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Western Normal's 1917-1918 Map of Michigan

The small figures give the attendance for the counties indicated.
The Kalamazoo Normal Record

EDUCATIONAL

*NEW WINE IN OLD BOTTLES*

The theme which I have chosen is a favorite one having a frequency almost as great as eulogiums. However, it seems to possess an almost unique significance at this juncture in our national life and so I venture to invite your consideration with me of the relation and function of science to our future effort in Americanization.

At the dedication of the Pasteur Institute in Paris in 1888, that significant time in French national life, Pasteur in his concluding remarks said: "If I might be allowed, Mr. President, to conclude by a philosophical remark inspired by your presence in this House of Work, I should say that two contrary laws seem to be wrestling with each other nowadays; the one a law of blood and death, ever imagining new means of destruction, and forcing nations to be constantly ready for the battlefield—the other a law of peace, work and health, ever evoking new means of delivering man from the scourges which beset him." Pasteur's philosophical meditations have burst into a terrible reality—a reality whose problems are involving the best thought and sinew of our nation.

Never before in the development of our country has the scientific ability of the nation been so thoroughly catalogued and subjected to critical analysis and utilization as today. Through the National Council of Defense "American Men of Science" are drafted under centralized direction and with a single end in view—the perpetuation of our political, educational and moral ideals—a true union of science not only in the interest of national welfare but international equity as well. How dominating a part scientific applications are wielding in this titanic struggle is common knowledge, for "he who runs may read". The temporary destructive aspects crowd the horizon of our interests and possibly our desires. Yet these very efforts are leading upward and though we travel through a slough of despond, in the end we will emerge with ideals higher and banners triumphant and mankind will be richer for the anguish of these years. Witness: the martial applications of medical and sanitary science which have been scarcely short of miraculous and the spectacular achievements in the field of commercialized scientific processes which bid fair to place America in a position of national economic security.

Science now sits at the right hand of public approbation as the Prime Minister of national unity and continuity. The rising spirit of Americanism demands the tangible, measured in human achievement for the welfare of the state. The nation is now paying its homage to the bulwarks of its organization—its men of science, the apostles of realism. American science is rising to the zenith of societal evaluation. We herein witness the dawning of a golden educational opportunity.

"There is a tide in the affairs of men, Which taken at the flood, leads on to fortune."
On such a sea are we now afloat,
And we must take the current while it
serves,
Or lose our venture."

But opportunity confronts us with an equal responsibility. "Soldiers of Common
Good! Rebuilders of Civilization! Molders of the Destiny of the World!
Your great task is ready." Shall we assume it?

"The aim of modern science is to discover, if it can, the ultimate realities in
terms of which all forms of nature may be stated." Thus as scientists we are
interested in the advancement of knowledge, in progressively pushing farther in
to the unknown, in the better synthesis of facts already acquired, in the formu-
lation of underlying principles, in the contribution of principle or fact which
shall possess technological value and which shall contribute to the emancipa-
tion of the body, to the "peace, work and health of the world". But in this most
of us can play a dual role. Not only are we scientists but we are teachers of
science as well. Most of us hold positions whose justification rests securely
only upon this latter activity. In fact the general public today supports science
through taxation for what it is, not for what it may become however shortsight-
ed and unintelligent this may be. It must be clearly apparent that the func-
tion of science is one thing; the function of science in education quite another.
It is to this latter phase that I now ask your especial attention.

As teachers of science, our efforts reflect clarity and objectiveness in just
the proportion in which we realize the role of science in education, secondary
and collegiate. I believe that you will agree in the premise that in undergrad-
uate instruction the main emphasis should be placed not on the making of
scientists, but in the building for rational citizenship. Not that I for a moment
hold that the two are of necessity incompatible. Although, graduate work has for its particular function the training for research, I would nevertheless
urge the desirability of research work in the preparation of a teacher. However,
we cannot lose sight of the fact that in Michigan in 1915 only 22.66 per cent of
our population was found in our public educational institutions. Of these, 88.99
per cent were in the elementary grades, 8.74 per cent in the secondary schools
and 2.27 per cent in our higher educational institutions. Of the 8.74 per cent of
secondary students only about 67 per cent appear to have had a course in science*,
i.e. only about 1 per cent of our total population is annually under science in-
struction in our high schools. In our colleges and universities the condition is
scarcely more satisfactory. It is therefore evident that the colleges and uni-
versities are playing an almost negligible role in the science education of the state.

How effective the indirect effort of our institutions of higher education will be;
how effectively our standard bearers will be able to "carry on" depends mainly up-
on our full realization of: the function of science in secondary education and
the shaping of the content and conduct of courses specifically to this end. It is
our great privilege to train the ambassadors of science to the people.

As teachers of science, our duty lies along two main avenues of endeavor.
In the first place, it is our distinction to transmit those facts and generalizations
of science of social import to the youth of today, the social heirs of all the ages.
We must always be fully conscious that one claim of science in education rests
upon its sociological contribution of utilitarian facts. Awareness of this will in-
evitably react selectively upon content. Fundamental as is this point of view it
seems not infrequently to be deplorably lost to sight.

We make but few scientists but we have the opportunity of indirectly mold-
ing an intelligent citizenship. It is obligatory upon each of us to see that the end-
less stream passing through our lecture halls comprehends the relation of our
chosen field to societal evolution and human welfare and its correlation with
other realms of human knowledge. The deeds of Pasteur are as pertinent in so-
cial advancement as those of Napoleon. Youth cries for the humanizing of
science, for its direct relation to community and national life. Science led

the children of man from the wilderness of savagery. The scientific knowledge which permeates a race and passes into general social utilization provides us with a trustworthy index of its social status. Science applications have one by one shattered the shackles of ignorance and superstition thus emancipating physical man from the bondages of his savage environment. Watt, Fulton, Morse, Bell and Marconi have severed the shackles of time and space. Disease and suffering have found amelioration in the labors of Jenner, Pasteur, Ross, Reed, Lister, Simpson and Morton. Scientific agriculture with food preservation and conservation not only places our civilization in a position to feed its own but to wield the turning power in this international conflict for social and political justice. Conservation of all natural resources, physical and vital, insures the continuity of statehood. And Mendel's law illuminates the path avoiding racial deterioration.

On the one hand then, science instruction finds justification in the technological value of its contribution to the state. We may also note, pari passu, that the unique role of the humanities in education, viz., the development of appreciation, can doubtless in large measure be met by humanized science. Science discoveries and inventions provide a ready and rational basis for lessons in community and national life. Vitalize science as well as civics. A historical touch with the lives and work of such great scientists as Aristotle, Galileo, Bruno, Lavoisier, Huxley, Pasteur, Lyell, Darwin, Franklin, Reed, Mendel and a score of others is as potentially cultural as a study of the lives and accomplishments of great warriors, statesmen and economists. The study of the historical development of the germ theory of disease, the doctrine of evolution, cosmic hypothesis or uniformitarianism are as certain to ignite the fires of ambition and social determination, to generate aesthetic sensation and ethical action as a study of Old English Prose or Modern Drama. I cast no reflection nor place any under-valuation on any branch of human knowledge. I would only urge that the study of science and the lives of its makers are of as great social and ethical value and possess equal educational importance in leading to a comprehension and appreciation of our modern complex and one's social obligation as the content of any other field of human achievement.

Out of the travail of war was born the Royal Society, Milton's Academies and the Ecole Polytechnique. Not only new institutions but new educational ideals and policies have thus taken origin. Under the organizing genius of Napoleon I came "the division of France into academies, the founding of lycees, the re-establishment of the great Ecole Normale, and the organization of the Imperial University with new science courses and new provincial faculties at Rennes, Lille and elsewhere". Do we stand on the verge of another great educational readjustment and reconstruction? The hand writing is to be plainly seen upon the wall. Need we astrologers or soothsayers? The times need a Daniel and he "shall be clothed with scarlet, and have a chain of gold about his neck, and shall be the third ruler in the kingdom". Shall educational reconstruction arise from the insistent demands of the mores or shall we as the guardians of scientific knowledge assume the role of prophets and lead the way?

Yet, the educational obligation of the teacher of science is not discharged even when he has fully accomplished the ideals which have just been outlined. Overwhelmingly important as have been the facts and applications of science in the evolution and present maintenance of the modern social organism, yet we must ever fully appreciate that they are but results—conquests over Nature. Conquests of mind—mind emancipated from the bondages of desire and dogma, of prejudice and passion, of greed and ignorance, of mysticism and logical necessity. Conquests of the unfettered mind rigorously guarded by the canons of scientific procedure.

It was in this emancipation of the mind that the foundations for the emancipation of the body and societal evolution were securely laid. In savagery man's control of Nature was due to luck and accidental discovery; in modern civilization, however, it seems quite certain that further amelioration of man's lot will largely come only as the result
of rigorous scientific endeavor. In the words of John Dewey: "The future of civilization depends upon the widening spread and deepening hold of the scientific habit of mind." A habit of mind whose sole desire is the extension of the boundaries of human knowledge. We must not forget that it was Faraday who made transcontinental conversation possible, Langley who enunciated the principles which led to aerial navigation. Marconi's wireless had its origin in the researches of Clerk, Maxwell and Hertz, and Newton's prism gave us the alphabet of the stars. "The history of science shows that the greatest advances have always been made by men who undertook their inquiries into Nature without thought of proximate or ultimate application or pecuniary reward." When "men began to observe and interrogate Nature for the sake of learning her ways, and without concentrating their attention on the expectation of useful applications of such knowledge" then came forth fundamental facts and underlying principles. Material advancement lies solely in the extension and application of such facts and principles. All honor to the apostles of utility! But "real progress comes from the pursuit of knowledge for its own sake." It is scientific research which creates. May the time hasten when the creative searcher will be cherished by society above all others. Today the public applauds indiscriminately, if not unjustly, the more spectacular utilitarian application. "Lest we forget:" the rungs of the ladder of societal advancement were not forged simply in arduous self-sacrificing endeavor but in endeavor hedged by barriers to mental fallibility and unscientific generalization.

Origins fade into the mist of antiquity, but when man first began to appeal directly to Nature for truth rather than to authority—when meditation succumbed to observation—the initial steps in the "emancipation of the human race from the trammels of traditional doctrine" were taken. From the banks of the Nile and the valleys of the Euphrates and Tigris come records of scientific observations made forty centuries ago. Some twenty-three centuries ago the "Founder of Biology" gave observation and classification of facts a permanent place in thought. However, the Aristotelian school which dominated thought for more than two thousand years took no cognizance of verification through experimentation. Scientific method which had thus been so happily started flickered weakly through the periods of Hellenic and Roman culture; was dimmed by barbarian and opiniative influence during those long wearying centuries of the dark ages to be finally extinguished through appeal to authority and the renunciation of the senses.

Next appears the "greatest apparition of the Middle Ages," Roger Bacon, who in the bold appeal which he made in his Opus Majus (1276) to experiment and observation of Nature, "stood out as the champion of unfeathered inquiry in a period of scientific stagnation." For his temerity he suffered persecution, banishment and imprisonment. In the brilliant work of Galileo (1564-1642) and the fearless declaration of Giordano Bruno (1550-1600) Bacon's canons lived on, fanned into flame by the murderers of the Inquisition. The faithful and untiring labors of Gilbert (1540-1603), Tycho Brahe (1546-1600), Kepler (1571-1630) and Harvey (1578-1657) were brilliant in their successful demonstration of Roger Bacon's claim that "authority has no value unless its reason be shown" and that "armed with experiment and calculation, science must not be content with facts, though these may have their utility; it seeks truth; it wants to find out the laws, the causes—canones, universales regulse." While the works of these investigators had confounded orthodox philosophy it remained for that philosophical opportunist, Francis Bacon, in his Novum Organum (1620) to promulgate the creed of the Inductive Philosophy. As the "John-the-Baptist" of experimental inquiry he gathered the results of earlier and contemporaneous labors and prepared the way for the new philosophy. The work of Descartes (1637) and Locke (1690) contributed philosophical impetus to the doctrine. But above all, it was the labors of quietly and carefully working scientists through a long period of years which sowed the seed of mental emancipation—now grown to that fruitful attitude of mind which in humility and
diligent research labors for "justification, not by fact, but by verification," not by appeal to authority, but by appeal to Nature.

In the light of its origin we may now inquire if Inductive Philosophy is indeed so simple that we may assume that the youth of our land will fall heir to it as to their wisdom teeth; that we need make no conscientious effort in their behalf? Are we to pin our faith to mental recapitulation and expect that every youth, because he perchance basks in the sunshine of a course in science, will in due time epitomize the travail of mental emancipation? Would that we might! As a matter of fact, such recapitulation seems totally unsupported by the evidence at hand, and the whole superstructure of educational recapitulation stands tottering under the weight of negative evidence. "The tragedy of science—the slaying of a beautiful hypothesis by an ugly fact." It would then appear that if we desire a wide-spread scientific attitude of mind—golden gift of our social heritage—as a result of our science instruction we needs must take the matter aggressively in hand and studiously train our youth in this safe and trustworthy method—this intellectual device for ascertaining the truths of Nature. But even here we cannot rest, for the Doctrine of Formal Discipline has, in the light of psychological research, been dissipated into thin and misty phraseology. Transference of training comes through utilization. So we must see that the citizens of tomorrow are today compelled to apply effectively scientific procedure in the study and solution of the every day problems of life. They must be brought to conscious realization that inductive investigation is not a recondite and abstruse formalism of the scientific laboratory but the common sense method of the street. We must inculcate in them a fanaticism for truth and lead them into the mental exhilaration of its acquisition through direct participation safeguarded by conscious possession of the canons of scientific method. In this connection may I recall to your minds the fact that the utilitarian value of science already has wide spread recognition, but in this ever increasing appreciation of its technological achievements there stalks a national educational danger, for far more significant in education and so in a constructive democratization is its methods. It is its unique and exclusive potential capacity to inculcate an habitual attitude of mind which constitutes the essential and fundamental contribution of science to the education of mankind.

Xenophanes wrote: "Men make gods in their own image" and convincingly claimed that it was this portrayal of anthropomorphic deities by Homer and Hesiod that led directly to the fatal moral corruption of their time. Nations succumb to ideas authoritatively promulgated. The most conspicuous example of this in the history of the world is doubtless the present Paranoia Teutonica, in which the very fact and ideals of science have been for several decades studiously perverted, falsities forcible inculcated into the beliefs and actions of this nation, reaching its climax in that infamous repudiation upon the part of the "ninety-three intellectuals" of all for which their lives and labors had stood before the world. This national mania is tragically and unwarrantedly letting the most virile blood of civilization and immolating its ideals as "military expediency". This militaristic mania will stand forever condemned in the eyes of future civilization. Yet, may we not through its soulless, honorless and ruthless program catch a vision of a national educational possibility? If one nation can through education cause its people to turn from the God of Civilization and prostrate themselves before the Moloch Kultur may we not turn the eyes of our youth toward the God Veritas and nationalize in our educational system the canons of her devotees.

Fellow teachers! Soldiers of truth! Builders of the Foundation of Civilization! Prophets of Rationalism! The educational opportunity of a century immediately confronts us. Shall we shoulder the task and "carry on"?

(Presidential Address of Dr. Le Roy H. Harvey, Delivered at the Annual Meeting of the Michigan Academy of Science.)
Art in Battle Creek Schools

The Art course in the Junior High School in Battle Creek has been changed to meet new conditions which have arisen in this community. The fundamentals have not been lost sight of, however. We endeavor to train the pupils' power of selection and to teach principles governing color and form, but these principles are applied to things which pupils find vital this year. Posters, for example, are in such demand this year that knowledge of good printing and good form in lettering is necessary. The many fine posters everywhere in evidence furnished excellent examples to emulate. Posters involve a knowledge of perspective, good spacing as well as strong lettering and also furnish an opportunity to use bright colors and big free drawing. The pupils feel a great responsibility in making a big thing which is really to be exhibited.

Our most interesting work has been in working out problems which required construction and which were related to the Camp. The children returned to school last September keen to do something for the soldiers. This desire they satisfied in part by sending flowers, magazines and fruit to the Base Hospital but at Thanksgiving time we were able to give some of our own work. Several of the advanced classes had made scrap books and filled them with cartoons, jokes and stories. The covers were decorated with paper cut original designs.

The Christmas problems were most interesting. When the finished work was wrapped and sealed ready to send to the War Recreation Board the parcels presented as fine a display of Christmas gifts as one could wish to see. They were all useful and though they varied in workmanship all the articles has been made with great care. One class covered and decorated candy boxes and then filled them. The contents were not necessarily candies but some contained nuts, dates and gum and some were filled with tobacco.

Needlebooks made from cardboards covered with stencillex were filled with sewing materials. The covers were stenciled and held together with tan cords which terminated with wooden beads. Thread winders were sent with these filled with khaki yarns and threads. Blotters and calendars were sent to the Y. M. C. A. barracks. Stationery holders containing paper and pencil also had paper cut designs on the cover. Small pocket note books were neatly bound and decorated.

The work aside from being instructive afforded the children more real pleasure than any other work with which I have been connected. They came before school and stayed long after school and even tried to use their study periods for art.

New seventh grade classes made straight line designs which were transferred to cloth, worked in chain stitch and then made into kitchen holders. These were sold and the money used to buy khaki cloth for comfort kits which were made out of class and block printed or stenciled in class. We have these finished now and are ready to distribute them to the rooms which are going to fill them. Many of the pupils will show individuality in filling these bags. Button cards and pin cases may have little motifs added, soap and tooth brush holders and other tin containers might have enameled decorations. School-made post-cards may be inserted. These kits will be turned in at the Red Cross but we are now making dominoes and checkers which will be sent to Camp. The dominoes are made from heavy cardboard and painted black with enameled dots; the checkers from three-fourths inch dowels which are stained. They are to be contained in a cloth bag which is tied to the checker board.

The pupils used cross-section paper in planning war gardens. About 98 per cent of the boys and girls have land enough to plan a garden; some of course, had but a small corner and others but a portion of their parents' big garden.
but nearly all were able to plant something. Mr. Coburn, our superintendent, hopes to interest philanthropically-inclined citizens to contribute seeds but we are already being helped much by the seeds given by the Agricultural Department.

The school year is drawing to a close but a satisfaction accompanies it which we have not felt heretofore because we feel that the boys and girls have acquired a skill and appreciation of art which will carry over to the problems which they will meet with frequently. They have worked unselfishly and earnestly and have shown their willingness to co-operate in whatever movement might require their ability. We hope it will not be necessary to continue doing war work much longer but until that time comes the children will do their bit.

LYDIA LIEBSCHLAG,

The Gregory School

THE Gregory School is a public school in West Orange, New Jersey. It was given over for three years to trying out a new type of work. This work was based upon the belief that individual freedom and activity are essential for the child's most complete development. Many concessions were made in carrying on this work so that it might not seem radical and thus estrange those who were desired for its friends.

The school consisted of the kindergarten and five grades; the fifth grade was opened the third year. There were about one hundred pupils in the school and four teachers.

There was moveable furniture throughout the school—chairs, individual tables and tables for group work. The Hill floor blocks, dolls, dishes, toy trains, wooden animals, toy horse and cart, peg-lock blocks, art materials, scissors, sewing materials, tools, wood pictures and picture books, with other materials, were all accessible to the children, whenever they wished to use them. The children had free access to a very small library and this was used constantly by the older children.

Practically no sets of books were used. Different children used different books when working on any given subject.

The plan of the school was to let each child initiate as many of his activities as he would, either individually or in a group; and to let knowledge and skill come, through a felt need on the part of the child. Beginning with the second grade regular time was taken each day for reading, arithmetic and writing. In the third grade this was necessary, in order to satisfy some of the parents, who felt that day lost in which Johnny had no reading or arithmetic lesson. The reading period lasted from half to three quarters of an hour, depending on the children's interest. Each child or group of children selected the story he wished to read; some read to themselves, some read to each other and some read to the teacher, as the case might be. The usual reading class was a rare thing. The arithmetic and writing grew out of the needs of the work, whenever possible. In the fourth and fifth grades a more definite program was followed than in the lower grades because these children must pass into the regular school, and it was felt that they should have covered practically the same ground that the other children had.

A glimpse into any of the first three grades might have revealed a group of children on the floor working with clay, another cutting out. In the second or third grade a child would be seen here and there reading or working at arithmetic or spelling; and two or three in another part of the room playing ring-toss and scoring on the blackboard. Each day's activities are varied to meet the need or desires of the day. A little Japanese entered the kindergarten and the interest centered around Japan for several days—exchange of knowledge about Japan, looking up things about Japan and bringing Japanese things from home. You would not have found an absolutely quiet room, but you would have found an orderly room. The controlling rule was: Do not disturb others or go where you will not be disturbed.
The rights of others must be respected.

