in fine physical condition.

The Albion Game

The results of Williams' wisdom and mine host Baker's beef were first made evident on October 3, when Coach Kennedy brought his Albion Argonauts to Normal field. There they so zealously devoted themselves to boosting the pigskin and the H. C. L. that, on the expiration of their hebdomadal period, they came back in fine physical condition.

The Albion Game

The results of Williams' wisdom and mine host Baker's beef were first made evident on October 3, when Coach Kennedy brought his Albion Argonauts to Normal field. There they so zealously devoted themselves to boosting the pigskin and the H. C. L. that, on the expiration of their hebdomadal period, they came back in fine physical condition.

The Ann Arbor Game

On Wednesday, October 10, Western's team entered what was for us new football territory. Incidentally they made a considerable reputation for themselves by scaring the daylights out of a team which is now recognized as one of the best, if not the best, in the whole country. In fact, if it had not been for a decision rendered by a strabismic official they would in all probability have hung a band of crepe on Yost's brow. The following account is by a member of the faculty who spent $4.24 railroad fare to see the game and who says it was worth every cent it cost. Mr. Hoekje, of the faculty, who also made the trip, says he, too, got a fine run for his money.

Michigan 17—Western Normal 13.

"When you know that up to four minutes before the end of the game Western Normal was leading Michigan by a score of 13 to 10, and the Michigan rooters in the stands were acting like maniacs in their demand for a touchdown, you can imagine how the teams were fighting for victory. But Coach Yost sent in some big fresh men in those last few minutes and they were able literally to push Western's exhausted men back the necessary twenty yards for a touchdown. Throughout the game it had taken Michigan four downs whenever they made the ten yards, while, after the first ten minutes, Normal was making first down repeatedly on the second or third attempt. Altogether Western Normal came out of her first game with Michigan covered with glory. Never has our team displayed such team work, such fighting qualities, such clean, hard football. Never has the splendid coaching of Spaulding been so conspicuous."

T. P. H.

The Notre Dame-All Fresh Game

Western Normal 83—Notre Dame 0.

This highly hilarious and most interesting game was played on Normal field on Saturday, October 20. For the benefit of those who have short memories (and who of us does not prefer to forget unpleasant things), a slight reference to the 1916 game with this bunch may not be amiss. Toward the end of last season, after our team had been running up top heavy scores against all contenders, this Celtic team slipped into our midst unheralded and unsung. Like a Roman populace of old we trooped to the arena
VARIOUS ACTIVITIES

to view another butchery. Did we? We did, and then some. The head, however, that adorned the block was that of our own gallant and hitherto unbeatable team. With commendable zeal the Notre Damers proceeded to amass a score of 10 before our boys awoke to the fact that they had a game on their hands, and try then as they could, it was impossible for them to garner more than 6 lonely and insufficient points. “What a fall was there, my countrymen.” Alibis were as common as sand in Benton Harbor and just as valuable.

It may be seen, then, that there was something at stake in the game this year. There was, and that something was the whole Notre Dame team, hog tied and hobbled, while our whole team as one man, romped gaily past them to touch downs so frequent that a double trick was necessary at the score board to get them all recorded. Truly, my brethren, this was a luscious diet of plum pudding we enjoyed on this historic date. “The memory lingers,” and has done much to erase that ashy flavor which, like a hang over, coated our athletic tongues from last year’s hard times banquet. The game was a fine demonstration of what a well drilled team can do. The procession moved continuously toward the opponents’ goal, punctuated by scintillating forward passes, daring end runs and irresistible attacks on the line.

The casualties were few but conspicuous. One Hogan, a lad from Kilkenny, bounced a swift Irish fist off Cudmore’s nasal appendage which drew a copious flow, of claret and language from the latter. The episode ended with Hogan journeying north to a permanent position on the sidelines while Cudmore went south gingerly caressing his injured poboics. A record was also hung up as a result of this game. Thirteen good honest touchdowns were amassed by our lads and of these four goals were kicked. Nearly every one on the team took a kick at the ball and one was as good as the other and all bad. Fortunately we did not need the extra points and perhaps that is why the boys were so generous.

THE M. A. C. GAME
Western Normal 14—M. A. C. 0.

This game was played in Lansing on Saturday, November 3. It was our first game with M. A. C. varsity squad. Up to this game the Farmers had failed to win a victory. Hence they were desperate and strove mightily to break their hoodoo. For the first two quarters the game was at 0 each, though a lucky fumble is all that saved us from a touchdown. During the fifteen minutes’ interval Coach Spaulding uncorked his battle of Tabasco and gave each of his players an allopathic dose. The result was at once apparent. Soon we had the ball near their goal line and Olsen slipped over for the first touchdown. Olsen goaled. In a very few minutes Dumlapp, aided by magnificent interference, planted the ball a second time, after a fine run, in the Farmers’ barnyard. Olsen did an encore. After that, though we frequently threatened, we could not score and the game ended as announced above. A small band of loyal rooters, among whom were three ordinarily sedate, but now vociferous professors made the welkin ring with their shouts of victory. In their own opinion they did their bit. Since this game both “Art” and “Frank” have been using the deaf and dumb alphabet. It was indeed a joyous and happy crowd that endured the long trip home. Among those present also was an important cog in all our athletic successes; namely the better half of our astute coach. The game, as a whole was replete with exciting runs and good team work. M. A. C. was primed for our aerial attack however and we were able to drop but few bombs on their defenses by this method. The victory is all the more creditable when one considers that two very important regulars were out on account of injuries, both Johnson and Angell being unable to play.

THE ARMY GAME
Western Normal 61—Camp Custer Ambulance Co. 7.

This game was originally arranged to be played with the Camp Custer officers’ team. At almost the last minute, however, the officers cancelled the game in order to play a team in Detroit where the financial prospects seemed to them more roseate. Accordingly Mr. Spaulding scurried over to Camp Custer in the Normal “jit” and fixed up a game with the Ambulance eleven.
THE DETROIT UNIVERSITY GAME

Detroit University 35—Western Normal 6.

"The day was perfect. The team went into the game in fine physical condition. They came out terribly bruised after one of the hardest battles a Normal team has ever gone through. We are absolutely certain now that this year's team is not a team of quitters, for they fought to the bitter end—fought until two were in the hospital, taken from the field in the ambulance, and several of the others had to be helped off the field. It was a rough game and Western Normal lost by a score of 35 to 6. Detroit showed a wonderful smashing attack against the line, but could not get around the end for the longer gains. They managed to keep the ball most of the time by making the ten yards, often by inches. Normal's "interference" that has been working so well all the year, carrying Dunlap and little Joe Berman around the ends for many yards, was not in evidence. Just once in the first few moments of play, just after Detroit had scored on a fluke—a blocked kick—did Western show their regular form and it resulted in the touchdown. We lost this game, but we have a splendid team, and if the men can be brought back into physical condition in time, we will have the Normal School Championship of the United States after the game with the Pennsylvania State Normal on November 24."

