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## The Bulletin, series four, number one, November (1908)

Minnesota. State Normal School (Moorhead, Minn.)

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STATE TEACHERS COLLEGE  
MOORHEAD, MINNESOTA

# The Bulletin

PUBLISHED BY THE

**State Normal School**

MOORHEAD, MINNESOTA

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**In the Interest of Public School Effort**

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PUBLISHED QUARTERLY

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**November 1908**

NUMBER  
ONE

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## Calendar for 1909

### Fall Term

Enrollment of Students - - - Monday, September 7.  
Class Work Begins - - - - - Tuesday, September 8.  
Fall Term Closes - - - - - Wednesday, November 25.

### Winter Term

Enrollment of Students - - - Tuesday, December 1.  
Class Work Begins - - - - - Tuesday, December 1.  
Holiday Vacation Begins - - - Thursday, December 24.  
Class Work Resumed - - - - - Tuesday, January 5.  
Winter Term Closes - - - - - Friday, March 5.

### Spring Term

Enrollment of Students - - - Monday, March 8.  
Class Work Begins - - - - - Tuesday, March 9.  
Easter Vacation Begins - - - Thursday, April 8.  
Class Work Resumed - - - - - Tuesday, April 13.  
Spring Term Closes - - - - - Friday, June 4.

## The Use of Literary Masterpieces in the Study of History

By Edwin T. Reed, head of the department of English.

The larger human interest that has been given to the study of history, and particularly American history, through the use of references and source material, has had the effect of exciting a keener search for literary masterpieces that deal with historical situations. Viewing history at large, we find an almost bewildering amount of such illustrative material. If we select, however, a single striking example—as the assassination of Caesar, the battle of Waterloo, or the settlement of Jamestown—we are surprised that the bulk of fiction and verse bearing directly upon so significant an event is, after all, not so large. If we refine this bulk by rejecting all but undoubted masterpieces, we shall have left but a slender selection. But this is enough, in general, to satisfy our aims.

For it is our purpose to re-create, as completely as may be, the conditions of a bygone age. We wish to wake again, so far as possible, in all their brilliancy of color, their wealth of life, and their intensity of charm, the actual surroundings of the characters we have in hand, and to determine the forces that controlled these characters—that swayed them to hatred or clemency, deceit or usurpation, or lifted them to heights of heroic self-denial. We wish to fix in mind only determining conditions and striking traits of character. Other things are insignificant and confusing. For history itself is but a process of selection, and art is even more so. It follows that a very few literary creations, consistently conceived and authentically set, are as valuable for revivifying the spirit of a past age as a score or more might be.

I am aware that there is serious doubt in the minds of many teachers as to the efficacy of using novels and poems to reinforce the study of history. I am aware, therefore, that to some of these teachers my enthusiasm for the use of the literary masterpiece as a means of appreciating history, will be dismissed at once as "gush," "nonsense." To such, I offer the suggestion that I am not exploiting rules of thumb—cock-sure devices for harvesting results in big packages, like baled hay; neither am I dealing with the whole subject of historical study. I am dealing with only a single phase of this study, and that phase supplementary. But teachers who are contemptuous of illustrative reading, or are neglecting it, should take account of the rapid gains it has made during the last ten years, or pay some attention, at least, to the voice of such authorities as the committee of ten, and to the example of such scholarly historians as Larned, Mace and Hart.

Fifteen years ago not a text-book used in the grammar or secondary schools gave any place to the use of fiction and poetry as illustrative material to supplement the study of history. Channing and Hart's Guide, published in 1896, a pioneer in so many vital lines of historical study, has a brief discussion of the merits and perils of the system, and concludes by saying, "Certain it is, that for all pupils and students of American history such books are useful in connection with accurate text-books, other secondary accounts, and especially as an adjunct to the moderate use of the sources, which tell the same tale more simply." Many of the text-books published since then have given, either in an appendix or among the references at the end of each chapter, a list of novels and poems that bear upon the events treated. Those published within the past three or four years, among them Larned's and Cheyney's histories of England and Mace's and Hart's histories of the United States, give express recognition to the study of literary masterpieces, by including among their lists of references a distinct section devoted to illustrative works in poetry and fiction.

#### Reply to the Critics.

Now and then we hear a word of caution, lest we make the robe all fringe or the meat all sauce. And this is tonic warning. An instance of this kind, well-taken and well-put in the main, is an article by Henry Johnson—formerly teacher of history in this normal school, but now of Columbia University—published in the *New York Teachers' Monographs*, Vol. V., No. I, on "The use of Histories in Schools." The author is making a vigorous plea for a judicious selection of text-books and for history as a study of facts. He then takes occasion to question the novelist's assumption to reproduce the atmosphere of departed days, and incidentally tweaks by the nose those two classical celebrities, Paul Revere and Barbara Frietchie. This he does in such bracing terms as these: "It is better, no doubt, to gallop with Paul Revere into Concord town, at two by the village clock, in a spirited poem, than to be stopped on the road by British soldiers, in some cold history.\* It is better to wave the flag and hear the rattle of musketry with Barbara Frietchie, in a work of imagination, than to tread the path of sober historical narration, only to find that a woman, not Babara Frietchie, waved a Union flag as Stonewall Jackson's soldiers marched through Frederick town, and that he paid no attention to it.† Yet it must be observed once more that the subject of history is facts."

Very well. Grant that Longfellow, for the sake of art, wittingly misstates the facts of history by making Paul Revere arrive at Concord at "two by the village clock," when in reality young Dr. Pres-

\*Lossing, *Field Book of the Revolution*, I., 525.

†James Ford Rhodes, IV., 141.

cott completed the trip for him, after he was captured by the British on the road between Lexington and Concord. Suppose the pupil takes the poem literally, where's the harm done? Who deserves the credit for the accomplishment of the heroic exploit?—the young village gallant who chances to fall in with Paul Revere on returning late from a sweethearting visit to a neighboring town, or the night rider himself whose purposeful energy has roused the colonists all the way from Boston to Lexington and beyond? But better yet, if the mistakes are worth considering, suppose the pupil is asked to verify the Longfellow story by comparing it with Lossing, Bryant and Gay, or the sources. Will he ever forget the points of difference?

As to Barbara Frietchie, it is perhaps worth noting that even Rhodes himself is not quite sure of his ground of protest against Whittier's ballad; for he admits that his statement, at best, is only "related on seemingly good authority."

