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PUBLISHED BY THE STATE COLLEGE
MOORHEAD, MINNESOTA

State Normal School

MOORHEAD, MINNESOTA

In the Interest of Public School Effort

PUBLISHED QUARTERLY

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SERIES
FOUR

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NUMBER
TWO

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CARL G. SCHULZ.

A summary of the chief events in the life of Carl G. Schulz, State Superintendent of Public Instruction, may be given as follows: His father, coming from Sweden in 1865, settled on a farm at New Sweden, Nicollet county, Minnesota, on which Carl G. was born in 1867. His early education was cared for by the district school. After spending four years at Gustavus Adolphus College, St. Peter, he entered Augustana College at Rock Island, Illinois, where he was graduated in 1888.

For several years he taught in the district schools of Minnesota, and for one year served as principal of schools at Winthrop. Following this, he took office, in January, 1890, as county superintendent of the schools of Nicollet county. He retained this office for eleven years, until January, 1901, when he was appointed assistant superintendent of public instruction under Superintendent John W. Olsen. Having served in this capacity for eight years, he succeeded to the state superintendency in January, 1909, when Mr. Olsen became acting Dean of the State Agricultural College. For the past twelve years Mr. Schulz has also served as a member of the board of regents of Gustavus Adolphus College, a board of which he is now president.

Mr. Schulz on July first, 1893, married Miss Emma J. Carlson of St. Peter. They have one child,—Marion, a girl of thirteen.

The Organization of Geography

By A. S. Kingsford, Head of the Department of Geography.

History of Its Development.

As a subject of investigation, geography has held a respectable place among scholars for two thousand years. Like all other branches of knowledge, during this time, it has undergone a process of evolution. Its great teachers and students have long debated and are still debating what constitutes its "Central Idea," what is its subject matter, what are its limits and divisions and what are their relations to each other.

No subject of study has been so intangible, none has been approached from so many sides, no subject is so intimately connected with all of the other sciences and levies upon them so persistently for its subject matter. No subject may be made so comprehensive in its scope and none has produced more thread-bare results.

The report of the committee of fifteen says: "It is not a simple science by itself, like botany or geology or astronomy, but a collection of sciences levied upon to describe the earth as the dwelling place of man and to explain some of its more prominent features."

As from a hill-top or fortress, it looks out in all directions upon the fields of knowledge. It draws interesting material from many sciences, from history and from art.

Primitive geography was simple, and consisted in locating and describing the various features of the earth's surface. It must be confessed that the average layman and too many would-be teachers still cling to this primitive method of treatment, and to them the geography of a region is exhausted when they have learned where it is and what it contains.

Exploration, discovery, location and description were the foundation courses of geography. It first assumed a scientific aspect on its mathematical side. Ancient civilization found it necessary to locate important places definitely and at least one astronomer, before the advent of the Christian Era, made fairly accurate computations of the form and dimensions of the earth. The terms latitude and longitude are of Latin origin and their use in map construction dates back to the time when the explored portions of the world consisted of an oblong, embracing the countries bordering on the Mediterranean, whose greatest length was from East to West.

A few names stand out clearly in the history of the development of the science. The Fifteenth and Sixteenth centuries saw a tremendous impulse given to the exploratory stage. Ideas of the solar system were upset. Enormous additions were made to geographic knowledge and a vast accumulation of raw material was left to be organized into a science.

The first real scientific geographer was Humbolt. He went beyond the locating and describing stages and attempted to determine the physical causes back of them; but the diffusiveness of his investigations needed the guiding hand of a master who could sift out the essentials from the non-essentials. Karl Ritter first popularized the subject by performing this sifting process and showed the intimate relation that existed between physical geography and human history. Probably no man has so influenced modern geographic thought.