T. P. H.

Indiana (Penn.) Normal Game

Indiana Normal 40—W. S. N. 0.

In the only intersectional game of the season, played with Indiana Normal, on the latter's field, on Nov. 24, our team was decisively defeated. This defeat, together with that of Nov. 17, spoiled what would otherwise have been a most successful season.

EXTENSION

THE EXTENSION DEPARTMENT

The work of the Extension department began on Saturday, October 13. Classes are now being conducted in the following fifteen centers: Battle Creek, Benton Harbor, Big Rapids, Charlotte, Coldwater, Dowagiac, Grand Rapids (5), Hartford, Hastings, Holland, Kalamazoo, Muskegon, Niles, Saugatuck and Three Rivers. Thirteen instructors are conducting the work of the above-named centers: Mr. Blair, Dr. Brown, Miss Gage, Miss Goldsworthy, Miss Guiot, Dr. Harvey, Dr. Henry, Mr. Hickey, Mr. Hoekje, Mr. Renshaw, Mr. Sprau, Miss Wakeman and Mr. Wood.

Two hundred eighty-one students are enrolled in the various classes. In addition to these, twenty-four students are
pursuing work by correspondence (nearly double the total for last year). This makes the total enrollment of extension students for the first term three hundred five. This is a slight gain over the enrollment for the first term last year.

The work for the first term will be completed Saturday, February 2. At the following meeting of a given group (February 16) the work of the second term will be begun. The second term's work will be finished on Saturday, June 8. Prospective students who are interested in securing credits toward graduation by doing work in absentia should communicate with the Director of the Extension Department, John C. Hoekje. Extension students who wish to pursue work at a given class center may begin work only at the beginning of a term; correspondence students may begin work at any time. Literature explaining the workings of the department and giving lists of courses open at class centers and by correspondence will be mailed upon request.

J. C. H.

CLUBS

MUSIC

Musical activities in W. S. N. S. are continually growing. The Kalamazoo Choral Union has the largest enrollment in its history. Over three hundred attend the Tuesday evening rehearsals, two hundred of whom are students.

The Glee Clubs are up to their regular quota and in some instances above. The Men's Club has twenty-five trying out. The Senior Girls' Glee Club numbers forty, the Junior Girls' Glee Club, nearly thirty.

The orchestra is doing some splendid work and interest is increasing. It will assist in the community singing in the assembly programs as soon as the orchestrations to the community song books are off the press.

Splendid spirit has prevailed in the community singing at the assembly hour. Special programs are being arranged for Tuesdays.

The Music Club met with Mrs. Davis for its first program November 19. The Ladies Quartet of the music department has made several appearances including the W. S. N. S. banquet at Grand Rapids at the State Teachers' Convention.

The series of concerts arranged for under the direction of the Kalamazoo Choral Union bid fair to be a wonderful group of high grade concerts. They will be held in the Armory.

PRE-FESTIVAL CONCERTS
Alma Gluck..................Friday, Dec. 7
Messiah (350 voices) .......Sunday, Dec. 16
Philadelphia Symphony Orchestra of

one hundred men...Friday, Jan. 11, '18
Leopold Stowkowsky, Conductor
Jascha Heifetz, Violinist........Mar. 1, '18

MAY FESTIVAL—THREE CONCERTS
Minneapolis Symphony Orchestra
Kalamazoo Choral Union
Three hundred fifty voices
Children's Chorus
Eminent soloists to be announced

THE KINDERGARTEN KLUB

The Kindergarten Klub was organized in 1914. Up to the present time the members have been those girls enrolled in the kindergarten course. Now that the course has been broadened, the membership has been increased. This year it has a membership of one hundred, the majority of whom are Juniors of the early elementary course.

The Klub was organized with social activities and professional obligations in view. Under the leadership of Miss Gage and Miss Kern, the girls realize more fully what opportunities lie before them.

Philanthropic work has been carried on at various times. Dolls have been given to the city kindergartens with which the practice teachers have been associated. This year new clothes will be made for all these dolls. During the past year the Klub has adopted a French orphan and now it is going to prepare a Christmas box for her.

The opening social activity was "A Get Acquainted Tea," given by the Seniors to the Juniors.

The officers for the year are: President, Mildred Lawton; vice-president,
Mildred Lewis; secretary, Lucy Marston; and treasurer, Anne Manson. The meetings are held on the first Monday of the month in the kindergarten room.

DEUTSCHE VEREIN

The Senior members of the Deutsche Verein held their first meeting at the home of Miss Elizabeth Zimmerman. Plans were made to earn money for the Y. M. C. A. Army fund, and also for an entertainment for the Juniors. The work for the ensuing year will consist of German songs, games and also practice in every-day German conversation—which is the main object of the club.

THE HICKEY DEBATING CLUB

The Hickey Debating Club is the only school society whose one purpose is the development of ease and power in public speaking. Unfortunately, perhaps, it is a strictly masculine organization, numbering usually from forty to fifty men.

As the name might suggest, it was organized under the guidance of Mr. T. P. Hickey, who has ever since remained our kindly critic and faculty adviser.

Mastery of self-consciousness, and a fluent, powerful address, are the goal towards which the society aims. To this end are the debates, sessions of parliamentary rule, and impromptu speeches that usually are on the program of each meeting.

The club has had the reputation in the past of being a live, up-to-date organization and one well worth the time and effort spent in attending sessions. We urge all men who are interested or feel the need of training of this kind, to join.

The officers for the present term are: Bernard F. Young, president; Mark Terman, secretary and treasurer; Herbert Ver Veer, chairman of program committee.

C. C. Burklund.

MANUAL ARTS CLUB

One of the newest and most active student organizations is the Manual Arts Club, the membership including almost the entire manual arts department and a number of department alumni. It is a wide-awake organization with definite aims and plans for the present school year. From time to time, through the efforts of a competent program committee, there will be offered programs of interest and entertainment. In these programs an effort will be made to discuss phases of manual arts teaching not taken up in regular class work. So far, Mr. Hickey and Mr. Mayer of the faculty have addressed the club.

Mark Terman.

ASSOCIATIONS

Y. W. C. A.

To give every young woman the thing she needs most is the aim of the Y. W. C. A.

The Y. W. C. A. started this year’s work with a membership of one hundred twenty-five. The membership campaign was carried on by means of teas which were served to girls of the various departments. “A Get Acquainted” party for all girls of the school was held in the gymnasium the second week of school.

Among the speakers of this term were Miss Hester McGaughey, of the city Y. W., Prof. J. C. Hoekje, and Miss Rawlinson. All the meetings have been well attended.

