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The Normal Red Letter

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## The Normal Red-Letter, volume 2, number 3, December (1900)

Moorhead Normal School

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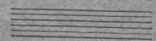
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# THE NORMAL RED-LETTER

Vol. 2.

MOORHEAD, MINNESOTA, DECEMBER, 1900.

No. 3.

## THE NORTHWESTERN MINNESOTA EDUCATIONAL ASSOCIATION.

This association held its semi-annual meeting at Crookston November 30. The session was a success in every way. The attendance was very good.

After a pleasing musical number from a chorus of voices from the Crookston High school, the first paper was presented by C. W. Newberry of the Crookston High school on the subject of

### AN ENGLISH COURSE FOR SECONDARY SCHOOLS

Mr. Newberry held that too often too much attention is given to the contents of the course of study, and too little to the work itself; that a beautiful outline may result disastrously, so far as practical results are concerned, if the requisite amount of the right kind of work be not done. That condition of affairs which relegates work in English to almost any year in the course, and assigns it to any teacher who has the time, was well presented. Among the causes of failure in this line of work Mr. Newberry emphasized particularly, first, the failure of teachers to understand the differences between various authors, their works, and the results which should follow the study of each; and second, the lack of attention paid to the so-called "petty detail" in the grades below the High school. Under petty detail he classed punctuation, capitalization, pronunciation, spelling and paragraphing. These things are not petty, said Mr. Newberry, but vital, and if the pupil is well grounded here, much that is purely mechanical is already done, when he enters the high school.

Miss Adams, of Warren, in discussing the paper, confined her remarks almost wholly to the necessity of a thorough drill in composition in connection with the study of English.

### READING.

A paper on "Reading" was next given by Miss Osden, of the Moorhead Normal school. Miss Osden dealt with expression in reading. The paper was given in an excellent manner, and was well received. Many suggestions were offered by the speaker which will be of much practical value to the hearers. Miss Osden said that the text should be properly selected; it should be not only attractive and interesting, but should instruct and inspire. By the reading of proper selections the young student becomes interested in a given author, and is attracted to the other writings of the same author, and in this way a taste for the best of literature may be developed. To obtain the desired results a teacher must assume the right attitude towards the work, and the class. She must be animated, sympathetic, appreciative, and must show her love for the work through her enthusiasm. The teacher must not only be all this, but she needs must study, understand and appreciate the material to be read. She must enter into and become a part of the atmosphere of the selection, for the student draws largely from the personality of the teacher. The object of the reading

lesson is to enable the student to get thought, to hold thought, and to give thought. The ability to interpret is therefore essential in the reader, hence the necessity of strong work in the direction of correct expression.

The discussion which followed the reading of the paper was led by Supt. J. A. Vandyke of Fergus Falls. After calling attention to the lack of expressive reading in our graded schools, Supt. Vandyke offered arguments to show that a part of this comes from the inefficient teaching of the mechanics of reading in the lower grades. Pupils poorly understand phonics, syllabication, and pronunciation. Others taking part in the discussion were W. G. Smith and Mrs. H. M. Stanford.

### ENGLISH GRAMMAR.

The third number on the program was a strong paper given by Mrs. H. M. Stanford of the Moorhead Normal school on the subject of "The Modern Idea of English Grammar."

As music and drawing serve as means of expression, so English grammar becomes the basis for another phase of the art of expression. Mrs. Stanford carefully distinguished between the study of grammar in the lower grades and higher grades, or language study and technical grammar. The attitude of children towards the former is very different from their attitude towards the latter. This is due largely to the abrupt change from the freedom and spontaneity in the work of the lower grades to the too often dry and technical character of the work which follows it. The study of grammar proper should be based upon material compelling thought and comparison. The idea of the use of language should be ever kept before the pupil. Technical definitions should be allowed to broaden and expand themselves with the development of the child. Grammar should be approached from the thought side to create an interest, and obtain the most satisfactory results.

### HOW TO TEACH GEOGRAPHY.

Supt. W. B. Stewart of Bemidji presented his ideas on "How to Teach Geography." Beginning with the elementary study of the subject, Supt. Stewart emphasized the use of stories and readers as giving general geographical concepts; the use of pictures with a definite purpose in view. The value of the globe to explain position, relative size, comparative distances, highways of commerce, zones and change of seasons was also made prominent. After acquiring this general knowledge the student is ready to particularize in his study, and the descriptive, physical, political and commercial phases of the subject may be taken up, beginning with North America. The correlation of drawing and geography, and of geography and history, were well brought out. Throughout the discussion Supt. Stewart held for the more thorough preparation of the teacher. Although a high ideal was advocated, it is very evident that the teacher who has a knowledge of geology, botany and zoology has a decided advantage in handling the subject of geography.

### PENMANSHIP.

Penmanship or "writing" has always been one of the fundamentals in an education, and it would seem that its

antiquity might detract from interest in the subject, but the recent revolt against slant writing, and the still more recent reaction, in some quarters, against its successor, vertical writing, made it a very pertinent theme for discussion. Miss La Trace of the Moorhead Normal school gave an excellent paper on "The Teaching of Penmanship." Miss La Trace showed by a comparison that the educational highest common factor of the doctor, minister, teacher, lawyer, merchant, mechanic, and laborer must be reading and writing. Hence the importance of penmanship. Only vertical penmanship was discussed. The advantages to teachers are legibility, economy of space, and ease of attaining. A teacher must know what is vertical, be able to recognize it and be able to judge accurately of proportion. With this knowledge, coupled with patience and careful attention to work, any teacher may secure uniform legibility with her entire school. The tendency to back-hand can only be overcome by vigilance on the part of the teacher.

Sufficient speed will come with experience, but even should the speed be less than with the old system, the time of readers is as valuable as that of writers, and Miss La Trace would always insist upon legibility before speed.

At the close of the paper many questions were asked by those present. The character of these questions is indicated by the following: What has caused the recent opposition to vertical penmanship? When should ink first be used by the pupil? Should spaced paper be used?

