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MOORHEAD, MINNESOTA

In the Interest of Public School Effort

Contents

SERIES THREE

November 1907

NUMBER ONE

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Preceptress.

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Biological Sciences.

HAROLD M. STANFORD,
Physical Sciences.

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ELIZABETH DONALDSON,
Latin, American Literature.

ABBIE L. SIMMONS,
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EDWARD G. QUIGLEY,
Psychology, History of Education.

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Reading.

†ALYDA D. MACLAIN,
Reading.

IDA H. BENEDICT,
Drawing.

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Mathematics.

ALBERT S. KINGSFORD,
Geography, History.

†JULIA O. NEWTON,
History and Civics.

ARTHUR P. LAUGHLIN,
Manual Training.

†FREEMAN E. LURTON,
Civics and Algebra.

JESSIE HAZELTON,
Music.

ALICE C. PENCE,
Physical Training.

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†MOSELLE E. WELD,
Assistant in Office and Music.

ALICE M. KNAPTON,
Text-book Librarian, Spelling and Penmanship.

E. ALICE KIRK,
Registrar.

*On leave of absence.
†Summer term, 1907.

Manual Training and Domestic Science

Their Values and the Trend of Present School Practice

By A. P. Laughlin.
Department of Manual Training.

[Read before the Northwestern Educational Association.]

It is possible to defend the introduction of Manual Training and Domestic Science into our schools from every point of view.

The subject matter, i. e., the mastery of tools and processes is of immense value. If for no other reason, it is strange that it did not, long ago, find a place in the schools. Only forty-seven years ago, however, Herbert Spencer was writing the following words:

"That which our school courses leave almost entirely out, we find to be that which most nearly concerns the business of life. All our industries would cease, were it not for that information which men begin to acquire as they best may after their education is said to be finished. The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence—is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas."

Of the importance of tools, Carlyle writes:

"Man is a tool-using animal. He can use tools, can devise tools; with these the granite mountains melt into light dust before him; he kneads iron as if it were soft paste; seas are his smooth highway, winds and fire his unwearying steeds. Nowhere do you find him without tools; without tools he is nothing, with tools he is all!"

Again, Manual Training, and when I say Manual Training I intend to include Domestic Science, can be defended on the ground that it is mental training as well. Says Charles Ham:

"Nothing stimulates and quickens the intellect more than the use of mechanical tools. The boy who begins to construct things is compelled at once to begin to think, deliberate, reason and conclude. As he proceeds he is brought into contact with powerful natural forces. If he would control, direct and apply these forces he must master the laws by which they are governed. Thus the training of the eye and the hand reacts upon the brain, stimulating it to excursions into the realm of scientific discovery in search of facts to be applied in practical form at the bench and the anvil."

Prof. Edward W. Scripture, Director of the Psychological Laboratory, Yale University, says:

"Manual Training develops the intellectual side of the mind as nothing else can."

And Prof. James, of Harvard, says:

"The most colossal improvements which recent years have seen in secondary education lies in the introduction of manual training schools because they will give us citizens with an entirely different intellectual fiber."

Again, Manual Training can be defended on the ground that it is moral training. Hailmann says:

"The efforts of the mind to control the hand in well directed manual work are repaid an hundredfold, not only in clearer insight, but also in nobler aspirations, greater firmness of purpose, calmer self-reliance and a nearer approach to an all-sided freedom."

"Could a man be secure
That his days would endure
As of old for a thousand long years,"

we would not be surprised at the special delight that universities seem to feel in conferring degrees and honors upon the heads of young men and women for spending several years in the study of the French infinitive in the fifteenth century, for example, but since our years are not measured in the thousands, but mostly by the sixties and seventies, we are sometimes a little surprised that the emphasis should be placed in that direction.

Some three years ago I happened to be in the vicinity of one of our largest steel mills. It occurred to me that, as I was in a college town (one of the oldest in our country and one of national reputation), I might look up the subject somewhat before I made my visit. I accordingly went to the library. A search through the card catalogue, both by subjects and authors, failed to locate any book on the subject. I inquired at the desk. The assistant knew of nothing, but he called the librarian. After listening to my request, he regretfully informed me that so far as he knew, this library of something over a hundred thousand volumes did not contain any books that would give me the information I desired. Forty years before that date Henry Bessemer had made public his process of making steel, the process that was used in the mill I wished to visit. It is estimated that in the twenty-one years first elapsing after the successful working of the Bessemer process it effected a saving of over five billion dollars, and that in 1882, the saving in a single year was eight hundred million dollars. And yet this college for the instruction of our youth in the liberal arts had, so far as the librarian knew, no books telling of this wonderful process,—a process without which our railroads, for example, could never have been built, for the world could never have spared enough men from its other works to have made the rails alone by the older methods.

Dr. Dewey says:

"We sometimes hear the introduction of manual training, art and science into the elementary, and even the secondary schools, deprecated on the ground that they tend toward the specialists—that they

detract from our present scheme of generous, liberal culture. The point of this objection would be ludicrous if it were not often so effective as to make it tragic. It is our present education which is highly specialized, one-sided and narrow. It is an education dominated almost entirely by the mediæval conception of learning. It is something which appeals for the most part simply to the intellectual aspect of our natures. Not to our impulses to make, to do, to create, to produce, whether in the form of utility or of art. The very fact that manual training, art and science are objected to as technical, as tending toward mere specialism, is of itself as good testimony as could be offered to the specialized aim which controls current education."

There is, of course, nothing wrong in giving honors for a study of the French infinitive of the Fifteenth Century, provided that in doing this we are not neglecting matters of greater worth, provided we do not open the way for such criticism as the following, by Jane Addams:

"Our schools do so little really to interest the child in the life of production, or to excite his ambition in the line of industrial occupation, that the ideal of life, almost from the beginning, becomes not an absorbing interest in one's work and consciousness of its value and social relations (which are always moral relations), but a desire for money with which unmeaning purchases may be made and an unmeaning social standing obtained."

Or this, from the pen of Charles Ham:

"The prevailing systems of education, no doubt promote the spirit of selfishness. . . . . What industry creates and saves to society, selfishness seeks to misappropriate to its own use; hence, selfishness is in conflict with the true spirit of civilization, which is the compact of all to protect each in his rights. Selfishness caused the destruction of all the governments of ancient times, and it has been the cause of all the revolutions of modern times. There can be no stability in government until justice takes the place of selfishness in the world's code of ethics. The sole condition of the stability of the State is a disposition on the part of the people to conform to justice and correct moral principles in all social relations.

"Any system of education that does not tend to produce a state of morals conformable to this high standard is not merely defective; it is radically wrong, and therefore positively vicious."

So from the standpoint of Jane Addams and Charles Ham, any system of education that neglects the work of the workers to heap honors on the head of a young woman for a study of the French infinitive of the Fifteenth Century is not simply defective, it is positively vicious.