This year promises to be a busy and eventful one for the society, as many plans have been made for the upbuilding and furthering of the work.

Y. M. C. A.

Within the last three years, from the beginning of the great world war, the Y. M. C. A. has entered upon an entirely different field of activity. Heretofore the ordinary citizen has looked upon this organization simply as a helpful community institution, but now he sees it in its broader light, namely in its international aspect. The Y. M. C. A. has stepped out of the narrow confines of the college, the community, and the nation and is becoming little by little one of the most important factors in war work.

Although this great international change is taking place, the individual associations scattered throughout the country still remain the backbone of the whole organization. Without these the larger work could not long endure. The home bases have decreased in member-
ship, yet the work is being done, and those who remain at home are putting more time and vigor into the association than ever before.

Despite the fact of decreased enrollment of boys at the Normal, the Y. M. C. A. organization in our school is still alive and active. Judging from the interest already shown, a very successful and profitable year may safely be expected.

Beginning with the first Sunday of the school year, meetings have been held and addresses given by Mr. Hoekje, Mr. Barrows of the city branch, and Mr. Greenwall. However, it has been found that Sunday afternoon is not the best time for the men to get together, so the time has been changed to Tuesday evening after chorus. The nature of the meeting has been changed to the study plan, but part of the time is devoted to free expression on the part of members, since the purpose of the meeting is to develop all the qualities for which the organization stands. Mr. Hoekje will direct the meetings. The "Challenge of the Present Crisis" will be used as a text.

The cabinet for the year is composed of the following: President, Ralph MacVean; vice-president, Bernard Giesen; secretary, Roy Toonder; treasurer, Neil Miller.

THE DRAMATIC ASSOCIATION

The Dramatic Association of the Normal School, while not affiliated with the Drama League, purposes to carry out in its own small way the excellent ideas and principles of the larger organization, namely: "to stimulate an interest in the best drama, and to awaken the public to the importance of the theater as a social force, and its great educational value if maintained on a high level of art and morals." However it is not exclusively a "high brow" association; perhaps the missionary spirit takes second place to its desire to enable its members to put to excellent use whatever talents in the dramatic line they are endowed with.

The entrance test is difficult—often discouraging, to the timid newcomer. It necessarily has to be, in order to keep up the traditional standard. However, aspirants with love and a desire for the best in the dramatic line, are warmly and gladly received.

The members, new and old, are kept alive with the spirit of the drama by presenting during the year plays long and short; the short produced at closed meetings, and the longer twice a year at the Academy of Music. The success of these larger efforts has been most encouraging, and has proven that amateurs can and should attempt the best. The Association is proud of the reception given its Shaw and Barrie plays. This year it will present also a model vaudeville at the Academy of Music.

THE MICHIGAN GEOGRAPHY COUNCIL

To make the teaching of geography more effective, the organization of a National Council of Geography Teachers was undertaken four years ago. Various problems of large significance are to be investigated. Perhaps the most vital one for early consideration is that of the better preparation of teachers of geography for the elementary schools. A preliminary report on the problem of normal school geography is to be presented at the annual meeting of the Council in December at Chicago.

State councils have been formed in twenty-one states. Michigan took the first steps to organize a council at the recent meeting of the State Teachers' Association. Prof. R. D. Calkins, of the State Normal School at Mt. Pleasant, was elected State Director. An advisory board is to be appointed by him consisting of the heads of the departments of geography in the several normal schools of the state and leaders in geography work in a few of the larger cities.

Announcement will be made in a subsequent issue of the plan of work to be followed by the Michigan Council.

THE RURAL SEMINAR

The Rural Seminar, an organization for studying the problems of rural life and especially those concerning the rural teacher, was formed this fall with Miss Ensfield as mentor. Three meetings have been held, two regular, and one special.

The first regular meeting consisted of an informal reception, followed by a short talk by Miss Ensfield on the aims and purpose of the organization. Pro-
vision was also made for the drafting of a new constitution.

At the second meeting the Seminar was entertained by Miss Theodosia Hadley who gave a most interesting illustrative talk on her travels in Asia. On October 30 a special meeting was called when the constitution was adopted and the following officers were elected: president, Florence Wood, Kalamazoo; vice-president, Wilma Winey, Kalamazoo; secretary and treasurer, Walter Holdeman, Jones. The members of the program committee are as follows: Martha Kilgore, Kalamazoo; Gladys Richardson, Allegan; Ivis Flannery, Pyre.

THE WOMEN'S LEAGUE

This society, open to all girls of the school and all the women members of the faculty, was organized primarily for mutual benefit socially, and for health, culture and service.

The Misses Zimmerman, Guiot and Wakeman, and Mrs. Biscomb and Mrs. Davis are the faculty advisers.

The officers are: president, Beatrice Maher; vice-president, Florence Dryden; secretary, Irene Smith; treasurer, Julia Griffin. The following are leaders of the various groups: Belle Bingham, Mabel Brown, Anna Eaton, Margaret Hamilton, Elsie Hughes, Gay Payne, Mildred Ruddy, Gertrude Sizelan and Frances Van Brook.

One business and one social meeting are held each month. A large Halloween costume party was given in the fall to all the women of the school. Several group leaders have arranged social meetings for their groups. The League has supervised the mending of all clothes which the Training School pupils brought for the French children. The club has also purchased ten dollars worth of garments to be made for the destitute.

THE SENATE

The Senate, a society of co-eds, was organized in the fall of 1916. The membership is based on scholarship. The purpose of the society is to study and practice debating. In the meeting the procedure of the Senate of the United States is followed and in this way the members gain a good knowledge of parliamentary procedure as followed in that body. Frequent debates on public questions not only keep the members informed as to the trend of affairs, but also give them ease in public speaking,—an art which is most valuable to a teacher.

The officers of the organization are: president, Esther Nyland; president pro tem, Helen Rix; clerk, Cornelia Forsma; journalist, Mildred Ketcham; sergeant at arms, Isabelle Beach.

On November 7, a meeting was held at which ten candidates from the senior class were initiated. As soon as the term is far enough along, juniors, whose work comes up to the approved standard, will be admitted to the society.

On November 20, the following question was debated: "Resolved, That all child labor laws should be so amended that children over twelve years of age would be available for use in productive industries during the present war."

The Hickey Debating club has been challenged to a debate by the Senate, and this will likely occur soon. Also the Senate has been trying to arrange some intercollegiate debates, but so far without success.

SOCIETIES

THE NORMAL LITERARY SOCIETY

The Normal Literary Society began the year with only ten of the forty-five members of last year. The ten people who still represented the organization worked hard and as a result twenty-three new members have been accepted.