All the questions asked were skillfully answered by Miss La Trace, and the discussion resulted in the call for a penmanship class at 1:30 in the afternoon.

#### A LIFE CAREER.

The afternoon session was opened with music, following which Prof. John Moore of Crookston was introduced and spoke briefly on "The Choosing of a Life Career." He said in part:

"Formerly we looked upon the child partially, now as a whole. We now think of the physical, intellectual and spiritual; and of heredity and environment. Guided by this knowledge, we try to fit our instruction to the individual. At the close of this fitting process he stands ready for graduation, having finished his scholastic career, but having but just matriculated in the college of life. So each spring we see hundreds of young men and women on the threshold of life, ready to make a choice of vocation. Too often these persons have no experience, false ideas of their own powers, and imperfect knowledge of themselves. Occasionally one makes the right start, but in most cases the first thing which offers itself is accepted, and the young man finds very soon that he has undertaken something for which he is not adapted by nature or education. Is it not within the province of the teachers to help their students in the choice of life vocations?"

Mr. Moore urged as a remedial agent the establishing of numerous manual training schools.

Prof. Joseph Kennedy of the University of North Dakota advocated views somewhat at variance to the ideas advanced by the first speaker. He said that the tendency of the times is for men to rush through their years of preparation, and enter a life work too young, oftentimes before they are mature enough to properly judge themselves, or their ability. In his opinion it is usually dangerous to suggest to a student the course he ought to pursue.

Continuing the discussion of the same subject, Rev. Mr. Fisher of Crookston suggested the following queries as an assistance to the choice of a vocation: First: Is it worthy of myself? Second: Is it worth while? Third: Is it worthy of my mother's prayers?

#### RELATION OF SCHOOL TO SUCCESS.

Supt. C. A. McCann of East Grand Forks, in presenting the paper, "The Relation of School to Success," said that the philosophical questions of origin and destiny, which disturb

a certain class of people, never come to the commonality, but with them it is rather how to gain a livelihood. He considered the choice of vocation as secondary in importance, and thought that we as teachers should do more to develop men and women, than to help our pupils choose vocations. He further emphasizes the inculcation of principles of truth and morality, the teaching of the child to work and to do his duty. If these things be done, the life work will be successful in whatever the line pursued.

Supt. C. S. Yeager, of Fosston, mentioned, in his discussion of the preceding paper, that many people thought only of bread and butter success. He said that utility was not the only aim of an education, but that the power to think and do were the essential things.

#### ATMOSPHERE OF THE SCHOOLROOM.

This subject was ably handled by Supt. R. S. De War of Barnesville. Upon the character and personality of the teacher depends the atmosphere of the school. The teacher must have an ideal clearly in mind, and try to unfold it in her work. She should at all times be an inspiration to her pupils. She should have a large, warm heart with the power to create a sympathetic relation between herself and her pupils. She must be kindly and sunny in her disposition, even in temper, not sarcastic, and always firm for the right. With these qualities in the teacher the atmosphere of the school room will always be good, and active discipline will be reduced to a minimum. As heliotropism determines largely the direction of growth in a plant, so will the school room atmosphere determine in a large degree the direction of growth of the pupil. Implant in the child the right ideal, and the results will inevitably be in the right direction.

#### OVERSTUDY.

Supt. P. J. Butler, of Ada, presented a paper on "Do Our Pupils Overstudy?" He confined himself to the somewhat prevalent idea that pupils in the present-day schools are overworked.

He called attention to a recent article, of a semi-educational character, by Edward Bok, which gives a rather startling array of statistics to prove the truth of the assertion that pupils are in a great many cases injured by their school duties. Supt. Butler held the article up to mild ridicule, and after exposing some of its absurdities, stated that he did not believe that the prevailing conditions warranted the charges.

Mr. H. M. Stanford, of the Moorhead Normal school, who continued the discussion, said that he thought that the complaint of overstudy could not come from the lower grades and but few cases came from high school, or normal students. Most alleged cases are the result of outside duties, or the lack of knowledge on the part of the student as to how to study. It was his opinion, based on observation and experience, that there was little cause for complaint.

#### DUTIES OF A COUNTY SUPERINTENDENT.

Mrs. C. W. McCauley's subject was "Duties of a County Superintendent." Upon the county superintendent rests a grave responsibility, for under his guidance a large percentage of our future citizens come to maturity. He should be a person of good education, broad culture and practical experience. Among the duties may be mentioned the wise and tactful guidance of inexperienced teachers, commendation of the work of experienced teachers, and work among patrons to encourage and strengthen the educational spirit in each community. The planning for and establishing of school libraries is a work, the good results of which can not be over-estimated. Politics is the worst enemy of the rural schools, and Mrs. McCauley advocated a four years' term of office, and educational qualifications for the county superintendent.

This closed the session.

### The State Botanical Survey of Minnesota.

BY C. A. BALLARD, DEPARTMENT OF BIOLOGY.

In the enabling act passed by congress in 1857, under the provisions of which the territory of Minnesota took steps to become a state, several suggestions are made having an educational bearing. These suggestions, afterwards accepted and ratified by the people through a state constitution, became operative in 1858, when congress formally admitted Minnesota as a state, and they have since, directly, or indirectly played a very important part in our educational affairs. The setting aside of sections sixteen and thirty-six, in each township in the state for the purpose of establishing a permanent school fund; the gradual sale of these lands and the investing of the proceeds until the fund has reached about \$11,000,000 are facts well known to every one.

By a similar sale of lands partially under constitutional provisions the State University, which has been called "The goal of the entire school system," has accumulated a permanent fund of about \$1,100,000. In the enabling act we find also the following provisions: "That all salt springs within said state not exceeding twelve in number, with six sections of land adjoining, or as contiguous as may be to each, shall be granted to said state for its use; and the same to be selected by the governor thereof within one year after the admission of said state, and when so selected to be used, or disposed of on such terms, conditions and regulations as the legislature shall direct."

By this provision the state has acquired another considerable fund, known as salt-land fund, and, although nothing is said in the provision as to its specific use, it, too, has been diverted into, at least, semi-educational channels.