There was a time in this country, when this fault was not as serious as at present. The home arts in the country and the apprenticeship system in the cities helped to balance the exclusively mental training offered by the schools. Now, however, these two systems of training have largely passed away, producing a thorough unbalancing of the two elements. And as the Massachusetts Commission on Industrial and Technical Education points out, "there is produced in the

minds of our children a one-sided sense of values, a one-sided view of life and a wrong attitude toward labor," due to the fact that "not having any share in productive labor and being out of touch with it, the youth have no standards by which to measure time or possessions in terms of cost." And they feel that the gravest of present-day social problems center about the moral and intellectual deficiencies of our children going into the industries.

Again, up to the present, the child has not been considered the real center of gravity in our schools. Our aim has been rather to prepare students for adult life than to make school life a real experience to the child. I quote:

"True development results, only, when the pupil reacts upon his environment in a free, spontaneous manner. He must feel that the situation created by his school studies are real and vital to him. School should be a place where the adolescent craving for real achievement may be satisfied. The simple facts of the case are that in the great majority of human beings the distinctly intellectual interest is not dominant. Consequently, if we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into educational processes the activities which appeal to those whose dominant interest is to do and to make, we should find the hold of the school upon its members to be more vital, more prolonged, containing more of culture."

Our schools should aim to do two things, then, for the children:

First. Make school life a real experience to them.

Second. Interest the child in the life of production.

To convince you that these are not purely visionary ideals, let me tell you what some of our schools are doing. I will begin with the first and second grades. Since the child has already built up certain knowledge, interests, ideals and skills, his school life is made to begin with activities that are closely akin to the life he has been living in the home. The problem of providing carpets and clothing for the home is taken up much as the first man must have approached the matter. The children are given grasses first and told to weave a mat. By suggestion and helps they are led to see that tying one set of grasses to two sticks will make the weaving less difficult. Soon they discover that by using two other sticks to hold the first two in place the problem is made still easier. Then they are led to see that, if half the grasses could be raised and then lowered, the amount of work would be still further reduced. So, step by step, the children are led to reinvent the hand-loom.

The children are then given maps, and shown places where cotton grows, where flax grows, and they write to boys and girls who live in those parts of the country, and they receive in response to their letters some raw cotton and some raw flax. They visit the farm, they see the sheep, and they bring back some wool. They learn that these are the raw materials out of which their clothes are made, and are asked to try to spin some of the wool or cotton or flax into yarn.

This they weave into a crude bit of cloth, possibly decorating it with an outline of the sheep that means so much to us, for it furnishes us with most of the materials for our winter's clothing. They make visits to factories, they see pictures that show how steam has been made to drive the spindles and the looms of the present. They practice the different fundamental weaves, they learn where the great manufacturing centers are, what the raw materials cost and what is the value of the finished product. They are shown examples of beautiful fabrics. They make and apply in various ways simple designs. Sometimes they make their own colors.

Measured according to adult standards or the demands of economic efficiency, there may not be much skill gained in such work, but can any one doubt that in all this they are acquiring what the Massachusetts Commission on Industrial and Technical Education prizes more highly even than skill, namely, "industrial intelligence," "power to see beyond the task which occupies the hands for the moment to the operations which have preceded and to those which will follow it, power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense and a conscience which recognizes obligations."

But one may ask, "What shall we do in the other grades?" The world is full of suitable problems. We are so used to such things as glass, matches, paper, sugar, cloth, books, iron, steel, bricks, plaster, cement, paint, and a hundred and one other things, that we act as though the Lord made such things and gave them to us. He did nothing of the sort, and it is a shame that we should use them without ever a thought of the men who give their lives to the making of them. And it is wrong to let our children grow up with no notion of their cost in faithful toil and effort. For that reason, set such problems as these before your students. Collect the raw materials, learn the processes, and make a piece of paper, a piece of glass, a piece of cast iron. Make a whole book, paper, type letters, press, ink, thread, binding. Make a brick, make a match, make lime, make a telescope, lense and all. Make a water-motor. Make a windmill. Make an engine. Hook up these motors so as to drive a hammer, a saw, a gimlet, a plane. Make a bridge. Make a roof-truss. Make a derrick. Build a house. Make a balance. Make a pump. Make a gun. Here are problems full of human interest, suitable for any grade, some of them worthy the best effort of any high school boy, some of them within the reach of first-grade boys and girls. Such work drives the student to books or to people who know the processes. They see the value of books, they come to have some slight notion of their rich industrial inheritance, and some thought and admiration for the men who work with things. It gives a deeper insight into things, quickens the imagination and the inventive powers, and it is always undertaken and carried on with enthusiasm. If successful, it

gives a sudden and strangely gratifying sense of power to do, courage and confidence to attack new problems.

Our country and our children need this sort of thing. It means a new point of view for the child, a better citizenship for the nation. It means taking the toil out of work, and putting joy in its place. It means bringing nearer the time, when all our workers can sing with Kiser:

"I feel
A triumph in the work I do;
With every turning of the wheel
I add a little that is new;
To masses shapeless through the past
I—even I—give shape. I bring
From silent uselessness, at last,
The pleasing, useful thing.
All that has been since first the light
Shot out across the gulfs of space
Was that my crowning labor might
Put something in its ordered place.
The sound the toiling thousands make
Is earth's sublimest symphony,
And I, a worker, proudly take
The part assigned to me."

Discussion by Supt. C. S. Yeager, Fosston.—The paper just read sets forth three arguments to justify the introduction of manual training and domestic science into the public school. First, the value of the subject-matter is such as to entitle it to a place in the curriculum. By this I understand the writer to mean that aside from so-called educational values, manual training gives valuable working knowledge of arts and industries, which may stand the pupil in good stead after school days are over. While I do not believe that it is primarily the object or the proper province of the public school to prepare the pupil for the successful pursuit of any particular trade or profession, I do think with the writer of the paper that very much practical knowledge and skill may be acquired from manual training, which can be applied to pursuits other than that in which the training was done.

Second, he rightly points out that manual work clearly planned and skillfully executed must result in mental development as well.

In the third place he points out that manual training of the right kind carries with it a training of the morals. If this is true, we shall find in this fact the strongest possible justification for its introduction. The matter of introducing training in morals into our schools in the proper way is one of the most pressing educational problems of the day. The situation has in some quarters aroused the deepest conecrn. In a neighboring state a few years ago the state educational association appointed a special committee to investigate and report ways and means of getting this important matter better provided for in the public schools. Their report was an exhaustive one and drew forth much comment from the press. The force of one statement made by the writer in this connection must be patent to all. The sole aim and purpose of industrial effort today is the dollars and cents with which "meaningless purchases may be made." In thus urging manual training upon the schools the writer seems to have in mind the end prophesied by Kipling, when

"No one shall work for money,
And no one shall work for fame;
But each for the joy of working,
And each in his separate star
Shall draw the thing as he sees it
For the God of things as they are."