The officers for the term are: President, Ivan M. Gibbs; vice-president, Clarence McDonald; secretary, Lorena M. Gary; treasurer, Echo Crandell. Mr. Gibbs was elected at a special meeting to fill the vacancy due to the absence of the former president, Emil Howe, who is now working for Uncle Sam in the Army Y. M. C. A.

Miss Kern, Miss Spencer and Dr. Brown are the faculty advisers. Dr. Brown was appointed to fill the vacancy occasioned by Miss Mulry's absence.
The object of this society is to promote the general culture of its members, especially in the field of literature and parliamentary law. The work during the fall term will deal with contemporary literature. Wendell Gates, a Junior in the commercial department, has charge of the programs and will lead the discussions during the term. Some splendid programs have been given. The one of October 25, was as follows:

A History of Harper's Monthly Edward Dorgan
Minor Poets Blanche Kingsnorth
A Typical Story Margaret McKay
Readings from Contemporary Poets Echo Crandell
Letters from the Trenches, written by a French Soldier to his Parents Leo Applegarth

THE AMPHICTYON SOCIETY

The Amphictyon Literary Society was organized in 1904. Its aim is to promote interest in social and literary activities, as well as to aid the spirit of good fellow-

ship and the development of right character. The membership is limited to fifty, selected by a committee appointed by the president. It is the ambition of the club to have a membership consisting of the most active people in school. The officers for the fall term are: President, Esther Nyland; vice-president, Marie Thompson; secretary, Muriel Bowen; and treasurer, Edwin Burklund. The faculty advisers are: Mr. Hoekje, Miss Rousseau, and Miss Seekel.

The first meeting of the year, a social one, at which the students became acquainted with one another, was held October 15, in the rotunda of the Training School. A most interesting talk was given by Mr. Hoekje, his subject being "Over the Top." He predicted a brilliant year for the society and made everyone feel his share in the duty and responsibility of making the work successful. The enthusiasm shown at this first meeting would seem to warrant his prediction. Following the program sociability was promoted by games and light refreshments.

ASSEMBLIES

Western has had some most interesting assembly programs during the fall term. Dr. Harvey gave an instructive lecture on health. Miss Snell, who is affiliated with the Student Volunteer Movement of the Y. W. C. A. spoke on the need of missionary work during the present war.

At another assembly devoted to community singing under the leadership of Mr. Maybee, Mrs. Davis sang "Keep the Homes Fires Burning," and the Girls' quartette sang two numbers.

On Tuesday, November 13, Western Normal went "over the top" with $3,600 as its contribution towards the Army Y. M. C. A. fund. The drive opened with the singing of "America," which was followed by the flag salute led by the training school children. President Waldo gave a crisp talk on the "Y" and the war, Prof. Maybee talked on the work of the "Y," and Prof. Hickey made an appeal for funds.

Dr. J. W. Dunning, pastor of the First Presbyterian Church, spoke Tuesday, November 20, on "Courage."

"A Thousand Miles Down the Tigris" was the topic of an interesting stereopticon lecture given Monday evening, November 5th, by Dr. Edgar J. Banks, of Alpine, New Jersey. Dr. Banks was formerly American consul to Bagdad and field director of the Babylonian expedition of the University of Chicago.

From snow-capped Ararat, across Armenia, through ruins of Nineveh, Bagdad, and Babylonia the audience were taken as far as the date gardens of Eden at the junction of the Tigris and Euphrates.

The most inspiring Assembly ever held at Western Normal was that of Tuesday, November 13. On that date in about thirty minutes of actual work the students and faculty pledged themselves to raise over $3600 for the Y. M. C. A. war fund. At a preliminary meet-
ing of a committee of the faculty it had been decided to strike for $3,000. This decision was ratified by the faculty as a whole and the details of the scheme left to a committee headed by Mr. Maybee, who had as his able lieutenants, Messrs. Hickey, Hoekje, Blair, Waldo and Mayer.

Meanwhile, before the Assembly the students were told of the matter and urged to give it their careful consideration. This was all the propaganda there was. On coming to Assembly each student was given a pledge card on which he could indicate the amount he would give. On the platform was a large bulletin board ruled into squares each representing a 10, 5, 4, 2 or 1 dollar subscription—the whole totalling $3,000.

In brief speeches President Waldo and Mr. Maybee described the necessity for the money and the uses that would be made of it, and Mr. Hickey explained the general scheme of raising our quota. Patriotio songs were sung. Then the decks were stripped for action. Immediately the ushers began to take up the subscriptions blanks and rush them to the platform where Mr. Hickey and Mr. Waldo read out the amounts and Mr. Mayer crossed off the squares. His was a busy job as was also that of Mr. Blair who nearly wrecked the adding machine in an effort to keep up with the avalanche of pledges. In less than no time we were "over the top" and well on the way to the final total.

This was one of the finest examples of enthusiastic, patriotic giving ever seen. Everyone got into the game and did his bit. There were no slackers. The committee who carried through the plan so successfully and all connected with Western Normal may well take an honest pride in the magnificent result.

VACATION NOTES

Mr. Ellsworth, like Cincinnatus, returned to the plow, for a time this summer, but later joined Mr. Waldo in the work of recruiting new Normal students.

Mr. Everett was another Cincinnatus who did yeoman service for quite a bit of his vacation, on a real farm. La Verne Argabright spent her vacation in the east, visiting Quebec, New York, and Washington.

Miss Braley joined a group of workers for the American Association of War Relief, in New York City, this summer. Miss Anne Morgan is chairman of this association, which is doing practical work for the relief of the French villagers who have returned to their devastated homes.

Mr. Greenwall spent a part of his vacation at the Officers' Training Camp at Fort Sheridan, where he worked with the Y. M. C. A. group.

Fannie Ballou spent an enjoyable and profitably twelve weeks at the University of Chicago, studying literature, philosophy and comparative religion.

Miss Vera Lutje traveled in the east, including Boston, New York, Washington, and Hampton Roads in her journeying.

Mrs. Davis, Miss Newton, and Mrs. Campbell banished care and dispensed hospitality at their cottages at South Haven, on the shores of Lake Michigan.

Rose Netzorg spent her vacation at the Chicago Art Institute, arduously sifting charcoal into the atmosphere, by rubbing the sable sticks gleefully o'er the elastic surface of illustration board and charcoal paper, trying to be interested simultaneously in the immobile cast of St. Francis and a very masculine and positive instructor. She discovered that art teachers do not stand five and one-half feet away from the canvas, wielding a paint brush like a Creature's baton; nor do they have: (1) long hair; (2) a kaiserish mustache; (3) a velvet smock and tam; (4) nor a Windsor tie. Nor do they rave about the design on an Italian doorknob, or the distant trees, with the same sighs as Romeo.