It was he who introduced the study of the earth as the home of man and organized the science upon that basis. His followers have apparently carried this idea farther than he intended it should be carried. Evidence in his writings goes to show that he never intended to restrict the science of geography to the simple relation of earth and man; he merely emphasized that relation above all others. Recently the zeal of Ritter's followers in England and more especially in America, has led to the crystalization of this principle into a dogma, and today our leaders of geographic thought exclude from geography any study of the earth, apart from its human relationship.

In this country, indeed, geography, so far as it is not still in a chaotic condition, is organized around the central idea of the earth as the home of man. Arnold Guyot, Ritter's first great student, promulgated this principle.

Prof. W. M. Davis, perhaps America's greatest living geographer, says: "It is especially the relationship of earth and inhabitants that characterizes geography as a subject apart from other sciences and gives an essential unity of content and discipline to all its varied parts." Again we hear from John Dewey: "The significance of geography is, that it presents the earth as the enduring home of the occupations of man. The world without its relationship to human activity is less than a world. It is through what we do in and with the world that we measure its value." And this from Nicolas Murray Butler: "It is a subject which relates the sciences of nature and man. As a bridge over which to pass backward and forward from the study of man's habitat to his activities, geography is a unique and indispensable element of an elementary education." Dr. Chas. A. McMurry says: "It has two faces, one toward nature and one toward man. It is the connecting bridge between two great real studies—nature and man." Jacques W. Redway, another maker of textbooks on geography, adds still further to the literature of definition by saying: "It is the study of man and his environment."

Present Status of the Science.

With such an array of authoritative opinion we may well ask ourselves, is not the geography problem settled so far as the organization of its subject matter is concerned?

Following the lead of the report of the committee of fifteen, text books have been revised and geography as a school subject is settling itself upon its new basis and the educational world is waiting to see what the outcome will be.

Just at present the point of contention seems to be as to whether the earth or man is the central feature. Upon this question geographers seem to have arranged themselves into an old and a new school.

We believe there can be no adequate treatment of the subject without preserving the dual nature and the double interest which attaches to natural objects and human beings.

The study of the earth alone, its phenomena and forces, its plants and animals, the physical causes producing them is natural science, pure and simple. The study of man's activities and his institutional life is history. The study of the relation between the two is geography. The study of the earth as the stage upon which man performs his activities is geography. History is the book which records those activities.

We live in a utilitarian age and it is not surprising that geography as a school subject is becoming more and more utilitarian. It is those rivers which are useful to man for water power, for transportation or recreation that especially entice the geographer. Only those mountains which yield up their riches to supply man's wants are of interest to him. Waters full of codfish, forests fit for lumber, and currents favorable to trade are of the most importance.

Geography of today undertakes the problem of understanding industrial and social life as influenced by physical environment. In doing this it has wandered far away from what Dr. Harris has denominated the earlier study of "sailor geography." That is the naming of capes, islands, bays, lakes and seas enlivened with pictures and disassociated accounts of curiosities and oddities such as would naturally be the subjects of sailor's yarns. The great influence of the laws of nature upon the location of the homes of man, their influence upon transportation, agriculture and manufacture, from the earliest historic ages down to the present time, has led teachers to feel that reasoning from cause to effect, the proper point of attack in geography was through nature or the physiographic side. To the mature mind this seems at first sight, the logical way of approach. But the advance of civilization with the changes brought about by invention and scientific investigation have placed the forces of nature and man in a different relation to one another. The whole story of the evolution of man from a state of savagery to a state of enlightenment is a story not so much of his attempts to adjust himself to his environment as of his struggles to rise above it and its conditions. In

that process of change in relationship, man has not been a passive entity; he has been a most active factor. It is true, other life forms, other animals, are slaves to their environment; civilized man is continually rising above his. So long as he is controlled by the conditions of his environment, he is a savage; having mastered those conditions within the limits of his mental capacity, he is civilized and, as Prof. Redway says, "He is civilized because of it and not in spite of it."

His artificial means of transportation, his dredged out and built in harbors, his irrigated desert places, his gold and his iron ore, rescued from the bowels of the earth by dint of hard toil and converted into new material by scientific ingenuity, make it necessary to study his home and his activities upon the surface of the earth from a different standpoint. Consequently the human side comes to have larger consideration in the study of geography.