Doll houses made with the floor blocks was one of the most engrossing projects for both boys and girls from kindergarten through the third grade. It led on to sewing, clay work, drawing and many other things. The children in third grade did some interesting work in transportation, brought about by one boy's interest in trains. The list of projects that were entered upon is too long for this article. The tools and wood were the most satisfying materials from the kindergarten through the fifth grade for the boys and many of the girls. The floor blocks were almost as popular, meeting needs of both boys and girls; and dolls, especially with the girls, furnished the stimulus for many projects. A spring pageant given by the school was the outgrowth from some plays about flower fairies, originated by the first grade, which gradually awakened the interest of the older girls, and the boys joined in because the girls wanted them to.

The teacher's part in this school was to help when needed, not to dictate. She might have to suggest the project; she might have to help plan it after the suggestion was made, or help carry out the plans; or, finally, to pass judgment upon the final result. Whatever her part, it was to help the child to help himself, to find himself, to do for himself.

For each child, the teacher had a certain definite but flexible idea of what he should accomplish. Each day she had a flexible program which could be laid aside or altered as occasion demanded. The program, course of study, and teacher ceased to be dictators.

What were the results? When standardized tests in reading, spelling and arithmetic were given, the children who had been in the school from the beginning were far ahead of the children from other schools. In an unexpected examination given in the fifth grade by the superintendent questions upon ground not covered by the class were asked. The children who had been in the school made a much better showing than another group which had recently been transferred from another public school. Their papers showed originality and resourcefulness in a new situation which the others lacked. The children formed opinions of their own and expressed them freely. There was a decided growth in social consciousness, independence, and in self-control. Generally, the children were not conscious of the presence or absence of the teacher. The group of children who had been in the school for the three years have made splendid records this year in the schools they have attended.

At the end of the third year, the school was changed to the routine school method. A change in the political regime in the town brought a new member to the Board of Education,—a man of political aspirations. It was to his advantage to have the school changed and he succeeded in getting two other members of the Board to vote with him, thus causing the new type of work to be discontinued in the future. The parents, with the exception of three families, rose in a body and protested against the change. The County Superintendent and the State Commissioner urged that the school be continued, but the voice of the majority of the Board was final and so the work that promised so much was nipped in the bud excepting for those who had worked in the school, and the parents. Those who had worked in the school realized the possibilities of the work and are more determined than ever to strive for better opportunities for the public school children, and the parents who watched their children develop in the work are making constant demands of the Board of Education that their children be given the same opportunities that this work had given them.

Edith C. Barnum.
Method in Commercial Training

Not long ago I read a little book by Dean Briggs of Harvard which seemed to me to contain so much that was sensible in regard to certain types of education that I am taking the liberty of quoting him several times in this article. Perhaps what I have to say may be justified on the same grounds that the Dean suggests in his preface. "One thing is certain," he says, "he who writes nonsense about education is in excellent company."

If I were to choose a word that would suggest a motto to be followed in our Department of Commerce, such a word would be "Accuracy." If we insist on accuracy in statement, accuracy in analysis, accuracy in detailed facts and figures, it may lead in time to accuracy in conclusions. The first problem we meet is to show that no theory is true, unless based on conclusions of fact, accurately tested and sufficient to bear it out.

Doubtless it is human to generalize. Surely we find that the tendency of the student is to accept a theory without the proof or to spin a generalization from a specific instance. He follows the line of least resistance, disposes of a bad matter in the easiest way and with optimistic self-assurance. I recently heard of a professor who declared that a deserving penalty for a premature generalization should be six months at hard labor. We may appreciate the mood that prompted the suggestion if we cannot agree on the severity of the punishment.

The subject of Commerce and Industry and all that pertain to it has gone through such a revolution in the last one hundred years, has been so affected and modified by invention and discovery in science, mathematics and mechanics, that general laws governing its activity have not been inclusive. Reservations and exceptions contradict the rule; nor are revolutionary changes a thing of the past. Even in such an old and well settled institution as Law, we find numberless decisions in regard to commercial transactions which are so contradictory that the business manager can evolve no safe rule to go by. It would seem then that if careful, logical thinking, reasoning from premise to conclusion were needed, it should be in this field and at the present.

For this reason the ideal commercial teacher, should have instilled into him a scientific attitude of mind, a realization that any general conclusion which cannot be based on the facts in hand (and those facts exhaustively tested), is worse than no conclusion at all.

In not a few instances we find students who for several reasons find such methods drudgery. We should have all the sympathy in the world for them, as it is entirely possible that any good hard working, conscientious boy or girl might find this never ending demand for "facts, facts, facts," somewhat tedious. Just here lies the hardest task the teacher has to face. If he can be shown the end and aim of all this mass of uninteresting and seemingly unrelated data and its connection with his job when he leaves us, the problem is solved. If ever constructive imagination and enthusiasm is needed, it is here. It is not hard to convince a reasonable person that to learn by rote an idea which someone else has worked out will never teach him either to use it, remember it, or construct a better one. But I do not attempt to convince him that it is easy to become trained. Dean Briggs says: "In practical life the job has to be done, and the man must adapt himself to it or lose it; and in practical life everyone but the untrained man, the man who has gained power through training, is going to have a hard time. Education should first and foremost train; and training has for its very substance the overcoming of obstacles."

In planning a two year course of study we have tried to keep in mind a dual purpose: (1) to give immediate equipment of such nature that the teacher may be certain that he will succeed in his first position, (2) a foundation for further work in his chosen profession.

The first aim is our immediate prob-
lem. To carry it out we must plan courses covering all phases of the work in such a way that the student will not be lacking in any subject which he may be called on to teach. The second aim is not so easy. The foundation is not so broad as we should like to have it. Many facts must be brought out which would be mere logical deduction to a more trained mind. For instance the computation of interest on bond issues, the bases of sinking funds and similar problems become clear and easy for the student of matematics. He has only to connect his general rules of accounting to the knowledge he already has and the problem is solved. When we reverse the procedure it becomes a complicated process to be learned; a rule, the foundation of which the student cannot grasp. However this unscientific procedure may give him such a grasp of the work that he will be materially aided in going back further into the science on which it is based. Perhaps I have made it evident then that our second aim must not, nor need be lost sight of in solving the more pressing problem; and what is just as important, it aids the teacher in keeping his feet on the ground. Courses which, as yet, seem not to have found their proper place in the curriculum, we try to avoid. It is interesting to find the wide variation in subject matter in courses which go by the same name all over the country; and just as interesting to realize how woefully shallow they are. In avoiding these we avoid that tendency which Professor Grandgent terms the curse of modern education, "The multiplication of subjects and painless methods."

If we gain our ends I am sure what the answer of our graduates and their pupils will be when the question is put to them. "What can you do?"

—Arthur L. Loring.

Socializing the School

OW to make the work done in the school articulate more closely with real life situations and how to vitalize educational procedure so effectively as to make it function in the later life of the child are two problems that have been urging themselves for solution for many a day. Educators have been trying to modify educational practice along lines of administration, method, discipline, etc., in an attempt to solve the best method of untying this modern "Gordian Knot." The newest and the most promising principle of change is known as the process of socialization. In essence this principle employs the group relationship instead of the purely individualistic one. It involves a decided degree of cooperation between pupils and fellow pupils as well as a more sympathetic relationship between teacher and pupils. The following outline is presented as suggesting possible means of socializing the school situation. If it appears somewhat incomplete and seemingly inaccurate in detail, let it be remembered that "the youngster has not yet attained years of discretion." It is offered as a contribution to the rapidly growing attempts to formulate as tangibly as possible what to do to solve the problem of the socialization of education.

THE PROBLEM OF SOCIALIZATION

Making the school a thoroughly social institution.

Application of the principle of group relationships in reference to:

1. Administration.
2. Discipline.
3. Subject-Matter.
5. Recreation.

A. SOCIALIZATION OF ADMINISTRATION

1. EQUALITY OF OPPORTUNITY
   (a) School attendance.
      1. Compulsion.
         (a) Provision for support of poor.
            (b) Compulsion that "compels."
      2. Lengthening of school year (all-year school).
      3. Lengthening of school day.
      4. Ease of access (Junior High).
   (b) Educational Guidance.
      1. Choice of studies (Freedom in electives).
      2. Prevocational Guidance.
      4. Survey of college field.
2. DEMOCRATIC EFFICIENCY
   (a) Control of System.
      Centralization.
         (a) Federal regulation.
(b) State Regulation.
(c) Local Freedom for initiative.
("Unity in essentials, freedom in non-essentials.")

Finances.
(a) Budget system.
(b) Larger unit for taxation.
(c) Expert advisers.

Must know
1. Educational System in theory and practice.
2. Financial resources apparent and latent.

(d) Equipment.
Free texts.
Free laboratory materials—no fees.
Complete, Up-to-date, Adequate.
("Anything tuition can buy anywhere.")

(c) School Extension.
Social Center Activities.
Playgrounds.
Entertainments, Lectures, etc. Libraries.

Technique.
(a) Election or Appointment.
1. Board.
2. Superintendent.
3. Corps of teachers and supervisors.
4. Other employees.
(b) Qualifications, not prestige or pull.
(c) Non-political.
(d) "At large."
(e) Tenure of office—longer term.

(b) Organization (Business Management.)
1. Appointment of manager (superintendent).
2. Adoption of policy (rules and regulations).
(a) Superintendent should appoint assistants.
(b) Higher qualifications from applicants.
(c) Higher salaries and longer tenures.
(d) Less "feminization."
(e) Continuity in training in service.
1. Professional.
2. Social.

(c) Articulation.
1. Educational.
(a) Libraries.
(b) Clubs and Organizations.
(c) Church.
(d) Theatres, etc.
2. Recreational.
(a) Playgrounds.
(b) Gymnasiums.
(c) All public resources available.

B. SOCIALIZATION OF DISCIPLINE
1. Sense of group-consciousness and group-responsibility.

2. Force of pupil opinion.
3. Cooperation between:
   Pupils and teacher.
   Pupils and pupils.
4. Initiative by pupils.
   (a) In reporting cases for discipline.
   (b) In recommending penalties.
   (c) In restraining individuals and groups.
   (d) In suggesting problems and policy.
5. Definite plan as to
   (a) Standards to operate (rules).
      To be formulated by pupils and teacher.
   (b) Scheme for enforcement.
      Pupil self-government.
      Pupil-committee, etc.

C. SOCIALIZATION OF SUBJECT-MATTER.

(a) Elimination of old and useless.
(b) Addition of new and useful (enrichment).
(c) Reorganization of old and new.
(d) Practicalization (touching life).
(e) Vitalization (adding interest).
(f) Motivation (arousing sense of need).
(g) Industrialization (appreciation through study of processes).
(h) Vocationalization (connecting with "the job").
(i) Liberalization (enlarged conception of culture).
(j) Emotionalization (desire to do).

D. SOCIALIZATION OF METHOD
1. Seating.
   (a) Circular or semi-circular.
   (b) Optional with pupil—not alphabetically, etc.
2. Spirit of freedom (not license) in
   (a) Contributing supplementary material, suggestions, questions.
   (b) Receiving suggestions, criticisms, tasks.
   (c) Discipline, automatic, spontaneous, "pupil opinion" to control.
   (d) Relationship, pupils, teacher, use of equipment.
   (e) Planning—careful preparation of
      1. Problem.
      2. Project.
      3. Pivotal questions.
      4. Supplementary material.
      5. Assignment.

E. SOCIALIZATION OF RECREATION
1. Mass (group) games for old and young.
2. Social Center Activities
3. Avocational training.

—JOHN C. HOEKJE.
LITERARY

The Worth-while-ness

"Jane, you certainly have a serious case of the blues this afternoon, haven't you? What's the matter? Out with it?"

"Oh, an encounter with an irate parent, this morning. I shudder when I think of her volley of abuse—before my pupils at that!"

"I wonder if all our efforts as teachers are worth while! We're eternally striving to keep up to the mark professionally—and what's the outcome? Usually non-appreciation and even abuse."

"But Jane, you know the type of people who give abuse and you also know that our efforts are appreciated by the people for whose good opinion we really care. So cheer up! dear girl, a good night's sleep will put you in a better frame of mind and probably 'smooth the ruffled feathers' of your assailant as well."

So saying, Kate took the evening paper and began to scan its columns.

Suddenly she exclaimed: "Why, Jane! Doesn't this refer to the lad you call 'your James'? Listen!" And she proceeded to read:

JAMES BRICE FATALLY INJURED

Heroic Effort Saves Lives

James Brice, chauffeur for the firm of Wells-Hicks & Co., in an effort to avoid a collision with an automobile containing several women and children, steered his car down an embankment.

The auto turned turtle and Mr. Brice was horribly crushed underneath.

When extricated he was taken to St. Mary's Hospital, where it was found he could not survive his injuries.

Only this prompt and heroic action on the part of Mr. Brice saved the occupants of the other car.

"My poor boy! So this is the end of your struggles!" cried Jane, and a paroxysm of tears followed.

"That's right, Jane, have it out! Tears, they say, are a good clearing house and you've had almost too much for one day," said Kate.

"But I must see him!" cried Jane.

"I'll call up the hospital," her friend replied and in response to her inquiries, she was told that no one could see Mr. Brice then as he was unconscious, and it was doubtful if he would rally.

When Jane became calm again, Kate asked, "Tell me, Jane, what is the bond between you and James Brice? You've always seemed to have a very warm spot in your heart for him; and why?"

"Well, Kate, that boy stands out in my mind as a striking proof of my theory that every individual, no matter how difficult, how perverse, may be reached by some angle or other of approach."

"James Brice was 'the terror' of his teachers who preceded me. His devices to make their days miserable seemed almost limitless, and the thought that I, too, would probably be a victim caused me much uneasiness. Indeed the pleasure of my previous vacation was marred because of my apprehensive thoughts of him."

"How well I recall that September morning when the pupils of Room V filed into my room and looming above all was James' bright red head and forbidding scowl. I decided that Nemesis was on my trail."

"But my good angel or some saving grace came to the rescue. My theory confronted me and the blessed inspiration to test the lad's sense of chivalry."

"Calling him to me, I told him kindly that I needed aid and I cited the many services a thoughtful, helpful boy could render me. I appealed to him as the largest of the boys to be my assistant and assigned him to a seat near my desk."

"With a broad grin James took the proffered seat."

"I was uneasily conscious for some moments of a scrutiny—on the part of the boy—as keen as were some expert psychologist summing up my strength and weakness. To all appearances his analysis was satisfactory, for he shortly settled down to earnest work."

"But Jane, you don't mean to say the boy henceforth wore a halo?"

"By no means, Kate! Many were the times my tact and resourcefulness were taxed to the utmost. When I saw danger signals I resorted at once to some device to get him interested and to change
his trend of thought into wholesome channels."

"Sometimes I apparently needed immediate help. Again an interesting book—kept in reserve for such occasions—found its way to him. Sometimes I sprung upon him some question of judgment. (James had an unusually logical mind for a lad of his years), and again there were the heart to heart talks after school when I tried to meet the lad with the same fairness and consideration as were be a grown up. James seemed to appreciate this courtesy, and soon a spirit of trust and good fellowship was established between us. After that there was clear sailing."

"Then, too, early in the term I plunged my pupils into the hero tales of different lands. 'King Arthur and His Knights' was followed by 'The Viking Tales,' 'The Story of Siegfried,' of 'Roland,' and finally 'The Adventures of Ulysses.' These were dramatized and so eagerly did James enter into the interpretation of the different parts that soon he became the pupils' choice for hero in the several plays."

"I recall that he liked best the role of Sir Brune, The Knight With the Badly Made Coat. You remember, Kate, he was the knight who rescued the Queen from an angry lion when her cowardly soldiers fled."

"To return to James, however; tales came to me of wonderful scenes enacted after school hours on vacant lots near by. Boys clad in rude armor rescued fair ladies and helpless children from all sorts of perilous situations—much to the amusement of onlookers; and my James was invariably the hero on these occasions."

"What luck did his next teacher have with him, Jane?"

"There was no 'next teacher,' Kate. The father was dead, the frail little mother fell ill and there were two small brothers to be cared for so James became a wage earner."

"At that time he turned to me for advice. I helped him to get work and assured him that the role he then assumed was just as praiseworthy, just as brave and manly, as were the deeds of the heroes of old."

"When the little mother gave up the struggle, James again came to me for comfort and advice."

"James Brice was a lad who was starving for a little praise and encouragement. I gave him both freely, and my compensation was his absolute confidence and fondness for me."

Just then the telephone rang. On responding, Jane was told that James Brice at St. Mary's Hospital had asked for her. Would she come? If she wished to see him alive she must hasten.

A few moments later found Jane at the bedside of "her James."

As he lay in apparent sleep, there was the characteristic frown which experience had taught her indicated but deep thought.

On awaking the frown was supplanted by a brilliant smile, while the large brown eyes betrayed the affection he had for her who had done so much to make life worth while for him.

Grasping her hand and still smiling bravely he gasped—"I guess it's all up with me, Miss Bradley! But I'm not afraid to go! Maybe the little mother needs me there, too. It was a case of those women and children or me and I said to myself, 'It's up to you, Jim!'"

"Guess Sir Brune didn't get much the start of me this time, did he, Miss Bradley?"

"I remember how you used to pound it into us guys that we could be knights every day if we looked for a chance. Guess that was my chance, this morning, all right!"

"Say, Miss Bradley, what was that sayin' of yours about givin' up your life for a friend? That always sort of got me; it did!"

"Yes, James," replied Miss Bradley—wondering how she'd possibly keep her composure under this trying ordeal—I used to tell you what the Good Book says: 'Better love hath no man than this: that he give up his life for a friend.'"

"That's it! That's it! Miss Bradley. Gee! that sounds swell to me! (in a voice growing weaker and with an apparent effort to hide the pain which was racking the poor bruised body)."

Alarmed at the change which had come over the lad, Miss Bradley summoned the nurse.

James grasped the hand of the teacher
still more tightly as though needing her support even in this, his final struggle.

A wave of loneliness and of great deoration swept over her as she bent over
the form of the youth who had convinced
her so strikingly that there were great
compensations in her life work—after all.

She kissed his brow with deep rever
ence and caught the words which fell in
gasps from the dying lips—"Better—
love—hath—no—man!"

ELIZABETH BODEN BRADY.

Arbor Day Oration

"All other anniversaries refer to the
past and its dead. Arbor Day alone deals
with the present and the future. It
stretches its sheltering shades over the
unborn millions of coming generations,
and in the voices of the leafy woods pro
nounces benediction upon posterity."

These are the words of J. Sterling Mor
ton, the original founder of Arbor Day.

Now that we are at death grips with
the most powerful enemy democracy has
ever known, it is a great temptation for
us to exhaust all our natural resources,
if need be, in order to vanquish the foe.
But we must remember that the future
generations of this country will have
hard battles to fight, the same as we, and
will need the same products from the
soil, the forests, and the mines. There
is no time of the year so fitting as Arbor
day for us to think of this obligation to
posterity.

We cannot eat the wheat, sugar, and
pork produced by this country, and at
the same time send it across the waters
to feed our soldiers and allies; neither
can we use up the natural resources of
this country wantonly, and still leave it
a pleasant place for future generations.
This does not mean that we should not
enjoy, the use of these bountiful gifts of
nature. Real conservation means wise,
non-wasteful use in the present genera
tion.

Ex-President Taft said, "Conserva
tion has come to mean the preservation
of our natural resources for economical
use, so as to secure the greatest good to
the greatest number."

In the development of this country, in
the hardships of the pioneer, in the
energy of the settler, in the anxiety of
the investor for quick returns, there was
little time, opportunity, or desire to pre
vent waste of those resources supplied
by nature, but now that the communities
have become old, now that the flush of
enthusiastic expansion has died away,
and the would-be pioneers have come to
realize that the richest lands in the coun
dry have been taken up, we have per
ceived the necessity for a change of
policy in the disposition of our national
resources, so as to prevent the continu
ance of the waste which has charac
terized our phenomenal growth in the
past.