If by the intelligent pursuit of any form of manual training thru twelve years of school life, a boy can be so filled with a love of work for the work's sake that this sordid greed for gold, irrespective of the means by which it is secured, can be submerged, and a life of useful effort be made the governing ambition of his life, then manual training has justified itself for all time.

I have been interested in this statement of the paper: "Up to the present the child has not been considered the center of gravity of the schools. Our aim has been to prepare students for the duties of life rather than to make school life a real experience to the child." I wish to go farther than the writer and say that in too many cases the aim has been to prepare the students for the school. In too many cases I am sure it happens that the building up of an automatically working system that shall bear the stamp of its maker has been the chief aim of school effort. As I interpret the language of the paper, we should, instead of using the school to give the pupils a preparation in the abstract for the duties of life, bring some of these duties into the school to meet the pupil, where he may wrestle with them face to face, and so go forth at the close of his course with some working knowledge of things rather than a book knowledge only.

The heart of the paper is found in these two demands: First. That we make school life a real experience to the pupil. Second. That we interest the child in the life of production.

Manual training and domestic science the writer finds to be one of the best possible means of bringing about these results. In elaborating the proposition he takes the ground that "industrial intelligence" rather than skill is the essential end sought. Doubtless this is true of industrial training in its higher and ultimate aims, but I have a feeling that for most pupils the skill in executing with the hands what the mind has thought out will be the most conspicuous benefit that they will carry away. It may be true that mathematical intelligence is the final aim of our study of arithmetic, algebra, and geometry. But for the great majority of boys who leave school the ability to do with accuracy and rapidity the thousand and one little mathematical problems of actual life is the essential end sought.

Manual labor is in too many cases looked upon today by the so-called educated as beneath their dignity. That a person laying any claims to education and culture should put on a workman's clothes, roll up his sleeves, and engage in some real manual labor is in many circles not to be thought of. If manual training in school can break down this idea, and do something to popularize manual labor, it will still further have justified its reason for being. On this point I quote from Dr. James P. Haney, director of manual training in the New York City public schools: "From every shop in our land comes a single voiced demand, a demand for skill. Our schools give science, and science is good. But skill they must also give, if they are to fulfil the requirements of all schooling, that education fit for environment. Our environment is one which demands both science and skill. As a constructive people we must be given a constructive knowledge."

The problems proposed for solution at the Moorhead Normal in connection with this subject reveal a new and interesting field of

future study for our schools, dealing with the history of inventions, the development of trades and industries, and the science of handicraft in general. These topics have hitherto been rather inappropriately assigned for treatment to the teacher of geography. With the introduction of industrial training as an integral part of our school work will come the treatment of these and kindred subjects in well arranged text books. The books that we now have on the subject of industrial work are little better than laboratory manuals, intended for the use of the pupil in the shop.

In this connection, however, it seems to me that there is some question as to the wisdom of introducing some of the forms of manual work now found. I refer to such forms as weaving, pottery, etc. As topics for study from text-books dealing with industries, they are entirely proper. But as occupations for the actual work of manual training they seem to me inappropriate. There is the same objection to them as subjects for manual training as there is to the study of Greek for purposes of mental training. They are not without their value, but they are now almost entirely obsolete as living factors in our present day life. It is too much like exercising in a gymnasium for physical development, when there are abundant forms of useful and healthful labor outside needing attention. For similar reasons it does not seem the wisest plan for boys of the grades to sew or for girls of the high school to do wood work. As near as possible both boys and girls should have that form of work which they are most likely to make use of in after life, or, at least, that which will bear most directly upon the work for which nature has best fitted them.

To sum up as I understand it, the purpose of manual training is not to prepare the pupil for the pursuit of any particular trade or profession in life. Nor on the other hand is skill in the use of the hand the main object sought. It is rather an effort to correlate the abstract of our ordinary school life with the concrete of the industrial world; or more exactly to make of the school life of the pupil an experience approaching as near as possible to the experience of real life outside of school, so that instead of beginning at the bottom of the industrial and business ladder, when school days are past, he may make his start several rungs above.

In thinking of this subject I always find myself led away to a closely related subject, that of making proper applications of our present text-book subjects to the practical affairs of life. There is in the air a spirit of dissatisfaction with our upper grade text-books in science and mathematics. It is part and parcel of the idea involved in manual training, a feeling that there is too wide a breech between school life and real life. The proper means of bridging it is as yet not clearly defined.

In this connection it may be said that in most cases the superintendent himself is out of touch with the business and industrial life of his community. Too often he is contented to live and work in isolation in the realm of books, caring little to interest himself in the economic and political problems of his town. As a usual thing, also, the town acquiesces in this isolation, and all too frequently business men regard him as outside his province, if he does participate in the capacity of an interested citizen.

But even where the superintendent's attitude is right, the teachers are from the very nature of things mostly out of joint with the industrial situation. I believe that the presence of more men in the upper grades, particularly for the handling of the sciences and mathematics, is to be desired. Naturally from their closer touch with the outside

world they are better fitted to apply these subjects to the practical things of industry.

I believe that no intelligent school man or woman now questions the wisdom of introducing manual training into the public schools. This proposition, I believe, has been proved to the satisfaction of every thinking person. It is now primarily a question of the best forms to introduce and their proper distribution as to time and place. It is for many of us a difficult problem to so impress our own people with the importance of the subject as to secure its introduction. These, then, it seems to me are the lines along which we should exercise our thought and effort henceforth. We admit the weakness in our present system. We admit the need of a bridge to span the gap between the book work in school and the real work of the industrial world. What now are the best forms of manual work to introduce, in the various grades of our schools, what portion of the time shall be given to it, and how shall we secure at the earliest possible date the introduction of the work into the schools of our several communities?

Agricultural Schools, Courses and Studies

Their Relationship to the Scheme of Public School Education

By Supt. A. M. Dunton, McIntosh.

[Read before the Northwestern Minnesota Educational Association]

Much interest is being taken at present in the movement to introduce the study of agriculture into the public schools. Before taking this step it will be wise to consider carefully the importance of the industry, the need of instruction in agriculture, the demand for it, the motives of its promoters, the conditions which are necessary in order to make the instruction practical and effective, the classes of schools with which these conditions can be associated, and the wisdom of adding it as a subject to our present high school courses of study.