Treated from the physiographic side, geography shows the child what natural forces have done in controlling the activities of man; treated from the human side, it shows what man has done in controlling the forces of nature and leads the child to feel that he can do the same. It gives him confidence in his ability to bring things to pass.

The motive with which a child approaches a subject is the valuable element in influencing character. His first motive is interest. With man as the central figure, and those problems dealing with his relations to the forces of nature about him, geography touches the life of the child more vitally than any other subject.

In the study of a science, the mature mind may approach it through the fundamental elements and work from what may be considered cause to effect. With the child the logical approach is through the concrete that lies at his hand and is already within his experience. My contention then is, that in order to appeal most strongly to the self activity of the child, geography should first be approached from the human side. He should study objects not as dead forms, but as things that are alive and in process of growth. Even when he comes to investigate the elemental physiographic facts, mountains, rivers, valleys, plains and the like, from a physical standpoint, they should not be treated as dead forms, but as things that have been made and are now in the process of making. Recent physical geographers have been awake to this fact. In the light of modern geography, every physiographic fact has its life history. Mountains, rivers, valleys, plains, have an infancy, a youth, a maturity and an old age. The life story, even of these inorganic things acts as a strong impulse to the child's self activity. There is no characteristic in which recent text books of geography have shown a more marked improvement than in this explanation

or interpretation of physiographic elements as the result of long processes of growth that are still going on.

Method of Treatment.

Let us now consider a little more in detail, the course of study and the method of treatment. The committee of fifteen says:

"The child commences with what is nearest to his interests and proceeds gradually to what is to be studied for its own sake. It is therefore a mistake to suppose that the first phase of geography presented to the child should be the process of continent formation. He must begin with the natural differences of climate and lands and waters and obstacles that separate peoples, and study the methods by which man strives to equalize or overcome these differences by industry and commerce; to unite all places and all people, and make it possible for each to share in the productions of all. The industrial and commercial idea is therefore the first central idea in the study of geography in the elementary schools. It leads directly to the natural elements of difference in climate, soil and productions and also to those in race, religion, political status and occupations of the inhabitants with a view to explain the grounds and reasons for this counter process of civilization which struggles to overcome the differences. Next comes the deeper inquiry into the process of continent formation, the exploration of mountains, valleys, plains, islands, volcanic action, the winds and the rain distribution. But the study of cities, their location, the purpose they serve as connecting manufacturing and distributing centers, leads most directly to the immediate purpose of geography in the elementary school."

The contention is that it is more desirable to begin with man's activities and trace them back to their causes in soil and climate and physiographic processes, than first to give a physiographic basis, and lead up to the industrial process.

The child should first begin with his immediate environment; let us suggest, with the food he eats. It is easy to interest him in the different kinds of meats, the methods of cooking and preparing them, their source in the animals from which they are obtained. After tracing the meats back one step to the animals, the child is anxious to go another, to the foods of the animals—grains and grasses. Back of the soil are the physiographic processes which make soil and distribute it. Back of climate is the life-giving sun.

In like manner the child may be led to trace bread back through the industrial steps of baking, grinding, hauling, threshing, harvesting, cultivating, and seeding. So back again to mother earth with its soil and climate and the life-giving sun. A multitude of other products may be treated in a similar way.

The child's next most immediate environment is perhaps the house he lives in. His self activity traces its materials to the lumber yard, from there to the sawmill, from thence, back to the tree in the forest and so to the ultimate causes in soil and climate. So also he sees the clay back of the brick and the quarry in the hill-side back of the stone.

As with the food and shelter, so it is with his clothing; he is led back to the source in soil and climate. Back of shoes is leather, back of leather are hides and the oaken bark, back of hides the animal subsisting on the products of the soil.