An event like the present war was
needed to awaken the people of the
United States to the need for conserva
tion. While we hold a feeling of con
tempt for most of the policies of Ger
many, still we must give them credit for
the few worthy projects which they have
carried out. Germany has done more
than any other nation in the world in for
estration and protection of the birds,
while the only countries which have done
absolutely nothing in this respect are
China and Turkey. If we are to con
vert the world to democracy, we must
prove to the world that Democracy looks
to the welfare of the people more than
autocracy does. Ex-President Roose
velt says: "You are mighty poor Amer
icans if your care for the well-being of
this country is limited to hoping that
that well-being will last out your own
generation."

Since there are no new forests to dis
cover and to utilize, why should we, the
present occupants, manage our lands and
forests for the selfish aims of today
alone, when by a little care, and with a
comparatively slight expense, we could
leave the country still producing and re
placing. It is certain that from a busi
ness standpoint, and from every other
point of view, the forest lands should
not be left a worthless, fruitless desert,
after they have stripped of their present
valuable product.

Fire, wasteful and destructive forms of
lumbering, and the legitimate use, taken
together, are destroying our forest resources far more rapidly than they are being replaced.

It is estimated that we are using twenty-five billion feet of hardwood per year. At this rate we have just a sixteen years' supply. Soft woods are more plentiful, but are being rapidly consumed. The introduction of steel, concrete, and other materials as substitutes for wood in manufacturing many articles has not yet proved satisfactory in lessening the demand for wood. The consumption of wood in shipbuilding is far larger than it was before the discovery of the art of building iron ships, because more ships are built.

According to authentic estimates, fire alone destroys $50,000,000 worth of timber a year. In some western states much has been done to prevent forest fires by organized patrol service. Several years ago this patrol service was discontinued in Minnesota because of a lack of funds to carry it on. A few days later a large forest fire occurred in that state, resulting in a loss of $2,000,000, or enough to finance the patrol for fifty years. Is that economy?

A value of the forests not often considered is their help with regard to navigation and water power. Woods along the headwaters of rivers make the flow even the year around, thus enhancing their commercial value. When these woods are removed the rivers become rushing torrents a part of the year, and too low for any practical use through the rest of the year. If the forests are destroyed it is only a question of a relatively short time before the business interests suffer in consequence.

Again admitting some of Germany's scientific achievements, German forestry is remarkable in three ways. It has always led in scientific thoroughness, and now it is working out results with an exactness almost equal to that of the laboratory; it has applied this scientific knowledge with the greatest technical success and it has solved the problem of securing through a long series of years an increasing forest output.

The national forest reserves of the United States proper embrace 144,000,000 acres. With scientific care and reforestation, learned from the experience of the older countries, these forests could supply wood for all the coming generations of this country. We can all aid the cause by planting trees, by caring for our woodlots, and by managing our timber lands wisely.

The farmer will be called upon this year more than ever before, to make every acre of his land yield the greatest possible amount of products. One of his most valuable helpers, and least appreciated worker, is the bird. Beside its aesthetic value, it plays a great part in ridding our fields and orchards of insects and weeds. It has been proven that over 50% of the food for the year of the bobwhite consists of seeds, mostly weed seeds. They frequently eat from fifteen to eighteen hundred seeds at a meal, and no less than five thousand weed seeds were found in the stomach of a bobwhite shot a few years ago in New Jersey.

Birds are already protected by law in practically every state, but, since the machinery for the enforcement of the laws is often ineffective, legal protection must be supplemented by individual action. Laws, while wholesome and necessary, are not so effective for the protection of birds as is an enlightened public sentiment. In a country like our own, where education is general, a knowledge of the part birds play in the economy of nature is more effective for their protection than are any laws, however well administered. When the value of birds is universally known, protective laws will be comparatively unimportant.

It is the duty of our public and private schools to instruct the youth of our land in the fundamental doctrines of conservation.

We join heartily with the Southern Conservation Congress in the following resolution: "We hold firmly and unalterably that such conservation of our natural resources as is consistent with their proper and wise utilization is a deep moral obligation, and that only through recognition and observance of this obligation can the perpetuity of our people be assured.

Pleading for posterity, whose rights we hold to be a sacred trust, we enjoin our generation against all needless waste of those abounding resources with which our country is blessed."

Cordelia Wick.
Over a hundred years ago Wordsworth said in a famous preface that poetry should draw its themes from humble life and speak in a selection of the language really used by man. Valiantly, but with intermittent success he tried to follow his own theory. During the Victorian Age poets tried many adventures, but the adventure of the common life it rarely essayed.

In recent years there has been a group of poets who advocate this same doctrine, and among them is John Masefield. We find in him many echoes from other poets of this type who endeavored to write of the life of the people in the vernacular. In this group and preceding Mr. Masefield are such men as Ross who wrote in rural dialect, Thomas Hardy who portrays the immoral life of a certain class of English society, Walt Whitman whose poems lost him his clerical position at Washington, Hermon Melville who was of a roving disposition and went to sea, as did Masefield in his youth. Wordsworth's spirit shone on such work as has been produced by these writers, and Mr. Masefield is said to have fed on the works of Thomas Hardy and Walt Whitman. Chaucer also had a part in molding Masefield's literary mind.

As a boy Masefield was not uncouth, he had a good education, but becoming uneasy and possessing an adventurous disposition, he ran away from home and took ship on a sailing vessel as cabin boy. After tramping on foot through various countries he found himself one day in America. With two other youths in a similar condition he lived in a garret and fed from the "free lunch counter" and looked for work. His shabby appearance did not help him to obtain a position. But one day the proprietor of a bar room told him that he would furnish him with a coat and apron and he might tend bar for him. This was in the Columbia Hotel in Greenwich Ave., New York. Here he learned life as it is in the dregs of society, and possessed the ability to observe and interpret its intrigue and passion. He was in it but not such a part of it as to hinder his study of society in general, and his sympathies were aroused for the man low down in the scale of humanity as the world ranks men.

He later worked in a carpet factory in the Bronx, New York City, with the ambition, we are told, to become a man of letters or a doctor. While there he bought a copy of Chaucer for seventy-five cents and read till dawn. The experience turned the tide of his whole life and he determined to become a literary man. Chaucer took Masefield out of the carpet factory as we are told Spencer released Keats from the apothecary shop.

Masefield returned to England and was urged by one of his earlier friends to describe for the benefit of the public his adventures on land and sea. This led to hack work and was the beginning of his literary career. He seems to have recovered from his wanderlust, is a husband and father, and the world is lionizing him as the new poet.

Following the appearance of "The Everlasting Mercy" and the "Widow of Bye Street," in the English Review in 1912, he was a much-interviewed man. When asked by one interviewer if he would mind telling him if there was ever some one big literary influence in his life —some man or book, and was told he had been compared to Whitman, he replied, "I admire Whitman, but I owe everything to Yeats. What glory there is, is due to him. He is a perfectly generous and sympathetic mind to all young writers". He made it evident that his literary preferences were for the palpably human as against mere virtuosity or the purely literary inspiration.

In answer to a Tribune interviewer, he said: "I desire to interpret life both by reflecting it as it appears, and by portraying its outcome. Great art must contain these two attributes. Examine any of the dramas of Shakespeare and you will find that their action is the result of a destruction of balance in the beginning. It is like a cartful of apples which is overturned and all the apples are spilled in the street. But you will notice that Shakespeare piles them up again in his
incomparable manner, many bruised, broken, and maybe a few lost."

Masefield told an American interviewer that he would like to see a revival of dramatic poetry, and his “Everlasting Mercy” and “The Widow of Bye Street” are a sign that the dramatic poetic instinct is still alive in English literature. These poems have aroused on both sides of the Atlantic much discussion, and their author is lauded to the sky by one critic and dismissed by another as uncouth.

No one is holding up this poetry as exactly a model of beauty, it is regarded as simply a series of experiments—the first steps of a fresh and novel movement that is but in its infancy. The thing in his poetry which has made it popular is the spirit behind it which caused it to be brought forth.

Academic critics have considered only technical faults in his verse, it would not be in their sphere to search for the spirit and meaning of the poetry. The form used by Chaucer in “Troilus” is the meter chosen by Masefield for the “Dauber” and “The Widow of Bye Street.” While he draws his heroes and heroines from his own experiences, he gets his inspiration from Chaucer.

The following passage from “The Everlasting Mercy” shows the brutal ugliness of some of his lines:

“From the beginning of the bout
My luck was gone, my hand was out.
Right from the start Bill called the play,
But I was quick and kept away
Till the fourth round, when work got mixed,
And then I knew Bill had me fixed.
My hand was out, why, Heaven knows;
Bill punched me when and where he pleased.
Through two more rounds we quartered wide,
And all the time my hands seemed tied;
Bill punched me when and where he pleased.
The cheering from my backers eased,
But every punch I heard a yell
Of 'That's the style, Bill, give him hell.'
No one for me, but Jimmy's light
'Straight left! Straight left! and watch his right.'

This clumsiness of technique, these uncouth, wretched lines, this rude colloquial speech has none of the trade marks of great literature, but his chief offense against conventionality lies in the realistic speech he employs.

Masefield chooses incidents and situations from common life—describes them as far as possible in a selection of language really used by men. In doing this he breaks with the tradition of poetry of the nineteenth century—he succeeded in shocking some of his contemporaries who refused to grant him a place among English poets. In 1912 the Academic Committee of the Royal Society of Literature awarded him the Edmond de Polignac prize of five hundred dollars. This aroused the wrath of the orthodox poet Stephen Phillips who protested, not with any animosity toward Masefield, but with the conviction that true standards of literature were endangered.

Masefield has taken away poetry from its conventional elevation and brought it poignantly in contact with throbbing life. He is not a traditional poet, but he did not originate the doctrine that the poet should speak in a natural voice about natural things. Browning and Wordsworth rebelled against the conventional garments of poetry, and William Loyd Phelps says that they thought life more interesting than any theory about it, that they made language appropriate to the time, the place and the man, regardless of the opinion of those who thought the Muse ought to wear a uniform. Masefield has carried the idea of naturalness in his language to extreme limits. For his material he finds nothing too common or unclean. We feel, however, that if he changes the fashion of the conventional dress of poetry we wish he would choose a more pleasing one. He moves us, he arouses our emotions, but only the painful ones. His pictures fill us with disgust as we read, and we doubt that poetry should come down to the level Masefield has put it, in order to reach the common people.

The “Everlasting Mercy” is a study of conversion in low life. Other poems of this type are “Peter Bell” by Wordsworth and Browning’s “Ned Bratts. Masefield contrasts the form with the substance of true religious feeling. But he makes the vice more convincing than the virtue and the scenes of the fist fight and the ensuing debauchery stand out and stay with one. The story of the prize fight is given in detail, round by round, followed by the drunken debauchery in which the village is turned upside down. Two contrasts occur—one as an interlude between
phases of the debauch, the other a conclusion, and is a contrast between the drunkard's horrible mirth and the sudden calm in his mind when the Quakeress overpowers him with the conviction of sin. It is one variety of religious experience. It is unflinchingly realistic—contains vivid passages of description, sharply exciting narration, and the dramatic element is furnished by conversation; but it differs from ordinary poetry as the sermons of an evangelist differ from the sermons of bishops.

The "Widow in Bye Street" is the story of a widow's son caught in the toils of a harlot, for whom he kills another man and is hanged for it. Love, jealousy, hate, revenge and murder succeed in cumulative force. It is too near life to be real poetry—to be art. We do not want the artist to show us things as they are, but as we would like them to be—as we have idealized them. This poem is basically a dirge on fate. One feels somehow the mother should make the son's shroud as a final touch to the poem. The mother comes the nearest to being an ideal character, and even she disappoints us in her selfishness when she withheld from Jim what he most needed, the companionship of youth. He needed that more than he needed what the money bought which was earned by making shrouds. And why didn't she make his shroud! There is only one stanza throughout the poem to which I should ever care to return for a second reading.

"Some of Life's sad ones are too strong to die,
Grief doesn't kill them as it kills the weak,
Sorrow is not for those who sit and cry
Tapped in the love of turning to other cheek,
But for the noble souls, austere and bleak
Who have had the bitter dose and drained the cup,
And wait for Death face fronted, standing up."

This stanza arouses courage in the reader, also pity for the mother and for a moment we are relieved of our disgust and contempt.

All experiences have an influence on an artist and Masefield's humble toil in America as well as his seafaring life has been made tributary to his work. He mingled with rough, brutal, decivilized creatures. His ears were assaulted by obscene language. He saw the ugliest side of humanity, the blackest phases of savagery and shared these experiences, and he became pessimistic. There are bright spots in his work and many of them, but through it all there runs a dark thread and at times the sinister aspect of life among the poor seems to have overpowered him. This is evident not only in his poetry, but also in his plays, as in the "Tragedy of Nan" which ends with a murder, a ptyomaine poisoning and a suicide. If the life of the poor really seemed to them the thing Mr. Masefield makes it out to be, one cannot help suspecting that they would all of them ere this have rushed to the river and drowned themselves.

Masefield has cut loose from the trammels of convention and we have a new thing in English poetry, the first poetic expression of a movement which bids fair to sweep over the whole western world, and the seriousness and extent of which we scarcely realize even though we are daily presented with fresh evidences of its strength and growth. However we may look at this movement, we cannot escape the fact of its ceaseless spread and growth, and the appearance of this poetry is but another indication of its deep-rooted vitality. They are poems of our strange transition time when the passionate light of dawning brotherhood shines on a world still dark with slavery and needless wrong.

And herein is the chief value of Masefield's work. If literature portrays the thought of its age, the underlying spirit of Masefield's poetry must find its place in twentieth century literature. An age of experimentation is likely to produce some one great man to fuse its best elements into something permanent. The man who can do the fusing in this case may be living now, but we do not know him yet.

—MRS. JOHN J. HOEK.
EDITORIAL

Attendance The Present year is almost over. A glance backward over it is interesting and illuminating. The attendance has held up remarkably well considering all the disturbance caused by the war. Our loss at the opening of the fall term was about 12 per cent from the figures of the corresponding term in 1916, which was the banner term in the history of the school. This loss was much less than that of other schools. This was due to the active campaign inaugurated by President Waldo and carried on largely through the efficient work of alumni and friends. This propaganda fully justified the efforts expended and will be more actively promoted this year. Each alumnus should consider himself and herself commissioned to enter this service with rank of captain. You are our best advertisers.

The need is urgent, the call, insistent. Fall in and fill up the ranks.

Earnestness The character of the work done has been highly gratifying to the instructors. A seriousness of purpose has permeated the student body and has been reflected in their attitude toward their studies. The grave questions confronting our government in the prosecution of the war, have had a reflex action on the student body. There has been a marked absence of frivolousness and a greatly enhanced appreciation of the opportunities presented for preparation for service. Each student has, apparently, enrolled himself as a soldier of the common good and has grasped at the opportunity of making himself fit. All seem to be imbued with the feeling that this is our war and that we must all help win it and that a very important service that may be rendered is through the medium of the teaching profession.

School Naturally many of the most spontaneous of these have been along patriotic lines. Responses to appeals for funds for various causes have been prompt and large. One of the most successful of these appeals was for the war Y. M. C. A. activities. In one enthusiastic meeting the sum of $3,400.00 was raised for this purpose, of which the school gave $2,300.00 and the faculty $1,050.00. Equally satisfactory were the appeals for help for French orphan relief work, for the Red Cross and for other patriotic causes. One is justified in saying that the whole student body, and faculty as well, were most successfully inoculated with the virus of patriotism, a good “take” occurring in all cases.

Red Cross The giving of money, however, by no means exhausted our efforts. The girls of the school were most thoroughly organized for Red Cross work and turned out quantities of finished material for this purpose. Idle hands were very scarce and fingers which heretofore
knew naught of knitting soon became most expert, and most unbelievably persistent, in fashioning socks, helmets, sweaters and all articles of this sort. Surgical bandages were likewise fabricated in large quantities.

Special The members of the faculty Courses have been keenly alive to the solution of the practical problems arising. Special practical courses have been and will be offered which aim to develop efficiency. This has been especially true in the Household Arts departments and in Agriculture. Work along the lines of food conservation, food administration, garden clubs, Junior Red Cross, physical education, has been ably directed by faculty members and enthusiastically embraced by the students.

Social We have this year taken our Activities pleasures in a sober and quiet fashion. Display of any kind has been taboo. There has been complete and cheerful acquiescence in this plan on the part of the students and no desire on their part for extravagance of any sort.

Faculty In addition to the activities already mentioned above, several members of the faculty have made themselves useful in various ways. A good many have gone to Camp Custer, several often, to talk in the Y. M. C. A. huts. This sort of work, so very important, has been ably assisted by the Music Department. The Senior Girls Glee Club and other organizations have made many trips to the Camp and have done much to bring cheer to the boys in training. President Waldo has been particularly active in this work.

Western Now a No review of the Normal College year’s work would be complete without a reference to the recent action of the State Board of Education in granting to Western, along with the schools at Mt. Pleasant and Marquette, the privilege of granting the bachelor’s degree for four years of work beyond the High School. This is the most significant thing in the history of the school. It means much for the cause of education in the part of the state served by Western and is a notice to all prospective teachers that the standards demanded of teachers will soon be raised. A student entering Western may now complete his four years of work and obtain his bachelor’s degree. The life certificate for two years ‘work will still be given, but the wise student will fix his eyes on the full four years’ course. With higher salaries, there is bound to be a higher standard applied to teachers. Western and its patrons are to be congratulated upon this action of the Board, an action in no small way stimulated and helped on by our own President. It is a strong talking point for alumni when presenting the advantages of Western to their friends.

Our Boys in the Service Schools everywhere have been patriotic, and we have not lagged behind. Over 170 of our best young men are in service and the number increases day by day. They are in all branches and everywhere. Some 30 hold officers’ commissions. The presence of these loyal youth is sadly missed but we know they are in the right place and have confidence that they will give a good account of themselves.

Our Absent In this number we print some recent letters from some of our number who have been enjoying their sabbaticals. Former students will be glad to hear from them and to know that they will soon be back brimful of enthusiasm. Misses Spindler, Townsend, Judson and Mr. Sherwood have been absorbing intellectual aliment in Teachers’ College, Columbia University. It is safe to assume that they did not Plooverize but took all that was offered and passed their plates for more. They all report a great year but say they will be glad to be back on the Hill once more. Mr. Fox at Old Penn has spent a most profitable year, but from his letter you will note that his sturdy Middle West optimism and patriotism are unabated. Dr. Burnham has had a most unusual year. His problem took him all over the West and Southwest, where with his trained eye he noted the progress of rural education. Since January he has been at Harvard putting
an eastern touch on his western experiences. The editor gladly acknowledges his debt to him for his interesting articles, written as they were under the pressure of full and busy days.

We also print in this issue news from some former colleagues who have left us erstwhile, but have not been forgotten. Neither, it seems, have they forgotten us. Which goes to show that both they and we are quite likeable human folks.

Miss Forncrook sings the beauties of Northhampton, while Miss Barnum describes an experiment in teaching which doesn't sound at all like the days of our youth. Dr. B. L. Jones, who has spent the past year at the University of Michigan working in the Psychopathic Hospital and who is now assistant director of the Hospital, tells us in his letter of the various activities of the University during this year of warfare. Congratulations B. L., but don't forget the festive bluegill and the evanescent bass.

CONTRIBUTIONS

LETTERS FROM COLLEAGUES; AND,
EX-COLLEAGUES

Amherst, Mass.
May 10, 1918.

Dr. William McCracken, Kalamazoo, Mich.

Dear Doctor McCracken:

Your request for a somewhat personal account of my leave of absence doings for use in The Record reminds me of your never-failing responses to similar calls from other editors in other days, and I most cheerfully comply. My general plan was to devote half of my nine months' absence to travel and half to university residence study. My travels were to take me to many normal schools in the United States to collect facts and impressions for a MSS., which I contracted to get ready for the Federal Bureau of Education; and I looked ahead to Harvard University for two courses I wanted in the second semester.

The first week in October I commenced my pilgrimage by visiting Ann Arbor and Ypsilanti. At the University I was a guest of my niece, who is a sophomore; and at the State Normal College courtesies were extended by the President, Secretary and several members of the faculty. Not finding notes to take on rural education in either place, I was at ease to enjoy the whole-hearted hospitality extended—there is no better brand in the United States.