The importance of agriculture as an industry is so well known that I need only call attention to the fact that it is practically the only source of wealth in this northwestern part of the state, and all other industries are directly dependent upon it. Better agriculture is our most pressing need, and any improvement in it would result in a general improvement of business conditions. Agriculture in this portion of the state is at a low ebb. Many years of continuous wheat farming have left the soil impoverished and choked with weeds. The average farm is not producing over twenty-five to forty per cent of what it should produce with proper handling. Business interests suffer in proportion. Many of the farmers are discouraged, and their sons and daughters are seeking other occupations.

More than half the number of pupils in the eighth grade and high school classes in the high school at McIntosh are from the country. Last year I found that these boys and girls, ranging from fifteen to twenty-three years of age, had entered the school with the expectation that a high school education would prepare them for some occupation more agreeable to them than farming. Only one of the boys enrolled planned to return to the farm. Thus it appears that the present high school courses of study do not appeal to the boys and girls who expect to remain on the farm. Not more than one-tenth of the boys between the ages mentioned, who live in the territory tributary to McIntosh, were enrolled in our school, and an examination would have shown that the other nine-tenths were not to be found in the country schools, either. I believe this condition is general in this locality. Hence there must be a vast army of boys and girls in this northern part of the state, who, having outgrown the country

schools, and not having entered the village schools, are not at present receiving any education. It is evident, also, that our present high school courses of study are attracting only those boys and girls who are ambitious to rise above their present conditions, not by solving the problem of a better agriculture, but by fleeing from it to other occupations. This is draining the farms of their brightest and most ambitious young people, and is leaving the solution of the problem of a better agriculture to that large class of boys and girls who, because they are to remain on the farm, are not supposed to need any education beyond that obtained during a few short terms in a country school. Surely, then, some change, the introduction of the study of agriculture or the reconstruction of our present high school courses of study, is greatly needed in order that the benefits of higher education may be extended to this larger class of boys and girls, that a new interest may be aroused in the farm life, that the agriculturalist may be accorded respect in proportion to the importance of his occupation, that the opportunities offered to ambitious young men and women who are educated for farm life may be better understood and appreciated.

In recognition of the value of instruction in agriculture, as given in the agricultural schools and farmers' institutes, there has grown up a demand for more available instruction along the same lines. But I believe this demand is likely to be overestimated and misunderstood. Agricultural education in this state, as represented by the agricultural schools and the farmers' institutes, has reached its present status only after a long and difficult struggle. It was only when the promoters of such an education had succeeded, after years of hard work, in convincing the farmers that the men in charge of the agricultural schools and the farmers' institutes were practical farmers, that they succeeded in breaking down, partially, the prejudice against the so-called book farming. Partially, I say, because that prejudice remains today in the minds of over fifty per cent of the farmers of the northern part of the state. After an acquaintance of twelve or fifteen years with farmers in different parts of the state, I have yet to meet the farmer who secures regularly and reads carefully the free publications of the Department of Agriculture, and those of his own State Experiment Stations; and I have yet to meet the principal of one of our high schools, who has made himself familiar with the contents of such publications, and tested their value in actual practice. So I think we overestimate the demand of the rural population for this kind of instruction, and the preparation of the average schoolman for this kind of work.

In the sudden popularity given this subject there lie many dangers. The legislator sees in it an opportunity to make a hit and secure the votes of the farmers in his district, the schoolman sees in it an opportunity to be progressive, and, possibly, add a few hundred dollars to the revenues of his school by way of special appropriations.

There is danger of our losing sight of the fact that the present popularity of instruction in agriculture is due as much to the character of the men who have been engaged in the work, as it is to the large class to which it appeals. No course in agriculture, which is not based on successful practice, will ever receive the permanent support of an agricultural community, until it has proven its value by its results. Hence it would seem that any attempt to teach actual book farming must prove disastrous. And as a result of such failures, the cause of agricultural education in this state would suffer severely. One of the arguments advanced in favor of the introduction of the study of agriculture into our high schools is, that it is needed to prepare teachers to teach the subject in the country schools. Ninety per cent of these teachers are young women. Send one of these young women, having only a text-book knowledge of agriculture, out into a community of hard headed farmers, and she will find herself in a position somewhat similar to one who, with but a book knowledge of domestic economy, undertakes the practical management of a great metropolitan hotel. The injury that would result to the cause of agricultural education of the right kind, by deepening the prejudice of the average farmer against it, cannot be overestimated.

On the other hand, there is a demand that agricultural instruction of a practical nature, such as is given in our agricultural schools, shall be placed within easy reach of every farm boy and girl, and this movement is being supported by the Department of Agriculture, and those leaders in education, who are able to appreciate its value. Favorable conditions for such instruction are found only in the consolidated rural schools, or possibly in the small village schools which have consolidated with them the rural schools of their neighborhoods. In such a school with a man for principal, who is thoroly in sympathy with the country life, and familiar with the problems of the farm, preferably a graduate of an agricultural school, agriculture can be successfully taught. Such a school could exert a tremendous uplifting influence thruout the entire community, and help wonderfully to reduce that army of boys and girls who are at present not in school. The high school at McIntosh is one of the smallest high schools in the state. The school is situated in a small town whose business interests are entirely dependent upon the agricultural community surrounding it. The cultivated fields lie but a short distance from the center of the town. The school ground is adjacent to one of these farms. Still I am thoroly convinced that it would be folly to introduce agriculture as a subject into the McIntosh high school, unless we could consolidate the rural schools of that township with it, purchase a portion of the farm adjoining the grounds, and engage in the actual practice of agriculture. This would require the building of a home for the principal, the erection of barns and

granaries, the purchase of some stock, machinery, etc., and the engaging of the services of the principal for the entire year. While we have this plan under consideration, still there are many difficulties connected with it. Unless principals were elected with a view to their fitness for this kind of work, it would become a farce, a disappointment, a financial loss, and a stumbling block in the progress of agricultural education in this state. My advice to principals of village schools, who are not planning consolidation, is to let agriculture as a subject alone. Village schools are looked upon by most principals as stepping stones to the larger city schools, and therefore away from agricultural interests and associations. He who would climb this ladder should not encumber himself with this new burden. The man who takes up this work must be willing to remain in one of these small schools, and find his pleasure in his work.

Before leaving this part of the subject, I wish to enter a plea for the country boys and girls. The country schools are poorly adapted to the needs of the country pupils. These schools are exerting but feeble influences in the life of the communities about them. They are doing but little to deepen the interest of the young people in their home life, or to reveal to them its possibilities, or to arouse in them a desire to pursue their studies further, and better prepare themselves for that life. What better results can be expected, when many of the teachers are town bred, and some, at least, have left school on finishing the eighth grade, either from a dislike of study, or because the thirty or thirty-five dollars a month has more attraction for them than the opportunity of completing their own education? Now is the time for action. The demand for instruction in agriculture and manual training makes imperative the consolidation of the rural schools before these subjects can be successfully taught. One of these consolidated schools, having for its principal a man who is thoroly in sympathy with the farm life, and who is an earnest student of all its problems, and having a teacher of domestic economy who can help to enrich the home life of all those coming under her influence—such a school with its carpenter- and blacksmith-shop, its little farm of a few acres, where the principal would be found the year round, could become a potent factor in the life of the entire community. It is plain, therefore, that the introduction of agriculture as a subject into any but the smallest high schools, where the rural schools can be consolidated with them, and the conditions for efficient work supplied, would be unwise, and that there is great danger that it would injure the cause of agricultural education.