In his continual recurrence to the sources from which all the products come that supply his wants, from the store back to the factory, from the factory, back to the farm, the forest or the mountain, the child becomes interested in the agencies that carry products from one place to another. Thus he is introduced to methods of transportation and the elements of commerce. His immediate environment furnishes him the materials for observation. He studies the wagon and railroads entering his town, the bridges crossing its streams, the sidewalks and thoroughfares of its business streets. He learns the reason why people congregate to form towns and observes some of the factors that determine the location of those towns.

In tracing back to physiographic causes he becomes interested in these processes as he sees them about him. In his immediate environment, there is usually an opportunity to study all of the typical physiographic forms and processes. He examines the stream as the type of river and becomes familiar with the forces of erosion. Hills, possibly mountains, valleys, plains, lakes, plateaus, deltas and flood plains, may lie spread before him either in reality or in miniature.

Thus by a study of his immediate environment in the third and fourth grades, the child becomes equipped with a knowledge of practically all of the geographic concepts that are necessary for his subsequent work.

As he comes to study the climate, surface, industries, products and commerce of distant states and foreign countries, his ability to understand and construct correct mental pictures is based upon the varied ideas of a similar kind that he has gathered in vivid and real form, from his home neighborhood. No subject demands so much constructive imagination as does geography. The child's imagination cannot construct these pictures out of nothing. It must build them up out of personal observation and experience in the home environment. As the child goes out from his home, mountains and valleys, hills and plains, rivers and lakes appear in region after region with ever the same essential features, but with endless variety of local detail. The essentials are already a part of the child's experience. The detail must be supplied by the imagination.

In approaching the wider field of world geography there is danger that both teacher and pupil may be swamped by the endless variety and countless multitude of facts that are literally staring them in the face.

A rational basis of selection must be adopted. Some facts are

incidental and trivial, others are primary and far-reaching in their importance. Some are isolated and unusual, others are typical and illustrative of laws and principles.

As to the order of procedure and the kind of material taken up, geographers are by no means agreed. Shall the child go from his immediate home environment to that which is next beyond; his home county, his home state and thence out into the regions adjacent, until the United States has been covered? Or can he, after going beyond his direct field of observation, as well dip in one place as another?

We are undertaking the problem of understanding industrial and social life as influenced by physical environment and as triumphing over that environment.

If we were merely naming the cities, mountains and rivers of the world we might as well begin with Europe as with our home country. But we are chiefly concerned in getting at the meaning of a few of the basic types of geography. Two methods of treatment suggest themselves. We may consider the phenomena of a given type in all parts of the globe, as rivers, mountains, or cities; or we may discuss the phenomena of all types in a given part of the globe. The first gives rise to general geography, the second to regional geography. We must cast our verdict in favor of the latter method.

We believe that the most potent reform in planning courses of study in geography can be made by reducing the number of subjects treated in each grade to a few main topics, each of which has a fundamental idea within it. The child's familiarity with the regions lying next beyond his home is tenfold greater than his acquaintance with remote countries. Therefore these fundamental types should be taken up as the child proceeds from his home outward into the United States, thence to North America, across to Europe, then out to the rest of the world.

Professor Davis says: "The hopeful progress that school geography has made in the last twenty years has been characterized by a diminution in the number of isolated empirical items to be committed to memory and by a corresponding increase in the number of principles and generalizations to be studied."

Nine-tenths of these types can be worked out in the study of the United States. Our wide-spreading plains and forests, our lakes, canals and rivers, our mountains and plateaus, our cities, our variety of economic conditions, our industrial activity, our complex racial origin, furnish an abundance of great geographic object lessons. Every physiographic form and process, almost every phase of man's activity may be studied here in America.