In October, 1872, Prof. N. H. Winchell, the present state geologist, began work on what is known as the "Geological and Natural History survey of Minnesota." Available funds being insufficient for the proper prosecution of this work, the legislature, in 1873, transferred to the custody of the board of regents of the university all the "state salt lands" to be used at their discretion for advancing the cause of the survey. For a number of years the various lines of work provided for in the act organizing the survey, were carried on under the direction of the state geologist. Later the board of regents made a division of the work into geological, botanical, zoological and topographical departments, placing each in charge of a specialist. Prior to this division considerable botanical work had been done and published in the annual reports of the state geologist, but following the division, active and systematic work on the state botanical survey was commenced, and for the past ten years it has been persistently continued.

The word "survey" as connected with the examination and measurement of lands has become so firmly fixed in the popular mind, that its use in the realm of botany is often either partially, or entirely misunderstood. Particularly was this so during the first years of the botanical survey. The law provides that: "The natural history survey shall include, first an examination of the vegetable productions of the state, embracing all trees, shrubs, herbs and grasses, native or naturalized in the state; second, a complete and scientific account of the animal kingdom, as properly represented in the state, including all mammalia, fishes, reptiles, birds and insects. From this we see that the scope of the state botanical survey is by no means a limited one. Included with the ferns, pines and flowering plants the pond-scums, bacteria, smuts, rusts, toadstools and mosses demand investigation.

The most conspicuous part of the survey work, to the people of the state at large, is the field work, or collecting. This work is confined principally to the summer vacation. Every summer for the past ten or twelve years, more or less field work has been done by men

sent to various parts of the state under the direction of the state botanist. The parties sent out always have a definite task assigned them, it may be to make as nearly as possible a collection of plants in a given region; it may be to visit a certain portion of the state boundary to ascertain what plants, new to the state, are crossing our borders; it may be to make a collection of a certain group of plants in a designated locality, or he may have one or many other objects. Each collection, in addition to the special work which he has, is expected, also, to observe closely and note carefully everything which may be of general botanical interest. He is expected, further, to meet any botanists, who may reside in the localities visited, to examine all available herbaria, and, in short, to acquaint himself as fully as possible with the botanical conditions in the region visited. The material collected is carefully pressed and dried, or otherwise preserved, and shipped to the university at Minneapolis. Here it is carefully re-examined, properly classified, and stored in cases prepared for it. This collection, now comprising many thousand specimens, is known as the herbarium of the state botanical survey, and forms a part of the general herbarium of the university.

As briefly outlined here the Botanical Survey of Minnesota had its origin, and has gradually developed. The constantly increasing mass of material collected is growing more and more valuable. As classified and arranged this material is continually used by students of botany in the university. It is as essential to them as is a library. Slowly, gaps in the herbarium are being filled up so that in time an approximately complete flora of Minnesota will be the result. But the greatest value derived from the work of the survey comes from the publication of reports based on the collections made. Already three volumes, and a number of pamphlets on the plants of Minnesota, have been issued. These publications are widely distributed, and form not only a valuable addition to the botanical literature of America, but serve as the basis for the continued and particularized study of plants in Minnesota.

#### ALUMNI.

- '99. Fanny Lincoln is located at Barnesville.
- '99. Elizabeth Crookshanks is at Crookston.
- '00. Addie Emerson is at Hallock.
- '97. Alfred Boe is teaching near Lake Park.
- '00. Dora Smithson is teaching at Glencoe.
- '00. Edna Mickleson is located at Canby.
- '00. Olive Renquist is teaching at Red Lake Falls.
- '00. Sadie Brotherton holds a position at Patchen.
- '99. Lucy Williams is now studying music at Belfast, Me.
- '99. Martin Lewis is teaching near Lockwood, Washington.
- '98. Mildred Burdick has charge of the school at Bathgate.
- '00. Lizzie Durocher is located at Oak Park, near Stillwater.
- '00. Roberta Stuart is doing fifth grade work at Wahpeton, N. D.
- '00. Leonard Erickson has been ill with typhoid fever at Warren, Minn.
- '00. Louise Tisdell and Mary Peyton are employed in the Crookston schools.
- '00. Anna Linner was the guest of Mrs. Aaker on Thanksgiving day.
- '95. Christine Goetzinger has been elected county superintendent of Otter Tail county.
- '98. George Caldwell is attending University of Michigan. He is taking the second year of the medical course.
- '00. Frances Southam and Rose Liedl attended the Educational Association at Crookston during Thanksgiving vacation.
- '00. Gertrude McLaughlin and Inez Wilson are teaching country lassies and laddies the fundamentals of modern education, near Stillwater.

# THE NORMAL RED LETTER.

DECEMBER, 1900.

Official Paper of the Moorhead Normal School.

CLYDE GRAY, 1901.....	EDITOR IN CHIEF
MATILDA WESSBERG, 1901 } J. D. MASON, 1901	EDITORIALS
BERTHA ANGUS, 1901.....	
MARY TILLOTSON, 1901 } NORA WALSTED, 1901	LOCALS
AMANDA BERGH, 1901.....	
MARTIN GULLICKSON, 1903.....	EXCHANGES
JELMER BENGTON, 1901.....	BUSINESS MANAGER
HENRY MACKALL, 1902.....	ASSISTANT BUSINESS MANAGER

A Monthly Magazine Published by the Students of the State Normal School, Moorhead, Minn.

Entered as second class mail matter at the Post Office, Moorhead, Minn.

SUBSCRIPTION, 75c PER YEAR, IN ADVANCE; SINGLE COPIES, 10c.

Subscriptions Continued Until Stopped by Order of Subscriber and All Arrears Paid.

The Red Letter wishes its readers a merry Christmas and a happy New Year.

Some of the advertisements of this issue have been changed. Look them over. You may find something that will be of value to you.

By the time this issue appears, our Literary Society will have been revived. The Red Letter hopes that the work of the society may be made as instructive and interesting as formerly. We are sure that this will be the result under the present officers.