Finally, as to the novelist's ability to paint a faithful as well as a vivid picture of a historical situation, the achievements of Scott, Thackeray, Dickens, Victor Hugo, Cooper and even Winston Churchill, are surely not to be despised as evidence. That the novelist's success in this direction surpasses, in particular instances, that of the historian, is undoubted. The reason, moreover, is obvious; for the novelist treats a smaller area and with a more minute and intensive purpose. A case in point is that of Cooper's Lionel Lincoln, a novel, which, ironically enough, is better history than it is fiction. Concerning this, Lounsbury declares: "In the preparation of it he studied historical authorities, he read state papers, he pored over official documents of all kinds, and degrees of dreariness. To have his slightest assertions in accordance with fact, he examined almanacs, and searched for all the contemporary reports as to the condition of the weather. He visited Boston in order to go over in person the ground he was to make the scene of his story. As a result of all this labor he has furnished us an admirable description of the engagement at Concord Bridge, of the running fight of Lexington, and of the battle of Bunker Hill. Of the last, it is, according to the sufficient authority of Bancroft, the best account ever given."\*

Instances of the devoted and painstaking efforts of other novelists to make their work accurate in historical setting, could easily be multiplied. Charles Reade while writing the Cloister and the Hearth, that huge romance of the middle ages, read "not books but bookshelves, and libraries." Scott, from his youth, was so saturated in folk lore, romance, border legends and dim old chronicles that he actually read himself back into the past. As a consequence, his James First in "The Fortunes of Nigel," his Louis XI in "Quentin Durward," his Claverhouse, his Leicester, his Richard of the Lion Heart, are characters as real as Roosevelt. Kingsley, a professor of history,

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\*Thomas R. Lounsbury, "James Fenimore Cooper," (A. M. L. series) p. 49.

took prodigious pains to make his "Hypatia" a true picture of the age when Christianity and Paganism were at war in Egypt, and his "Westward Ho!" a faithful characterization of the times of Drake. Bulwer Lytton, in his preface to Harold, tells us that in writing this novel he consulted stacks of books, original sources, the Bayeux tapestry, chronicles in Anglo Saxon, Latin and old French.

### Object of Illustrative Reading.

Let us now consider the object of illustrative reading. In dealing with young students, our chief aim is to arouse interest and stimulate the historical imagination. Our daily recitations are convincing evidence that the student has enlisted only half his interest and little of his imagination. The fervor of genuine conviction, the glow of re-creation that springs from really living the author's thought, is not there; and it is rare indeed that we find that sweeping confidence born of an absorbing enthusiasm in the theme. Some of this apathy must be ascribed, of course, to the repressive formalities of the class room; the student cannot reproduce before his fellows the bright and inspiring impressions that swept over him as he read for the first time some eloquent voicing of historic truth. But even allowing for this, it is plain that he has not engaged his fullest or finest faculties, though he sometimes thinks he has. And the trouble is, that the text-book cannot at first awaken these faculties. The source book may do so; but if the student is alive to the human concerns about him, if he loves life and its varying activities, the historical masterpiece, more than anything else, will take hold of him and quicken those dormant faculties so essential to the broadest command of history. For our beginning selections must be striking bits of narrative; besides throwing light on historic episodes, they must be interesting as literature. It is the concrete example that fires the imagination, and through a vivid realization of the specific, leads to a broader command of the subject at large. The student follows his hero through historic scenes that have always seemed remote and fanciful; he looks out upon these scenes through the hero's eager eyes, and suddenly the whole situation becomes as large as life and as easily understood.

After our first object has been gained, and the student has come back to the main-traveled road refreshed by his excursion and the perspective it has given him, he may be ready for the higher aim of such reading. By an independent search for motives in his story, by discovering the point of view and making allowances for it, he matches his judgment with that of the characters concerned, as well as with that of the author. He judges the people of the story not only by the standard the author has set up, but by a standard already his own. Did the hero meet the expectations of his time? How would he answer today? Is his efficiency or inefficiency due al-

Don Antonio De Berreo

Farewell,

Sir Walter Raleigh. Had I been your friend,  
Throughout this strife, perchance I had not known  
Your nobleness as now . . . . .

Had you been of Spain,  
Our Spain had prospered better than she shall.

Raleigh

Had England stood so faithful as your Spain,  
The world, I think, had known a braver future  
Than that I see darkling behind the keels  
That guide me to my rest. Our English die  
Is cast; the game is against us; and my rest  
Is all I look for now. Your hand—Farewell.\*

It is by such reading as this that we widen our circle of historic friends. It is by such reading, too, that we learn that these friends were eminently human, that their hearts were swept by good impulses and bad, shaken at times by fears and forebodings and yet ever uplifted by guiding ambitions and golden hopes.

It is well known that the specific example fixes the general principle in mind; the principle does not impress the example. A single significant attitude, a telling situation, forever impressive to the mind's eye, may write indelibly upon the imagination a fact so vast that the intellect, working alone, could acquire it only by the severest study. The bare facts of our text-book, stripped and re-stripped of the luxuriant foliage of nature in order to meet the demands of brevity, cannot re-create in us the depth of motive and emotion that swelled behind those noble steps toward progress. They leave us "dead to rapture or despair." Yea, more; for they are so indisputably correct or general that they do not arouse a question, and hence do not touch the judgment.

Next to the novel of character, which devotes itself to the delineation of but one or very few chief actors, the novel of manners and customs is perhaps as profitable as any. It teaches in a compact space, with little of conscious study, an appreciation of social usages and habits. If the author's work has been careful, his scenes will be true to time and place, and his example thus typical of a class. It is the atmosphere of the critical hour we are seeking. And this comes clearest and surest when we live and breathe in the company of the people who knew that hour at its full, and reaped its permanent harvests. It is through breathing this potent atmosphere, and knowing these molding people, that right emotions are quickened and patriotism brought to perfect flower.

\*Wendell's Raleigh in *Gulana*.



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**Slavery in Literature.**

Particular subjects demand particular treatment, and there are many features of our national life that lend themselves peculiarly to this method of illustrative reading. Fully to understand the meaning of Tory and Patriot in Revolutionary days, to realize the strange furore of witchcraft, and to appreciate something of the passionate earnestness with which men and women, North and South, looked upon the holding of slaves, demands a closer acquaintance with people and events than the ordinary history alone can give us. It is a conviction of this fact that prompts me to pay some special attention to the literature on the slave.