The next two weeks were devoted to Oshkosh, Stevens Point and Superior Normal Schools in Wisconsin; the University and the Mankato and Winona Normal Schools in Minnesota; and the Iowa State Teachers' College at Cedar Falls. At Oshkosh I was told that excellent work in rural education was in progress at Keene, N. H., this I mention as an illustration of the advance notices of interesting places to visit, which reached me continually. At Stevens Point the keys were mine because John Phean, W. S. N. S. '08, had taught there two years. Here I made my first chapel talk and strange as it may seem my impressions of the twenty schools where I spoke on my trips, seem to be uniformly quite favorable. At Superior I attended the two-day meeting of the Lake Superior Teachers Association, and the host of the Association was C. G. Wade, for many years a teacher in Michigan and a long-time friend of mine. At the University of Minnesota I heard a splendid program dealing with war work by teachers, and greatly enjoyed a luncheon given by Dean L. D. Coffman of the College of Education. At Mankato H. H. Fuller, W. S. N. S. '14, and Mrs. Fuller entertained me over Sunday. Mr. Fuller was just starting the work in rural education and we all put in full time talking. At Winona I was quite well acquainted, as this was my third visit, and I found our normal school greatly respected there because of the first rate success Mary Ensfield, W. S. N. S. '06, had made in organizing and directing...
the Department of Rural Education in the past two years. At Cedar Falls, Iowa, I did not expect to find any old friends, but the first member of the faculty I met was Fred Fuller, an Albion College friend. I was there for several days—saw a great institution, which includes most of the outlying schools for a radius of many miles. Also saw the greatest draft horse in the United States. He sold at auction the day I arrived for $47,500. I did not buy him.

In all these places visited, when there were rural schools affiliated with the normal schools, I visited them. In some places one, at Winona six, including the Gillman Valley Farm Residence School, unique in the United States, except for one at Tuskegee, quite similar. At Cedar Falls one of the rural schools visited was the Orange consolidated School, in a most exceptional rural community of prosperous and religiously united people. Here consolidation should succeed, if anywhere. There is an excellent beginning, and when the teaching equipment, including school board, janitor, and teachers are as highly standardized as are the thirteen splendid wagons and the twenty-six magnificent horses used in transporting children to the school, there will be little left to be desired.

The last week in October I rode with School Commissioner E. V. Root of Van Buren county, Michigan. His schedule called for five schools each day and a community meeting each evening. This was rather strenuous for a very cold and rainy week, but by the aid of his faithful Ford we did it all. Friends met en route and the hospitable home of Mr. Root are pleasant reminiscences.

The first of November I attended the State Teachers' Association in Minneapolis, and then journeyed on for a five weeks' trip, visiting normal schools in the Dakotas, Montana, Idaho, Washington, Oregon, California, Kansas, Nebraska, Missouri and Illinois. Only a few interesting incidents will be mentioned. At Valley City, N. D., a party of four went out ten miles to the Green Township Consolidated School, which has well-nigh perfect physical equipment for one hundred children, with living apartment included for the teachers. "As far as the eye can reach" in all directions, everything is out-of-doors. At James-town (Hamlin Garland's Junction) I was surprised to find John Paton, W. S. N. S. '17, John was prospering, and told me that if he was careful and saved his money he could afford to teach every other year. At Aberdeen, S. D., I attended a banquet of the Chamber of Commerce and heard a good war talk by a business man.

Butte, Mont., approached by the Northern Pacific railroad after dark, is beautifully illuminated and is plainly visible for many miles. At Dillon some former Michigan teachers made me at home, and a luncheon visit with Miss Bettes, formerly of Grand Rapids, Lee R. Light, Adelaide Ayer, and the County Superintendent was greatly enjoyed. Miss Ayer is the state inspector of rural schools and a real leader in rural education. At Lewiston, Idaho, Mr. Millay took me to five of the six outlying practice centers, a ride of over 70 miles, and a great day of revelation for me. At Cheney, Wash., I spent two very delightful days, concluding with a dinner at the home of President and Mrs. Sh o walter, after a ride of some 80 miles by automobile over the hills of the Palouse country of the Inland Empire, with George Craig, director of rural education. At Monmouth, Oregon, my joy was unconfined. I was a guest in the dormitory and had my meals with 100 young women students. Miss Todd, the Dean of Women, was my hostess, and we were good friends at once because she had been a pupil of one William Mc Cracken, the editor of The Record. A. M. Pittman, in charge of rural education, guided me by trolley, automobile and on foot to his splendid practice schools in the country. I left the beautiful Willamette valley in high spirits, and the next day Mount Shasta, indescribably beautiful, brought me near to the Mount of Transfiguration.

In California, at Chico and Fresno, I met more cordiality, and the whole hearted drive in rural education, which renewed my youth. At Tempe, Ariz., Mr. Felton, who used to teach in Ferris Institute, took me in his Dodge by the Apache Trail to Phoenix, and we found George Judson, W. S. N. S. '11, and William Rodiger, W. S. N. S. '16, and
the four of us had the best dinner the hotel afforded. Deming and Silver City, N. M.; Canyon City, Tex., and Guymon, Okla., were next in order. At Guymon I visited my niece, who was a student in our High School when W. H. Spaulding taught general history. She wished me to thank Mr. Spaulding. Emporia, Kan., Warrensburg, Mo., and Peru, Neb., followed. At Peru I was the guest of Lena Harrington on Thanksgiving Day, and the next day saw Harriet Arms teaching in the country such a school as I often dream of but do not often see. At Kirksville I was personally conducted over the Normal School by John R. Kirk, an interesting normal school president. I also walked out to visit Mrs. Marie T. Harvey's school in Porter township. Mrs. Harvey was absent, but her mother, the Crecelius sisters, who aid Mrs. Harvey, and a farm neighbor, who happened in, gave me a great afternoon. At Macomb, Ill., I renewed an acquaintance begun in 1908, and at De Kalb, Ill., (Miss Ballou's school) President Cook introduced me in chapel as from Waldo's school.

Well, Mr. Editor, I am only back to Chicago and have chased so fast that I have skipped many things I wished to write. But your space is used, and I can only add that a short trip to Indiana and Illinois, then one a little larger to Ohio, Pennsylvania, Maryland and West Virginia; and then a still longer one of three weeks to ten states in the South, concluding with three great days at Teachers' College, New York City, finished all but some incidental features of my long itinerary. The second half of my leave I went to Harvard University. From there I visited normal schools in New England.

Ernest Burnham.

Dear Dr. McCracken:

In this morning's Ledger I read on the front page relative to the Third Liberty Loan the following item: "The Chicago district leads in the number of honor flags awarded, its honor roll being 3228. Kalamazoo and Battle Creek, Mich., and Oak Park, Ill., won flags today." It filled my soul with satisfaction and pride to read this, for there are a lot of benighted people here in the east who wonder if the west and middle west yet realize that we are in the war. "Old Philly" has worked hard and done well but has $35,000,000 yet to go. There is plenty of money around this section but so much of the capital of the rich is making from 10 to 40 per cent or more that some of the rich may be said to be truly poor when it comes to idle money. I believe however, that all classes, rich and poor alike, are in to win, and to win means to give.

The other day I had the privilege of visiting Hog Island, that wonderful new ship-building plant on the Delaware, just a little way down the river from League Island Navy Yard. Hog Island, as its name implies was originally a piggery. It consisted of several hundred acres of river flats—a very comfortable wallow for its porcine inhabitants. Only last October, that great corporation known as the American International Shipbuilding Corporation, abbreviated to A. I. S., took possession of this seemingly unpromising place and it is simply amazing what the hand of man has done in this time. Drainage ditches have been dug, plank roads built, temporary and permanent buildings have been erected all over the plot, railroads have been built to every corner of it and most important of all the shipping ways all along the water front for the building of ships—literally hundreds of them are well along and many of them completed and as many as a dozen ships on the way. They publish The Hog Island News and I read in their issue of April 15 that they had just been authorized by the Emergency Fleet Corporation to construct 60 additional cargo carrying steamers. This together with contracts signed for 120 ships when the Hog Island yard was first started, make a total of 180 vessels to be built here. The city paper made the statement that Hog Island brought an addition to Philadelphia of over fifty thousand people. No restrictions were placed on our sightseeing when we were out, and we walked on the foundations of several ships but there was always a man with a gun within range to see that no harm befell us.

For the benefit of the Athletic Department I append the following item clipped from the Hog Island News.
READY FOR THE KAISER

Former and Present Day Stars of the Kingdom of Philadelphia and Vicinity Now Employed on the Island

"Former and present day stars of the kingdom of Philadelphia and vicinity are now doing their bit for Uncle Sam on the Island and should Kaiser Bill ever attempt to stop the good work that is now going on here he is sure to meet with a terrific bombardment of fists. The boys who are well known to the boxing fans and who are now employed here are Benny Kaufman, Young "Yi Yi" Erne, Young Corbett, Kid Carter, Young Terry Ketchel, Joe Hopkins, Young McGovern, Joe Thedel, Reddy Bell, Joe Bradley, Mississippi Kid, Henry Hauber, Jimmy Martin, Johnny Leonard, Johnny Mayo and Joe Mendell. Sandy Ferguson, the Boston heavyweight, also was working here, but Sandy lived up to his ring reputation and quit his job after being here a short time. The boys keep in condition by punching the clock four times a day."

Of course none of us knows just how many troops we have "over there" but Uncle Sam is surely pushing them over. Troop trains are passing through the city day and night for the seaboard. Whenever one goes through—day or night—there is the greatest roar of whistles from locomotive and factory you ever heard, and we know that some more of the boys are on their way. Last night in the middle of the night I heard the whistles again and while one old factory whistle seemed to have a melancholy tone, reflecting the heart aches caused by parting from home and friends, I distinctly heard the old engine carrying the boys snorting out as he made the grade, "Beat-the-Kaiser, beat-the-Kaiser," with the accent on the beat, and he roared so loud that the melancholy whistle was completely covered up.

I heard the Hon. Wm. Taft the other night at the Academy of music. I regard Mr. Taft as a model American and I believe the memory of his service in this war will live as long as the memory of his service as President of the United States. He has done much throughout the east to unify the people and to make them see that partisan politics must be relegated during the period of the war and the people listen to him. He is constructive in his attitude and slow to criticize and when he differs with the administration he states his case so frankly and honestly that those who read know his motives are most sincere. He said, somewhat jokingly, before he became a politician he was a lawyer and he proposed to examine the Germans after the manner of a lawyer. He reviewed the steps which led up to the war one by one and the audience was the jury, and from the expression from every one, the Germans were indicted on every point.

I did not know this was to be a war letter when I began, but all else is subordinate now. Commencement in the University of Pennsylvania will occur June 17, after which we shall be coming home. Although we shall miss many things we have enjoyed, the pleasure of being among our intimate friends again will compensate.

Very sincerely yours,
—John E. Fox.

524 W. 122nd St., New York City.
April 1, 1918.

My class in "Therapeutic Woodworking" is progressing as well as could be expected under the severe handicaps imposed upon it. I was told last week that within ten days a few of my bright and shining lights would be in actual service in convalescent hospital wards. The whole field of work pertaining to the rehabilitation of our disabled men is so little understood that I will try to clear up a cloud or two for somebody. Then too, someone may see these lines to whom the problem has not been presented at all as yet. I will feel repaid for my effort if a few think of this problem by reason of reading what passes your blue pencil.

There is no trouble at present in gaining the interest of people when considering the subject of "Disabled soldiers." A few there are who have been interested for years in the thousands of men who every year are disabled in industry. More men have lost arms, legs, eyes and lives in our industrial system every year than have so far been likewise disabled in the present world war. But it has
taken the present crisis to arouse real and general interest and to start those things which eventually may deal satisfactorily with the problem. The immediate need is for facilities and methods to rehabilitate our disabled sailors and soldiers but we hope that the machinery thus set in motion will continue to operate indefinitely and that the rehabilitation of our industrially disabled will be an assured thing for all time to come.

From the trenches, from our training camps and all military activities men find their way to the wards of our military hospitals. Amputation cases are comparatively few in number. Heart trouble, ear trouble, tuberculosis, rheumatism, shell shock and similar ailments far outnumber the cases of wounds and injuries. As our men get into the thick of the fight over there the number of wounded will of course increase. From the records of Canada, France and England we can quite accurately estimate the number of cases of the different types which we can expect to be returned to us. The significant fact for us to consider just now is that men are now being received at our various base hospitals at the average rate of more than one hundred per day and that this number very closely approaches the limits of our present facilities for caring for them. Of course Uncle Sam is busy on the job and we all believe that adequate arrangements will be made.

The importance of treating the convalescent with “Occupational Therapy” (Healing by being occupied) is receiving much attention at present. A period of pre-education should begin while the person is still confined to the bed and should consist of a moral preparation of stimulus and encouragement, a manual preparation through work executed for a pastime with no idea that it will ever be a method of earning a living, and a series of light tasks assigned for therapeutic reasons without any regard to probable choice of an occupation. This period is a very important one and one which Uncle Sam hopes to handle in a more effective manner than it has been handled by any of the Allied Nations up to the present time. The responsibility for this period of the work will probably be centered in the office of the Surgeon-General.

The Federal Board for Vocational Education has been working on the next two stages of the rehabilitation problem and have issued some very interesting literature. Those who are interested should write for Bulletins No. 5 and No. 6. Senate Documents No. 166 and No. 167 are also very helpful.

From the invalid occupations of the hospital ward the man goes to the “curative workshop” where stiffened joints and flabby muscles are brought back to usefulness by being on some real job instead of being exercised in a gymnasium or on some special apparatus designed to bring out certain desired results. Here also the beginnings of vocational education can be made in some cases.

Canadian figures show that of the men passing from the trenches, training camps and the other military activities through the hospital into the curative workshop about eighty per cent are discharged in a physical condition which permits them to return to war service or to their previous occupations. The remaining twenty per cent need partial or complete vocational re-education because of greater or lesser physical handicaps. These men (the armless, the legless and otherwise disabled) go into training in especially equipped schools known as Vocational Re-education Centers. About ten per cent of these men can build upon previous experience and with additional training often return to active economic lives and often are able to earn more money than before. In the case of plumbers, carpenters, etc., who lose an arm or a leg which prevents them from continuing in just the same capacity as before, by giving them additional training in drafting and general extension of trade knowledge, they are made over into foremen, inspectors or office men. The other ten percent are the men who are so seriously disabled that they must take up an entirely new line or at least a new phase of their old work. In this case the training is necessarily longer and of quite a different character.

It may be helpful to compare three stages of the rehabilitation movement
New York, N. Y., April 4, 1918.

My Dear Miss Sekell:

Just a word of greeting to my friends in the Normal and a little news about myself. When I think back to June 4th, the day I left my last class, it seems ages ago—on the other hand, the time has passed so quickly it seems but yesterday.

My work here in Teachers' College has certainly proved most enjoyable. I am taking a rather diversified type of work; history, education, and a course in vocational guidance, sixteen points in all. The latter course is most unique. It is a two-point course, with a different lecturer, a representative expert in the field, for each period. Dr. Snedden gave a survey of the work to be covered, and discussed the economic position of women in the twentieth century in the first lecture. We have had every field imaginable discussed by women who could give us first-hand information relative to their work—a lawyer, doctor, nurse, journalist, store and factory educational director, executive secretary, librarian, woman store buyer, etc., etc. I was not only interested in the subjects discussed, but likewise in the types of women representing the various fields.

In the "Big City," however, it cannot be all work, and week ends are spent in sight seeing. You might be interested to know that a week ago was spent with Mr. and Mrs. Ralph Felton, formerly Miss Blanche Shimer, who worked with us in the Training School in 1913 and 1914. They live in Roselle, New Jersey, and have a very pretty home delightfully situated, with a forest of trees for their back yard. They have one little daughter, Mary.

The opera and the theaters come in for their share likewise. I think the play which I have enjoyed most was "Peter Ibbetson"—the kind of play one could see over and over again and never tire of it.

We spent our spring vacation, which is a very short one by the way, in Philadelphia and Atlantic City. The Boardwalk Easter Sunday was a most gorgeous sight.

Monday of this week we had a very pleasant surprise when Mr. and Mrs. Fox called with Gerald and Edwin. They had motored over from Philadelphia in their "good" Dodge. They all looked so well and the boys have grown very tall.

With all my hard work and good times I am keeping the weight I gained while at home, so you see I am not losing either.

With just the best wishes to you all,

—LAVINA SPINDLER.

—M. J. Sherwood.
which I have been making a study of in connection with a class in extra class room activities in secondary and normal schools. At the present we are having reports on the various social activities, what they should stand for and how they should be conducted. So far we have discussed the Girl Scouts and the Camp Fire Girls movements, also improvement clubs, including literary, dramatic and debating clubs. One young woman who has done much in dramatic work gave a most interesting report on what is being worked out along this line.

In connection with a course in psychology of adolescence we attended the play "Seventeen" by Booth Tarkington. It is splendid to have such a good excuse to attend the theater. While I did not enjoy the play so much as others I have seen it was interesting to see the characteristics of the adolescent boy that we had discussed in class, depicted on the stage.

A week ago Friday afternoon we discovered an attraction that from now on will take many of our dimes and that was a ride down Riverside drive on top of a bus. That particular day Miss Judson, who is in the same apartment house, Miss Spindler and myself went down to Greenwich village for dinner. After dinner, having found that we had sufficient money left, we went to the Greenwich Theater to see Maurice Hewlett's "Pan and the Young Shepherd," a most weird but attractive production. This latter excursion proved most interesting in other ways for we passed several camouflaged boats in the Hudson, and while waiting for the theater to open we were taken through the Greenwich Settlement House. The building has just been completed and is quite a model of its kind.

Final examinations begin May the twentieth and we hope to be home by the first of June.

Affectionately yours,
—Emilie Townsend.

OBSERVATIONS EN ROUTE

Since leaving Kalamazoo last October I have greatly enjoyed eavesdropping and eye-temizing humanity and nature in 50 normal schools and many other schools located in various and sundry places in 40 states.

No doubt my stock of casual reminiscences is considerably elaborated by imagination coming readily to the aid of memory, and yet some people stand out clear-cut and true in the somewhat kaleidoscopic acquisition; and I feel sure that Mt. Shasta, and the sun sinking beyond the margin of the endless prairie, are permanent pictures.

The individuals, who come in long procession, as I wait on my mind for them, are all well worth meeting, but I can introduce only a few: A mother in Minnesota, who is a widow and teaching "again" at 50, said that her only child, a son 22 years old, had gone to war and, when sympathy was offered, replied: "Yes, it was pretty hard," and then with a light in her eyes worth seeing, added: "But I could not help thinking that the fact that he did go, was a proof of the success of my teaching."

A wife in Massachusetts, whose husband, no longer a young man, is a captain in the army, told a group of friends one day that "he" was so necessary in the southern camp, where he has been for several months, that he would not be likely to be sent to France. A day later coming upon the same group of friends—she read from a letter just received that her husband was very soon to start for France. After a moment she had head erect and a clear eye as she said: "Only the best in that department are sent to France."

With the Minnesota mother and the Massachusetts wife I introduce another woman from New England—unmarried, young, educated, high spirited, beautiful—calmly preoccupied in action by home service and in every possible spare moment in war services of various kinds; but with an intensity of life within, which is sustained by infrequent, brief letters from the fighting front in France. A quick, searching look in the newspapers, occasionally a little social relaxation, but day in and day out the saving routine of service for others. One question—"Did he go?" she answers with all the wealth of woman's pride. Does she ask—"Will he come?" If so, she asks it in the holy of holies of her own heart.

The president of a southern normal
school sat back and turned aside from his desk. He received me with a genuineness of cordiality and friendship, which continued during the two hours of my visit and made us brothers in interest and in understanding as the school was seen and the story of fourteen years of steady development was told. At parting: "I fear I interrupted your reverie this afternoon," and the reply: "Yes, a war reverie." There were three soldiers in that reverie, a son-in-law in France and two sons in American camps. The younger son was to leave in two days and—"His mother and I have been trying to think of something more to do for Joe before he goes." This picture was completed by "His mother," who arrived just then, and by the caress of the father's accent as he greeted her.

Men in the service were seen in streets, stations, cars, train loads, and camps; north, west, south and east—multitudes of them. Frequently in conversation with soldiers; and now here at Harvard among thousands of them, with sailors—no selfishness has come to my ears from any one of them. The splendid letters in a late Record struck only the one note of willing service.

These women and men are democracy's insignia.

—Ernest Burnham.

My Dear Friends of Western State Normal:

One of the editors of the Record has asked me to tell you something of what I am doing and seeing here in New York. Of course my professional interests lead me to emphasize the art side; but in this city of such numerous and varied attractions, one is often pulled in many directions before making a final choice.