The value of type studies in the investigation of physiographic forms has been recognized for some time. Their application to ele-

mentary geographic courses is of more recent origin. In this work Dr. Charles A. McMurry has been the pioneer as well as the ablest exponent. In defence of his system he says: "In order to bring simplicity and order into the vast multitude and variety of facts, furnished by the geography of North America, we need to grasp the significance of types." "A single leaf on a hard maple tree is so much like all other hard maple leaves one may name it at a glance. If a stranger to the hard maple, should notice sharply a single typical hard maple leaf he would be able to recognize all others. In the same way Mount Shasta, as a typical volcano, if well understood in its structure and history, is able to explain nearly all volcanic mountains." "If we can convince ourselves that the thorough mastery of a relatively small number of important type objects goes a long way toward the mastery of the whole wide and varied field of geography, we may find it an excellent means of unburdening the mind and subjugating the world to our thought. Those persons who thoughtlessly gorge the memory with geographic names and facts are like children collecting shells by the seaside. They fill their baskets, pockets, hands, with specimens in their zeal for collecting and then, being overloaded, drop them. In sorting them out later at home, they find only a few kinds, and after selecting the best, cast the others aside."

A single iron mine of Minnesota, seen in itself and in its relations to the industrial world, is an almost perfect type of thousands of iron mines. The iron industry is one of the basic typical industries of man. It should be studied as a unit, beginning where the child comes in contact with it in a concrete form.

On every hand the child encounters iron in the utensils of the kitchen and dining room, in the workshop, in machinery, in bridges, in street car and railroad tracks. What an excellent opportunity to study the industry in connection with his home state, the world's greatest producer of iron ore!

Back of the forms of metal which the child sees, so variously and ingeniously fashioned to serve man, are the great centers of the iron and steel industry. In studying this industry he may take a trip to Chicago or Pittsburg. Back of the finished products are the two fundamental processes of shaping metals,—casting and forging. Back of cast iron, wrought iron and steel, that are shaped by forging and casting, is pig iron as it comes from the blast furnace. Back of the blast furnace are the immense docks where the ore is unloaded on the shores of Lake Erie. The ore is brought to the dock by one of man's great instruments of commerce, the lake steamer; at the other end of the steamer's journey are the contrivances for loading from the cars into the ship, the dredged out harbor, the breakwater and the unloading dock. The railroad takes us back to the source of the ore in the mine which is a part of mother earth.

By means of the somewhat exhaustive treatment of a typical industry we see it in its varied causal relations, and perceive the modifying or controlling influences which determine its character.

We do not claim that the treatment of single types will give fullness and completeness to the study of geography, but only that the series of types furnishes a safe central line of operations. These types must be supplemented and completed by map studies and map drawings, much illustrative and descriptive material on the various sections of the country, comparisons, drills and abundant use of wall maps and text books. Text books must necessarily contain more or less descriptive material on the various sections of the country and we could hardly demand that they contain an exhaustive treatment of types. Much that they contain is intended only as reference material. Much of the material needed by the teacher must be sought for elsewhere and organized by her. No one should endeavor to place equal stress upon all the topics and illustrations of the text book. After all, we have Professor Redway's authority for the statement that "the crucial test of the value of a text book in geography is not so much what it contains as what it does not contain."

Two excellent series of type studies on the United States have been prepared by Dr. McMurray. Perhaps the most serviceable ones would be those which the teacher works out for her class to suit its particular needs. As reference material for the organization of such types Dr. McMurry's books should be invaluable.

In the study of such geographic types no distinct lines of separation should exist in the treatment of the physiographic, descriptive or industrial aspect. Professor Ritter, long ago, pointed out that such divisions of geography are neither natural nor happy. There are sufficient reasons why geography in the grades should remain predominantly regional, and should touch upon all three phases.

The study of the Hudson or Connecticut rivers, for example, is the presentation of a large complex topic and involves a number of scientific, historic and industrial elements, all of which combine to form a geographic unit which typifies the character of rivers in general. The scientific treatment of the Hudson might work out in detail many complex problems. It might ascertain the relations and the causes back of the various geological formations along its shores. It might trace out its connection with Lake Ontario during the glacial period, the causes which resulted in the sinking of the land and formed the drowned valley. It might investigate the probable effect of stripping away the forests in its basin. It might trace out the various shore lines up and down its valleys. But such exhaustive treatment belongs not in the elementary geography class. It should be the purpose in the geographic treatment of such a topic not to ignore these problems, but to suggest them, to use a little of them when needed, and to show that geography may draw upon them for its material.