However, she did discover that talent is about 1% and work about 99%, even to begin to cause the instructor to move an eyelash. Hence:

There was some art tonnage called Rose, Who exclaimed: "How much teacher knows!"

"Well, why shouldn't he?"

The rest all agree,

"He's drawn all his life, I suppose!"

Miss Goldsworthy joined the Chicago
VARIOUS ACTIVITIES

A Review of Dr. Snedden's Address on

"WANTED: A NEW PRINCIPLE OF GENERAL METHOD."

At the close of Dr. Snedden's address on the above named topic at the M. S. T. A. recently, one of his auditors was heard to remark in the course of a facetious conversation relative to some rather surprising statements made by the speaker, "Where do we go from here, boys, where do we go from here?" To those who are hide-bound by tradition, who revel only in the customary and the conventional, who are shocked by anything that savors of insurgency, the address must have appeared heretical in the extreme. But to those who have had their fingers upon the pulse of the educational mechanism, who have become somewhat facile in interpreting that invisible, intangible, yet insistent influence which has for some time been in the travail of coming into being, the message proclaimed was most welcome indeed. Insurgency and heresy are only relative.

In discussing his topic Dr. Snedden showed that the great problem before the teachers at the present time is "How to improve details of method." He cited the contribution of the Herbartians along this line—their insistence upon the necessity for correlation, their emphasis upon the imperativeness of attention to the doctrine of interest, etc. Then launching out boldly the speaker projected his aim as being, "To formulate the principles of organization of the means of instruction."

In making his suggestions for changes in the present methods of school instruction, Dr. Snedden advocated the elimination from the curriculum of academic non-essentials. "Let us hope that we have come to the end of the 'enrichment of the curriculum.' While none of us is competent to set himself up as being able to eliminate so-called non-essentials, we can stress more and more the subjects we teach with reference to the future utility of the adult. Students frequently come from our schools with an indefinite, hazy, superficial knowledge due to our attempts to teach them too much. Why, for instance, should an adolescent girl be compelled to wear herself out in the study of algebra? We teach about twice as much arithmetic and spelling as is needed. Instead of our superficial trifling with the languages and other 'cultural' subjects, let us ask ourselves squarely what we expect to accomplish with the subjects and then, keeping our attention on the goal, work toward it. In general we are simply trifling with subjects. Some day we will bring the school curriculum to better ends than now. We shall make all studies lead somewhere. "The American school today is a little indolent. We are not making pupils work hard enough, except in the things that are not liked. We should make them work harder on the things that will take them somewhere. The American schoolboy 'is from Missouri.' You must show him why he is studying a thing and indicate to him the benefit to be derived from it. This questioning attitude on the part of the student is to be welcomed. It marks development of the 'social me.' "The problem of the schoolboy is to have an aim, a purpose, a knowledge of why one is doing a thing, and a better discrimination of ends that really are worth while."

JOHN C. HOEKJE.

At a dinner of the Women's Round Table of Southwestern Michigan, at Hotel Browning, Thursday evening, short intimate talks were given by several of the association's strongest speakers.
The voice of Dr. Snedden was heard crying in the wilderness once more, in protest against our over-academic curriculum. Speaking to women, he said nothing about the needs of "the boy," but urged that young women be given such training as will function in life. One would like to know whether Dr. Snedden's idea of "functioning" is quite as utilitarian as the extreme vocationalists would have us believe.

Dr. Bonser, on the other hand, though apparently unaware that he was discussing even a related subject, spoke from the other side of the shield. He offered no solution to the problem that he raised, but earnestly pointed out the seriousness of our lack of training for play, reiterating his text that the recreation even of children is being commercialized to such an extent that the average American is without resources within himself for the leisure hour.

Dr. Cadman, past master in the art of being a Roman in Rome, omitted most of the genial dinner talk that had apparently been brewing in his mind, and discussed the failure of education as evidenced by the world war. Lack of religious training he gave as the reason for such failure.

In "What Men Live By," Richard Cabot gives as the four essentials, Work, Play, Love, and Worship. Through coincidence three of them were touched upon by the speakers during that half-hour. It remained for the audience to ponder the relation of "the greatest of these" to education.

ELEANOR V. RAWLINSON.

WESTERN NORMAL AT THE M. S. T. A.

Parlor C at the Pantlind hotel where Western Normal had its headquarters was a very busy place during the State Teachers' meeting. The graduates came back in large numbers to register and enjoy each other's company and the juicy apples provided. The headquarters were opened on Wednesday afternoon and kept open until Saturday morning.

The annual luncheon was held in the ball room of the Pantlind Hotel at noon on Friday and was of the type made famous by the cafeteria. There were 299 in attendance. There was plenty of good food to eat, good music and snappy speeches. Friends of the school who favored us with short talks were Miss Mabel Carney, Superintendent of Public Instruction Fred L. Keeler, Dr. McNair, president of the School of Mines, Houghton, and Professors E. A. Lyman and R. Clyde Ford of the Michigan State Normal College. President Waldo presided and brought the meeting to a close with a vigorous patriotic speech. Excellent music was furnished by Mr. Maybee and the Senior Girls' quartette.

GROWTH OF THE FRENCH DEPARTMENT

Former and prospective students of the Normal School will be interested in our excellent French department, built up under the direction of Mrs. Amelia Hockenberry. The large number enrolled in the department this year is an evidence of the high character of the instruction offered, as well as a growing interest in France, its people and its language.

Three years ago, at the request of a few persons interested, a small class in beginning French was formed, meeting after school hours. The following year it seemed advisable to offer first year French as a course in the regular program.

Second and third year courses have been added and from that small and re-
THE UNION REUNION

On October 28, Miss Rawlinson, who was formerly an instructor at Grand Rapids Union High and is now a member of Western's English department, was at home to the twenty graduates of Union High, who are attending Normal this year.

During the course of the afternoon, a society for fostering our old time school spirit and traditions was formed, and named the "Union Re-Union." To Miss Rawlinson was voted the guardianship of the society; Lloyd Hutt was elected president, and the members were divided into four groups of five, each group in turn serving as a program committee for the monthly meeting of the society.

RED CROSS WORK IN WESTERN STATE NORMAL

The Household Arts department has endeavored to comply with the request from Washington for part-time work toward war relief. The girls in all the Domestic Art classes voted to devote one class period a week to Red Cross work and are doing a splendid part in the making of hospital garments: pajamas, bed shirts, operating leggings and muslin bandages of all kinds. The work is most valuable for not only are the girls gaining much by the problems of garment making and furnishing, but the spirit of helpfulness developed, we all feel is most satisfying. All work is done according to the Red Cross standard directions under supervision of Miss Blair and Miss Bergen. Materials are furnished by Kalamazoo Chapter of Red Cross.