This afternoon we attended a very delightful and informal talk on American sculpture, by Mrs. Adams, the wife of one of our noted sculptors. It was one in a series of lectures arranged by the Metropolitan Art Museum on a variety of art subjects. Besides discussing the topic from an artistic side, Mrs. Adams told us that it is our American sculptor Frye who has contributed so much in developing the camouflage work abroad.

He is now "somewhere in France" in the company commanded by Homer St. Gaudens, a son of our noted sculptor of that name.

One is constantly met with the fact that the artists are doing their "bit" either along the lines of the camouflage work, poster work, or actually in the trenches. Mr. Bement, one of our instructors during the first semester, expects soon to go abroad for the first purpose. In the art classes at Teachers' College there are hardly more than a half dozen men, but the service flag of the department is well covered with stars.

Many people from New York have been journeying to the Brooklyn Art Museum lately to see the large exhibition of French paintings, tapestries, porcelains, and furniture which was brought here from the San Francisco Exposition. Both modern and retrospective work is shown in the paintings. Perhaps, in the latter group, the picture which attracts the greatest number of people just now is the large canvas called "The Dream," by Detaille. It represents a company of soldiers asleep on the ground beside their stacked guns. Above, in the clouds, moves a triumphant body of dream soldiers. In the modern section of this exhibit, as well as in many of the smaller ones shown in the Fifth Avenue galleries, one is impressed by the lavish use of brilliant color by the artists of today. One of the late exhibits showed some "Synchromies in Yellow, Violet and Green," which were genuine puzzles when one tried to decipher any form or subject in them.

A trip to the water front recently revealed to us a totally different field of art. This was the camouflage work on the transports. The day we were down, there were eleven boats in the docks. Among them was the one-time German "Vaterland," now the "Peviathan," being used to carry our American soldiers abroad. Some boats have a very curious appearance produced by streaking the hulls and smoke-stacks with great waves of black and gray. Others have queer patterns in light blues, greens, and pinks, which cause the boats to tone right into the water. Some effects are chosen to make the boats seem to disappear, others to disguise the rate of speed, and still
others give a false impression of distance.

Two weeks ago we considered ourselves very fortunate to be able to hear the Archbishop of York, England, when he spoke at St. John’s Cathedral. The cathedral was packed and hundreds were turned away. The Archbishop, a fine type of Englishman in appearance, gave an excellent address. Naturally it was designed to promote and foster the good feeling and co-operation between his country and ours.

While we feel we have quite a group of W. S. N. S. people here at Teachers’ College, it seemed very good indeed to see Mr. Waldo and the other members of the faculty who have recently visited New York. Not long ago I also had the pleasure of meeting Marcus Land, one of our Normal boys now at the Brooklyn Navy Yard.

In only a little more than two months most of us will be turning our faces homeward, and until then, I must leave the rest to tell you.

With best greetings to you all, both faculty and students,

Sincerely yours,

Eleanor Judson.

This hint came to me in a recent letter: “I have an idea that, if a large number of our Ph. D.’s would get out of the University halls and take a course in touching elbows with and rubbing up against the people of the various sections of our great country, it would be well, not only for the Ph. D.’s but for the people themselves. The United States is so big that but for printing it would break up into local units with local dialects, which would be out of harmony with the national idea. Our educated people, who do most of the writing, become localized and so out of harmony with the thought of other sections that what they write, even of a national tone, is in many cases downright amusing to just plain folks. I am of the opinion just now that the Associated Press and agencies like it are greater forces for national thought and an intelligent understanding between the various sections of our country than the universities.”

Partly by the impetus given by this letter, we left the University one day last week and the gist of our experience may be of interest. In fifteen minutes from Harvard Square, via subway, we were at South Station, Boston, and leaving on the Boston and Maine railway at 8:30 A.M., we were through Wellesley and Framingham and at Worcester, forty-five miles, at 9:35. We soon found the State Normal School, and after checking wraps, found our way to the assembly room where the sixth annual conference on rural education was being held. We missed the address of welcome by Principal W. B. Aspinwall, and came in as the first speaker, Dr. Albert Bushnell Hart, professor of Government at Harvard, was being introduced.

Dr. Hart at once addressed himself to the subject of the conference—“Teaching the Duties of Citizenship in Rural Schools.” He developed the idea of citizenship from the original city state, and emphasized the idea that the state is for the citizen, that the individual is the basic element. He referred to his own experiences as a student in Germany and said that there the citizen is merely an atom for the use of the state, while here the state is a creature of the citizens, who work under a constitution which is subject to growth in its application. The safety of freedom depends upon a scrupulous observance of justice; and suffrage at home with safety abroad are its precious guarantees.

The obligations emphasized were: 1. Obedience. 2. Observance of other people’s rights. 3. Payment of taxes. 4. Personal military and peace service. 5. Loyalty, not necessarily approving everything, but standing behind the government. 6. Making democracy a success, which depends to a great extent upon citizens keeping out of groups concerned only with their own advantage. Dr. Hart said that groups formed to work out their own salvation irrespective of others were a great misfortune in a democracy, and added that a wide-awake farmer vote is the best balance for such efforts. Equality before the law, distribution of officials in their selection from all classes; no race distinctions; and no permanent social distinctions, were cited as our special advantages.

In an analysis of what the schools
can do for citizenship, physical well-being and education were discussed with many suggestions for more public control of conditions of health and for more effort by schools to reach not only selected groups of students least needing it, but every student with the benefits of physical education. Housing and sanitary surveys, and health visitors should be utilized to get at actual facts, and visiting nurses and teachers must work at the task. School sports must be part of a national health movement. Military training has healthful and moral effects and Dr. Hart thinks that we are going to have a period of training for all able bodied young men.

What education has always done indirectly it must do directly for a knowledge of the meaning and a feeling of appreciation of citizenship. Education's defect is in lack of uniformity. The federal government must correct this if it is corrected. Local authorities must accept direction from above—state and federal. In this event rural schools have most to gain. They need it and must have it. Being too easy about education is dangerous, it must not only be provided but also enforced. This is just as binding as military service.

Dr. Hart presents in conclusion a wealth of material, much of it free, which he urged teachers to get and use. He said: "The time to do this is now—we cannot have things as usual, and must get into everything with determination. Highest citizenship is that which in time of peril gets into needed action at once."

Educational and patriotic addresses were also made by L. S. Mills of the Connecticut State Board of Education, who presented in detail plans for teaching citizenship in elementary schools; by H. N. Fugth of the Federal Bureau of Education, Washington, D. C., who presented the lessons of Denmark and pointed out some applications in American schools; by Dr. D. G. Webster of Clark University, who contrasted his personal experiences of student life at imperialistic Berlin and in republican Paris, and drew some very pointed suggestions on citizenship from the contrast.

The program of the day was concluded by Thomas Mott Osborne with a great address on "The Man, the Citizen and the Community." Mr. Osborne's ideas on democratizing our public institutions, especially prisons, are well known, but a first hand presentation by the man himself is much more convincing to me. He said that there are now 1,900 in the naval prison at Portsmouth, and that 300 had already been returned to the service and were making good. He said this was good conservation of man power.

The social features of the day at Worcester were very enjoyable. We ate together in the dormitory at noon an excellent chicken lunch; there was a reception at 3:30 P. M., for visiting superintendents to meet the faculty and students; and we had the great good fortune to be invited for dinner at the home of a native of Massachusetts, country bred, but now fifty years in business in Worcester, which is a beautiful city of nearly 200,000 people.

This dinner, with due consideration to war time, was beautifully appointed and it was easy to know and be known under such influences. Here we had a good chance to learn what Massachusetts does to her children in the course of a lifetime, and the personal summaries revealed to us in that home were very conclusive proof of a lifetime of real living.

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Ernest Burnham.

Thyroid Goiter in Michigan

As a result of 2,000 physical examinations since 1914 in this department Dr. Epler has compiled some interesting data on the relation of thyroid goitre in Michigan to the water supply. Her study appearing in the February number of the Journal of the Michigan State Medical Society is reprinted here at the request of many of the students examined.

Editor's Note—Data obtained from the observation of five hundred thirty-one cases, with reference to the etiology of Thyroid Hyperplasia.

In the examination of 2,000 students of the Physical Education department of a Normal school in southern Michigan since 1914, I noticed that in about 85% enlarged thyroids were presented. The ages averaged 19 but extended from 16 to 30 years.

Several years ago the British Medical Journal presented the result of work done
on the causes of the goitre, and showed
that an organism of the colon group ob-
tained from the water of the depressed
areas in hilly or mountainous districts—
a so-termed concentrated water, caused
thyroid overgrowths.

Switzerland is the country notable for
the frequency of goitre. Michigan ranks
close in the prominence of its enlarged
thyroids.

The marked distribution of thyroid hy-
perplasia—the picture in infectious
diseases of the lymphoid system and the
thyroid—the results of the English work,
led me to realize that there might be
found in the details concerning some of
these enlarged thyroid cases under my
observation valuable factors and sugges-
tions bearing on the problem of etiology.

With this in mind, I considered some
500 cases and present the data—having
in mind the possible infectious nature,
direct or indirect, of the hyperplasia.

The students at the State Normal
School in Kalamazoo come largely from
small towns and rural districts in South-
ern and Central Michigan and the school
conditions have no bearing upon my find-
ings.

I have, in the data obtained from the 500
girls, noted the character of the source
of each water supply—living locality and
birth place, contagious diseases, espe-
cially tonsillitis and a few other points. In
addition, some 250 children (boys and
girls) in the Training School of the Nor-
mal were observed for similar points.

Too large a number of these children
showed heart murmurs; the majority a
beginning scoliosis and many uncured for
Teeth and gums, though coming mostly
from well-to-do families. Most of the
older students examined presented slight
acne vulgaris and obstipation or constipa-
tion.

As to the contagious diseases:
No. having had three or more contagious
diseases .................................................. 94
No. having had tonsillitis .......................... 45
No. having had enlarged glands ................. 4
No. having had typhoid ............................ 18
No. having had diphtheria ......................... 6
No. having had nasal or sinus infection ...... 3
No. having had pyorrhea .......................... 11
No. having had arthritis (acute) ................. 1
No. having had anterior poliomyelitis .......... 1
No. having had small pox .......................... 2

As to those having had three or four
contagious diseases but showing no en-
larged thyroid—a small group were
noted.

No. having had 6 diseases .......................... 3
No. having had 5 diseases .......................... 5
No. having had 4 diseases .......................... 9
No. having had 3 diseases .......................... 13
No. having had 2 diseases .......................... 2

The following counties were represent-
ed in the 405 cases:

| Allegan | 5 |
| Kent | 23 |
| Benzie | 1 |
| Berrien | 9 |
| Branch | 4 |
| Barry | 6 |
| Cass | 4 |
| Calhoun | 14 |
| Charlevoix | 1 |
| Dickinson | 1 |
| Eaton | 1 |
| Genesee | 2 |
| Gratiot | 3 |
| Grand Traverse | 5 |
| Houghton | 10 |
| Ionia | 3 |
| Ingham | 2 |
| Jackson | 3 |
| Lenawee | 1 |
| Mecosta | 12 |
| Muskegon | 5 |
| Manistee | 3 |
| Newaygo | 1 |
| Menominee | 1 |
| Oakland | 1 |
| Ottawa | 8 |
| Oceana | 3 |
| St. Joseph | 15 |
| Saginaw | 1 |
| Wayne | 1 |
| Washtenaw | 1 |
| Wexford | 1 |
| Van Buren | 30 |

A second series of cases of students
residing in Kalamazoo drinking city wa-
ter (driven wells) were as follows:

No. of cases of enlarged thyroids ............ 90
Larger than normal—full .......................... 54
Larger .......................... 36
Born and living in Kalamazoo .................. 41
Born and living in Kalamazoo County ........ 7
Born in Michigan and out of Kalamazoo .... 39
Born in other states ............................ 12

A third series observed were of 250
children in the Normal Training. These,
as before remarked, were mostly of good
families—mostly born in Kalamazoo,
and a fair number showed heart murmurs
and scoliosis; while poor teeth and gums
were not infrequent.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. examined</td>
<td>244</td>
</tr>
<tr>
<td>No. enlarged thyroid</td>
<td>37</td>
</tr>
<tr>
<td>No. in kindergarten with enlarged thyroids</td>
<td>2</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 1st grade</td>
<td>6</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 3rd grade</td>
<td>4</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 4th grade</td>
<td>7</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 5th grade</td>
<td>1</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 6th grade</td>
<td>4</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 7th grade</td>
<td>6</td>
</tr>
<tr>
<td>No. with enlarged thyroid in 8th grade</td>
<td>7</td>
</tr>
<tr>
<td>No. of boys with enlarged thyroid</td>
<td>12</td>
</tr>
<tr>
<td>No. of girls with enlarged thyroid</td>
<td>25</td>
</tr>
<tr>
<td>No. with enlarged cervical glands</td>
<td>17</td>
</tr>
<tr>
<td>No. with enlarged tonsils</td>
<td>9</td>
</tr>
<tr>
<td>No. with enlarged glands</td>
<td>5</td>
</tr>
<tr>
<td>No. with neither enlarged glands nor tonsils</td>
<td>8</td>
</tr>
<tr>
<td>No. having had chicken pox</td>
<td>4</td>
</tr>
<tr>
<td>No. having had chicken pox, measles and pertussis</td>
<td>8</td>
</tr>
<tr>
<td>No. having had chicken pox, measles and scarlet fever</td>
<td>1</td>
</tr>
<tr>
<td>No. having had 3 or more contagious diseases</td>
<td>11</td>
</tr>
</tbody>
</table>

Michigan is a hilly, rugged state—dotted with innumerable small lakes connected with underground springs—and traversed with glacial markings.

Most of the cases had had some contagious disease—showed slight acne vulgaris and obstipation or constipation.

Students coming from other states rarely presented an enlarged thyroid and in fact a normal thyroid led me to ask what state they came from.

Blanch N. Epler, M. D.
Kalamazoo, Mich.

THE UNIVERSITY OF MICHIGAN AND THE WAR

The University of Michigan does not lag behind other American universities in its contribution of men and resources. There is hardly a department that is not directly or indirectly affected. Since the declaration of war over two thousand students and about one hundred and twenty members of the faculty have entered some form of government service. Over a score of faculty members have direct affiliation with federal work in connection with their university duties. Some of these latter are in uniform, and assigned back to the University, under government orders. Others are still in plain clothes, but endowed with some form of military authority.

Over seventeen hundred students, still resident in the University, are wearing cadet uniforms as members of the Reserve Officers' Training Corps. These students, as a part of their daily University program, give up an hour and a half to military drill out of every twenty-four hours, Sunday excepted. Retired officers of the regular army are detailed here to conduct this drill. Some of these cadets are already furnished with rifles. It is no uninspiring sight to see company after company marching with steady tread and serious faces, to the music of the University Military Band, almost any evening of the early spring. Snow or hail, rain or shine, they are faithfully at it. In their young faces, there is the grim determination which the enemy overseas must some day, not far distant, surely reckon with, and Michigan will, at that day, not have cause to be ashamed of the reckoning.

On every hand one meets evidence of the push of war. President Angell's old residence is now the center of Red Cross work in the making of surgical bandages. Special courses for military training such as that of army stores, radio communication, automobile engineering, and others bring in short-course students in groups of fifty to two hundred. Such groups as these, detailed by the national government, are bringing up the roster of regular students, until the depletion, caused by those already in the service, is not so keenly felt as was anticipated early in the war.

Students of the Medical Department, perhaps as no other one group of students, are feeling the seriousness of the war. Heads of the various medical departments are required to report the quality of each student's work to the Surgeon General's office at Washington for each semester. If this work is not satisfactory, the student is dropped from the Medical College, and he automatically becomes a private in the National Army, and is immediately subject to military authority. The result is one that might be expected, not only as seen in a better and more serious quality of work, but as seen in the healthy way in which the students catch the spirit of
their responsibilities. It's in line with what their conferers already in active practice have done. At the present time at least 20,000 physicians are in the service. When it is realized that there are not over 120,000 physicians in this country actively engaged in practice, it is easily seen how high the percentage is as compared with all other professions. But the number is still growing; the surgeon general of the army recently issued a call for 5000 more volunteers for the Medical Reserve Corps, and the surgeon general of the navy is asking for 100 volunteers a month for that service, or until he has another 1000 medical reserve officers. Every department of medicine is affected, both in the general field of medicine and in the universities. So urgent is the need that men, already called to the colors, have been in some cases detailed here for service until January 1, 1919, for the specific purpose of training men to take their places left vacant.

The State Psychopathic Hospital is one of five centers selected by the government for offering courses of intensive training of Medical Reserve Corps Officers in neurology and psychiatry. So pressing is the demand for this type of service that men who had only a limited experience in this field of medicine have been detailed here. About fifty officers have already been here for intensive training. Reports are coming to us now from England that 20 per cent of all soldiers returned to the inactive list in that country are either nervous or mental cases. This is significant as casting light on what the strain upon the nervous system must be as a result of modern warfare. The University of Michigan, through the Psychopathic Hospital, with which the writer is connected, is training at least one-tenth of all the men who are to care for such cases in the American armies. This is a fact of which the state has the right to be duly proud.

—BERTRAND L. JONES.

Ann Arbor.

May 13, 1918.

Dear Friends at Western:

The Freshman in a "step-sing" last week had a song, one line of which was, "Our wit is like our socks—nit." I'm sure I have no wit with which to make a letter delectable as our honorable editor could. But he invited me to write and after six years' experience with me, he should know that my type of literary genius is not high.

I have been very glad all year to hear such good news of Western. I can imagine the jubilation over the four years' course and I don't blame you. I think it is "great" in many ways. And just think of dramatics, debates, etc., with fourth year students. I still, you see, let a few thoughts go out to the department and keep a few heart strings around it too. I knew it in its nursery days and I'm glad to watch it grow through a full college course.

Northampton is a wonderful place these days. I don't blame Jenny Lind for calling it the Paradise of America. It is very beautiful and Hadley, Old Deerfield, Mount Tom and Holyoke offer such splendid good times that I think teaching in spring a dreadful nuisance, for it so often interferes with my pleasures.

I think the thing which has most made me feel the joy of being at Smith this year is sharing the pride in our Smith Unit in France. You have probably read of them and their work, especially in the last month. They are doing such great things and yet their letters tell everything in a very simple, humble way. As President Wilson said lately: "Their letters have never a hint of sacrifice but they have reached almost an exaltation at the opportunity of being of service." I'm sure I shall be as enthusiastic as our two thousand spontaneous Smith girls when our Unit comes back to us. Nothing can be too good for them.

I have had some interesting letters from Mr. Dobberteen, Mr. Mulder and Mr. Chenery. Bless them, I somehow can't help feeling "real motherly" toward the boys who were in my plays. Mr. Dobberteen wrote me that Mr. Mulder and he were trying to entertain themselves with their dialogues from "The Admirable Creighton." I immediately sent them the text and I hope it has helped to while away some of the tedious waiting in Allentown.

I really wish Western many good
things. I had too many opportunities and experiences there and have still, I hope, too many friends there, to do otherwise. If any of you come anywhere Northampton, let me know. Smith is very good to look at and to know.

Sincerely,
ELVA M. FORNCROOK.
Smith College.
May 12, 1918.

VACATION PLANS

Art students planning to combine summer vacation with further pursuit of their muse will read with interest the following alluring account of the annual summer art camp at Saugatuck by Miss Goldsworthy:—

A SUMMER CAMP

At the mouth of the Kalamazoo River where the Big Pake washes the sands of Saugatuck, a summer camp for artists has been in successful operation for the past eight years. Here is where the devotees of the beautiful in nature have come from many middle and southern states to paint from picturesque landscape or from models posed under beautiful trees. They work under the direction of Frederick Fursman, the well-known Chicago artist. The Riverside hotel serves as a most hospitable hostelry for the group of forty or fifty art students, while a large ice house has been transformed into a studio where is held the weekly concours of students with exhibits of their work.

Besides daily sketching from trees and stream a program of unusual festivities was in order during the closing weeks of school in August. A beautiful river fete was a special feature. River craft were gaily decorated to suggest the fairy-like floats that might have been seen in the far-away Egypt of Cleopatra’s time. At a final banquet the following toast was offered by ye Western Normalite.

Here’s to the jolly-company
We call them the Fursman Bands,
They come from all over the Middle West
To play upon these sands,
They bring queer instruments with them,
And when the “concours” happens,
They make a scream in color.
Painting things as they ain’t!
Here green girls in yellow
Pose under a pure blue tree
And the master with his maulstick
Directs them how to see.
The woods are full of artists
With their palettes full of paint
And what a glorious time they have
Painting things as they ain’t!