Miss Kimball, a former teacher of drawing in this school, has completed a bronze statue of Mr. Searing, who was formerly president of the Mankato Normal school. She is now at work upon a memorial fountain, which is to be placed in Central Park in Winona. The design is that of the Indian girl, "Weenonah." Miss Kimball's work is highly spoken of by all who have seen it.

The Minnesota Educational Association will hold its annual meeting in St. Paul, December 26, 27 and 28. The Windsor Hotel will be headquarters. The program promises to be the most interesting in the history of the association. One thousand members have been pledged. There will be a reunion of the graduates of the Moorhead Normal school Thursday afternoon at the Windsor Hotel at 5 o'clock. Former members and present members of the faculty will be there, and it is hoped that a large number of the graduates will make an effort to attend the reunion.

## OUR PAPER.

Perhaps some of the readers of The Red Letter fail to form a just estimate of the value of a school paper. It is the constant purpose of this paper to be helpful to the student body, and to wield an influence in the development of the school. The character of the paper is well established. It has a large and rapidly increasing subscription list. The members of the Alumni Association, former members of the faculty, and friends of the school generally have been generous in their words of commendation. A paper like The Red Letter should be a mirror of school events, and it should be suggestive of the character and work of the school. Through such a medium prospective students become interested in the school, and many persons may thus be influenced to enter upon a course of study. Its columns should be filled with clean and wholesome matter, and it should refrain from the publication of questionable personalities. The editors

of The Red Letter have made earnest effort to secure material of an interesting and a helpful character, and we believe that we have been, in the main, successful. We are always glad to receive criticisms, but we beg leave to suggest to our critics that the paper is not made for a single individual, nor a single set of individuals. It is the exponent of an idea. It is not a funny paper, a religious paper, or a political paper—it is a school newspaper. It is not the best paper of its kind in the world, nor is it the worst. We wish it were better, brighter and richer. Perhaps it will be sometime; but it will never be just what you and you and you, and "s'm other person" would like to have it be. It will always be The Red Letter, and the editors hope that its readers will always get their money's worth. If they don't, more's the pity.

## CHAPEL EXERCISES.

Plato says: "The purpose of education is to give a body and soul all the beauty and all the perfection of which they are capable." Do we, as we assemble every morning in chapel, realize how great an influence our "morning exercises" exert towards that perfection? Though the exercises have been changed somewhat this year, the change in no wise detracts from their beauty and impressiveness; it has rather added to it. In place of the usual opening hymn has been substituted the "Sanctus," which adds much to the sacredness of the exercises. Following the reading of the Scripture we look to "Our Father" for help and inspiration, and as we chant these familiar words we feel that we are for a moment uttering a prayer in the Divine Presence. Then follows a hymn. Many of the hymns this year are new, and others are gradually being added to the list. Here it is that we become familiar with the great writers of the past, and to most of us, whose time is limited, this is a great advantage. Even if we are unable to make a close study of all that is read to us, it gives us at least a passing acquaintance with much that is best in literature. It is during the morning exercises that we receive many little bits of valuable suggestion and encouragement, which tend to keep away worry and discouragement, and to brighten up the day's experience.

## AIM OF THE NORMAL SCHOOL COURSE.

The aim of a Normal school should be to furnish students who enter it with professional training in teaching. But it has now to contend with the same difficulties with which Froebel met in his school in the early part of the nineteenth century. Normal schools suffer from the state of the "raw material" brought into them. The students who enter these schools are, for the most part, divided into two classes, High school graduates, who enter for professional training, and those who enter to take the academic-professional course. The Normal school cannot give professional training without a strong foundation upon which to base it. If High school graduates enter the Normal school deficient in knowledge, either because of poor scholarship, or because the schools from which they have been graduated are not strong, they are not ready for a professional course. Neither are those who enter it from rural schools, or those who have not had the opportunity of fully preparing themselves for such a course, ready for it. Because of this condition of affairs the Normal school must first give such students knowledge. When this knowledge has been supplied, and not until then, can the school exercise its true function. Not only must a Normal school do all this, but it has yet other duties. Many students who enter the school have lived in unhelpful environments, and have not the right attitude towards education. The school must, then, set before such people high ideals of education, and give them the proper attitude towards intellectual development.

Though not one of its purposes, the Normal school offers

still another advantage. Many rural teachers, who have not the means to complete an entire course in the school, enter it to take up for a term, or more, certain academic branches and general methods, to enable them to do better work in their profession. In this way the common schools of the state may be improved, and the work of the Normal schools should be so arranged that this large class of students will receive the greatest possible returns for the time and money expended. This class of students are especially interested in the proposed adjustment of the courses of study so as to more nearly meet the demands of the rural schools. At the same time, all agree that the true function of the Normal school will be fulfilled when it can confine its efforts to professional work.

### THE FOOTBALL SEASON OF 1900.

Opening inauspiciously with but two of last year's team back, a debt from '99 hanging over the Athletic Association, and with not even the necessary pigskin with which to begin practice, a team has been developed which is a credit to the institution. The outlook at the opening of school was so dark that not a move was made for three weeks; but it was decided then that there must be a team. The stuff of which it was made was shown in the first game, when, with but two days' practice, they held the A. C.'s down to nineteen points, and were only prevented from scoring by the condition of the field. Clyde May at center, Hyslin and Skaug as guards, played their first game, as also did Ambs, quarter, and Louis Larson, at half, demonstrating their ability to occupy these positions throughout the season. Wayne May played the other half, but unfortunately was injured and was out of the game for this year. Askegaard was at full, and Bengtson and Clauson in their old positions as tackles, though the latter played halfback in the succeeding games. It was steady practice now, and with wonderful improvement, as the next five victories show. The Fergus Falls game broke the winning gait, but was nevertheless the best game of the year, that strong aggregation of the best players the school and town could collect being kept from a touchdown, and only scoring by kicks. The last two games are described elsewhere in this issue, and the early setting in of winter put a stop to the negotiations then under way for several other games. Below are all the games, with their respective scores:

- Sept. 29, Normal 0, N. D. A. C. 19.
- Oct. 8, Normal 15, Moorhead 0.
- Oct. 13, Normal 26, Fargo College 5.
- Oct. 26, Normal 7, Fargo H. S. 0.
- Oct. 31, Normal 12, Moorhead 0.
- Nov. 3, Normal 0, Fergus Falls 10.
- Nov. 10, Normal 16, Valley City Normal 6.
- Nov. 12, Normal 0, North Dakota U. 33.
- Total points, Normal 108, opponents 73.