Vast and deeply human as is the question of slavery, few of the works of imagination dealing with it deserve to be ranked as masterpieces. Mrs. Stowe's *Uncle Tom's Cabin* is of course the unrivalled classic. Its deep political significance has been too generally acknowledged to need any emphasis here. The reason for this significance lay largely in the fact that the scenes and characters of the book were principally transcripts from life. Mrs. Stowe herself has spoken of the book as a "collection and arrangement of real incidents—of actions really performed, of words and expressions really uttered—grouped together with reference to a general result."\* She points out that the actual service rendered a negro girl in her own employ by Professor Stowe, her husband, and Henry Ward Beecher, her brother, in 1839, furnished the foundation for the incident of the novel in which Senator Bird assists Eliza to escape from her pursuers, Tom Locker and Marks. The negro girl was conveyed twelve miles northward by Professor Stowe and his brother-in-law to the home of John Van Sandt, a station-keeper of the underground railroad, who performed the kind offices which the author in her story ascribes to Van Tromp.† The thrilling adventure of Eliza in escaping across the Ohio River with her child in her arms as the ice is breaking up, was an actual experience that took place fifty miles above Cincinnati, at Ripley, one of the initial stations of an important underground route.‡ By reference to C. E. Stowe's life of Harriet Beecher Stowe the student who is curious to follow out the counterpart experience of the main incidents of the novel, will find much to interest and entertain him.

While Helper's *Impending Crisis* is properly a work of history rather than literature, it should not be overlooked in this connection, for like Mrs. Stowe's book it had a deep political effect, arousing the non-slave-holding whites of the South as *Uncle Tom's Cabin* had aroused the people of the North. Two modern books of absorbing interest that are of a somewhat similar character are Prof.

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\*A key to *Uncle Tom's Cabin*, *Atlantic M.*, Sept., 1896.

†*Ibid.*

‡The story of Eliza, *Boston Transcript*, Nov. 30, 1895.

Siebert's *Underground Railroad* and Mrs. Marion G. McDougall's *Fugitive Slaves*. Several of the novels of Thomas Nelson Page and George Washington Cable touching upon slavery and life in the South are charming as literature and instructive as history. Many of the poems of Whittier are lightning flashes from the heights of anti-slavery. For the earnest student of history, few of them have lost their savor; some are still glowing with a splendid spiritual fervor and are rich with a magnificent music. While Longfellow has no such burning message as Whittier, his slavery poems have a touch of romance that is often attractive to the young.

Below, I have given a limited list of the poems and novels on slavery. These selections may be assigned to students in connection with special reports or for independent presentation to the class. The method of presentation will vary with the maturity of the student and the nature of the selection. Short poems, orations or narratives may be presented as a reading, for the sake of the spiritual effect. Novels and dramas may be reported to the class by briefly abstracting the story and presenting with point the significant characters or scenes. The teacher should supervise the work with care lest the reports be long or tedious. Properly conducted, however, no supplementary work in history is more stimulating to the individual, more attractive or profitable to the class.

#### **Bibliography of Illustrative Readings.**

Several of the text-books recently issued are giving some prominence to this feature of illustrative reading. Wolfson's *Essentials of Ancient History* appends to each chapter a list of literary selections illustrating the epoch treated; and the same plan is pursued throughout the "Essentials" series, including Hardings' *Mediaeval and Modern History*, Walker's *English History* and Hart's *American History*. Morey's *Outlines of Roman History* contains in an appendix lists of readings illustrative of the periods treated. Larned's *History of England* (appendix) and Fiske's *History of the United States* (appendix "F") furnish lists respectively for England and America. Cheyney's history of England has already been mentioned. *English History told by the English poets*, a reader compiled by Katherine Lee Bates and Katherine Coman, is exceptionally convenient in connection with classes in English history. Sara M. Riggs in her *Studies in United States History* gives brief lists of selections bearing upon specific periods. For complete bibliographies on this subject, as well as for general lists of readings, the following manuals are available: Channing and Hart's *Guide*, pages 137-142; Gordy and Twichell's *Pathfinder*, pages 97-101, 218-221, 229-233; Heath's *Methods of Teaching and Studying History*, page 293; Baker's *History in Fiction* ("A guide to the best historical romances, sagas, novels and tales") in two volumes.

### Literature Dealing With Slavery.

BROWN (Katherine Holland), Diane; CABLE (Geo. Washington), Old Creole Days, Dr. Sevier, Grandissimes, Strange True Stories of Louisiana, Bonaventure; CHURCHILL (Winston), The Crisis; CONWAY (Marcus Daniel), Pine and Palm; COOPER (James Fenimore), The Red Rover; DEFOREST, (J. W.), Kate Beaumont; EGGLESTON (George Cary) Dorothy South; FOX (John), Little Shepherd of Kingdom Come; GLASGOW (Ellen), The Battleground; HALE (Edward Everett), Mrs. Merriam's Scholars; HARRIS (Joel Chandler), Free Joe, On the Plantation, Uncle Remus; HILDRETH (Richard) The Slave, or the Memoirs of Archie Moor; LLOYD (John W.), Stringtown on the Pike; PAGE, (Thos. Nelson), Marse Chan, Among the Camps, Red Rock, Two Little Confederates; PALMER (Fred), The Vagabond; PATERSON (Arthur), For Freedom's Sake; ROBERTS (Chas. Humphrey), Down the Ohio; STOWE (Mrs. Harriet Beecher) Uncle Tom's Cabin, Dred, Key to Uncle Tom's Cabin; TIERNAN (Mrs. Mary F. Spear) Homoselle, Suzette; TOURGEE, A Fool's Errand, Hot Plowshares, Royal Gentleman, Patroclus Prime; TROWBRIDGE (J. T.) Cudjo's Cave; TWAIN (Mark), Pudd'nhead Wilson.

### Questions on Whittier's Massachusetts to Virginia.

With young students such questions as the following may be made out for the study of the more difficult selections worthy of careful attention:

1. What was Whittier's occasion for writing this poem? 2. Who was George Latimer? (See Wilson's Rise and Fall of the Slave Power in America, 1, 477. McDougall's Fugitive Slaves, 39-40).
3. Is the picture of Massachusetts drawn in the first two stanzas, a peaceable or hostile one? 4. What does the third stanza tell you with regard to Virginia's attitude toward New England? 5. How does this effect the Northerner? (4-5) 6. What is the Old Dominion? 7. What engagements are referred to in the sixth stanza? 8. What crisis is referred to in the seventh? 9. Why "false to their father's memory—false to the faith they loved"? 10. What is meant by "We hunt your bondmen"? 11. Had Massachusetts been doing this? 12. What is the "cleaving curse"? 13. What allusion in "through the free lips of the son, the father's warning spoke"? 14. Why mention Essex, Middlesex, Plymouth, etc? 15. Are "sandy Barnstable" and "Hampden's woodmen" appropriate expressions? 16. Note the rise in tone in these last four stanzas. 17. What is meant by "to wrestle while ye can with the strong upward tendencies and godlike soul of man"? 18. Is the tone of the whole piece violent or moderate?