They may not see the world,
As other people do;
But one thing’s very certain,
This band is never blue.
The world is always rosy
When their palettes are full of paint,
So here’s to the Fursman Band,
“May they always “paint things as they ain’t.”

E. M. GOLDSWORTHY.
tions of various activities in grade, were given.

June 6.—Out-of-door Play Festival, by all grades. In charge of Physical Training Department.

June 13.—Dramatization, "A Perfect Tribute," by grade eight.

Note: Any of these dramatizations as worked out by the various grades may be obtained for a small fee at the Training School office.

GARDENS IN TRAINING SCHOOL
Perhaps there are some people who "don't know beans," but the children in the Training School not only know them, but like them so well that five of the eight grades have chosen them as their vegetable to plant in their war gardens. The object of the gardens is the same this year as last—being to raise as much produce as possible, sell it and give the proceeds to some war fund, such as the Red Cross or French Orphan Relief. Below is a list of the various crops raised by different groups:

- Kindergarten—radishes and lettuce.
- Grade One—Radishes and lettuce.
- Grade Two—Beans.
- Grade Three—Beans.
- Grade Four—Peas.
- Grade Five—Beans.
- Grade Six—Beans.
- Grade Seven—Potatoes and Beans.
- Grade Eight—Potatoes.

EIGHTH GRADE NOTES
The Swimming Contest
A good example of initiative was shown recently by the eighth grade boys. With the lure of the cool green waters of the swimming pool as their sole incentive, they secured the use of the pool for themselves Friday afternoons. This at once furnished an outlet for patriotic as well as athletic enthusiasm. Try-outs were conducted for a swimming meet to be held the second Friday. The meet was duly held as advertised. The sale of five-cent admission tickets netted the boys the tidy sum of five dollars and twenty-five cents as an unsolicited donation to our Junior Red Cross Fund.

The planning and execution was entirely in the hands of the boys, assisted by two young men of the Normal. It included advertising, ticket printing, program planning, announcing, scoring, all in connection with a really lively, interesting contest.

The Perfect Tribute
For their assembly program the eighth grade are planning to present their own arrangement of Mary Raymond Shipman Andrew's "The Perfect Tribute." The selection is a reflection of their active interest in history of the times centering around Lincoln.

The first scene on the train to Gettysburg solves the problem of explaining the succeeding dedication scene to the audience. Conversation between the conductor and a chance passenger explains the dignitaries present. Lincoln writes his speech, while the other notables talk of the morrow and listen to an account of one day at Gettysburg by two of the generals.

The illusion of a railroad train is heightened by a realistic train whistle produced by a piccola, and a moving train noise by rubbing pieces of sandpaper together in accelerated rhythm. Scene II at Gettysburg opens with the close of Everett's speech amid the plaudits of the multitude. The rest can be imagined— as in the text.

The third scene in the White House, the children arranged to show Lincoln's disappointment at his fancied failure. This note is preceded by some typical incidents of his daily life, to show phases of his character, but not so striking as to destroy the unity of the story. The other two scenes follow the text closely.

The swimming contest had obvious values. Getting scenery and real costumes and making programs have furnished real joy and interest. It has all given incentive to considerable extra reading.

THE STUDY OF THE INDUSTRIES
IN THE TRAINING SCHOOL
The emphasis in the study of industry in the Training School is placed on the materials, processes and methods that bear upon the selection and use of industrial products. From this point of view it will at once appear that industrial arts work is not so much concerned with the production of industrial commodities, as it is in forming intelligent and culti-
vated tastes in their choice and use. In not a single field will all pupils function as producers, but in every field worthy of study they will all function as consumers. The largest problems then, are those of developing an appreciative understanding of the industry as it is today, realizing its social problems, and cultivating intelligent judgment and appreciation in the selection and use of industrial products.

To secure these values means far more than mere manual training—training of hand and eye. It means a well organized body of subject matter which will give the pupils an insight into industrial materials, industrial methods, and the social aspects of the industry; it means a study of the evolution of the industry showing how complete factory systems, organized capital and labor, and specialized machine production have grown from the simple beginnings. It means a more practical study of design, and its development among different peoples in different times, and it means participation through the making of many projects—far more handwork than we have had in the past.

Perhaps a few illustrations of the work that is being done in the Training School will help to make the range of this work more evident.

The fifth grade, while studying in geography about minerals, was given an opportunity in the shop to study the mining industry and the numerous activities inherently related. After considerable discussion about mining operations, the changing from the raw material to the transformation that takes place in the finished product was studied. As a core to the problem small flasks for molding were made, and then simple patterns for paper weights. Next, lead was melted, and a casting was made of the pattern. Then, by numerous demonstrations, such as smelting iron ore by the simple use of a test tube, and by visits to various shops in the community, the opportunity was afforded to study such processes as plating, pressing, riveting and soldering in tin, engraving and hammering in copper, molding, forging, casting and milling in iron, all of which are illustrative of the same processes in other metals.

The sixth grade selected as a unit for their work during the term, the building of a bungalow. After careful discussion as to the selection of a lot, much time was spent on the planning of the rooms. Problems were given in the excavation for the basement, amount of gravel and concrete needed for the walls, as well as the cost of labor involved. The construction of the bungalow was made to scale, being typical of modern building operations. Numerous problems in arithmetic were introduced, relative to board measure and costs, which involved principally solutions characteristic of the regular class room work. After the bungalow is complete!, problems in furnishing, such as carpeting, papering, etc, will be worked out.

In connection with the science work of the seventh grade, which for the term was largely on magnetism, a problem was given, illustrative of the many instruments operated by magnetism. A telegraph key and sounder was made, proving very satisfactory because of the special interest in telegraphy, due, perhaps, to the war. To complement the study of light in the general science course, a pin-hole camera was constructed, with which actual photographs were taken. Much information was gained in regard to one of our leading industries, as well as a greater appreciation of design and art work.

In the eighth grade electric motors were made in order to help understand the principles involved. The motors were typical of those used for commercial purposes. It can safely be said that after the construction of these motors the boys have a keener appreciation of the electrical industry and a better knowledge of motors than the average adult.

The study of the industries as here outlined makes appreciable a reason for arithmetic, geography and history. Much of our nature study and science exists in the school because of the industrial problems whose solution is dependent upon it. When the study of industries is viewed aright, it is the very foundation upon which any effective organization of elementary education must be based, or it will be abstract and remote from life.

The study of industry, especially in
the seventh, eighth and ninth grades, has definite vocational guidance values. By giving the pupils an opportunity to express themselves freely, they will reveal the ability they possess for mechanical and artistic production. Interests are awakened and developed, and information is secured about the character and opportunities of various industries and the conditions under which the producer does his work. The effect of these studies upon the pupils, together with the information the teacher is able to gain as to his ability, will be of great value when the time for the selection of a vocation arrives.

—Glenn S. Mayer.

THE EXTENSION DEPARTMENT

A combination of desire to render concrete patriotic service in leisure time, necessity for teaching on Saturday, cancelled trains and consequent inability to reach the class centers, extra burdens arising out of the war situation, and financial embarrassment due to the increasing difference between income and necessary expenditure—all have operated to reduce slightly the enrollment for the second term in the Extension Department. But the number of correspondence students shows an unusual increase. The interest in the work has been strong and the quality of work done has been excellent. Advance inquiries indicate that a relatively large number of extension students will be in residence during the summer term.

In order that embarrassment relative to choice of courses may be minimized in the future the Extension Committee feels obliged to issue a list of "Prescribed Courses." This list will indicate the names of courses which will not be open to students from given class centers during the coming summer session. The list will appear in an early issue of the Western Normal Herald and also in the summer issue of the Extension Bulletin (to appear in June). Literature bearing on this proposed change will be mailed upon request to the Director of Extension.

In order that registration for the summer term may be facilitated Extension students who expect to attend summer school but who wish adjustments of various kinds are urged to communicate their requests to the Director of Extension at an early date. Because of the relatively large number of Extension students wishing to register on opening day of the summer session an adequate amount of time for handling each case fully is lacking. You can serve your own interests and greatly convenience the Director of Extension also by communicating special requests and matters requiring separate adjustment to him as soon as possible.

Because Western Normal is now a four years' school, it appears that the Extension Department may become of service to a larger number of people than formerly. Those who plan to secure a degree from Western Normal by doing work partly in residence and partly in absentia may secure full information relative to plans and arrangements by addressing the Extension Department.

U. S. Commissioner of Education P. P. Claxton, in urging "persons of good scholarship and professional training who have had successful experience as teachers, but who have retired from service" to be called into service again, suggests that special arrangements might be made by Normal schools to aid as many as possible to become better fitted to assume such duties. The Extension Department gladly extends its aid to persons interested in plans of this kind. If we can be of more service in the "two matters of supreme importance: to win the war for freedom and democracy and to prepare children for good living and efficient citizenship in the new era which the war is bringing in," we shall be most pleased. We are "At your service."

—John C. Hoekje.
HIGH SCHOOL DRAMATICS

What's in a name? When an infant first makes his appearance in this world, friends and relatives give him the general appellation, "Baby," thinking of him merely as one of a species. It is only after the child has begun to show that he is not only "Baby," but an individual, that he is called Reginald or Lulu, as the case may be, according to the taste of his parents. Now it is much the same way with an organization. A dramatic club is first "dramatic cub," until in the minds of its friends and members, it begins to take on characteristics peculiar to itself. Then it may find a name.

The High School Dramatic Club has reached that stage when its members, at least, feel that it has a right to a christening.

So it came about that on the evening of May 2, 1918, the Normal High School Dramatic Club became "The Masquers." Its parents earnestly request that as such it shall be known; and that their friends may be reminded of it, the parents (or members, as you may call them, will wear as an emblem a tiny gold masque.

The Masquers' pantomime of the doings of Pierrot and Pierette was given for the fourth time on April 27 in one of the Y. M. C. A. huts at Camp Custer. At present five members are rehearsing for a one-act play by George Middleton, entitled "Back of the Ballot," to be given at their next meeting. A committee is now at work planning the program for next year's meetings, which is to be a study of the one-act play. The club closes its activities for the year with the hope that next fall may find it a rapidly growing two-year-old.

—C. McM.

BOYS' WORKING RESERVE

The High School Department has lined up in another war activity—that of the Boys' Working Reserve Club, a part of a big movement throughout the United States to enlist 1,000,000 boys, who are at least sixteen years old, in the Boys' Farming Brigade.

Thus far this spring ten of our boys have been out for short periods for farm work and others will go later.

THRIFT STAMP DRIVE

The High School Thrift Stamp Drive opened April 23 at a mass meeting, at which "pep" speeches were made by Olive Elliott, Bruce Shepherd and Roland Maybee of the student body and by Mrs. Hockenberry, Miss Lutje and Banghman of the faculty.

The drive was in charge of the High School War Council, which had been appointed by Principal Blair. This committee gave a patriotic assembly program May 1, at which the drive was completed, making Normal High 100 per cent, that is each high school student had started a thrift stamp book. Four hundred stamps were sold, a total sale of $100.

"DEMOCRACY" CLASSES

Two "Democracy" classes have been organized in the High School. One for boys is conducted by Mr. Rood of the faculty. One for girls is in charge of Mrs. Helen Taylor, a senior in the Later Elementary Life Department. These classes are held during the noon hour of each Wednesday, the boys' class taking the place of the regular Hi-Y meeting.

HIGH SCHOOL DEBATING

Early last October the University of Michigan, through Professor Immel, extended an invitation to all the high schools of the state to become members of the State High School Debating League. For the purposes of the league, Michigan was divided into four districts, each controlled by a district manager appointed by Professor Immel, the state director. Debates were then held between the schools in the district until only one team was left. The inter-district debates then limited the number of
teams to two, and the final state debate will be held soon between the winners of the two inter-district debates, to determine the state championship.

Western Normal entered this league last fall without much hope of accomplishing a great deal, since that activity had been unknown at Normal and there were no veterans upon which to build a team. After a long series of try-out debates, two teams were chosen. These consisted of Lawrence Moser, captain of the first team, Elva Henderson, and Allan MacLagan, and Mary Cutting, captain of the second team, Olive Elliott and Clarence Somers. These teams debated each other several times, just for practice.

Muskegon was the first team to be paired with Normal High. Because of the coal shortage and a disastrous fire in the High School, Muskegon was compelled to withdraw, leaving Normal High victor in the first round. Early in February Schoolcraft came here for a practice debate, and met defeat. Then, about two weeks later, Albion came to Kalamazoo for the first real debate of the season. The judges, Mr. LaFarge of Lansing, Superintendent Johnson of Coldwater and Mr. Jenson of Benton Harbor, decided that the arguments of the negative were stronger than those of the affirmative, and Albion was eliminated. March 20 the Normal team journeyed to Coldwater. Here they had an easy debate, and Coldwater fell, 3 to 0. The judges on this occasion were Superintendent Crawford of Three Rivers, Principal Reed of Adrian and Principal Hornung of Hillsdale.

During the week of Easter vacation, Ionia came here, and again the Normal team triumphed. This time the judges were Superintendent Olds of Marshall, Lieutenant Miller of Camp Custer and Superintendent Johnson of Otsego.

This debate left the Normal team winners of the district championship. However, as the Herald put it, "all good things come to an end." When Dundee, the winner of the championship of the eastern district, came to Kalamazoo, Normal’s arguments did not sound so convincing against theirs, and Normal fell. This was no matter for mourning though. Normal High has a splendid start for next year, and some good debaters on which to build a team. Next year we may make ourselves felt still more.

CURRENT HISTORY CLASS

Against the background of history we see the present as one of its highest pinnacles of interest.

The current history class affords a most splendid opportunity for careful study, not only of events but of their significance, and, perhaps what is even more important, methods of judging of the truth or accuracy of a statement.

The course, beneficial at any time, now has a new significance, and, anyone who would be well posted on current events should avail himself of the opportunity to join such a class.

Among the new classes organized this spring is a section in English history under the specific head "British Empire." In this course the class is studying the machinery of government in England, and all her various possessions. The course includes a short history of each dependency, besides a classification of the colonies. Consequently this course gives an opportunity for the student to become versed in current history from the point of view of one of our great Allies.

HOUSEHOLD ARTS

Spring fever? Perhaps it is here, but in the clothing classes it has taken on a new form of development. Instead of less words and lagging interest, the girls are doing half as much again as usual and the interest is tip-top. There are two main reasons for this, the unusual stimuli of war work, and the contest now in progress in senior sewing.
The work that the girls have done, and are doing, for Red Cross, is most satisfactory. Every girl in the department has learned to knit, and the needles are very busy, the socks, at present, being most popular. They have just finished 35 little petticoats for refugee children, two to six years old. Each girl is making a child's gingham pinafore and will finish a third child's garment.

The usual lingerie dress problem is now finished, with a price limit of $4.00. On this problem the girls did the fitting and altering for each other, under supervision.

The contest in senior sewing is of the greatest interest at present. Mr. Miller, a designer at Jones' Co. has made the girls a most attractive offer.

In order to stimulate interest in designing and free cutting, through the definite study of the figure, he offers a prize of silk enough for an entire suit, to the girl who shows the most ability in interpreting a design. He gave the class a demonstration talk to show his method of work, then the contest began. Coats, dresses and suits were chosen by one girl for another, considering especially the suitability to the individual. No pattern but a plain foundation waist was used. The criticism of the work will be upon the cutting, proportion and style. These dresses will be made of Bleached muslin, lawn and voile and can be worn by the girls. This is a most unusual and valuable experience for every girl, not only as a test of technique, but of comprehensive interpretation.

—Alice Blair.

The winners in the “style show” were Frances Stewart, first; Marguerite Almroth, second; Frances Bock, third; Ruth O'Melay, fourth; Eleanor Justin, fifth.

DEPARTMENT OF SPEECH

PUBLIC SPEAKING AND NATIONAL DEFENSE

The registration of the women of Michigan during the week of April 27 has started us all thinking upon the question, “What can I do to help the government win the war?” As teachers, the problem is truly perplexing. There is an extraordinary shortage of teachers—that we all know. That we who are trained to be teachers ought to give out first service in that profession, we also know. To a great many of us, however, that is not sufficient. We want to do something more. To be sure, we knit and make surgical dressings, but that, too, is insufficient. Any one can learn to knit, and anyone can make surgical dressings.

To those of us who are wondering what else we can do, several courses are open. Among them, none is more needed and more valuable right now than public speaking. A great many of you will stop reading here, and say “I can’t talk in public; that field of work is entirely beyond me.” But is it? Have you ever tried to talk to a small group of people? If you have not, how do you know you are unable to do it? If you have education and ability enough to make a successful school teacher, you have education and ability enough to make an informal public speech.

The federal government is doing all in its power to combat Hun propaganda by the establishment of a speakers’ bureau at Washington; through this bureau, the best trained minds in America are sent throughout the country making patriotic speeches to large gatherings of people. This, however, is not sufficient. To a very large extent the people who come out to a patriotic rally are already patriotic Americans—either that or German agents, who merely want to keep track of what is being said. The former do not need convincing and the latter can be convinced only by a stone wall and a firing squad.

This is where the teacher has an opportunity to make herself useful, at the same time rendering a valuable service to her government. Through the parents of the school children, much important work may be done. This work consists of two parts: first, teaching the children in school why we are at war, and, second, talking to small groups of parents.
Such groups of people can be reached by the skilful teacher more readily than by any other person. She will not find her task difficult. She will find that most of the people who are pro-German are so because they are ignorant of the true facts. They do not believe the stories of German atrocities; they believe that Germany is fighting a defensive war, started either by France or England; they think that Wall street brought us into this war, and therefore they are doing all in their power to prevent our success.

In order to do her work effectively, the teacher must be well informed as to the histories and policies of Germany, England, France, and the United States. She must know the immediate and fundamental causes of the war; international law; German atrocities; German aims; Allies aims, etc.; she must know the reason for food shortage, and the methods of combatting it. In short, the must know the present crisis. Where will she get this material? From the Committee of Public Information and the Food Administration, both at Washington; from the best weekly magazines; from the Official Bulletin; from the daily papers.

Equipped with these facts, ability to organize and express her thoughts, and, above all, an honest desire to convince, no teacher need hesitate about facing an audience and delivering her message. For a talk such as this, a carefully prepared, memorized, polished oration is not necessary. In fact, such a stilted talk would defeat its own purpose. No memorized oration, embellished with beautiful figures of speech, and elaborate phrases, is going to convince anybody of anything. A straight forward, sincere, earnest talk will accomplish four times as much good with one half as much effort.

This idea is not new. Following the organization of the national speakers' bureau at Washington, the Women's Committee of the Council of National Defense of each state organized a speakers' bureau, enlisting for that purpose, not trained speakers, but any women who were able and willing to talk informally when an occasion presented itself. The Association of Collegiate Alumnae, a national organization of college women, has placed so much stress upon the necessity of intelligently combating the Hun propaganda by speaking, that almost every chapter of that organization has established a speakers' bureau.

Most of these women have never had a course in public speaking. If you have had, or can have, such a course, your work will naturally be so much easier. One of the latest suggestions of the National Food Administration to women desiring to help, was "Take a course in public speaking." If such a course is possible, so much the better. Daily practice in public speaking, followed by constructive criticism will in a very short time work wonders in any one's speaking ability. Every normal school and college in the country offers courses in informal speaking. However, if a course such as this is out of the question, that is no reason why you cannot organize your own ideas and present them to small audiences.

Last, but not least, do not wait for the audience to come to you. Make occasions for talking. Enroll with the nearest speakers' bureau, and while waiting for a chance to do some work for them, work up your own audiences. Perhaps your work will not have any immediate tangible results, but sooner or later, through the crushing of the German influence in this country, there will be a united America back of the president, an America willing to save, and sacrifice. Such practical patriotism can be secured only through practical public speaking. Are you willing to help?

—LOUSENE G. ROUSSEAU.

PHYSICAL EDUCATION

WAR AND PHYSICAL EDUCATION

Regardless of the many disasters, sorrows, sacrifices and misfortunes forced upon us through this war, we have much for which to be thankful—the awakening of the world to the need of physical preparedness, is one of the greatest and biggest things which it has done, and that is a godsend. It is the basis of life
under normal conditions and at this crisis it is life itself.