To the student of geography the Hudson is of interest, it is true, as one of nature's mighty agents in carrying on the process of earth sculpturing; but it is even more interesting as a great highway for carrying on man's commerce. The drowned valley at its mouth is attractive as an example of a striking physiographic phenomenon, but is infinitely more attractive because it has made possible America's greatest commercial port. The old glacial valley connecting it with the great lakes has a profound economic significance when we learn that it made possible the Erie canal and thus supplied the missing link in the world's greatest inland waterway. To the geography student the Palisades are interesting more because of their scenic beauty than because of their geological formation. The whole valley is teeming with life and industry, engines of transportation and centers of population. Its associations recall the names of Washington Irving and Tarrytown, of Diedric Knickerbocker and Benedict Arnold. All these should be woven into a complex whole and should serve as a type of all rivers flowing in drowned valleys. The student should be made to realize that in many respects the Hudson, because of its intense human interest, is more significant than the mighty Amazon or the picturesque Colorado. Every river on the Atlantic coast may be studied briefly by comparison with this typical one. The child should learn what it means commercially for a river on the one hand to have its mouth in the frozen north, or its channel choked with silt, or on the other hand to have its outlet in the tropics or its mouth deep and rock-lined.

By means of this somewhat exhaustive treatment of a typical subject, we see it in its varied causal relations; we see the modifying or controlling influences which determine its character. Geography thus ceases to be what it has too often been considered, a hopeless jumble of ill related facts. Back of the industrial life which the child studies in New York City are man's activities. Back of the port giving life to its ocean commerce is its harbor, a physiographic fact, made possible by a physiographic process. Back of the harbor is the sinking of the coast and the consequent drowning of the river valley. Back of the river valley are the erosive forces that created it. Back of water power are rapids and falls. Back of these rapids and falls is the meeting on the fall line of two geological formations of different hardness.

It is this causal relationship which we try to emphasize in our study of types that should rescue it from confusion. Geography should secure to the pupil more than knowledge of mere facts. It should give life to its ocean commerce is its harbor, a physiographic fact, concerning man and his natural environment. A pupil should not only have knowledge of successive instances of relations between man's life and the earth; such knowledge should be organized into the more fundamental general truths of geographic relations. In this respect

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text books are far from satisfactory; they state few general principles clearly. Geography in its best form has not been fully developed as a science. School authorities still delight in calling it "The sick man of the curriculum."

Though the newer geographical text books give an interesting and scientific treatment of earth forms, the sections devoted to the various countries of the world are burdened with masses of economic detail, which, in themselves, are uninteresting to the child, which are imperfectly presented in their causal relation, and which for a large part are only indirectly, not directly, and obviously, the effect of geographic conditions. The result is that the child is swamped in a mire of unsystematized knowledge, that becomes out of date almost before it is learned, or is forced along a line of causal reasoning too long and involved for the immature mind to follow.

Relation of Geography to History.