But this movement for a better education along more practical lines, which is being fostered by the agricultural schools, should not stop with the country schools. To the high school principal who is desirous of modifying his present course of study so as to secure more practical results, the agricultural school has much to reveal. It

reveals the fact that in the study of practical problems, connected with a common occupation, there is as much room for mental development and achievement as there is in many of our time honored subjects. It reveals that the service rendered in common occupations is just as important, and the field offered for such service is just as broad, as it is in many of the so-called learned professions. I speak for myself, only, when I say that it reveals the utter barrenness of some of the work done in our high schools. To the man who goes to the agricultural school, and demands that it must first come up to his own standard in all particulars, it has nothing to teach. But to the man who can go there and overlook some things, and select only the good, it has many valuable lessons to teach. These will be found associated with the plain practical character of its work. A boy can secure the same physical development by cutting cord wood, as by swinging Indian clubs, and have a cord of wood to show for his day's work. I believe that there is a general feeling on the part of high school men that our present high school courses of study are not as practical as they should be, and that the introduction of the study of agriculture would add to their value. That was my own opinion at first, but as I study the problem, I am convinced that that is not the solution, but that the solution lies in remodeling our present science work, and putting it on a practical basis. The present divisions of subject matter in our science work do not seem to me to be the best in order to secure practical results. The study of botany and zoology apart from the study of physics and chemistry compels us to ignore the forces at work in animal and plant life, or at best, to give them but slight consideration; it also tends to make the study of physics and chemistry more abstract and less interesting than it would be, if more closely associated with the study of botany, zoology, geology, etc. A knowledge of physics and chemistry gained in later years cannot be applied in the study of those subjects. The present arrangement, also, necessitates the teaching of botany and zoology during the winter months, when the work is done at a disadvantage. It also limits the study of plant life to one year, when it would seem that better results might be obtained by extending it thru several years. But these are not the worst criticisms. The teaching of plant life, animal life, the structure and formation of soils, physical forces and chemical forces, as separate subjects, prevents the pursuing of these subjects to their logical conclusions and the getting of practical results. Let me illustrate my thought with two or three examples. Take the subject of leaves as treated in the average text-book on botany. Their form, structure and functions are studied. The study of the functions of leaves shows that they are absolutely necessary to the life of the plant. When the student discovers the relation of the leaves to the growth of the plant, should he not, also, see the importance of protecting them from disease and from injurious insects? But on this

subject the text-book is silent. True, insects will be studied next year, but they will be studied then as one form of animal life, and not in their relation to plant life. The association will be lost, and no practical result from the study of leaves will be obtained. We all realize that the most important result to be obtained from the study of physiology is the knowledge of hygiene. Is this not also true in the study of botany? Is not the real test of one's knowledge of botany his ability to get the desired results in plant growth? Who is the greater botanist, Burbank, or the one who prides himself on his ability to give the proper botanical name to every plant? Again take the subject of germination. The text-book gives a number of experiments, requiring expensive pieces of apparatus to demonstrate two facts, first, that at a certain temperature the best results in germination can be obtained; second, that as this temperature is approached the results improve. The first has no application outside of a hothouse, the second none, unless it is accompanied by a knowledge of the relation of temperature to soils. The temperature of the soil at seeding time is always far below that required for the best results. To give the second fact any value, such questions as these must be investigated: what is the relation of the texture of soils to temperature? what is the effect of the evaporation of moisture on the temperature of soils? what is the effect of drainage? what is the effect of decaying animal and vegetable matter in the soil? Again, experiments show the need of moisture for germination and the growth of plants. But the results of such experiments have little value, until we realize that it takes 500 lbs. of water to produce a pound of oats, 400 lbs. to produce a pound of barley and 300 lbs. to produce a pound of corn; and that the amount of rainfall during a growing season is often less than the amount needed to produce a crop. This necessitates important investigations into the relation of moisture to soils, its losses thru percolation, evaporation and transpiration and how to control them, the movement of water thru the soil, bottom water, capillary water and hydroscopic water, etc.

But you say you haven't time to investigate all these matters. Then why spend time and money in determining the relations of temperature and moisture to germination and plant growth at all? A knowledge of the relations alone has no value. Just consider this kind of work for a moment from the standpoint of its educational value. Is it not an important part of a pupil's training to acquire power to place the proper values on what he learns? Is it not important for him to form the habit of following out his investigations, until he arrives at some practical result? Is that education good, which trains him to accept facts, merely? For example, is it well for our boys and girls to be satisfied with simply learning the names of trees? Should not such study arouse in them a desire to know the value of trees for lumber, fence posts, fuel or shelter? Would the mental development gained in acquiring this practical knowledge be inferior to that obtained in learning the name?

But, again, you say, if I take time for all these matters, I won't be able to finish the subject in a year. Is it best that you should? Our present science text-books are written from a purely scientific standpoint, and we are still following their lead in spite of the fact that a newer, better and more practical treatment of these subjects has been developed in the agricultural schools. This is one of the important lessons the agricultural school has to teach. This is what I mean, when I say that the solution lies not in the addition of the subject of agriculture to our present high school courses of study, but in the reconstruction of the present science work. The man who is satisfied with the present high school text-book on botany is unfit to teach agriculture, and the man who appreciates the value of the subject as presented in the agricultural school would not be satisfied with the high school text. So it seems to me that the first step to be taken is the reconstruction of our science work along practical lines. When this is done, it will be found possible in the four years devoted to science to include all the work in agriculture that it would be wise for the average high school to attempt. In conclusion let me say that the teacher who is not willing to select his subject matter with reference to its practical value, or, who is afraid to hew his own path, is not prepared to teach agriculture.

Discussion by Supt. Wm. Robertson, of the Northwest Experiment Farm, Crookston, Minnesota: Superintendent Robertson spoke in harmony with the sentiments of the paper and offered some favorable criticisms. He suggested that the State Superintendent of Public Instruction be requested to organize an Agricultural Summer School at St. Anthony Park, next summer, and he named a system of training, which should be included in the rural school students' education. He said that he suggested the Agricultural Summer School at St. Anthony Park as a present means of testing the sincerity of public school men in their expressed desire to have Agriculture taught in the public schools. Acting upon Superintendent Robertson's suggestion, the Association passed a resolution recommending that an Agricultural Summer School be established at St. Anthony Park.