Assume with me, in fact there is no need for assumption on my part, I know it to be true, that the two main factors essential to the winning of this struggle are the maintenance of physical fitness and high morale among our fighters. And I am happy to say that we find the main weapon to be physical education, which includes good hygienic habits, definite hard muscular exercise and recreational activities, these in turn building up vital resistance, power, endurance, skill, alertness and courage; all qualities indispensable to the man in the trench; and the man behind the line needs the relaxing and recuperating elements brought to him through recreational activities.

If you do not believe it follow the physical educator or trainer of our men today, oftentimes a man associated with the Y. M. C. A. First may I divert you and bring to your mind the conditions under which our men receive their training, namely regular habits, plain and proper food, sufficient sleep, adequate facilities for bathing, out-of-door activities. All these conditions we know are conducive to perfect physical fitness—are they not, however, within the reach of everyone? It is an established truth and comes from no less an authority than Dr. Luther Gulick, who says: "We can all make ourselves fifty per cent more efficient physically if we care to." In the training camps all the physical activities are, of course, based upon the modern warfare, when men must know absolutely how to protect themselves and to get the Hun. Accordingly boxing is taught with the vital points of attack in mind; bayonet practice, so similar to fencing, which was a popular pastime of the gymnasium, is carried on with the similar aim; the method of attack after a man is down and disarmed are such as to be able to crush the life out of a man by stepping upon his thorax.

All this impresses us immensely with the demand upon physical education showing its correlation to actual warfare but it, too, has a definite relation to the people at home. This is a fact which we do not want and cannot afford to lose sight of. Should the young women today be put to a physical test, how would they stand? Unfortunately we have absolutely no reason to believe that they would fare better than the men. Do you know that less than fifty per cent of our boys were found to be physically fit? Can we be satisfied with these statistics? No indeed, and so it is more than ever our duty to prepare ourselves physically; and for two reasons, namely to lessen the burden of others and secondly to aid in maintaining the spirit which our boys have now acquired. They, our boys, upon return will demand play and recreation, so it is up to all communities to make adequate provision for its stimulation.

—Germaine G. Guiot.

MUSIC

The musical season of 1917-1918 has been most impressive and far reaching in its general influence upon the student body and Kalamazoo. The attendance at the concerts has averaged much higher than any previous season. The annual presentation of "The Messiah" preceding the holidays always creates an excellent Christmas spirit.

The Philadelphia Symphony Orchestra of 102 men under the direction of Leopold Stokowsky gave a most remarkable concert January 11. This was followed by one of the great recitalists of the age, Alma Gluck, February 14.

March 1st gave to the public the wonder of the violin world, Jascha Heifitz, in a recital to a capacity house.

The annual May Festival, May 23 and 24, brought to us the Minneapolis Symphony Orchestra under the direction of Emil Oberhoffer, three of their regular artists, Idelle Patterson, soprano, Christine Schutz, contralto, Royal Dadmun, bass, and the following artists from the Metropolitan Opera Company, New York, Sophia Braslau, contralto, Arthur Middleton, bass-baritone, and Paul Althouse, tenor. In addition to the above artists and organizations there appeared
the Children’s Chorus of 150 voices from the Training School and the Kalamazoo Choral Union of 300 voices.

Following is the list of concerts:

Thursday evening, May 23—Orchestral concert, Minneapolis Symphony Orchestra, assisted by Paul Althouse, tenor, of the Metropolitan Opera Co., Emil Oberhoffer, conductor.


Part Two—Minneapolis Symphony Orchestra assisted by Arthur Middleton, baritone of the Metropolitan Opera Company, Emil Oberhoffer, conductor.

Friday evening, May 24—"Samson and Delilah," by Saint Saens, a grand opera in three acts, by the Kalamazoo Choral Union and the Minneapolis Symphony Orchestra.

Soloists—Sophia Braslau, Delilah; Paul Althouse, Samson; Arthur Middleton, High Priest; Royal Dadmun, Ahrinales. Harper C. Maybee, Conductor.

All concerts were well attended and enthusiasm was prevalent during the entire festival.

The orchestra appeared on all programs and did excellent work, in supporting, as well as the Kalamazoo Choral Union. Mr. Oberhoffer and his organization have many friends and admirers in Kalamazoo, hence they are always welcome and never fail in meeting the highest expectation of their admirers. Braslau, Althouse and Middleton are all wonderful artists and contributed their best efforts in making the festival a great success.

The singing of the Children’s Chorus under the direction of Miss Florence Allen was exceptional in tone, quality, musical interpretation and diction. Their work in “The Singing Leaves” was received with the greatest enthusiasm.

The presentation of Saint Saen’s “Samson and Delilah” as the closing concert by the Kalamazoo Choral Union and Minneapolis Symphony Orchestra with Sophie Braslau as Delilah, Paul Althouse as Samson, Arthur Middleton as High Priest and Royal Dadmun as Old Hebrew was a fitting climax to the festival as well as the musical season. The large audience was unanimous in pronouncing the work of “Samson and Delilah" as being the finest ever heard in the city.

An excellent tribute was paid the performers at the close of the opera when the audience broke into applause at the great climax before the orchestra had finished the score. The “Star Spangled Banner” closed the greatest music festival ever held in Kalamazoo.

THE HOUSEHOLD ARTS CLUB

The Household Arts Club was organized during the fall term of 1917-1918, and has had a successful initial year. The membership in the club is limited to those majoring in Household Arts Department. The object of the club is both social and educational, thus enabling the members to acquire a broader aspect of the home economics field than can be dealt with in the class room.

THE COMMENCEMENT PLAY, "POMANDER WALK"

The commencement play, “Pomander Walk,” by Louis N. Parker, which is to be presented at the Academy of Music, Friday, June 14, is one of the most delightful plays ever presented by the Dramatic Association of the Normal. Written by the author of the well-known and well-beloved “Rosemary,” it needs no other recommendation. It was first produced in Montreal, in December, 1910, and later, at Wallack’s theater, in New York, with the author’s daughter, Miss Dorothy Parker, and Edgar Kent, in the leading roles. The opening night it created something in the way of a furor among the audience. The author was demanded at the end of the first act, and given an ovation; the play was hailed by all the dramatic critics as one that would become immortal on the English speaking stage. Classed immediate with Barrie’s “Peter Pan” and “Quality Street,” Maeterlinck’s “Bluebird,” and Pinero’s “Trelawney of the Wells,” it has become one of our best plays.
The costumes for the play are being designed by Miss Rose Netzorg of the Art Department, and made by the girls of the Domestic Art Department. Special scenery has been rented from the Battle Creek High School. Altogether, everything seems to be going well. Miss Louise Roussau of the Department of Speech, is directing the rehearsals; Miss Carol McMillan is in charge of business arrangements, and Dr. Wm. R. Brown is in charge of the ticket sale.

The cast for the play is as follows:

Lord Otford: Bernard Giesen
Jack Sayle: Howard Hinga
Sir Peter: Edward Dorgan
Brooke-Hoskyn: Byron Seccombe
Basil Pringle: Earl Gaskill
Rev. Sternroyd: Ray Grabo
Jim: Stanley Prickett
Eyesore: Russell Baumann
Muffin Man: Hoyt Sevey
LAMPLIGHTER: William Modrack
Mme. Lachenais: Pearl Ervans
Marjolaine Lachenais: Frances Bock
Mrs. Pamela Poskett: Ethel Young
Miss Ruth Penymint: Beulah Fox
Miss Barbara Pennymint: Ina E. Bacon
Hon. Caroline Thring: Mildred Lawton
Jane: Marjorie Bowen
Nannette: Isabelle Zang

ARBOR AND BIRD DAY EXERCISES

The seventh annual observance at Western of Arbor and Bird Day took place on the afternoon of Thursday, April 25.

The program opened in the gymnasium with Dr. Harvey in charge. Following the reading by Edwin Burkland of the governor's Arbor Day proclamation, "Michigan, My Michigan" was sung by the audience.

In keeping with the present need and the patriotic spirit of the Normal School, the emphasis formerly given to the conservation of forests and birds was placed upon food production and conservation.

Mr. E. C. Lindeman of the Michigan Agricultural College spoke on "Nature in Human Progress, showing the need of nature's gifts in preserving and advancing civilization. He urged that we get a realization of the real food situation and aid, not only by conserving food, but in producing food as well, by making every available plat of land a garden.

Cordelia Wick, senior in the Commercial Department, was class orator of the day, taking the place of Clarence McDonald, who was recently called to the colors.

During the program appropriate musical numbers were furnished by the Senior Girls' Quartet and the Junior Girls' Glee Club.

The annual processional was beautiful and impressive. The entire body of students and faculty, each carrying an American flag, passed two by two through the administration building and down the front steps. The column divided at the second landing, to meet again at the bottom of the hill, whence they proceeded to the north end of the lower front campus, where the planting exercises took place.

The sweet chestnut tree, an especially appropriate memorial at this time, was planted by President Lloyd Hutt and the other senior officers, following which President Hutt presented the tree to the school and the spade to Arthur Kaatz, president of the junior class. In a few well-chosen words Mr. Kaatz accepted the tree in behalf of the school, and the spade for the junior class. The singing of "America" concluded the program.

—E. Senf.

THE BROWN AND THE GOLD ART WORK

Unity is the greatest principle of art. A well known art critic once said that a fine composition, a great painting, or piece of sculpture, if it were truly great—had to so unified in plan that not one line could be removed without detracting from its intrinsic beauty. We have aimed this year in planning the art work in the Brown and Gold to have one big idea running through the book—one style of lettering, one style of pen technique, and one subject chosen for treatment. In these strenuous days it was thought restful to throw all our activities back into the Civil War period. Another reason for this, too, is that art
students who have not studied the human figure find it infinitely easier to clothe a quaint little feminine person in hoop skirts.

Both juniors and seniors selected headings and full pages to design and entered into the work with a wonderful cooperative spirit—losing themselves as personalities in carrying out the unified idea, and yet adding individual and personal touches, which brought the technique up to tip-top style. The annual is always primarily a photograph collection and whereas wash drawings would be the most harmonious and effective harmony for half-tone photographs, the expense forbade it being carried out in that manner. So the next best thing to do was to develop pen and ink work, not in striking black and white of the ever-present poster, but subdued, small line technique, producing a book through which the half-tone idea would be simulated.

—Miss Netzorg.

ATHLETICS

BASEBALL

Western Normal’s baseball season thus far has been only fairly successful so far as winning games is concerned. The boys, however have played good ball most of the time but lack the experience necessary to make them play consistently. One or two bad innings in the games lost have been the downfall of the team on most of these occasions. The bulk of the pitching has fallen on Kuhn, who is just out of high school, and he has pitched fine ball almost from the start of the season. There is every reason to believe that by the time another season rolls around he will be good enough to be classed with such past hurlers as Ernie Koob and Bob Curtis.

Camp Custer Officers and Engineers were too experienced for the hilltoppers and won by the scores of 6 to 1 and 2 to 1. The latter team was extremely lucky to win.

Indiana and M. A. C. came along and trounced the boys 7 to 3 and 10 to 3 respectively. Too many errors were responsible for the big scores of the visitors.

Olivet put up a great battle and made the teachers go 11 innings to win. The score was 10 to 9.

We beat Hillsdale two games 6 to 1 and 4 to 0. The feature of these games was the fine pitching of Kuhn who seemed to find himself all at once.

Michigan beat us for the first time. The score was 5 to 1 but it was a good game after the first inning when the Wolverines got 4 runs. Kuhn pitched in fine form holding the Conference champions to five hits.

TRACK

Despite the fact that Coach Taylor had only a few men from which to choose his track team the boys won from Hillsdale, M. I. A. A. champions and got second at M. A. C. in the State meet.

Coach Taylor did wonders with the small number of available men and showed he is second to none as a track coach. He made a good low hurdler out of Houston who won this event at M. A. C. He also won the 440 and ran the last lap in the relay, Western Normal winning this event. Houston tied for high point winner with 11 1-4 points. Claire Rowe and Anway did some great work this spring. Both ran on the winning relay team and Rowe tied for first place in the pole vault at M. A. C. and was second in the running broad jump while Anway won the half mile.

Hillsdale Dual Meet

Normal captured ten firsts and one tie for first.
Score 69-43.
Houston was the star man with four firsts.
Rowe was a close second with three firsts and one second.
Summaries:
100 yard dash—Houston, Normal, first; McCall, Hillsdale, second; time 10 4-5 seconds.
Running broad jump—Rowe, Normal, first; Cahow, Hillsdale, second, 20 ft., 1 inch.
220 yard low hurdles—Houston, Normal, first; Anway, Normal, second; time 27 seconds.
Running high jump—Swain, Normal; Martindale, Hillsdale, tied for first; height 5 ft. 3 inches.
880 yard run—Anway, Normal, first; Dooley, Normal, second; time 2 min. 8 seconds.
Pole vault—Rowe, Normal, first; Martindale, Hillsdale, second; height 10 ft.
220 yard dash—Houston, Normal, first; McCall, Hillsdale, second; time 23 4-5 seconds.
16 lb. shot put—Dunlap, Normal, first; Betts, Hillsdale, second; distance 35 ft. 4 1-2 inches.
One mile run—Shepard, Hillsdale, first; Dooley, Normal, second; time 5 min. 7 seconds.
Grenade throw—Rowe, Normal, first; Grey, Hillsdale, second; 26 points.
120 yard high hurdles—McCall, Hillsdale, first; Cahow, Hillsdale, second; time, 20 sec.
Discus throw—Betts, Hillsdale, first; Rowe, Normal, second; distance 93 ft. 5 inches.
440 yard dash—Houston, Normal, first; Anway, Normal, second; distance 93 ft. 5 inches.
880 yard run—Anway, Western State Normal, first; Geirman, M. A. C, second; Smith, M. A. C, third; Wheaton, Mich. State Normal, fourth; time 2 min. 8 2-5 seconds.
200 yard dash—Simmons, M. A. C, Fresh, first; Marx, M. A. C, second; Hatland, M. A. C, third; Platz, M. A. C, fourth; time 24 seconds.
200 yard low hurdles—Houston, Western State Normal, first; McCall, Hillsdale, second; Kurtz, Kalamazoo College, third; Graves, M. A. C, Fresh, fourth; time 27 2-5 seconds.
High jump—Walker, Kalamazoo College, first; Walker, Mich. State Normal School, second; Smith, Michigan State Normal, third; Swain, Western State Normal, fourth; height 5 ft. 11 1-4 inches.
Hand grenade throw—M. A. C, first; Hillsdale, second; Western State Normal, third; M. A. C, Fresh, fourth.
Running broad jump—Atkins, M. A. C, first; Rowe, Western State Normal, second; Hatland, M. A. C, third; Walker, Mich. State Normal, fourth; distance 19 ft. 11 1-2 inches.
Relay race—Won by Western State Normal—Anway, Dooley, Rowe, Houston; M. A. C, second; M. A. C, Fresh, third; Mich. State Normal, fourth; time 3 min. 44 seconds.
COMMENCEMENT ACTIVITIES

Commencement activities for Western Normal will this year include the usual events opening Thursday evening, June 13, with the High School exercises in which 25 will receive diplomas. Festivities for the Normal classes which, with the Graded and Rural graduates, will number more than 400, will open Friday evening, June 14, with the annual senior class play "Pomander Walk," to be given at the Academy of Music. The cast for this delightful play follows:

Lord Otford, Bernard Giesen; Jack Sayle, Howard Hinga; Admiral Sir Peter, Edward Dorgan; Jerome Brooke-Hoskyn, Byron Seccombe; Rev. Jacob Sternroyd, Ray Grabo; Basil Pringle, Earl Gaskill; Jim, Stanley Prickett; The Eye Sore, Russell Baumann; Madame Lucie Lachensais, Pearl Ervans; Marjoline, Frances Bock; Mrs. Poskett, Ethel Young; Miss Ruth Pennymint, Beatulah Fox; Miss Barbara Pennymint, Ina Bacon; The Hon. Caroline Thring, Mildred Lawton; Nanette, Isabelle Zang.

In harmony with the spirit of the times will be a patriotic concert Saturday evening, June 15, under the direction of Mr. Maybee. Something of an unusual character will be provided for this musical occasion in which the talented people of the school will take part. The music department has a splendid array of talent this year and an opportunity will be given at this time to hear it.

Dr. Samuel Dickie, president of Albion College, will deliver the baccalaureate address Sunday, June 16, and on Monday evening, June 17, the annual alumni reception will be held in the gymnasium, with Fischer's orchestra to furnish the music. This event is always an important one for commencement, as it brings to the Normal many of the graduates of former years for informal reunions.

On Tuesday, June 18, at 10 o'clock, the final exercises will be held, and at this time President Livingston Lord of the State Normal School at Charleston, Illinois, will give the address. His subject will be "What the Public Schools Teach." Presentation of diplomas will be made by President D. B. Waldo, and following the exercises will be the annual luncheon to be held in the lunchroom at 12 o'clock.

FACULTY

Varied are the plans of the members of the faculty who will be away this summer. Several will put in the time in study, others will make a vacation of the period and still others will assist in the campaign for students visiting various towns in the state.

Mr. Ellsworth, director of the training school will be at Columbia for the summer, as will John C. Hoekje, Miss Ruth Miller and Miss Mary Munro. Miss Margaret Hutty of the domestic science department will do work in food conservation for the state during the summer months, and Miss Rose Netzorg will continue her art work at the Chicago Art Institute. Mrs. Bertha S. Davis, dean of women, will spend the summer at her cottage in South Haven, and Miss Germaine Guiot of the physical education department will be at the Aloha Camp, New Hampshire. Miss Alice Blair, Miss Irene Steel and Miss Iva Ferree will be away, and Miss Goldsworthy will begin her year's leave of absence at the close of the school year. The first woman of the Normal faculty to take up war work abroad will be Miss Esther Braley, librarian, who will leave in July for France to assist in some branch of reconstruction work.

Mr. Sprau of the English department will not teach in the summer school this year.

Mr. Fox, who has spent the year at the University of Pennsylvania, has just passed his examinations and has been unanimously recommended for the degree of Master of Arts. He will receive his degree June 19.
The following most interesting letters have been received by President Waldo from his son Herbert, W. S. N., who is connected with the aer squadron at Ellington Field, Houston, Texas, as a bombardier. They reveal in a graphic way the character of the work and its attendant dangers. We all wish him a speedy and complete recovery from his untoward accident.

April 3rd, 1918.

Dear Dad:

At last I am in a flying school!! And it is wonderful here. Army discipline has given way for individuality to some extent.

I am flying about three and one-half hours per day. It is fine sport, the greatest game I've been in so far. Of course we get a little scare now and then if we happen to draw a kind of reckless pilot, but we are fast overcoming the initial nervousness that nearly all of us had. The air here is "bumpy"—one is apt to drop fifty or a hundred feet just like a shot and then rise again the same way. This is due to convection currents formed over plowed fields where air rises quickly. Then as one passes over a green field from the plowed the air is not the same and you get the "bump". So far I haven't had much acrobatic stuff. A nose dive, a side slip, a "zoom" (going straight up and then slide back and over into a nose dive) and a few vertical banks (plane straight up sideways on a turn). Some of the boys have been very sick from long rides—have shot their breakfast, etc. I have not been affected that way so far. This morning I was at 2,500 feet for about two hours. I remember the first time at that height I mistook some horses standing in a shallow pond for ducks. Can you beat that? Well, we all have our "off" moments.

This is the only school having special instruction in bombing. I am among the first 150 volunteers in bombing which Pershing called for. The course is four or five weeks long and then two weeks in aerial gunnery at some northern field—possibly Mineola, Long Island. We do not have official instruction in piloting, until we get to France, but out pilots are all commissioned men and they teach us right along. We will be commissioned as bombardiers in four or five weeks. They are rushing us and we may not enjoy the usual "last leave" before going to France. Then again we of the first bunch may be spread out among the other flying fields as instructors—that is, for a while. We will very likely have special instruction under the French when we "get across." However, in a new branch like this a great deal is problematical. In fact the course is being directed from Washington week by week. We have a few French officers here helping us. They are ones who have been wounded, and are quite interesting. In dummy bombing today (done by means of plane held up high inside of building with moving map down below) I stood second with three "hits" out of five shots. One man got four "hits."

I just received your letter of March 30th, with Colgate news. I wish I were going to New York with you.

We are living temporarily in big tents, four men in a tent. It is very comfortable here, showers, good eats, fine planes, good buildings and hangars, and fine officers. I have seen several accidents, but one gets used to it—sort of "hard", as we used to say in the navy. It's all in the game of beating the Hun. I want to be there at the finish, no matter what happens. We are all anxious to get at them.