It is not a record of which to be ashamed. Success on the field has also been attended by successful management, the association being out of debt, and possessing more property than at the beginning of the year. The close of the football season always brings up the question: "What are the prospects for next year?" The outlook is not as bad as at the close of the season of '99, though six of the team, Bengtson, Clauson, Ambs, Bergh, Hyslin and Skaug are in the Senior class. But Askegaard, the Larsons, the Mays, Gullickson and Curran will doubtless be candidates for positions, while Scully and Barnard of last year's team may be in school. With the many younger students growing up, and with such new material as is certain to enter next fall, our football enthusiasts need have no fears for next year's team.

The Lange-James' Theory of the Emotions was made the subject of an interesting debate in the Elementary Psychology class Thursday, Nov. 22. Mr. Stanford acted as judge and gave the decision to the negative.

### FOOTBALL.

#### Moorhead Normal 16; Valley City Normal 6.

On the morning of Nov. 10 the football team were astir by 5 a. m. and ready for the trip to Valley City. About two inches of snow had fallen during the night, and it was cold enough to discourage any but the most intrepid. The run was made in a few hours, and it was a hungry dozen that sat down in the dining room of their hotel about 8:30. They were soon refreshed, and started out to see the town. Fortunately, Saturday was not the weekly holiday at the Normal school, so the boys spent the forenoon visiting classes, envying the students of that institution their gymnasium, and being entertained by the teacher of biology, whose extensive collections for the school are not equalled this side of the University of Minnesota. A very pleasant and profitable forenoon was spent.

The game? Well, it was not an enjoyable one from any point of view. The ground was frozen, and covered with snow, and a raw north wind was blowing; but at the call of time all were on the field ready for the fray, and with a considerable crowd in attendance. During the first half, Moorhead scored twice, the ball being in Valley City territory most of the time. The latter team braced up in the second half, and by a long end run made a touch-down and kicked a difficult goal. This nerved the Moorhead team to still greater exertions, and they once more reached their opponents' goal line, shortly before the end of the half. The Moorhead team was not up to its usual form, the absence of the Larsons being greatly felt. Gullickson played his first game and gave promise of good work in the future.

#### North Dakota U. 33; Normal 0.

Monday, Nov. 12, our team left for Grand Forks. They came home later. They went up to play football with the University of North Dakota. They did not play, but the University team did. The score was 33. "Thirty-three to what?" you will ask. Why, just 33. The "U" was in need of practice, and offered our team a good inducement to come, which, against their better judgment, they decided to accept. The Valley City game was harder than anticipated, and the weather and ground were so bad that the team was in no condition to play so soon after. Hence the result.

President Weld received the following letter from John E. Blair, manager of the football team at Grand Forks:

"It may be a pleasure to you to be told that the boys composing your football team, playing here yesterday, conducted themselves in a very gentlemanly manner while in Grand Forks, and while engaged in the game. In this morning's Herald it is said that the Moorhead team played a good game—and a gentlemanly game. That is very true. It is a pleasure for me to be able to write this to you. I hope that our pleasant relations may continue in the future."

#### The Masquerade Party.

"All charms come true at the Hallowe'en." This was partly realized when the invitations for the Masquerade Party of Nov. 9 were given out, but it was fully realized when the evening of Nov. 9 was at hand. Although the time to prepare was very short, the costumes were a great credit to the girls. All was quiet until 8 o'clock, when the lower hall rapidly filled with such beings as seemed, to an inmate of Wheeler Hall, to belong to another world. Although Wheeler Hall is a "ladies' home," yet strange to say there appeared to be not only men, but men of all ranks in life, from a Boston dude to a fisherman. Among the characters represented were an old, consumptive woman by Selma Lindblad; flower girl by Stella Johnson; two nuns by Messrs. Huey and Stanford; baseball players by Elba Johnson, Eva St. John, Nitta Bohlke; Mephisto by Miss Grover; two fishermen by Mary Connolly and Amelia Pow-



ell; and the young gentlemen by Grace Sabin, Ethel Farquhar, Julia Nolan and Bessie Adams. Numerous ghosts were also seen in all corners of the house, and particularly up in the garret. A tall soldier also appeared, but as suddenly disappeared. Some are still in doubt as to his identity. The three witches, represented by Adelaide Mason, Bertha Angus and Oline Thompson, were made very conspicuous by their large black horns. The fact that their brooms were so loaded with cob-webs, which they undoubtedly obtained by sweeping the sky, makes it a matter not to be wondered at when the sky was relieved of such burden, snow fell that night for the first time this season. The jolly company, after the grand march through the halls and garret, assembled in the dining room. Here all were ordered to unmask and then many, recalling words spoken during the evening, were taught that "silence is golden." Refreshments were served, and the company was entertained by amusing selections given by Miss Osden, and songs by Miss Watts. The pleasures of the evening were enhanced by the presence of President and Mrs. Weld.

## LOCAL.

The Senior class motto is "Onward."

The Junior Latin class has begun Cicero.

Charlotte Dure entered school the first of November.

Miss Fannie McKenzie visited school Wednesday, Nov. 21.

Most of the students went home to give thanks, and eat turkey.

Mr. Eugene Leidl called on his sister Frances Monday, Nov. 19.

Minnie Corbett was ill for about two weeks during November.

Annie McKenzie spent Thanksgiving with Hannah Palmer of Angus.

George Comstock has been absent for almost a month owing to illness.

Jessie McKenzie was absent from Nov. 13 to Nov. 21, owing to illness.

Katie Scanlon entered school Nov. 8. She became a member of the B class.