### Poems on Slavery.

Whittier, Toussaint L'Ouverture, (Hayti),  
 To W. L. G.,  
 The Yankee Girl,  
 Clerical Oppressors,  
 (Showing attitude of Southern clergy)  
 The Christian Slave,  
 Stanzas For the Times,

- The Farewell,  
 (Va. Slave mother to her daughter),  
 Massachusetts to Virginia,  
 Lines, on Pickering's Resolutions,  
 Slaves of Martinique,  
 Laus Deo,  
 Lines, Inscribed to Friends Under Arrest,  
 What the Birds Said.
- Lowell,** Present Crisis,  
 Stanzas on Freedom,  
 Fable for Critics, (part devoted to Whittier),  
 To W. L. Garrison,  
 The Parable, (Beginning, "Said Christ, Our Lord,"),  
 On the Death of Torrey,  
 Washers of the Shroud,  
 On Board the '76,  
 (See Bryant's Not Yet, and Our Country's Call, to  
 which this poem refers),  
 Parts of Commemoration Ode,  
 Bigelow Papers,  
 First series, 1st and 3rd; Second series, 2nd, 6th, 10th.
- Longfellow,** Slave in the Dismal Swamp,  
 The Warning,  
 The Slave's Dream.

### The Summer Sessions at the Normal Schools

The following comparative table of statistics, relative to the attendance in the summer sessions of the state normal schools during the past two years, was compiled by the secretary of the Normal School Presidents from exact data furnished by the several normal schools. A glance at the table will reveal several obvious facts, all of which are distinctly encouraging to the plan of conducting the summer session of the normal schools on the same basis as the regular sessions of the year.

In the first place, there is not only a decided increase (273) in the total attendance of 1908 (2,005), as compared with 1907 (1,732), for all schools, but there is an increase in the attendance of every school, ranging from 17 to 85. This shows that the increase in attendance is not due to local or spasmodic conditions, but to a universal appreciation of the advantages offered by the summer session.

In the second place, there seems to be an increasing tendency for students to attend throughout the entire twelve weeks, the total number who attended for the whole term in 1907 being but 719, as compared with 772 in 1908, a gain of 53. In only one school (Moor-

head) is there a less number attending throughout the twelve weeks of 1908 than attended for the same period in 1907. This decrease is easily accounted for by noting the fact that at this school the proportion of students attending for the full twelve weeks in 1907 as compared with the total enrollment for that year is exceedingly high—much higher than that of any other school. Moreover, this particular school, as the table shows, graduated a much larger number of students in 1908 than in 1907, and many of these students completed their course at the end of the first six weeks of the session. Thus it is safe to conclude that there is a growing demand for a twelve weeks, rather than a six weeks, term.

The third observation that is worth emphasizing is the fact that the number of students attending in 1908 who have taught school (1,162) is practically a fourth larger than the number attending in 1907 who have taught (890). It therefore seems clear that the summer session is benefiting, more and more, the class of students it was intended to benefit, namely, the actual teachers. The standard of scholarship and skill in teaching is thus being appreciably raised throughout the state.

## SUMMER OF 1907.

	Duluth.	St. Cloud.	Wi-nona.	Man-kato.	Moor-head.	Total.
Total enrollment .....	150	466	250	465	401	1,732
Number present during first six weeks .....	145	447	235	450	362	1,639
Number present during second six weeks .....	60	218	135	115	269	797
Number present during twelve weeks .....	50	199	120	100	250	719
Number who had taught...	90	306	105	204	275	890
Number graduated .....	5	8	35	16	18	82

## SUMMER OF 1908.

Total enrollment .....	167	544	313	550	431	2,005
Number present during first six weeks .....	160	462	280	515	381	1,798
Number present during second six weeks .....	57	312	187	144*	278	978
Number present during twelve weeks .....	50	230	154	110*	228	772
Number who had taught...	125	319	150	288	280	1,162
Number graduated .....	4	22	40	24	38	128

\*Low attendance due to typhoid epidemic.

### Events of the Quarter

The basketball boys have been provided with new uniforms.

\* \* \*

The Forum Debating Society resumed its annual literary activities at the beginning of the winter term.

\* \* \*

The faculty received for the students in the gymnasium on the evening of Saturday, September 26th.

\* \* \*

The usual Halloween frolic at Wheeler Hall was celebrated this year without interruption or invasion.

\* \* \*

Rev. Tilden, pastor of the First Baptist Church in Fargo, gave a capital address at chapel on the morning of October 3rd.

\* \* \*

Prof. Paul Cook, of the North Dakota Conservatory of Music, gave a brief piano recital at chapel on the morning of October 10th.

\* \* \*

The Y. W. C. A. gave a welcoming reception to the new students in the library on the afternoon of Saturday, October 3rd.

\* \* \*

The singing of the lovely chorus, "I'm a Pilgrim," was an impressive feature of the chapel service one morning in November.

\* \* \*

The model school celebrated Halloween by holding an afternoon party in the gymnasium, and Thanksgiving by presenting appropriate programs in the various rooms.

\* \* \*

Under the direction of Supt. John Turner the Clay County Teachers' Association held a very successful meeting at the normal school auditorium Saturday, December twelfth.

\* \* \*

Late in October Miss Hazelton organized a Men's Chorus that promises to be a helpful and efficient musical institution. It has a dozen members, meeting twice a week for practice.

\* \* \*

Hon. C. A. Nye, our resident director, left Moorhead the first week in December on a trip around the world. He went westward to the Pacific coast, whence he sailed to Japan.

\* \* \*

On the occasion of Judge Taft's visit to Fargo, on September 28th, a throng of 20,000 people gathered in Fargo, to "view the next President" and to witness the barbarities of an enormous barbecue.