I get a night flight tomorrow night. They fly here twenty-four hours per day. They sail over my tent the last thing at night and the first thing in the morning. Sometimes they are just fifty feet over the top of it, and it's some roar. The first day I was here I thought they were going through it.

This field is much better, I think, than even San Diego. And it is very much larger in every way—men, planes, field, barracks, etc.

Right out in front of me are three planes doing the night prowler stuff. They carry small electric lights on wing tips and fuselage tail. The landing field has search lights and red and green directional lights. It is all very interesting.
We fly in squadron formation a great deal. I had one and one-half hours of it this A.M.

Next week I am assigned to a permanent pilot. We stick together as a bombing crew.

By the way, my letter to you was written on the one day I was well. I was sent to the hospital the next day, where I remained until the day I was ordered to Ellington Field. Am feeling the best ever, now, however.

Well, it's bed time. "Taps" will be blown very shortly. Will write again soon. We have classes in bombing and gunnery from 2 P.M. to 5:30 P.M. each day. In three days I have been given over 100 pages of typewritten sheets to study for an exam. given Fri. (today is Wed.). We work.

Outdoor life is great, though, and I manage to feel fine and O.K.

Lots of love,

Herbert

April 7, '18.

Dear Dad:

Have had one week in flying school. It is fine, though a bit exciting at times. Day before yesterday two lieut's and a cadet were killed. One of the lieut's sat next to me in a bombing course. It gets your goat a bit when it comes like that.

Was up yesterday and we had to make a forced landing because of engine trouble. However, we went up again right away in another machine.

This coming week I have all machine gun work (one-half theory and laboratory and one-half range firing) and no flying. Week after that is work with camera obscura and Bachelors' mirror, with fast flying in Hispano planes (Hispano engine and Curtis plane). They go about 105 miles per and climb two thousand in two minutes. They are some ships.

As I said before it is a wonderful field in every way, except that the air is thin some days and very bumpy. Even some of the seasoned pilots get sick. It has the advantage that when one gets through here he has had real flying.

On long trips the bombing experts have to do their share of piloting while the pilot rests. I am glad it is that way, because sooner or later I expect to take the R. M. A. test given to straight pilots.

It is very hot down here—in my tent I wear nothing above the waist. We have good food and good quarters. We retire at 9 P.M. and rise at 5:30. One often gets a little sleep during the day, as flying makes one very drowsy.

Lots of love,

Herbert

Ellington Field,
5th Cadet Squadron
Houston, Texas.

April 14, '18.

Dear Dad:

Got your card from Philly. Hope you and mother had a good trip. This is Sunday and I am over here for a swim. The waves are running high—lots of fun.

I make a two hour night flight tonight at 2 A.M. We go up about 6,000 and can see Galveston and Houston both. It is a weird sensation one has, believe me.

Have had machine gun work and trap shooting nearly all this past week. Can "strip" the Lewis gun and assemble it again in 1 minute and 40 seconds. We are allowed 2 minutes and 40 seconds in the tests, so I am ahead of the game a bit.

In trap-shooting I ranked second last Fri. (about 75 men shooting at my trap) with 24 hits out of 30 shots and 19 hits out of 25 shots. They are not straight-away shots, but come out at all angles imaginable. This work on gunnery has been due to a temporary shortage in bombing pilots. I expect the bombardiers will continue with the regular course tomorrow as they are expecting a bunch of flying officers in a day or two. I am glad I volunteered for bombing. The bombers manage the rear gun on the plane and have splendid chances to bring down German planes as well as bomb important centers, railway stations, ammunition dumps, troops in column formation, air-domes, etc. Bombers always go out in squadron formations, but if they stray from the formation due to engine trouble or darkness of night or enemy attack, "it is too bad," as our French bomber expresses it. In other words, you are "easy meat" for fast, light planes.

I am in hopes of getting a leave of 15 days after finishing at Mineola or Aberdeen (Md.). We ought to have first lieutenant's by that time.
You should see our French Bregnet bombing plane here. It sure is a whizzzz! The fuselage (body) is big enough for one to stand up in and then not be much "outside." The bomber has a seat on the bottom of the fuselage for bomb sighting (through a big hole in the bottom with grating over it) and bomb releasing and another seat higher up for machine gun work.

Accurate bomb-dropping requires a great deal of quick calculation and lots of practice. Some of the considerations are: altitude, air speed, ground speed, type of bomb, size of target, kind of target (different kinds of bombs used), air resistance (making air lag and ground lag), kind of fuse needed (either impact or delay-train fuse), longitudinal and lateral position of plane at time of release, etc., etc. It sure is an interesting study.

About the only stunts I've been through so far are tight, fast spirals and straight nose dives with lots of vertical banks (or nearly so) and "zooming."

Have not had any experience of dizziness or sickness yet, except dizziness of course in a fast, light engine spiral. That makes 'em all dizzy. Am feeling O. K. now. Everything fine except delays on lack of pilots in bombing section.

On the day following this letter, Herbert had a fall. His accounts of this accident are given in the next two letters.

April 26, '18.

Dear Dad:

Bruised my right thumb so am using my left hand for writing.

Lack of pilots will probably give me thirty days furlough home very soon. Do not send any money until I wire.

Everything O. K. here, except delays on lack of pilots in bombing section.

Lots of love,

Herbert.

This letter was written eleven days after the accident.

May 1st, 1918.

Dear Dad:

Have had a slight taste of the war without going "across." In other words, I've had an accident, though nothing serious. I'll tell you about it.

April 15th I fell about 500 feet. I was unconscious about five hours. Received some twenty-five bruises, a deep cut in my forehead, severe intestinal bruises and a broken collar-bone. Everything is O.K. now except my collar-bone and that is knitting fine. I'll be starting for home about May 10th.* I'll get two months' pay before that time, so I will not have to send for any $$$. I will probably get 30 days home.

The day I fell the air was treacherous (thin, bumpy, with fast-rising currents). Two lieutenants and a cadet were killed and three cadets badly hurt besides myself. I was lucky. My plane is on the junk heap. Absolutely everything smashed. The engine buried in the ground and the body broken in three sections. Wings a jumbled mass. A side slip and tail-spin caused the fall. The other man who was piloting at the time was not hurt badly.

You'll see me soon. Don't worry any.

Lots of love,

(Signed) Herbert.

*This optimistic estimate turned out to be about two weeks too soon.
EXTRACTS FROM A LETTER FROM LIEUT. JOE WALSH TO DR. BURNHAM

Second Reg't Infantry Replacement Camp,
Camp Gordon, Atlanta, Ga.
April 30, '18.

My Dear Friend:

I am very sorry to have to offer apologies for not answering your letter of March 20 sooner. For some unknown reason I have never found time to do so. I have made one more move since I last heard from you and am now at Camp Gordon, Atlanta.

I was extremely sorry to hear of Don Miller's death. That makes two from our baseball team at Western who have passed away. I can recall vividly the nights when Don was playing first, French second, Smith short, and Fillinger third. I know Don thought a great deal of you.

Our old friend Frank Kolar is at Camp Custer. I believe he is a non commissioned officer. Dad Flannery is still in Detroit. He has had a great deal of sickness since leaving school. I saw him last December when on my way to Kentucky. I do not hear from any of the boys with whom I attended school, but do hear from a few of the girls. They have been very kind in supplying me with sweaters, caps, mitts, and other articles of war. I was always fond of the ladies and am just now realizing how much it pays to keep in their good graces. Some time ago I had a letter from Louise Trabert who was then about to go to Washington, D. C., to take a government clerical position.

Did you know Monteith? He is a captain at Camp Taylor. Do you remember A. Glassford? He and I bunked side by side at Sheridan. He went to France Dec. 30. I did not find out where Mark Doty went to.

I had to smile at your remarks about saving money. The extent of some folks' patriotism can easily be judged by their assaults on your pocketbook. Every article that we wear costs about four times its normal value. We are 12 miles from Atlanta and the taxi charge is $5.00. Hotel meals are $2.50 each. I haven't been over yet. Most of the officers are shy of money. I used to loan some at first, but experience has been a sad but true teacher, and now I have quit.

Recently the Board of Education at Beaverton said they would be glad to receive an application from me for my old job in case the war is won by Sept. They are not taking many chances.

There are a great many American Lts. here who have just returned from France as instructors. They are very interesting. One wears the French War Cross. He was the first American Lt. to lead a charge over the top. If I succeed in getting back after a few trips in No Man's land, I will be a valuable subject for to investigate from the psychological standpoint. I imagine one's feelings and sensations will be vastly different from any he has ever experienced before. My only hope is that the Hun opposite me will be in just a little more excited state than I. They tell me it is up to the Lts. to do most of the dirty work. Fine for the Lts.

I hear Ernie Koob is in aviation at Mt. Clemens. He sure will go up in the air in that department. It will never do for him to get wild then.

Remember me to Mrs. Burnham. My wishes for you are that your success in the future will be as great as it has been in the past.

Sincerely your friend,
J. L. Walsh.

Aviation Section, Ellington Field, Tex.
May 25, 1918.

Dr. Wm. McCracken,
Kalamazoo, Michigan.

Dear Friend:—The mail I get sure has a time following me as I move so often. You are right, I do "go up in the air" now more often than I used to. I am a first class private now which means a large (?) increase in salary, at least three more cart wheels per month added to my present stipend. Was just given another push, which, if I make good, will give me a few stripes. I take charge of a hangar Monday morning as chief inspector and am responsible for the condition of eight "ships." Some job, but I am not afraid of work. Why, I can lie right along side of it and not go to sleep.
Our captain informed us we would have but one more pay day in this country and that he has his orders from General Pershing. I have a sneaky feeling I will see France. Lead me to it, or rather, get out of my way and let me pass. I guess that is the spirit of '76. I feel fine down here.

Your fishing trip reminds me that we have fish for dinner every Friday, so you have nothing on us. I wouldn't mind pulling a little one from Crooked Lake myself. We will surely have a boom in school when the war is over and you can look for "yours truly" back in the teaching game unless this airplane "bug" gets me a good position somewhere. I went to school nights for a week studying motors, but graduated in five nights.

Lorence Burdick is still here and just received his commission as a flyer day before yesterday. Preston Matthews has been moved up north east some place.

This army life don't agree with me. I am getting poor, weigh only 185 pounds now and weighed 173 when I enlisted. Have had but one hawling out since joining the army, and that was for overhauling a lieutenant's Oakland Six while off duty—can you beat it? Oh well, I can't keep my fingers off automobiles, so I had to take it. Be sure and leave a blue gill or two for me to catch on my return to Michigan.

Give my regards and best wishes to all the faculty.

Your friend.

PRT. E. C. WEAVER.
46 Areo Squadron, Ellington Field, Tex.

Sault Ste. Marie, Mich.,

To the Students and Faculty of Western Normal:

I will write a few lines about our Manual Training Department here at the Soo; for my work is in that section and naturally I can tell you more about it. We have a new high school building here and it is a fine one. I have enclosed a few pictures to show you how much room our department has in the senior high school and also to show what a fine building we have. Our rooms are on the first floor, and I have run an ink line under the windows of our department. We have junior and senior high school system here; the old high school being used for junior high work. We have between 350 and 400 boys taking manual training from the 7th grade up through the 12th grade. We have two teachers in our department, Mr. C. L. Koyl and myself.

My mornings are spent at junior high school. I have two classes, one each of seventh and eighth grade benchwork, every morning during the week. Each class comes to the shop but once a week for this work. That makes a solid hour's work a week for a boy forty weeks in the school year means 40 hours' work, or just four 10-hour working days that each boy spends in the shop, at work, during the year. And it certainly is surprising to see some of the work these boys turn out in a year. Some are working on their third and fourth projects for the year, which is barely half gone. Among the things made by both grades are book racks, hat racks, broom holders, bread boards, key racks, tie racks and many other useful articles.

My afternoons are spent at senior high school where I have three classes in mechanical drawing. Like Mr. Koyl's extra class in benchwork, one class in mechanical drawing is held after school, in order to accommodate the large number wishing to enter this branch of the work. We have five classes in all taking mechanical drawing in senior high school. There are twenty students in a class, all that we have accommodations for at one time, at present. Owing to the high price of all drawing instruments and tools and also their scarcity during the past year, it was not deemed advisable to try and put in a much larger equipment. A new course in mechanical drawing was begun this year. All students are taking the same work. They start in with a few plates of geometrical constructions, work in straight lines and curves, merely to get used to handling their instruments; then they gradually branch out into working drawings of simple projects and then into machine drawing. Next year it is hoped to have an advanced course in mechanical drawing for the present students in the work.

Hoping that these few words may be of interest to you and wishing you, everyone, hearty success during the coming year, whether it be in war or peace, I am,

REED VROEGINDewey, M. T. '17.
Books received in the Library since November, 1917:

**Philosophy & Psychology**
- Bruce, Handicaps of childhood.
- Carroll, Mastery of nervousness.
- Clark, Life of John Fiske.
- Freeman, How children learn.
- Freeman, Experimental education.
- Hollingworth, Vocational psychology.
- Hollingworth, Sense of Taste.
- Hollingworth & Poffenberger, Applied psychology.
- Lotzovici, Who is to be master of the world?
- Meumann, Psychology of learning.
- Moore, Sense of pain and pleasure.
- Spindler, Sense of sight.
- Wenley, Life & work of G. S. Morris.

**Ethics**
- Baldwin, Old stories of the east.
- Bradish, Old Norse stories.
- Hyde, The best man I know.
- Koran, trans. by J. M. Rodwell.
- Peabody, Religious education of an American citizen.

**Religion**
- Adams, Description of industry.
- Beer, English-speaking peoples.
- Brandeis, Business—a profession.
- Bush, Uniform business laws.
- Curtis, Problems of the commonwealth.
- Hill, Americanism—what is it.
- Huelner, Property insurance.
- Jenkins & Clark, Trust problem.
- Lansbury, Your part in poverty.
- Myers, History of Tammany Hall.

**Sociology**
- Bennett, School efficiency.
- Bourne, Education and living.
- Challman, Rural school plant.
- Cohran, Introduction to high school teaching.
- Curtis, Play movement and its significance.
- Fought, Rural teacher and his work.
- Gregory, Seven laws of teaching.
- Jennings & others, Suggestions of modern science concerning education.
- King, Education for social efficiency.
- Maxwell, Observation of teaching.
- Monroe, Educational tests & measurements.
- Phillips, Fundamentals in elementary education.
- Pickard, Rural education.
- Rapee, Teaching of elementary school subjects.
- Shaw, Education for character.
- Struthers, School nurse.
- Thwing, Training men for the world's future.
- Woodley, Profession of teaching.
- Wooster, Teaching in rural schools.

**Education**
- Dunn, Government ownership of railroads.
- Johnson, Panama canal and commerce.
- Rapee, Railroad transportation.
- Towers, Masters of space.

**Commerce**
- Dasent, Tales of the field.
- Grimm, Household and fairy tales.
- Lanier, Boy's King Arthur.
- Olcott, Tales of a Persian genius.
- Price, Heroes of myth.
- Warren, King Arthur and his knights.

**Natural Science**
- Coleman, Algebraic arithmetic.
- Cooper, Louis Agassiz as a teacher.
- Crehore, Mystery of matter & energy.
- Fairgreen, Geography & world power.
- Fournier, Wonders of physical science.
- Hancock, Theory of maxima & minima.
- Knox, Spirit of the soil.
- Lull, Organic evolution.
- Millikan, Electron.
- Osborn, Origin and evolution of life.
- Robbins, Botany of crop plants.
- Sedwick & Tyler, Short history of science.
- Step, Marvels of insect life.
- Venable, Radio activity.
- White, Laboratory & classroom guide to qualitative analysis.

**Useful Arts**
- King, Battle with tuberculosis.
- Lovett, Treatment of infantile paralysis.
- Piersol, Normal histology.
- Bailey, Holy earth.
- Bonner, Farm cost system.
- Brooks, Story of corn.
- Conradi & Thomas, Farm spies.
- Dryden, Poultry breeding & management.
- Eckles & Warren, Dairy farming.
- Ferguson, Farm forestry.
- Fordham, Short history of English rural life.
- Gardner, Successful farming.
- Gay, Breeds of live stock.
- Gilbert, The potato.
- Goff, Principles of plant culture.
- Harper, Manual of farm animals.
- Herrick, Insects of economic importance.
- Hopkins, Soil fertility & permanent agriculture.
- King, Soil management.
- Larson, Milk production & cost accounts.
- Lyon, Soils & fertilizers.
- Lyon, Soils, their properties & management.
- Osborn, Agricultural entomology.
- Peterbridge, Fungoid & insect pests of the farm.
- Russell, Manuring for higher crop production.
- Russell, Student's book on soils and manures.
- Shaw, Management and feeding of sheep.
- Smith, Farm book.
- Tappan, Farmer and his friends.
- VanSlyke, Fertilizers & crops.
- Vogt, Introduction to rural sociology.
- Watson, Farm poultry.
- Wiest, Butter industry.
- Weld, Marketing farm products.
- Wilson & Wilson, Elements of farm products.
- Crissy, Story of food.
- Kellogg, Food problem.
- Rorer, Key to simple cookery.
Briscoe, Economics of business.
Bunnell, Cost keeping for manufacturing plants.
Church, Proper distribution of expense burden.
Cole, Accounts, their construction & interpretation.
Cole, Problems in the principles of accounting.
Gilbreth, Primer of scientific management.
Gilman, Principles of accounting.
Lewis, Efficient cost accounting.
Owen, Secret of typewriting speed.
Paton & Stevenson, Principles of accounting.
Paton & Stevenson, Problems to accompany principles of accounting.
Rowe, Bookkeeping & accounting.
Starch, Principles of advertising.
Nystrom, Textiles.
Brownell, Victorian prose masters.
Smith, Shurter, Sherman. On

Rögazin, Beowulf & Siegfried.
Ibsen, Brand.
Das Niebelungenleid, trans, by Shumway.
Stork, Anthology of Swedish lyrics.
Thomas, Goethe.
Guibillon, La France.
Jewett, Folk-ballads of southern Europe.
Fowler, History of Roman literature.
Laing, Masterpieces of Latin literature.
Wilkins, Roman literature
Aristophanes, Frogs & three other plays.
Capps, From Homer to Theocritus.
Euripides, Plays

Geography

Bowman, Andes of southern Peru.
Kelman, Holy land.

History

Donaldson, Woman—her position in ancient Greece & Rome.
Flubert, Salambo.
Livy, History, trans. by Roberts.
Preston & Dodge, Private life of the Romans.
Sallust, Catiline.
Smith, Carthage & the Carthaginians.
Tacitus, History.
Atherton, Living present.
Barbusse, Under fire.
Dominion, Frontiers of language & nationality in Europe.
Dominian, I accuse.
Dominian, The crime.
Johnson, Topography & strategy in the war.
Tauman, When knights were bold.
Keith, All in it.
Cable, Doing their bit.
Chesterton, Short history of England.
Hunt, Political history of England.
Archer, Germany— (?) of German thought.
Cheradame, United States & Pangermania.
Gerard, My four years in Germany.
Liebkecht, Militarism.
McLaren, Germanism from within.
Naumann, Central Europe.
Orvis, Brief history of Poland.
Turczynowicz, When the Prussians came to Poland.
Belmont, Crusader of France.
Fortescue, France bears the burden.
Huard. My home in the field of honor.
Huard. My home in the field of mercy.
Johnson, Spirit of France
Vaché, Nihilon.
Latourette, Development of China.
Richard, Forty-five years in China.
Ussher & Knapp, American physician in Turkey.
American ambulance-field service, Friends of France.
Lincoln. Uncollected letters.
Merwin, Thomas Jefferson.
Morgan, American presidents.
Oberholtzer, History of the United States since the Civil war.
Rhodes, History of the Civil war.
Western State Normal
KALAMAZOO
Some Distinct Advantages

1. 55 scholarly, efficient instructors trained in 44 colleges, universities and technical schools.

2. Library of 16,000 volumes, all selected in recent years. 188 standard periodicals, 48 standard periodicals in complete sets.

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

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

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

6. Fine new athletic field of over 14 acres. Includes two football gridsirons, two baseball diamonds, running track, soccer 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 $1,000 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 commissionerships.

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

10. Manual Training. The Western Normal is the only Normal School in Michigan granting a special manual training 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.

Summer term will begin June 24, 1918.
Fall term will begin September 30, 1918

For catalog address Secretary,

WESTERN STATE NORMAL SCHOOL,
Kalamazoo, Mich.