Proposed Changes in the Courses of Study

At the quarterly meeting of the State Normal Board, held in Duluth, November 4, the matter of making certain changes in the courses of study came up for consideration. The discussion centered largely about a proposition to abolish the Elementary Graduate Course of Study, and the proposition to substitute a certificate for the diploma which is now granted to persons who complete the Elementary Courses of Study. The Board deferred action until the annual meeting in June. This school's contribution to that discussion is embodied, in part, in the following statement, prepared by a committee of the Faculty, and adopted by the Faculty, as an expression of opinion concerning the questions involved.

I.

The elementary courses of study in the state normal schools of Minnesota contribute, not to the advancement of teaching, but serve rather to eliminate the advanced courses. This fact has long been known to those familiar with the conditions. In a course of one year it is impossible to give, even to the most capable and mature of high school graduates, the training in elementary school subjects, from the teacher's point of view, the principles of pedagogy and the actual practice in the model school, which should constitute the equipment of a well-prepared beginner. But a large majority of the students entering the one-year course of study are not mature. They come to the normal schools directly from the high schools, and they come to take the elementary course as a short cut to a teacher's certificate and a diploma which will insure them a position in a graded school. For the elementary diploma secures from most school officers the same recognition as the advanced. Many schools have not had teachers with advanced training; many do not know there is a difference. Consequently nearly all the prospective teachers desire to take the three-years course of study rather than the five-years course, or, if high school graduates, the one-year course rather than the two-years course. Last year the Minnesota normal schools granted 823 diplomas. Only 157 of these were in the advanced courses. At Winona there were 48 advanced to 157 elementary; at Mankato, 31 to 186; at St. Cloud, 27 to 131; at Moorhead, 27 to 126; and at Duluth, 24 to 66.

If these elementary graduates returned to take the advanced course of study, the situation would not be so discouraging, but not one in ten tries to secure the advanced diploma. The other diploma counts for as much in a material way, and the elementary graduate's attainments are usually not high enough to permit the broader point of view.

II.

The state normal schools of Minnesota are not maintaining courses of study equivalent to those of similar schools in other states. This comparison is based upon data derived from an examination of the work done in more than fifty normal schools, representing thirty-nine states.

A. As to entrance requirement:

No state demands less than does Minnesota, where any one who has completed the common school course of study may be admitted to the normal school as a matriculate for the diploma. In several states, among which are Arizona, California, Colorado, Kansas, Missouri, New Jersey, New York, Iowa, Indiana, Nevada and Wisconsin, the minimum requirement for admission to the normal diploma course of study is a teacher's certificate not lower than second grade; in some cases it is the first grade. Some of the schools in this group of states maintain elementary or sub-normal courses of study of one or more years for those who have not the teacher's certificate or its equivalent. For this reason their minimum diploma course of four years may be more than equivalent to the Minnesota maximum of five years. In Connecticut, Massachusetts, Michigan, Montana, Ohio, and Rhode Island, candidates for admission to diploma courses of study must be high school graduates, or possess academic training equivalent to that given in a four-years high school course of study.

Many of these schools, also, notably those in Michigan and Montana, maintain preparatory departments in which academic instruction is offered those who cannot meet this high entrance requirement.

B. As to minimum courses of study for which a diploma is granted:

Since the school year and school term are so variable in length and in amount of work required in the different schools, the **school week** is used in this discussion as a more accurate unit than the year or the term. The school week is five recitations, a recitation period being fifty minutes.

The Minnesota one-year elementary course of study for high school graduates equals 136 weeks. In no other state west of Vermont and north of Mason and Dixon's line, excepting the Dakotas, can a high school graduate secure a diploma with fewer than 280 weeks' credit. In many states much more is required.

The minimum diploma course of study for common school graduates in Minnesota requires 436 weeks. In all other states, excepting South Dakota and a few in the "black belt," such students are required to make from 680 to 2,000 week credits before they are granted professional recognition in the form of a normal school diploma.

In Table I, the number of weeks required for high school graduates in the Minnesota diploma course of study may be compared with the

minimum courses of study for high school graduates in twelve representative states. In Table II, the minimum requirements for common school graduates may be compared.

Table I.

Courses for High School Graduates.

(Minimum courses are given for all states but Minnesota; both Minnesota courses are given for purposes of comparison.)

State.	No. Weeks.	No. Recitations.
Minnesota (advanced course)	256	1,280
Minnesota (one-year course)	136	680
Wisconsin	330	1,650
Iowa	288	1,440
Missouri	288	1,440
Illinois	365 3–5	1,828
Kansas	320	1,600
Indiana	432	2,160
Michigan	288	1,440
Colorado	343 1–5	1,716
California	283 3–5	1,418
New York	420	2,100
Nebraska	288	1,440
Montana	560	2,800

Table II.

Diploma Courses for Students Entering From Eighth Grade.

State.	No. Weeks.	No. Recitations.
Minnesota (five-year course)	676	3,380
Minnesota (three-year course)	436	2,180
Oklahoma	1,062	5,310
Kansas	780	3,900
Illinois	685 1–5	3,426
Oregon	828	4,140
Nebraska	720	3,600

Table III.

Wisconsin and Minnesota	Minn. Minimum Diploma Course for H. S. Graduates		Wisc. Minimum Diploma Course for H. S. Graduates		Minn. Adv. Course for H. S. Graduates	
Subject	No. Wks.	No. Recitations	No. Wks.	No. Recitations	No Wks.	No. Recitations
Arithmetic	12	60	10	50	12	60
Drawing	12	60	20	100	12	60
Grammar	12	60	10	50	24	120
Geography	12	60	20	100	24	120
History and Civics			20	100	24	120
Lit. and Themes			20	100	12	60
Manual Training					12	60
Music	12	60	20	100	12	60
Nature Study	12	60			12	60
Pedagogy or Theory of Teaching	12	60	20	100	12	60
Psychology	12	60	20	100	24	120
Reading	12	60	10	50	12	60
School Management	4	20	10	50	4	20
Sociology					12	60
Teaching	24	120	30	150	24	120
History and Philosophy of Education			10	50	24	120
Observation			10	50		
Professional English			10	50		
Science of Education			10	50		
Rhetoric			20	100		
Electives			60	300		
Totals	136	680	330	1650	256	1280

Wisconsin electives with maximum number of weeks allowed for each:

	Weeks
Physics	40
Algebra	20
Trigonometry	20
Geology	20
School Supervision	10
Juvenile Literature	10
History	10
Political Economy	10
Civics	10
Nature Study	10
Primary and Kindergarten Methods	10
Biology	20
Geometry	20
Chemistry	40
Agriculture	10
Advanced Literature	10
Rhetoric	10
Physiography	20
Social Science	10
Drawing	10
Practice Teaching	10

From these tables it may be seen that the minimum requirement for high school graduates in these representative states ranges from 283 to 560 weeks, as compared with Minnesota's 136 weeks; and for common school graduates from 685 1/8 to 1,062 weeks, as compared to Minnesota's 436 weeks. The tables also show that Minnesota's **advanced** courses of study require less than the **minimum diploma** courses in other states. The same results would appear if the tables were extended to include most of the northern and western states, excepting the Dakotas.