Mr. and Mrs. Kingsford, class counselors to the juniors, gave their class a right royal entertainment on the evening of October 31st. Naturally, the program of events followed the traditions of Halloween.

\* \* \*

Miss Wharton, class counselor to the "A's," entertained her class in the faculty rooms at school on the evening of Monday, November 9th, in a style that provoked the unstinted admiration of her followers.

\* \* \*

Miss Abbie L. Simmons, who was for several years a valued member of the Normal faculty, but is now teaching at the North Dakota Agricultural College, paid a visit to the school on Saturday, November 14th, that was the occasion of many felicitous greetings.

\* \* \*

The boys' basketball team defeated that of Concordia College in the first game of the season on Monday afternoon, November 23d, by the decisive score of 28 to 6. A few days later the team defeated the Hendrum Athletics by a score of 28 to 22.

\* \* \*

Miss Fishbok, general secretary of the Y. W. C. A. of North Dakota, gave an enthusiastic address concerning the work of this noble organization at the chapel hour on the morning of Saturday, November 14th, taking as her text the words of St. Paul, "Covet earnestly the best gifts."

\* \* \*

The Roney Boys' concert of Thursday evening, November 5th, was a revelation to most people who attended it. The performances of these young musicians, in point of appreciation, technical execution and professional poise, was altogether surprising. The organization is worthy of the most refined patronage and the most cordial admiration. It entirely captivated its audience at the Normal.

\* \* \*

Mrs. Ware and the ladies of Wheeler Hall gave a party in the gymnasium on the evening of October 24th that was largely attended. Its appointments were unusually graceful, the decorations being particularly sumptuous, the refreshments delightful, and the music the very best.

\* \* \*

Miss Harriet Rumball, of the department of expression, gave a reading of Charles R. Kennedy's new play "The Servant in the House," at the Sunday evening services at the Grand Theatre on November eighth. She was greeted by one of the largest audiences that ever gathered in the auditorium of the Grand, and held her listeners spellbound throughout the reading of this significant and purposeful drama.

The football team of St. Cloud Normal visited chapel on Saturday morning, October 10th, incident to their visit to Fargo to play the Agricultural College. They were given a hearty salute by the school, under the leadership of Sig. Hagen, and replied with a martial good will.

\* \* \*

Two young men of the city, on complaint of Mrs. Ware, preceptress of Wheeler Hall, were convicted, in justice court, of disorderly conduct about the Normal buildings, and sentenced to pay a fine. The sentence was suspended, however, on promise of good behavior. Since this conviction no disturbance has occurred to annoy residents of Wheeler Hall.

\* \* \*

The Athletic Board of Control held a meeting October 1st, electing the following officers: President, Malcom Weld; vice-president, Herman Bergh; secretary, Ruth Swenson; treasurer, Arnold Trost. The faculty members of the board are Mr. Stanford and Miss Pence. The alumni member is Otto Bergh. The student members are Olive Mahlen, Florence Fletcher and Clara Henn.

\* \* \*

President Weld was elected president of the State Conference of Charities and Corrections at its annual meeting in St. Paul on November seventeenth. President Weld's interest in the important work of this association began over ten years ago, when he was in charge of the educational work at the state prison, incident to his office of Superintendent of schools in Stillwater. Since then he has taken an interest in the work of the organization, and, during the past year, has served as chairman of its program committee.

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Miss Cecilia Berry, pianist, of Chicago, gave a recital at the normal auditorium on the afternoon of Thursday, November 19th, that was an artistic delight. Her program was presented in two parts, the first consisting chiefly of compositions of Schumann, and the second chiefly of compositions of Chopin. Each of the numbers was prefaced by a brief comment interpreting its motive, its historical setting, or its dominant mood. These comments were so simply worded, so sincerely apt, and so illuminating, that they gave undoubted charm as well as meaning to the program.

Miss Berry has remarkable control of a piano; she gets both delicate and powerful effects, with a quiet firmness that is reassuring. Her sense of time and rhythm is perfect, and her expression is exquisite. Among the loveliest things she played was the little Norwegian serenade by Olsen, which was so deftly done as to produce the effect of vocal music. Her playing of Schumann's splendid cycle, The Carnival, and Chopin's remarkable Scherzo, which closed the program, was conclusive evidence of her superior art as a pianist.



Lieutenant Governor Eberhart paid a visit to the normal—as he did to the other educational institutions of the city—on the occasion of his visit to Moorhead on October 28th and 29th. In a genial and intimate fashion, that quite captivated the students, he made an address at chapel that was chiefly in the nature of reminiscences of his school days. In addition, he gave some interesting comments on his observation of public school methods throughout the state, complimenting the progressive character of the schools in this northwestern section.

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Incident to the meeting of the Western Minnesota Teachers' Association, which was held at Granite Falls on October 23rd and 24th, Mr. A. S. Kingsford of the department of geography read a paper on "The Organization of Geography," that for strength, clarity of treatment, and originality, is said to have been the most notable contribution on this subject ever presented at an educational meeting in Minnesota. It made a profound impression at the Granite Falls meeting, and has brought to Mr. Kingsford several invitations to deliver it before other aggregations of teachers and similar audiences.

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The officers of the classes are as follows: Senior—President, Herman Bergh; vice-president, Mary McLaughlin; secretary, Otto Ramstad; treasurer, Adair Ash; class counselor, Mr. Ballard. Junior—President, Arnold Trost; vice-president, Lucy Weld; secretary, Nellie Almen; treasurer, Beatrice Peterson; class counselor, Mr. Kingsford. "A" Class—President, Clara Gordon; vice-president, Harry Larson; secretary, Orville Wood; treasurer, Katie Nevramon; class counselor, Miss Wharton.

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Miss Mary C. Rainey, of Oswego, N. Y., succeeded Miss Adelaide Kibbey as primary critic teacher in the model school, on the withdrawal of Miss Kibbey in September. Miss Rainey is a graduate of the Oswego State Normal School, and a graduate of Teachers' College, Columbia University, department of Kindergarten and Primary Supervision. She taught for some time in the public schools of New Jersey, and, following this, spent two years as teacher of kindergarten and primary at the Oswego State Normal School. She is in every respect amply qualified for the work she is doing at the normal school, and has taken her place as a congenial and efficient member of the faculty.