Matilda Wessberg was absent from school Monday, Nov. 19, because of illness.

Mr. Rudolph Bjorkquist visited his sister Olga, and dined at the Hall Nov. 11.

Elizabeth Stanley spent a part of her vacation with her sister at Wahpeton.

Mr. Earl Gray spent Sunday, Nov. 18, with his brother, and took dinner at the Hall.

Ethel Brophy spent her Thanksgiving vacation with Jessie McKenzie of Wild Rice.

Elizabeth Stanley was absent from classes the first of November on account of illness.

The English Literature class have finished the study of "The Merchant of Venice."

The football game, Fargo College vs. Fargo High school, resulted in a score of 0 to 0.

Miss Sproul visited her aunt, Cynthia Jones, and dined at the Hall Sunday, Nov. 18.

Anna Carlson returned to her school duties Oct. 22, after an absence of two weeks.

The Latin teacher, Miss Carlson, of the Barnesville schools, visited the school Nov. 14.

Miss Amelia Page of Crookston visited with her sister Armandine over Sunday, Oct. 18.

D. J. Gainey and Charles Eilerton entered school at the beginning of the winter term.

Maud Sykes, who attended the Normal last year, has been very ill at her home in Lisbon, N. D.

Myrtle Fuller, who was ill with typhoid fever, re-entered school the first of the winter term.

Amelia Powell was confined to her room during the last two weeks of November by illness.

Mr. Fuller of Minneapolis was the guest of Miss Simmlier the latter part of November.

All of the students at school during the fall term registered before its close for the winter term.

Mrs. C. W. Little and son, who have been attending school here, left for Minneapolis Tuesday, Nov. 6.

All the students who have for their motto "Stick-to-it-ness" have now enrolled for the winter and spring terms.

Several of the students who remained in Moorhead during vacation, busied themselves in making up back work.

The A class has organized, and with Miss Winston as class counsellor, a successful future is assured to the class.

Thora Hagen was suddenly called home on Thursday, Nov. 15, by a telegram stating that her mother was seriously ill.

Rumor hath it that war has been declared among our girls, and that, like Bryan, they have had their "First Battle."

All authorities on parliamentary rules are not dead yet. If you have any doubts about it, attend a Senior class meeting.

If you are going to have your picture taken in the near future, don't ask the boys how it happened down at Grand Forks.

In the football game, Agricultural College vs. University of North Dakota, Nov. 19, the College won by a score of 16 to 0.

A meeting of the Senior class was held Friday, Nov. 22, at which the question of class pin and class motto was decided.

The Sunday dinner at the Hall, Nov. 11, was made pleasant by the presence of Mrs. Heffron, Miss Dowling and Mr. Mackall.

Teacher—"Everyone think of the word caterpillar. (To pupil): In what kind of characters does it appear to you?"  
Pupil—"In vertical writing."

The Chinese question has been crowded into the background for the present and in its place we have the paramount question, "Will I pass?"

Leonard Erickson spent the evening of Friday, Nov. 2, in Moorhead. He was on his way to Warren, and expected soon to return to Washington.

The Frieze of the Prophets, presented to the Normal school by the class of '00, has been hung in the library, where it shows to very good advantage.

The new members of the faculty, who have spent some time in the South, were much surprised to find that 15 degrees below zero meant so little discomfort.

A test was given to the Senior Penmanship class Nov. 22, and although penmanship is all over with, they will forever remember verticalness, proportion, and roundness.

School closed for the Thanksgiving holidays November 28, and re-opened for the winter term Tuesday, December 4. Examinations were held Tuesday and Wednesday, November 27 and 28.

Many of the young ladies are asking if a skating rink cannot be made near the school. This has been done once, and what man has done man may do. This is something for the young men of the school to think about.

President Weld spent November 14, 15 and 16 in Duluth attending a meeting of the State Normal Board and Normal School Presidents. Jelmer Bengtson and Anna Halfstrom took charge of the Literature class during his absence.

The present class in Caesar is not a very large one, consisting of only five students, who have come to the unanimous conclusion that if Caesar had as hard a time conquering the Gauls as they have conquering Caesar, he had his hands pretty full.

The young men of the school are showing a great interest in music this year. We have a male quartette of which we may be proud. Miss Watts has been untiring in her efforts with the boys, and to her they owe what success they have achieved in this line.

Among the young ladies at the Hall who spent their Thanksgiving vacation at their homes are Huldah Johnson, Lydia O'Brien, Mary Walsted, Julia Scott, Carrie Bondy, Nora Walsted, Bessie Adams, Irene Leech, Maude Duncan, Hannah Palmer, Oline Thompson, Retta Smith and Maud Conrick.

Two girls were accidentally locked into the library room during the period of chapel Nov. 9. The noise they made was of no avail, and when the librarian arrived they were exceedingly glad to once more enjoy their freedom.

Saturday evening, Nov. 17, Mrs. Heffron was the guest of honor of the old students who board at the hall. A long table was set in the small reception room, and covers were laid for fifteen. After dinner the evening was spent in telling stories.

The old Normal girls who are employed at Crookston were pleasantly surprised the last of November by receiving invitations to call upon Mrs. Heffron at the home of Miss Sevra Davies, whom she was visiting. Those who called were Elizabeth Crookshanks, '99, Anna Fargeman, '96, Louise Tisdell, '00, Ada Still, '96, Mary Peyton, '00, and Miss Bloom.

President Weld is carrying out a plan which is very profitable to the class in English Literature, and at the same time very much enjoyed. He meets the class every Saturday evening at his home and reads, or talks to them. So far he has read Christopher Marlowe's "Dr. Faustus," and Shakespeare's "King John," and "Richard II."

During November the A's organized. The officers of the class are: President, George Wardeburg; vice-president, Dora Johnson; secretary, Bessie Van Houten; treasurer, Lucy McGuire; class counsellor, Miss Winston. The day before Thanksgiving the colors, red and gray, appeared.