III.

The remedy for these conditions is to establish one standard diploma course of study more exacting in its requirements than the present advanced courses.

The elementary courses cannot be eliminated by any gradual process. Experience proves that the advanced course is being rapidly set aside by the elementary. Wisconsin has recently repudiated **all** Minnesota normal school diplomas, and the Minnesota graduates are finding it more and more difficult to secure professional recognition in the western states. This is true not only because the Minnesota normal schools are so generally represented by their elementary graduates, but it is true, also, because the advanced course of study is weak in content. It lacks unity and continuity of subject matter.

In order that this criticism may be constructive as well as destructive, it is suggested that one standard course be established demanding 62 term credits (744 weeks of credits, the term credit representing twelve weeks' work in one subject, five fifty-minute recitations a week), for the diploma; these credits to be made from certain required subjects and a group of electives; high school graduates to receive advanced standing of 36 term credits (432 weeks) on this standard course, those having more or less than four years of academic preparation to receive such part of 36 term credits as the ratio of their course to the full four-years course of the accredited high school; teachers holding first and second grade certificates to be given advanced standing of one term credit (12 weeks) for every certificate subject in which the mark is not lower than eighty per cent.

Group I. is suggested as a suitable arrangement of the constant subjects to be presented by each school.

Group I.—Constants.

	Term Credits.
Psychology	2
History and Philosophy of Education	2
Pedagogy	1
Teaching	2
English Grammar	2
Reading	2
Geography	2
United States History	2
Arithmetic	2
Drawing	2
Music	2
Manual Training	2
English Composition and Rhetoric	3
Literature	4
Algebra	3
Geometry	3
Physics	3
Botany	1
Zoology	1
Physiology	1
Civics	1
Total term credits	43

The remaining nineteen credits (62 t. c. — 43 t. c.) to be selected from Group III.

All subjects in Group I. should be required of every candidate for a diploma, who enters with no advanced standing. All those who receive advanced standing should be required to take the subjects in Group II., and all other subjects in the required group not specifically covered by high school credits or teacher's certificate.

Group II.—For Those Who Receive Advanced Standing.

	Term Credits.
Psychology	2
History and Philosophy of Education	2
Pedagogy	1
Teaching	2
English Grammar	1
Reading	1
Geography	1
United States History	1
Arithmetic	1
Drawing	1
Music	1
Manual Training	1
Total term credits	15

Let all students who take the prescribed course in Physical Training receive one term credit, and for two years' active membership in the literary societies of the school, one term credit.

Finally, each student should be permitted to select his remaining term credits from the electives in Group III., each school to present as many of these electives as its faculty is able to offer; all electives, so far as possible, to be sequences of the required subjects in Group II.; no credit to be given for less than three terms (36 weeks) of Latin.

Group III.—Electives.

	Term Credits.
Advanced Psychology	1
Chemistry	3
Literature	1
Astronomy	1
Themes, or Advanced Composition	1
Zoology	2
Botany	2
Elementary Agriculture	1
Nature Study, or Elementary Science	1
Physiography	1
Geology	1
Trigonometry	1
English History	2
Ancient History	2
Mediæval History	1
Modern History	2
Economics	1
Sociology	1
Primary Methods	1
Advanced Reading	1
Advanced Music	1
Advanced Drawing	1
Advanced Manual Training	1
Domestic Science	3
Physical Education	1
First Year Latin	3
Second Year Latin	3
Third Year Latin	3
Fourth Year Latin	3
School Management and Pedagogy for Rural Schools	1
Historical Civics	1

With this as their standard diploma course the Minnesota Normal Schools would compare favorably with the minimum diploma courses of the most progressive normal schools in the United States. (For this comparison consult Table II.) At present it does not seem expedient to suggest that Minnesota should offer advanced courses similar to those of the normal schools in Iowa, Indiana, New York, Wisconsin, Montana, Missouri and several other states where advanced courses of three and even four years are maintained for high school graduates.

In all the representative normal schools a part of the course of study is elective, and the electives are arranged as sequences of the required subjects, just as has been suggsted for the new course in Minnesota. To require the student to take from one to three terms in all the more essential subjects, and then to permit him to continue certain of these subjects as electives insures an intelligent and profitable selection. Such an elective system is also an inspiration to the members of a faculty, for there is no teaching more stimulating to the instructor than to present to a group of students more of a subject for which they have asked, because they have found the required work in that line profitable to them.

In nearly all schools where the minimum standard diploma course of study is equivalent to the one suggested above, students who complete one or more years of the work receive a statement of the work done. But such a statement does not usually constitute a license to teach. In Minnesota, at the present time, the Department of Public Instruction transfers normal school records to a teacher's certificate, whenever a student attains the required standing. This provides many country schools with teachers having from one to two years of normal school training.

The longer minimum diploma course of study will not tend towards fewer normal school trained teachers in the country schools; it will be more likely to increase the number, for there will be teachers with three and even four years of normal school training, who have not yet received the diploma. The fact that such teachers will not have the normal school diploma will tend to bring them back to the normal schools for further study, and this is greatly to be desired. For it is further study that the elementary school teacher most needs. She needs the more liberalizing and cultural courses which the normal school may offer, in order that she may realize the real power and significance of the elementary subjects she must teach. It is believed that the changes suggested in this discussion will contribute more towards this realization than the present short courses accomplish.

Summer Term

The summer term last summer was a success from most points of view, and the administration of the school looks forward to a very successful session next summer. The summer term of 1908 will open June 8th, and the first six weeks of the term will close July 18. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations. The second six weeks of the term will close August 29. Double courses in some subjects will be offered as last year, and while special effort will be made to meet the requirements of rural school teachers, yet a definite purpose of the school will be to carry on regular normal school work. The model school will be in session, so that candidates for graduation may carry forward their work in the training department. Special effort will be made to accommodate graduates of high schools, who desire to begin one of the courses of study for high school graduates, or who desire to complete unfinished work in one of those courses. Information concerning the work of the summer term will be furnished upon application to the president of the school.

Students' Recitals

Given Under the Direction of Miss Rumball.

Recitals are held in the Auditorium of the school. All students are required to attend these exercises, and the public is invited.

The purpose of the Recitals is two-fold:

That the school, as a whole, may enjoy the entertainment, the instruction and culture that come from hearing what is best in the literary world read clearly, understandingly and impressively; that the individual students may receive the experience, the discipline, the growth in power, that come from thinking and speaking before an audience.