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Dr. H. H. Powers, the noted traveler and lecturer, gave a series of three addresses on art in the auditorium on the evening of Monday, October 19th, and the afternoons of Tuesday and Wednesday, October

20th and 21st. His first lecture, which was illustrated, was devoted to the subject "Michaelangelo and the Sistine Ceiling." His second was "Lorenzo the Magnificent and the Zenith of Florence," and his third, "Savonarola and the Ethical Reaction." All the lectures were characterized by great breadth of view, a noble interpretation of life, and exceptional fertility of illustration, that denoted the lecturer's familiarity not only with art but with literature and history. The students derived much benefit from the lectures, and found in them abundant material to correlate with their studies.

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A congenial event of October was the visit of Pres. Charles H. Cooper of the Mankato Normal, who spent Wednesday and Thursday, October 21st and 22nd, as the guest of Pres. and Mrs. Weld. As this was Pres. Cooper's first visit to the school, he was welcomed, although unheralded, with genuine enthusiasm. In his address to the school on Wednesday morning, he acknowledged the cordial introduction of Pres. Weld and its endorsement by the school by calling it typical of the friendly relations that have always existed between the several institutions that make up the "five-pointed star of normal school work in Minnesota." In dwelling upon this idea, he said, "We are rivals only in the friendly effort to do good work, rejoicing not only in our own superior attainments in some particular line of effort, but in the superiorities of our sister normals as well."

In continuing his address, he offered to the school, as a standard of attainment to be aimed at by a student, the five points of an educated person as analyzed by Pres. Nicholas Murray Butler; namely, a clear and accurate use of the mother tongue; the power of reflection; a refined and gentle manner; a faculty for applying knowledge to the problems of life; and finally a capacity for growth.

On Wednesday evening, a reception was given in honor of Pres. Cooper by Pres. and Mrs. Weld and Supt. and Mrs. Lurton. It was handsomely appointed and very largely attended. Miss Lucy Weld had charge of the dining room. In serving, she was assisted by Miss Simmons, Mrs. E. E. Sharp, Mrs. A. T. Young, Miss Buffum, Miss Von Briesen, Miss Pence and Miss Margaret Walker.

Among those who came to greet Pres. Cooper were former students of the Mankato normal, associates of his at Carleton College, and at least one college mate, Mr. F. L. Tillotson.

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On Monday afternoon, November 16th, Mrs. Weld held open house from 3:30 till 6:30 for the students of the school who live outside Wheeler Hall. This included, of course, all students whose homes are in either Moorhead or Fargo, as well as that considerable number of young men and women who come from other places and dwell in the homes of the two towns. It often happens that many of these students do not come to know one another socially,

or even to meet the president and his family, in spite of the annual faculty reception to the students in the fall. In any case, the reception at the president's home was a most delightful function; it was largely attended, and helped decidedly to enliven and enrich the social atmosphere of the school. Refreshments were served in the dining room, under the direction of Miss Lucy, with the assistance of Misses Sather, McConville, Davis and Peterson. Informally, by way of entertainment, Miss Pence played the piano and Miss Hazelton sang.

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Mr. and Mrs. Ballard, class counselors to the seniors, entertained the members of the class in the school gymnasium on the evening of Saturday, October third. The function took the form of a political campaign, and was charged with much of the election ozone that expanded the lungs of the campaign spellbinders of the hour. All the features of the program sprang from some phase of election activity, but the chief fun-provoker was the series of campaign speeches that was evoked by the distribution of "platform topics." Still another feature that excited much mirth was the appearance upon the scene of Mr. Bryan and Mr. Taft, with an ensuing debate that left the listeners in a delicate dilemma as to the merits of the two leading candidates. However, when the matter was put to vote, Judge Taft received a majority of nine; and the losers, headed by their three-ply champion, made a hurried journey up Salt Creek, where they partook of a choice specimen of the American bird known as Crow.

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The model school enrolls an even two hundred pupils at the opening of the winter term, and its affairs are progressing with a smoothness and enthusiasm that are a delight to all concerned. Much could be chronicled here regarding special features of the work being carried on, but the scribe finds himself a bit bewildered by the multiplicity of the notes he has taken on matters deserving particular mention; so he will content himself with recording the social activities that have been "sprung" on the critic teachers. In the first place, Miss Dredge was led blindfolded into a three-ring surprise party on a pleasant September afternoon; then along in slumberous October, out of a perfectly clear sky, Miss Scofield got a shower that has kept her in a rainbow of smiles ever since; and finally, when the first signs of winter began to appear, Miss Rainey was so deliciously bestormed by her little tots that the calendar turned a summersault and put off the cold snap for another month. Then about this time the practice teachers, one hundred strong, gave an Indian summer festival for Miss Deans; so the seasons took a "hunch" and went quietly back to business at the old stand.

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The most important event of the quarter was the visit of a committee of the state normal board on November 21st, with a view to

ascertaining the needs of the normal school in respect to material equipment. The committee consisted of Mr. Washburn of Duluth, Mr. Mathies of St. Cloud, and Mr. Hoard of Montevideo, with our own resident director, Mr. Nye. The committee made a thorough inspection of the main building, the new model school, and Wheeler Hall, paying particular attention to the question of furnishing the new building and of providing adequate dormitory accommodations for the women students.

Incidentally the visit of the committee was the occasion of some good speeches before the school and some very charming social activities. The members of the committee who arrived in the morning (Mr. Hoard did not arrive until noon), breakfasted at the President's home, and were brought before the school at chapel hour. After indicating the purpose of the visit of our honored guests, Pres. Weld turned the meeting over to Mr. Nye, who promptly called upon the schoolmaster of the Board, Mr. Mathies, to address the school. This he did in one of the happiest speeches ever made at the auditorium. After a word of pleasantry, he called the attention of his hearers to what he named the four "ins" and the two "outs" of an educated person, namely: industry, intellect, independence and integrity, together with out-door life and the out-pouring spirit. He was heartily applauded from point to point in his address, which was brim full of good humor and good sense. On summoning Mr. Washburn for an address, Mr. Nye found that he had brought an avalanche down upon his head—albeit a very diverting one, for Mr. Washburn protested that he had simply one motive in coming to the auditorium, a purely business motive, and one imposed upon him by his duties as member of the normal board; namely, to get a good look at the student-body assembled as a unit before him. He was not there, he insisted, to make a speech, and he did not propose to make one; he would do his duty, his whole duty, and nothing but his duty; partly supported by the pulpit, he would take one long, satisfying look at the school and sit down. This he did amid cheers, though he really did not sit down until he had completed one of the most refreshing of "after breakfast" speeches. Though he studiously avoided giving any advice, he could not help saying some very significant things, among them the following: "This school will be provided, as it has been in the past, with the best equipment and the best instruction that the commonwealth can procure; and you will get out of the school just what you come here to get. If you come here for one year, you will get something; if you come here for two years, you will get something more; and if you come here for five years you will get proportionately more."