One evening about the middle of November the lights at the Hall suddenly began to grow dim just at dinner time, and soon went out altogether. Lamps and candles were procured, by the light of which dinner was served. As study was out of the question without lights, the girls improved the opportunity to have a good time. All were somewhat sorry when the current was again turned on at half-past nine.

Some time ago three of the "Normal Girls" were shopping in Fargo, and on their way home they saw standing close to the sidewalk what they supposed was the "10-cent bus." They decided they were too tired to walk home, and taking possession of the vehicle, ordered the driver to take them to Moorhead. When they reached the bridge they began to suspect that something was wrong, and asked if this were not the "bus." They were told that it was a "jag wagon." They commanded the driver to stop, but he being somewhat the worse for "tanglefoot" refused to do so until he reached Moorhead. The girls took matters into their own hands, one jumping out each side, and the third one over the back of the seat. Three sadder but wiser girls then walked the rest of the way. Moral—Look before you leap.

President Weld has read before the school of late some parts of Josiah Flint's book entitled "Notes of an Itinerant Policeman." Some of these sketches suggested to him a short talk on prisons in general, and life at the Minnesota state prison in particular. In the course of his remarks Monday, November 26, he briefly reviewed the places and states where the best educational advantages are offered prisoners, and then took up prison life in our own state. He spoke of the grading system in the Stillwater prison. These grades are known as the first, second, and third. Every prisoner on entering the prison, no matter what has been his crime or what is his sentence, is placed in the second grade. It depends upon his behavior whether he is left in that grade, or assigned to the first or third grade. Those in the first grade have privileges not granted to the other grades. Each man is dressed according to the grade in which he belongs. The library and educational advantages of the Minnesota state prison are exceptionally good for an institution of its kind. Upon entering the prison each prisoner is given a catalogue of the books in the library, and a library card with the number of his cell upon it. He is to select from the catalogue the books he wishes to read, and place their numbers on the card. When he goes to his work he leaves the card in his cell, and the librarian takes it to the library, procures the book called for and takes it to the cell, together with the card. Newspapers are also kept in circulation among the prisoners. When a paper is received at the prison, the librarian marks the number of a

cell upon it, and has it delivered accordingly. When the occupant of that cell has read it as much as he cares to he marks the number of some cell upon it. The next day it is taken to that cell by the librarian. In this manner five or six hundred periodicals are kept in daily circulation. The school affairs of the prison are under the direction of a school man. This is contrary to the usual custom, as school affairs in prisons are usually left in charge of the chaplain. The teachers of the school are chosen from among the convicts. Among the teachers are often found university, college and some Normal school graduates. The educational advantages offered by this state to its convicts are greatly appreciated by some of the convicts, while others are indifferent to all such effort in their behalf.

On Monday morning, November 19, the students and faculty of the Normal school were very pleasantly entertained by a talk given by President Weld concerning his recent trip to Duluth. He first spoke of his visit to the Duluth High school. The High school building at Duluth is the finest in the state, and probably the finest building of its kind in the world, with the possible exception of a similar building at Fall River, Mass. The assembly hall has a seating capacity of 1,800. Throughout the building are the most modern improvements. Duluth may be justly proud of the handsome structure her energy and enterprise have produced. The new State Normal school building now in course of construction in Duluth is about the size of our own building. It is constructed to accommodate about two hundred students, including the model department. The assembly hall for this school is small at present, but will be enlarged as soon as an adequate appropriation can be secured from the state for the purpose. On the whole, the building will be quite modern in its appointments. The building is located some distance from the business portion of the city, and occupies a commanding site overlooking the lake. Thursday morning the mayor, accompanied by a number of the city aldermen, took the State Normal board and the Normal school presidents to see the beauties of the city by the lake. An elegantly equipped private car was very kindly furnished by the president of the street car company for the party's use. One of the most interesting places visited was the school known as "Craggencroft." This school was established by a syndicate. It is very pleasantly situated, and is under the efficient direction of Dr. Duncan and his wife, who are very estimable people. The building contains all the modern conveniences, and is splendidly equipped in every way. The thing that impressed President Weld most on first entering the school was the home-like atmosphere which prevailed. The entire building is handsomely decorated and furnished. There are about ninety pupils at "Craggencroft." Eighteen of these are boys, but they are all under fifteen years of age, so the institution is distinctly a young ladies' school. It is not a finishing, but a preparatory school. Instruction is given in those subjects necessary for entrance to colleges and universities. While at "Craggencroft" the party was very hospitably entertained. They were shown over the entire institution, and they came away feeling that their time had been very pleasantly and profitably spent. The Normal school at West Superior, Wisconsin, was also visited. The building there is very well equipped. A noticeable feature is the fine gymnasium. There is, also, a very unique feature in the form of a swimming pool. The water in this pool is five feet in depth, and is heated to the proper temperature three times a week. Here the students learn to swim, a pastime which is very much enjoyed by all the members of the school. President Weld found this school doing some strong work.

The remainder of President Weld's remarks related to the necessity of bringing the work of the Normal schools into closer touch with the common schools of the state, and in this connection he explained the effort that is being made to arrange the courses of study with this end in view.

## A CHRISTMAS PIE.

BY AGNES LEWIS, '04.

Last summer, in the corner of the wheat-field, there dwelt—whom do you think? A family of rats. There were just three of them, Mr. Rat, who was brave and sly; his active wife, and the dear little baby rat. They were very comfortable indeed, for the wheat-field was such a fine place for a home, if no one found them; and they were always sure of provisions. There were grass-hoppers, and beetles, and an abundance of wheat, and baby soon grew sleek and fat in the warm sunshine.

This state of affairs lasted for some time, but it is not always summer, you know; and when the frost came it was not so comfortable. The baby was not used to this, and caught a dreadful cold. They were at a loss to know what to do. They could not stay there and suffer, nor did they know of any other place to live. We shall see what became of them.