Outside of class work opportunity is given any girl to help in the knitting of sweaters, mufflers, wristlets and socks. Directions and yarn are furnished through the D. A. department. The only requirements are good workmanship, careful observance of directions and finished garments returned as soon as possible.

The children in the training school are also doing their part. In the 4th grade they are knitting bright-colored blocks and crocheting them together with black for afghans of cheer. Seventh grade girls are knitting wristlets and sweaters, making bandages and operating leggings.

Our part in itself is small but we are doing all we can, to the best of our ability and we are more than glad to be able to help in such a wonderful cause.

Thursday evening, November 15th, the Physical Education department sustained its social reputation in another jolly "gym" party. Faculty women and the girls of the school enjoyed games, social dancing and a program of clever stunts. Especially enjoyed was a humorous pantomime of Pocahontas and John Smith, dramatized Mother Goose rhymes, the awkward squad at the training camp, and the Principles of Teaching class doing an observation at the Training School.

SUMMER TRAINING SCHOOL NOTES

The work of the Kindergarten centered around the summer life at the lake or in the city. Many were the boats built and enjoyed for rowing and fishing and many were the porches constructed and fitted with hammocks and swings and other articles of summer comfort.

The second grade was in charge of Miss Gage of the Kindergarten department. The work centered about primitive life. The underlying idea was—What would we do if we were spending our vacation on an uninhabited island? and the whole session was one joyous solving of problems in meeting conditions at first hand.

JAPAN—A THIRD GRADE PROBLEM

The third grade spent a delightful summer "in Japan." Our journey across furnished us with arithmetical and topographical problems. In making our preparations we considered climate, products, exports and imports. A series of letters describing and illustrating our journeys and sight-seeing served as a basis for our written language and spelling. Stereoscopes and lantern slides afforded us visits to fields where we could observe the cultivation of rice. We also enjoyed watching the growth and development of the interesting silk producers. We constructed houses, boats and picturesque bridges which were used in
building our Japanese village on the sand table. The "Japanese Twins" provided us with material for both pleasure and informational reading. One day the twins, in native costume, visited us and we entertained them by telling and dramatizing Japanese stories and poems.

In their summer work grades four and five departed from their usual order of things, and an experiment in informal organization was carried on. Chairs and tables instead of the conventional desks contributed toward freedom of activity. The work was based chiefly upon a study of the paper industry. The children, under the direction of their grade and special teachers, made paper from linen rags. The paper-making exhibit of grade eight was used in helping to understand the process. The study included a visit to the Bryant paper mill. A report of the work was given for one of the assembly programs.

The seventh grade group studied a few of the chapters of European history which contributed somewhat to an understanding of the Great War. The work was carried on by lectures, map study and consultation of a text.

Patriotic interest was made practical by hoeing the seventh and eighth grade potato patch and keeping it free from Colorado beetles.

LETTERS FROM PROFESSORS FOX AND SHERWOOD

Editor's Note—The following letters were recently received from two of our sabbatarians, Messrs. Fox and Sherwood. Their many friends will doubtless be glad to read them.

1226 S. 45th St.,
Philadelphia, Pa.,
November 2, 1917.

After a rather extensive journey we are at last settled at the above address and the latch string is out at all hours of the day and night for our Western Normal friends. We left Kalamazoo the latter part of June on what was then an experiment, with some misgivings I must confess. Our equipment for transportation consisted of that excellent little vehicle known as the Dodge touring car, and our party consisted of Mrs. Fox, my sons, Gerald and Edwin, Mrs. Fox's sister, Miss Alice Shepherd and your humble servant.

Our plan was to live out of doors day and night and we had debated much about what we should carry. After eliminating everything except what was absolutely necessary, we succeeded in getting our culinary department under the seats; our bedding we carried in a sack made for the purpose between the front and back seats; our clothing in two suit cases we strapped on the running board and our tent we carried in a water-proof sack in the extra tire rim on back of the car. Thus, outside of the fact that we asked our engine to work a little harder and our tires to carry a greater burden we were about as comfortable with the load as without it.

We spent several days at Lansing and Detroit visiting my brothers and while enjoying the comforts of good homes we wondered how it would seem to be away from kin and friends with no home but the one we are carrying with us. We had something of the feeling of one who is about to take his first plunge into the water; we wanted to do it but we hated to make the plunge. However, one fine morning the very last of June we put our outfit on the steamer City of Toledo and shipped from Detroit to Toledo by boat as we were informed that the roads in the vicinity of Monroe, Mich, were well nigh impassible owing to the heavy rains. Arriving at Toledo about noon, after a short drive about the city we started on our journey eastward.

We pitched our first camp by a school house between Toledo and Cleveland. There was a farm house across the road and I soon made acquaintance with the
farmer and his wife and arranged with
them for the purchase of milk and eggs
for breakfast. We had our tent up in
ten minutes tying one end of the rope
to a tree and the other to the front
axle of our car. Thus by turning on
our lights we had a beautiful illumina-
tion for our home as the light would
diffuse right through, the tent walls be-
ing perfectly light within, but offering
perfect seclusion from without. We car-
ried no cots but made our beds on mother
earth softened by a felt mattress, the
boys contriving a very comfortable bed
for themselves with the aid of the auto
cushions and the suit cases. It happened
that there was a new-mown field of hay
across the road and we borrowed some
of that to harden in gradually as there
is a rather sudden transition from a
bed, with springs and mattress, to sleep-
ing on the ground. I must say that tran-
sition back again is much more disagree-
able as anyone can testify who will try
it. The exhilaration that comes from
breathing absolutely pure, fresh air
of exactly the proper humidity is a
luxury enjoyed by few these days. From
this time on we looked forward to the
night time with real pleasure, the only
anxiety at times being where we should
pitch our tent. When it was up we were
as "snug as a bug in a rug."

If I were a Ruskin I would be perfect-
cly content to describe the beautiful rural
communities through which we drove
and say not a word about the cities as
I am sure that what I sensed in the coun-
try during my journey struck a more re-
sponsive chord in my soul than did the
cities, which, after all differences are no-
eted, are so very much alike. Unfortunat-
ely the country is located with reference to
the cities and I must follow the usual
plan. The first city of importance we visit-
ed was Pittsburg. Here we were relieved
of the responsibility of finding a tenting
site. My niece whom I had seen in De-
troit and whose husband, Charles A.
Stone, is superintendent of Munhall
schools, had given me the key to
her flat with instructions to help our-
selves. This we did, especially the bath
tub, and I must say that the chief draw-
back in camping is the loss of the bath
tub. Mrs. Stone before marriage was
Miss Maude Fox, alumnus of Western
Normal, 1910. We tarried in Pittsburg
several days visiting the parks and the
stores and spent a day in looking about
Carnegie Institute.