At noon the delegation, including Mr. Hoard, dined at Wheeler Hall, and in the evening they were given a banquet by Pres. and Mrs. Weld and Mr. Nye at the Metropole Cafe in Fargo. To this function, which was distinctly elegant in all its appointments, the members of

the faculty and other guests were invited. At the conclusion of an elaborate menu, a special car took the party back to the normal school, where the senior recital brought to a pleasant conclusion one of the happiest days that the normal has ever known as a result of the visit of any official delegation.

### Senior Recitals

Two senior recitals have been given during the quarter, under the direction of Miss Rumball, assisted by Miss Hazelton and Miss Pence. The first, which occurred in mid-October, was devoted chiefly to humorous selections and diverting "stunts," concluding with a clever farce, "My Lord in Livery." Its impression was light, but exceedingly deft and entertaining. Among the musical features, all of which were pleasing, the violin playing of Master Paul Graham, of Fargo, excited much approving comment. The little farce was hit off with captivating spirit.

The second, which occurred in November, on the occasion of the visit of the committee of the State Normal Board, was a notable recital from several points of view. In the first place, it was attended by a big audience; in the second place, it was distinctly entertaining; and, finally, it was not only artistic in its setting and presentation, but gave an adequate impression of the subject to which it was devoted, namely, "The Literature of Modern New England." The opening number on this program was an unusual feature, in that it involved a series of beautiful stereoptican views; and the singing of "The Boys of the Old Brigade" was notable in as much as it introduced to the public for the first time the Men's Chorus of the Normal. The complete programs of both recitals follow:

#### Senior Recital.

##### PART I.

Piano solo .....	Selected
Clara Gordon.	
An Original Report of an Old Maid's Conventin.....	
Florence Wallin.	
A Bachelor's Button (pantomime).....	
Misses Jones, Hanson, Henn.	
Solo .....	Selected
Etta Koelmel.	
Little Orphant Annie .....	Riley
Misses Davis, McConville, Peterson.	
Aunty Doleful .....	
Cora McNulty.	
Violin solo—Gavotte .....	Saenger
Paul Graham.	
Irish lilt .....	
Gymnasium Class of Girls.	

## PART II.

## "MY LORD IN LIVERY." (A Farce.)

## Characters:

Lord Thirlmere (H.M.S. Phlegethon).....	Herman Bergh
Spiggott, an old family butler.....	David Sonquist
Hopkins, a footman .....	Sigurd Hagen
Robert, a page .....	Delmer Goode
Sybil Amberley, daughter of Sir George Amberley.....	Olive Mahlen
Laura, her friend .....	Eva Waite
Rose, her friend .....	Eva Hauser

## Senior Recital. ..

Saturday Evening, November 21st.

## THE LITERATURE OF MODERN NEW ENGLAND.

Plymouth—"The Corner-stone of American Literature".....	Illustrated with Lantern Slides. Ruth Rothlisberger.
Chorus—"America" (first sung in Park Street Church, Boston).....	The School.
Foreword .....	Mattie Nelson.
Mixed quartette—"Night" .....	Surdo Abbie Walton, Olive Mahlen, Goodwin Hoff, David Sonquist.
Gran'ther Hill's Pa'tridge (adapted from "Danvis Folks").....	Rowland Robinson Florence Fletcher.
The Flower Lore of New England.....	Alice Morse Earle Viola Brady.
Song—"Beauteous Waltz" .....	Taylor Glee Club.
A Chapter from "Uncle William".....	Jeanette Lee Mabel Nelson.
Hezekiah's Art (from "Cape Cod Ballads").....	Joe Lincoln Helen Carlton.
Song—"The Boys of the Old Brigade".....	Parks Men's Chorus.
The Pot of Gold .....	Mary E. Wilkins Julia Bentley.
The Dulham Ladies .....	Sarah Orne Jewett Sadie Spelliscy.
Song—"To the Mountains" (from "Il Trovatore").....	Verdi Glee Club.

## PART II.

New England Minuet.....Girls' Gymnasium Class  
(The scene used was a reproduction of Deering Woods, Maine.)

### Round Table in English

Following is the program of the English Round Table, which is a part of the work of the high school council, headed by Principal W. F. Webster, of the East High School, Minneapolis. The round table will be in charge of Mr. Reed, of the Moorhead Normal School, who has arranged the program with the hope of enlisting the interest and co-operation of all teachers of English. The general aim of the conference will be to prepare the way, so far as possible, for the formation of a course of study in English—a task that the State Committee on English has had in contemplation for some years:

Thursday Morning, December 31st, 9 o'clock.

1. Some Essential Phases of English Teaching in the Indianapolis High Schools. Miss Mary Moody Smith, East High, Minneapolis.
2. What are the Best Means for Promoting Good English Outside of Class? Miss Eleanora F. Deem, Manual Training High School, St. Paul.
3. Should the Subjects for Themes be Drawn Chiefly from Literature or Experience? Miss Charlotte Sanborn, Barnesville High School.
4. The English of High School Graduates in the Normal School. Miss Evelyn Newman, Normal School, Moorhead.
5. What is the Place of Interpretative Reading in the High School? Mr. Bernard Lambert, Johnson School of Oratory, Minneapolis.
6. A half hour devoted to brief general discussion of the foregoing topics, or of the following:
  - (a) What phase of English work is at present in need of greatest emphasis?
  - (b) What should be the proportion and the character of composition work in the last two years of the course?
  - (c) What should be the amount and character of oral English?
  - (d) Should the history of American literature be taught as a separate subject, or chronologically in connection with English literature?
  - (e) Should the forms of discourse be taught separately in different years?
  - (f) Is the note book a necessary or valuable adjunct in teaching literature?
  - (g) To what extent should composition be correlated with other subjects?
7. In teaching Composition, should we aim at Accuracy or at Fullness and Fluency in Expression? Summary.

Prof. Maria L. Sanford,  
State University.

## Library

Most of our effort this fall has been spent in the acquisition of new books. Consequently at the beginning of our winter term we have all of the departments adequately supplied for the year's work. The periodical department in particular has been strengthened by the addition of missing volumes, and we now have complete files of the Atlantic Monthly, Century, Review of Reviews, Science, and World's Work.