Economic facts in themselves appeal little to the child. But the casual idea back of those facts the child will seize upon and retain. Even they are vital only when closely associated with the human element. By the emphasis of this human element, geography is lifted out of the dull round of formal studies, and the earth becomes the setting of a great world drama. It is by virtue of this fact that geography and history are so closely correlated. By the introduction of the geographical element history becomes vitalized. Through it now pulses the life blood of the people made sturdy by subduing and controlling the forces of nature. All the forces and treasures and beauties of nature enter into the chronicle. "Its pages," says Helen Churchill Semple, "seem to tell of the upturned soil. They are golden with fields of ripened grain and white with fields of cotton; they echo the sound of a pioneer's axe, blazing a trail over a mountain pass; the ripple of a voyageur's canoe exploring some far away stream; the splash of a steamboat on a river highway, the roar of waterfalls and the whir of mill wheels; the lowing of cattle on an arid plain, and the hum of life in a commercial port." They reflect the forces back of political bodies and legislative enactments and furnish the only ultimate explanation of great national struggles. Who would attempt to interpret the civil war without taking into account the cotton plant? Who will deny that Mason & Dixon's line was a geographic line separating the cotton growing area from the non-cotton growing one? Note what the map of a single country may teach us of the world's history. Behold the restricted opportunities of Russia's coast line,—its White Sea harbor, accessible to the open ocean, but closed by ice for seven months in the year; its Baltic coast also hampered by a long winter, and presenting the spectacle of a huge bottle with England holding the cork; its Black Sea another bottle with a particularly small neck and its cork driven in with

especial emphasis; its far northern strip on the Pacific coast with its often icebound port of Vladivostock, where, moreover, the long chain of the Japanese islands make the sea another Black Sea and the Korean Strait another Bosphorus. Add to this picture the seething mass of an untutored people, struggling toward the light, though still in the darkness; a people as yet uninformed of their native strength and without the knowledge to use that strength; the mighty force of a dormant civilization seeking an opportunity for expansion and development. Read this picture intelligently and we have the causes of the Russo-Japanese war.

Again let us consider a foreign country, the conditions of whose political organization are unique—Austro-Hungary. The pupil learns of its general surface features and what may be expected of its productivity as far as latitude permits. He also learns that the population consists of races that are very diverse in character. The Czechs hate the Huns and the Huns hate the Czechs; they both unite in most cordially hating the Germans of Austria. Why, then, are they held together under a single political organization? Until the pupil knows this he is not armed with the knowledge of geography he ought to have. Some historians thoughtlessly tell us that the Emperor Franz Joseph is the binding link. But, the chief explanation of the political entity of the empire is to be found in the Danube river. On the southeast and the east are the grain fields of Bulgaria and Roumania; on the west and northwest is the dense population of the manufacturing centers of Europe. The Danube, the line of least resistance, because of its topography, is one of the great trade routes of Europe. Now the commerce of this region along this river is so extensive that the community of interest overbalances race hatred. Hence, Austro-Hungary holds together because of commercial interests, mutual to the diverse races. It is said that Bismarck once exclaimed, "If Austro-Hungary did not exist, it would have to be invented." Fortunately for Europe's food supply, Austro-Hungary did not have "to be invented," but it was not many months ago that President Roosevelt "invented" the Republic of Panama because its topography made it an economic necessity as a world's trade route.

The Commercial Geography Problem.

A discussion of the theme in hand would be incomplete without some attempt to dispose of the commercial geography problem. First of all, we contend that **commercial geography, as a science, is non-existent.** As a separate subject it has few points of contact with physical geography, and its subject matter, at present at least, is necessarily incapable of thorough organization. It consists of a mass of facts through which the threads of causal connection are few, uncertain and difficult to trace. As at present organized, it is but little better than a mass of statistics to be memorized, and would

beget in the mind of the average student, either a habit of rote learning, reciting and forgetting, a facility for shrewd guessing, or indifference and disgust. Dr. H. R. Mill, summarizes his scheme of the aspects and objects of geographic science thus: "We may consider them as forming a pyramid, broad based on the smooth hewn blocks of mathematics, rising through tiers of firmly laid stones from the quarries of the physical sciences to the irregular courses of political geography and the rubble heap of commercial geography, which caps it if its does not crown the edifice."

It is this rubble heap of commercial geography which the spirit of the age is seeking to introduce into the schools as something demanded by the supposed practical needs of American youth. It is the exponent of utilitarianism gone mad. Its text books are, most of them, mortally dull reading. We believe the dullness is inherent in the subject and arises from the lack of logic and scientific connection in the themes discussed.