Program for October.

Theme: Canada, the Land of the Maple.

Chorus—British National Anthem,
The School

Phil-o-rum's Canoe - - - - William Henry Drummond
Arthur W. Johnson

A Sanctuary of the Plains (adapted) - - Sir Gilbert Parker
Lulu Lawrence

The Blushing Maple Tree,
Girls' Glee Club

a. The Sun Cup - - - - - - Archibald Lampman
b. The Dream of Life - - - - - - Louis Fréchette
c. A Song in Autumn - - - - - - Arthur Stringer
Margaret Plowman

My Heart's Rest (adapted from "The Doctor") - Ralph Connor
Katie Hartwell

The Land of the Maple - - - - - - - - Godfrey
Male Quartette

The Song My Paddle Sings - Pauline Johnson (Tekahionwake)
Tillie Johnson

The Racing Mustang - - - - Ernest Thompson-Seton
Keith Walker

Autumn—arranged from "Melody in F." - - - Rubinstein
Girls' Glee Club

Mon Rêve (My Dream—adapted) - - Charles G. D. Roberts
Anne Schuyler

a. Hack and Hew
b. The Home Song
c. The End of the Day - - - - Norman Duncan Scott
a pianologue.
Claire Judge

Canadian Boat Song
Male Quartette

Maple Leaf March
By Gymnasium Class

Program for December.

Theme: "The Isles of Greece! The Isles of Greece!
Where grew the arts of war and peace."

Processional
The School Orchestra

An Appreciation of the Odyssey - - Henry Thurston Peck
Mathilda Halsing

The Argument of the Iliad and the Odyssey
Harriet Rustad

Chorus—Morning Invitation
Glee Club and Octette

Odysseus and Nausicaä (translation)
Irene Adler

The Cyclops
Huldah Feiring

Men's Unison Chorus—Gaudeamus
Latin Class

The Story of Circe
Ruth Sargent

Illustrative Greek Poses
Twelve Girls

The Realm of Shades
Alta Bowers

Song—Wanderer's Night Song - - - - - - Rubinstein
Glee Club

The Home-Coming of Odysseus
Winnifred Graves

Ulysses (Odysseus) - - - - - - - Lord Tennyson
Arnold Trost

March - - - - - - - - - - - - - Selected
The School Orchestra

The Stage Decorations Are "A Tribute to Bacchus."
For Subject Matter credit is due to the Latin Department.

Events of the Quarter

Mr. Ballard was chosen Junior Class Counselor.

The Y. W. C. A. gave a reception for the school.

The Glee Club re-organized early in the quarter.

Mr. Stanford was chosen Senior Class Counselor.

The Junior Class gave a reception for the Senior Class.

The Witches and the Owls have had their usual initiations.

Miss Dredge read a paper before a Woman's Club in Fargo.

The young ladies of Wheeler Hall entertained in the Gymnasium.

Lecture on Texas, by Gilbert McClurg, of Colorado Springs, Colorado.

Lecture on Egypt and Rome, by Dr. Stanley Roberts, of Minneapolis.

The young ladies of Wheeler Hall held a Hallowe'en frolic at the Hall.

Mr. and Mrs. Stanford gave a dinner to the Owls at their home on Eighth Street.

Mr. Kingsford gave an address before the teachers of Becker County, at Lake Park.

Miss Bessie Quigley, who is teaching a few miles from Moorhead, visited the Normal School.

Miss Donaldson and Miss Rumball have read papers before the Woman's Club in Moorhead.

Mr. Stanford and Mr. Laughlin gave addresses before the District Federation of Women's Clubs.

Reception at the Congregational Church for teachers and students of the various schools of the city.

Concerts by brilliant artists have been given under the auspices of the Fargo Conservatory of Music.

Senator La Follette and Hon. J. P. Dolliver appeared in the Fargo Y. M. C. A. course of entertainments.

Miss Hutchinson sang a solo, "Harmony," before the opening session of the District Federation of Women's Clubs.

Junior Class Officers: President, Jennie McKenzie; Vice-President, Tilda Lommen; Secretary and Treasurer, Myrtle Baker.

The teachers in the training department entertained the members of the Senior Class, who were teaching in that department.

Miss Hazelton has twice been heard as a soloist, once at the Congregational Church and once at the Grand Theater in Fargo.

Mr. Reed gave his lecture on the Jamestown Exposition before the Minnesota North Central Educational Association at Cass Lake.

Senior Class Officers: President, Keith Walker; Vice-President, Marie Lovsnes; Secretary, Mathilde Halsing; Treasurer, Arthur Johnson.

Miss Rumball gave a brilliant interpretation of Robert Browning's "A Blot in the 'Scutcheon" before the District Federation of Women's Clubs.

Dr. McVey, chairman of the State Tax Commission, gave an excellent course of lectures in the Grand Theatre, Sunday evening, on sociological subjects.

Reverend E. Stanton Hodgin, of Minneapolis, gave a noteworthy address in the Grand Theatre, Fargo. His subject was "The Religion of Thomas Jefferson."

President Weld, Mr. Quigley, Mr. Kingsford, and Mr. Laughlin attended the Northwestern Minnesota Educational Association at Crookston, Minnesota.

The Tennessean Jubilee Singers gave a concert in the Auditorium under the auspices of the Junior Class. The net proceeds to the class amounted to $23.00.

Mr. Stanford, the Senior Class Counselor, entertained the class and the faculty in the Gymnasium, at an Indian party, members of the class appearing in Indian costumes.

The Forum Debating Society re-organized and elected the following officers: President, Otto Ramstad; Vice-President, Michael Schranz; Secretary, Malcolm Weld; Program Committee, George Netteland, Edward Murphy and Olaf Solwold.

President Weld gave an address at Fergus Falls at the convention of the Minnesota Conference of Associated Charities and Correction, on the subject, "A Curriculum of Study Which Will Tend to Lessen Pauperism and Crime," from the standpoint of the secondary school.

Students' Recital, Theme: Canada, the Land of the Maple.
Students' Recital, Theme:

"The Isles of Greece, the Isles of Greece,
Where grew the arts of War and Peace."

Among the alumni who have visited the Normal School this quarter are the Misses Moselle E. Weld, Hulda Johnson and Dorothy Ashland, who are teaching at Warren, Minnesota; Miss Jessie Carlson who is teaching at Elbow Lake, Minnesota; Miss Alice Comrie, of Fargo; Miss Myrtle Gatton, of Crookston; Mr. Herman Bergh, of Hendrum; Miss Alta Kimber, of Henning; Miss Bertha Hunter, who teaches at Glyndon, Minnesota; Miss Harriet Hale who teaches at Lake Park, Minnesota; and Miss Bertha Wyand, of Crookston.