Books recently accessioned are:

### General Reference.

- Alden—Magazine writing and the new literature.
- Atkinson—Boyhood of Lincoln.
- Bacon—English voyages of adventure and discovery.
- Bailey—State and the farmer.
- Bain—Higher English grammar.
- Barnard—Tools and machines.
- Baskerville and Sewell—English grammar.
- Bodine—Some hymns and hymn writers.
- Bourry—Ceramic industries.
- Buehler—Modern English grammar.
- Caffin—Child's guide to pictures.
- Carlton—Educational and industrial evolution.
- Carpenter—Foods and their uses.
- Chamberlain—How to travel.
- Church—Aeneid for boys and girls.
- Coolidge—United States as a world power.
- Dobson—De libris; prose and verse.
- Doubleday—Birds that every child should know.
- Dutton and Snedden—Public education in the United States.
- Ely—Outlines of economics.
- Emerson—History of the English language.
- Emerson—Principles of grammar.
- Eggleston—Beginners of a nation.
- Forbes-Lindsay—Panama.
- Fisher—Struggle for American independence.
- Folwell—Minnesota.
- Gildersleeve—Government regulation of the Elizabethan drama.
- Gilman and Williams—Seat work and industrial occupations.
- Goss—Bench work in wood.
- Gulick—Efficient life.
- Grant—Greece in age of Pericles.
- Greenslet—Life of Thomas Bailey Aldrich.
- Hammell—Paper folding.
- Hanus—Industrial education.



- Hancock—John Keats.  
 Hinsdale—Language arts.  
 Howells—Roman holidays.  
 Hubbard—American history and encyclopedia of music.  
 Hurlbut—Sunday half hours with great preachers.  
 Historians' history of the world (25 vols.)  
 Higginson—Alaska, the great country.  
 Hammond—Chaucer.  
 Jespersen—Progress in language.  
 Jewett—Good health.  
 Jones—India: Its life and thought.  
 Keller—Story of my life.  
 Laurie—Language and linguistic method.  
 Lloyd—Wheat among the tares.  
 Morgan—Abraham Lincoln, the boy and man.  
 March—Theory of mind.  
 Oertel—Study of language.  
 Orr—Handbook to works of Robert Browning.  
 Perry—Sicily in fable, history, art, and song.  
 Peeps at many lands series (15 vols.)  
 Plummer—Roy and Ray in Mexico.  
 Rich—Paper sloyd.  
 Ropes—Story of Civil War. Vol. 2.  
 Ruhl—Other Americans.  
 Richards—Sanitation in daily life.  
 Salomon—Educational sloyd.  
 Seegmiller—Primary hand work.  
 Sparling—Business organization.  
 Spears—New England whalers.  
 Sweet—History of language.  
 Trybom—Cardboard construction.  
 Trybom and Heller—Correlated hand-work.  
 Train—Prisoner at the bar.  
 Upham—French influence in English literature.  
 Waller—Thru the gates of the Netherlands.  
 White—Words and their uses.  
 Wyld—Historical study of the mother tongue.

#### Fiction.

- Arnin—Fraulein Schmidt and Mr. Anstruther.  
 Bazin—Redemption.  
 Bindloss—Alton of Somasco.  
 Connolly—Olympic victor.,  
 Doyle—Round the fire stories.  
 Gass—Little Saint Sunshine.  
 Lorimer—Jack Spurlock—prodigal.

Mrs. Laughlin, who spent the early fall with her relatives in Iowa and Illinois, returned to the city in October, to the delight of her waiting spouse.

Mr. Quigley has purchased a quarter section of valuable farming land, with a complete set of farm buildings, in the environs of the village of Rustad.

Miss Dredge went to Minneapolis on October 22nd to attend the wedding of her brother, and remained with her relatives in that city for about ten days.

Fred Sanders, after an absence of two years, during which interval he has been teaching in Iowa and South Dakota, has resumed his course at the normal.

Miss Clara Henn, '09, has returned to her home at Perham, to be gone until after the holidays, her sister having met with a serious accident that requires her kindly assistance at home.

Miss Mattie Nelson, a member of the senior class, was the delegate of the Y. W. C. A. to the state convention at Northfield. On her return she gave a very interesting message of its proceedings.

Miss Leonard, head of the department of mathematics, spent the Thanksgiving vacation with her friend, Miss Sprague, principal of the training department of the Mayville normal.

Carrie Way and Adair Ash were sent as delegates by the normal Y. W. C. A. to the North Dakota state meeting of the association, held at Grand Forks on November 14th and 15th.

Eva Hauser, of the senior class, was obliged to leave school for about two weeks during the fall term, owing to the illness of her father. His recovery very happily returned her to her school duties.

Otto Ramstad spent two weeks of the fall term as substitute principal of the Sebeka graded school, while his friend, H. F. Anderson, who is the regular principal, was campaigning in Red Lake county.

Mr. Reed and Miss Hartwell spent Thanksgiving with Mr. and Mrs. Eckstrom at Warren, where they found that the young attorney had provided for his bride (nee, Bertha Trost) a home that for comfort and elegance reverses all the traditions of the crabbed taste of barristers.

Miss Deans and Miss Scofield spent their Thanksgiving vacation at River Falls. Both were at one time teachers in the River Falls Normal school, where Miss Minnie Cogeshalle is now teaching—from whom, by the way, they brought cordial greetings to the friends here who knew Miss Cogeshalle during her brief sojourn of last winter.

Erick Alstrom, a member of the junior class, gave an instructive talk on mining before the geography class in early November, a subject which his varied mining experiences in Alaska and Colorado made peculiarly practical and vivid.

Miss Benedict went to her home at Kasson during the Thanksgiving recess, and because of illness in her family will not return to the normal school until after the holidays. During her absence Miss Abbie Day, of Minneapolis, will carry on the work of her department of drawing.

Mr. and Mrs. Stanford, with their twin boys and girls, paid a visit to relatives and friends at Mayville during the closing days of October. They brought back a most delightful report of the Moorhead "colony" in that city—President and Mrs. Hillyer, with their family, and Miss Nelle Olson and her mother.

Mrs. Ware and Miss Newman did the handsome thing by their classes at the close of the fall term by serving delicious refreshments in the class room. And there are those who are mean enough to insinuate that the chocolate and ice cream were a kind of faint propitiation for the "C's" and "D's" that had been sent into the office!