About a mile from here was a farmhouse, where there lived four rats. This family consisted of an old rat, Grandma Sniffer, her two sons, and daughter. Grandma Sniffer was very particular about her cheese, and one day when the cheese was not very good, she sent her son to the next house to see if he could find any there. In order to reach his destination, Sly Sniffer, for that was his name, was obliged to pass through the wheatfield. He was walking along, merrily whisking his tail, when he noticed a forlorn looking creature, sitting under a tall weed, weeping bitterly.

Something about her appealed to Mr. Sniffer's sympathy, and he stopped and offered his assistance. She told him her troubles, and as she talked he studied her very closely, for something about her seemed familiar to him. When she had finished, she received a great surprise, for he told her that he was her brother. He forgot the cheese, and taking her baby in his arms, they started for the farmhouse.

The father and mother rejoiced at their good fortune. Grandma Sniffer wept for joy at the sight of her lost daughter, for she had not seen her for many years. When Kitty Sniffer was very young, she had eloped with Mr. Rat. It was reported that they had been killed in a windstorm. The truth was now known, and after much rejoicing they determined to remain at the farmhouse for the rest of the winter.

Baby Rat soon grew quite well, and was the joy of the household. He looked forward with delight to the Christmas feast—a large pie on the bottom shelf of the pantry.

At last the night came. They all stole quietly to the pantry, and seated themselves around the pie. The little fellow had never seen anything so grand before. Auntie Sniffer had a difficult task to cut the pieces of equal size. They all ate until they were very uncomfortable and then retired. Baby noticed that a big raisin was left on the plate, and after he went to bed, he dreamed of raisins that grew as big as whole mince pies. Just as he was about to help himself, he awoke with a start. Was his dream true? Could the raisin have grown? He thought that he would go and see; so he crept out of bed and went to the pantry. The raisin was gone, and the poor little fellow began to weep. He cried so loudly that the cat, who was sleeping behind the door, heard him. Before he could escape, she had caught him. He struggled and squealed with all his might, but it was of no avail. She soon ended his little life, and to this day the family do not know what ever became of their darling.

## CROOKSTON CONVENTION.

There were about seventy-five teachers in attendance.

The next meeting of the association will be held in Moorhead, probably in April.

Eight out of the nine teachers at Warren attended the meeting with Supt. Angus.

Miss La Trace's paper on penmanship provoked the most animated discussion of the day.

One of the commendable features of the gathering was the sociability manifested by attending members.

The Normal school was represented by Mr. and Mrs. Stanford, Miss Osden, Miss La Trace and Mr. Ballard.

A large number of specimens of penmanship from the Normal made a very interesting exhibit at the convention.

Mr. L. O'Brien of Crookston lost no opportunity to explain to any available school man the excellent features of his blackboard preparation.

Nine teachers in the corps of twenty-four at Crookston are from the Moorhead Normal school, and Supt. Hitchcock says that they are doing good work.

An impromptu penmanship class was conducted by Miss La Trace at 1:30. About twenty-five superintendents and teachers attended the class, and followed the work closely.

Prof. Joseph Kennedy of the University of North Dakota gave an interesting and instructive lecture in the evening. His theme was "Some Thoughts on Education," and he was listened to by an appreciative audience.

With scarcely an exception, all those present became active members of the association by the payment of the semi-annual fee of twenty-five cents. The president, Supt. Angus, pursued a method of collecting the money which allowed none to escape, not even the representatives of publishing houses.

The text-book publishing houses represented were Ginn & Co., by W. B. Walter and H. H. Titworth, both of Minneapolis; American Book Co., by W. M. Morton of Chicago; D. C. Heath & Co., by Isaac Peterson of Minneapolis, and the Minnesota School Journal, by W. G. Smith of Minneapolis.

The following among the recent graduates showed their interest in educational matters by attending the meeting: Misses Liedl and Southam from Warren, Misses Thompson and Barlow from East Grand Forks, Misses Tisdell and Peyton of Crookston, and Miss Baker came all the way from North Dakota.

## EXCHANGES.

The Cook (to milkman)—"What makes you come so early of late? You used to be behind before."—Ex.

The Student is one of our exchanges. It is published by the pupils of the Marinette High school, Wisconsin.

A few of our exchanges of last year have so far failed to make their appearance. We would like to renew all old acquaintances and form as many new ones as possible.

In an examination the students were required to give the principal parts of "to skate." One of them did it as follows: Skate, slippere, faileri, bumpion. The professor marked his paper: Fail, failere, flunkxi, suspendum.—Ex.

The following exchanges may be found on our exchange table in the library: The Oracle, Polaris, The Geomys, Red River Review, Mansfield Normal School Quarterly, The Carltonia, The Spectrum, The Normal Pointer, and The Student.

It is said that letters dropped into the postoffice in Paris are delivered in Berlin in one hour and a half and sometimes within thirty-five minutes. The distance between the cities is seven hundred and fifty miles, and letters are sent by means of pneumatic tubes.—Ex.

Gaust is the smallest republic in the world. It has an area of one mile and a population of 140. It has existed since 1648, and is recognized by both Spain and France. It is situated on the flat top of a mountain in the Pyrenees, and has a president who is elected by the council of twelve.—Geomys.

The Oracle is a magazine published by the students of Hamline University. It was formerly published monthly but hereafter it will be issued twice each month. The number of pages of each issue will be the same, but the space devoted to advertisements considerably less. We consider The Oracle one of our best exchanges, both in regard to character and arrangement of matter.

## YE EDITOR.

He sits in his den at midnight,  
His face is wild with despair;  
His paper goes to press in the morning,  
And not half of the copy is there.

—The Oracle.

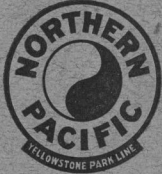
In the Normal Red Letter is a description of a rhetorical program. We refer it to our Committee on Rhetoricals.—The Normal Pointer.

The Normal Pointer is an attractive magazine representative of the sixth state Normal school, Stevens Point, Wisconsin. The rhetoricals of that school are in charge of a joint committee of students and faculty. The students' committee is composed of one member of each of the four classes and a member from the school at large. According to The Normal Pointer the new methods of conducting the rhetorical exercises which the school is inaugurating have bright prospects of success.

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