From Pittsburg we drove to Gettys-
burg and pitched our tent in one of the
most magnificent forest reserves I have
ever seen. This was by the side of the old
Chambersburg pike followed by
Lee's army just before the battle of
Gettysburg. The road is a very pic-
turesque one with the Blue Ridge moun-
tains on both sides. Nearby was the
home of John Sharrah where we bought
fine sweet country butter fresh from the
churn for 28c a pound, eggs 30c a dozen
and full cream milk for 5c a quart. This
man had bushels of cherries going to
waste on the trees and he said he would
not pick them as they were too sour and
if I wanted any to help myself. I got
Mrs. Sharrah to bake us two lucious
cherry pies to take along to Gettysburg
the next morning. I handed them to
the ladies, fresh from the oven with that
indescribable look and smell that only
a cherry pie baked by a Pennsylvania
woman can give out. Strange to say
they sprung a leak before we got to
Gettysburg and instead of being hailed
as a benefactor I was dubbed by my fel-
low companions as of all men the most
stupid. However none of them refused
to eat his full share when it was carved
on the battle field.

We hired a guide for $3.00 at the
battle field who stood on our running
board and rehearsed the events of the
battle as we drove to the scenes of the
first, the second, and the third day's con-
flict. It is indeed the real laboratory
method of history and I thought of our
President Waldo and his great interest
in battle fields, and of Mr. Hickey and
his trips to France and what they must
mean to them.

We left Gettysburg July 5, and looking
at my route book I found I was but a
short drive from New Market, Mary-
land. This was, I supposed, my mother's
birthplace and I concluded to drive over
there and see if I could find any trace
of their former residence. My mother
had left Maryland in 1850. New Market
is one of the quaintest old towns I have
ever seen. The white people represent
remnants of the old southern aris-
tocracy and the blacks, equally numerous with the whites, are ex-slaves or their descendants. I interviewed an old ex-slave known in the town as "Uncle Basil Sewell." He told me he had eighteen children, fifteen daughters and three sons. He told me how his wife had given the breast to several white children of aristocratic families and how good white folks were to him. In telling his experience as a slave he looked up with the greatest sincerity and said, "That's the way to live." When I told him of my mission to the town he assured me that he remembered my grandfather well and pointed out the old building where he said he kept a tavern. However when I came to talk with some of the older white people of the town, people who had lived there when my grandfather left—none of them had ever heard of him. Finally after considerable search one of the residents told me that there were four New Markets in Maryland and perhaps I was at the wrong one. This afterwards proved to be correct, so I concluded that Uncle Basil's memory was purely a desire on his part to please me.

From New Market we drove toward Washington, D. C. and camped seven miles north of the city on the lawn of a man who worked in the Department of Agriculture. In exploring the woods around our camp site we became infested with Leptus irritans, a little insect commonly called chiggers or jiggers. Mosquito bites are peaches and cream compared to these little pests. Thereafter we stayed away from underbrush.

We spent several days in Washington. The second day we ran upon a cousin of mine whose husband works in the Patent office and again we had to abandon our tent and move inside. These cousins had a Ford and we drove to Chevy Chase, Mount Vernon, Arlington, and all about the parks and surrounding country. We visited the national Congress which was in session, and had our notions of how Congress is conducted somewhat altered. I think most of the business of the country must be done in committee rooms. The food bill was pending in the Senate and one senator moved to take a vote but most of the senators voted "No" when their names were called. They then took up the question of protecting migratory birds.

This letter is too long but I do not know how to stop. Leaving Washington we drove to Philadelphia via Baltimore, New York and Lancaster. We visited Johns Hopkins at Baltimore. We looked in the telephone book for Dr. Cameron but did not find him. Arriving at Philadelphia we made headquarters with Mrs. Fox's aunt where we rested two weeks before starting on our New England journey. I shall write another in the future describing the trip if I have not already wearied you and you shout at me enough! enough!

Very sincerely yours,

John E. Fox.

The Big City,
Sunday a.m.
(Before Church)

My dear Friend and Uncle Doc:—

Yours of October 25 before me, etc., etc. So you are the man behind the Record just now, and you are reaching out this far beyond the limits of civilization for "filling" to make the innocent public believe they are getting their money's worth when they subscribe for the magazine this year. I realize that when the need is urgent a man will do almost anything, but even in the direst need man cannot extract something from that place wherein nothing is. If it was filling for the weekly sheet I might describe the latest cock fight or the crap game I saw a little bunch of alley rats playing last night, for this same Herald is not supposed to be a record of things worth recording is it? But the Record—is that not supposed to contain gems of thought suitable for posterity to ponder over?

I am strictly a tenderfoot in this great melting pot of education. In every one of my classes there are Russians, Japs and all the rest. I find that I profit greatly by listening and the general process of absorption but it is rarely that I open my mouth to really contribute anything worth while. If I can ask a question sufficiently wise so that the unsuspecting (?) Prof. falls for a half hour of explanation and thereby releases me from the necessity of making a weak reply, I think
I have done a good day's work.

And so when I think of committing myself in print in any such medium as the Record it takes the wind out of my sails. I am an infinitesimal blot on the bank of the Hudson and to think of writing something worth while for you old timers, schoolma'ams, Dads and the like there in Kalamazoo I feel that it is beyond my limit.

However, I am very anxious to please and be generally helpful if that be within my power. If you will indicate some line of investigation you would like to have me carry on and report upon I will go to it. How would "Midnight on the Great White Way" do? or "A Review of the Passing Show?" or Vaudeville and Burlesque on Broadway?" or the "H. C. L., a Family of Four, and an Empty Purse?"

We heard the great Russian violinist yesterday, Jascha Heifetz, thanks to Harper C. He is some fiddler and no mistake. The German sub and the English tank attract many people to Central Park. The Liberty Loan drive assumed monstrous proportions here the last few days. So much so that in spite of the H. C. L. and expenses ahead I bought a bond for my small son.

Two written quizzes just ahead will prevent any more time than this for you till I hear from you again. Will pass your letter on to Bob. He is some busy boy I can tell you. We don't see much of him. Let me hear from you again soon.

Sincerely,

M. J Sherwood.
524 W. 122d St.

THE LIBRARY

Books Received in the Library Since May, 1917

**Philosophy and Psychology**
- Alexander, Theories of the will.
- Baldwin, Handbook of psychology.
- Bronner, Psychology of special abilities and disabilities.
- Dewey, Studies in logical theory.
- Hudson, Introduction to the study of Spencer.
- Hyde, Practical idealism.
- Kuehne, Outline of psychology.
- Melville, Standard method of testing juvenile mentality.
- Paulsen, Immanuel Kant.
- Royce, Spirit of modern philosophy.
- Weidensall, Mentality of the criminal woman.
- Yerkes, Mental life of monkeys and apes.

**Ethics**
- Conwell, What you can do with your will power.
- Green, Prolegomena to ethics.
- Parlette, University of hard knocks.
- Schwab, Succeeding with what you have.

**Religion**

**Sociology**
- Cunningham, Christianity and economic science.
- Davies, Social environment.
- Devine, Normal life.
- Johnson, American railway transportation.
- Jones, Administration of industrial enterprises.
- Keith, Responsible government in the colonies.
- Le Bon, Psychology of socialism.
- Mallock, Aristocracy and evolution.
- Matthews, Principles of American state administration.
- Roberts, Cyclopedia of social usage.
- Tryon, Household manufactures in the United States of America.

**Education**
- Allen and Pease, Self-surveys in teacher training schools.
- Badley, Education after the war.
- Betts, Classroom method and management.
- Flexner and Bachmann, Public education in Maryland.
- Hall-Quest, Supervised study.
- Hill, Experimental studies in kindergarten education.
- Illinois, University. Conference on commercial education.
- Kirkpatrick, Rural school from within.
- McVannel, Outline of a course in the philosophy of education.
- Palmer, Play life in the first eight years.
- Patri, Schoolmaster of a great city.
- Pearson, Vitalized school.
- Rugh, Moral training in the public schools.
- Smith, High school.
- Thwing, History of higher education in America.
- Whitney, Socialized recitation.
- Wood, School and college credit for outside Bible study.

**Folklore and Fairy Tales**
- Dasent, East o' the sun and west o' the moon.
- Eastman, Index to fairy tales.
- Morley, Mediaeval tales.
- Mother Goose, Jolly Mother Goose.

**Natural Science**
- Bettany, Life of Charles Darwin.
- Guyer, Animal micrology.
- Loeb, Organism as a whole.
McAdie, Principles of aerography and applied meteorology.
McGovern, Type lessons for primary teachers in the study of nature, art, and related literature.
Osborn, Origin and evolution of life.
Theophrastus, Enquiry into plants.

Useful Arts
Brisco, Fundamentals of salesmanship.
Cherington, Advertising as a business force.
Emerson, Efficiency as a basis for operation and wages.
Evans, How to keep well.
Fales, Dressmaking.
Hare, Textbook of the practice of medicine.
Hedrick, Indexing and filing.
Kinne and Cooley, Home and family.
Quain, Anatomy; v.3, parts 1 & 2.
Santee, Anatomy of the brain and spinal cord.
Shaw, How to keep well.
Stevinson, Handwork and social history.

Fine Arts
Bryant, American pictures and their painters.

Language and Literature
Bassett, Handbook of oral reading.
Boyd, Contemporary drama of Ireland.
Brathwaite, Poetic year for 1916.
Gibber, Apology for his life.
Clark, How to produce amateur plays.
Clark, Study of English and American writers.
Dickinson, Contemporary drama of England.
Drinkwater, Lyrics.
Howe, Criticism.
Jones, English pronouncing dictionary.
Ker, Dark ages.
Lewis and Hosic, Practical English for high schools.
Locher, Nature in verse.
McNally, American dramatists.
New standard dictionary of the English language.
Olcott, Story telling poems.
Pain, Short story.
Richards, Golden windows.
Saintsbury, Later 19th century.
Zahm, Through South America's Southland.

History
Archer, Teaching of history in elementary schools.
Botsford, Story of Rome.
Munro, Sourcebook of Roman history.
Seignobos, Ancient civilization.
Whitehead, Standard bearer.
Emney, Over the top.
Hazen, Modern European history.
Balfour, Aspects of home rule.
Green, Short history of the English people, with epilogue by Mrs. J. R. Greene.
Griffis, Bonnie Scotland and what we owe her.
Low and Sanders, Political history of England, 1837-1901.
Fox, With Holenzoilern and Co.

Atlantic classics
Brinton, American race.
Bruce, Social life in Virginia in the 17th century.
Johnson, Fight for the Republic.
Osgood, American colonies in the 17th century.

Geography
Carpenter, South America.
Gilbert, Book of pirates.
Koebel, Paraguay.
Koebel, Uruguay.
McMurtry, Larger types of American geography.
Parker, How to study geography.
Payne, Voyages of Elizabethan seamen.
Zahm, Through South America's Southland.
THESE ARE AMONG THE LATEST AND BEST

Hunt's Elementary-School Speller
Story Hour Readers
Baldwin & Bender's Expressive Readers
Hamilton's Standard Arithmetics
Harvey's Essentials of Arithmetic
Baldwin & McFarlane's Essentials of Geography
First Book and Second Book
Perry & Price's American History
First Book and Second Book
Pearson & Kirchwey's Essentials of English
First Book and Second Book
Kimball's Elementary English
Book One and Book Two

Correspondence from teachers and school officers solicited and will have prompt attention. Descriptive circulars and catalogues by mail postpaid on request.

AMERICAN BOOK COMPANY
330 East 22nd Street

STUDENTS
You can earn good money for a few hours’ work
canvassing for a quick-selling line of
CHRISTMAS CARDS
Liberal Commission
INQUIRE
Horton-Beimer Press
Kal. Nat. Bank Bldg., Basement
"Grand Rapids"
EQUIPMENT FOR VOCATIONAL DEPARTMENTS

"GRAND RAPIDS"
No. 100 LATHE

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

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

Patented Head Stock

SEND FOR FULL DETAILS

A WORD TO THE WISE

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

If in the market write for:
Complete Catalogs by number

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

Grand Rapids School Equipment Co.
1424 Front Ave. N. W.
Grand Rapids, Michigan
Western State Normal
KALAMAZOO

Some Distinct Advantages

1. 65 scholarly, efficient instructors trained in 44 colleges, universities and technical schools.

2. Library of 16,000 volumes, all selected in recent years. 180 standard periodicals. 48 standard periodicals in complete sets.


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

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

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

7. Graduates in demand. Now teaching in more than 25 states and in every section of Michigan. 166 cities and villages engaged members of the 1917 class.

8. Young men who have completed the life certificate course receive from $700 to $1100 the first year. More than 200 graduates of Western Normal hold important administrative positions in Michigan, including superintendencies, principalships, supervisorships, county normal directorships, and county commissionships.

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

10. Manual Training. The Western Normal is the only Normal School in Michigan giving a special manual training course. Graduates of this department are teaching in 50 cities in Michigan and in several states outside of Michigan.

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

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

Winter term will begin January 2, 1918.
Spring term will begin April 1, 1918.
Summer term will begin June 24, 1918.
Fall term will begin September 30, 1918.

For catalog address Secretary.

WESTERN STATE NORMAL SCHOOL
Kalamazoo, Mich