We have maintained that geography in the grades should remain predominantly regional and not be specialized into its political, physical, or industrial phases. We believe that there is no obvious reason why the study of general geography should not be extended to the high school to include man as well as his physical environment. Here text books are lacking. A broad discussion by a master mind of human industries and institutions, of centers of population and routes of commerce, of social and political conditions, of economic processes, of customs and religions as related to physical environment, would be fascinating and valuable beyond measure. Perhaps the educational world is not ready for such a work, or the high schools for such a book; but it is in that direction that high school geography must naturally develop. The most serious difficulty in the way is the misplacement of geography in the course. In its broadest ethical sense, geography is the account of the struggle of man in triumphing over his environment, material, intellectual and moral. If this conception is realized, it should not be confined to the primary school.

Commenting upon this fact in a recent issue of "Education," Professor Redway has said the latest word upon the Geography problem: "For the past ten years there has been a systematical effort to push the fundamental studies farther and farther down in the course. Well meaning architects of courses of study have succeeded in crowding into the high school the mathematical and classical studies that thirty years ago were in the sophomore year of college. Fifteen years ago a committee of the National Educational Association recommended the enriching of the grammar school courses. As a result the screws were applied again, reading, spelling, and composition were crowded out, if results count for anything; geography and history, the only broadening studies remaining, were pushed down to the seventh year

of the grammar school, geography being finished in that year in most schools. In many places an abominable system of examinations sends a large number of pupils into the eighth grade who should remain a year or two longer with the nursing bottle."

"Under these circumstances, it is not surprising that history becomes merely the memory of chronology, while the real essence of geography is left untaught—not because the pupils lack brightness, but because they are not old enough. The grade teacher is therefore compelled in self defense to drill the pupils in a sort of rote work which experience has shown her will most likely pass her class through the examination grinds. The pupils in turn study to pass the examinations rather than to know the subject; and they do pass, but they don't know."



CHARLES R. FRAZIER.

The essential facts in the educational career of Charles R. Frazier, who became assistant state superintendent on February first, are as follows: He went to school in the rural districts of Wisconsin until he was sixteen years of age. He then taught school for four years, when he entered the Wisconsin state normal school at Platteville. Graduating from here in 1891, he attended the University of Wisconsin until he finished the academic course in 1895. A year's graduate study at Yale, followed by a half year's work at Chicago University, prepared him for the duties of school administration. Beginning this work as principal of schools at Waterville, Minn., he subsequently went to Tower, then to West Superior, Wis., and from thence to Little Falls, Minn. Here he was superintendent for two years, when he received his appointment, in 1903, as superintendent of schools at Winona. His six years of successful administration in that city, typical of the progress of his educational work in general, have won for him the confidence of school men as well as that of the State Superintendent of Public Instruction, who appointed him to his present important position.

Teachers' Convention, Fergus Falls

A convention of teachers and school officers will occur Friday and Saturday, March 5th and 6th, 1909, at Fergus Falls. All teachers in Otter Tail and adjoining counties are making enthusiastic efforts to make the meeting a success.

THE CENTRAL THEME.

The Aesthetic vs. the Practical View of Education.

In announcing our theme we have been influenced by a somewhat widely expressed opinion that of recent years there may have been a disposition on the part of educational leaders to drift away from the abiding principles upon which true education must always rest. It has been suggested that the levelling principle of democracy has tended to cheapen our school curriculum and lessen its real efficiency, that our ultra practical ideas have led us to place a wrong estimate upon values in life. An attempt to solve this problem has been the guiding principle in arranging this program. It has been the aim to make it inspirational rather than technical in character. There has been no disposition to secure uniformity of opinion among those taking part in the program but rather a presentation of topics from as varied view points as possible.

Visiting Schools.

Fergus Falls is the home of Northwestern College and Park Region Luther College. These schools together with the public schools of the city will be in session Friday forenoon and will be open for inspection to all visiting teachers and friends. Regular work will be in progress. Drawing and industrial exhibits will be provided.

School Officers Meeting.

On Friday morning there will be a program for school officers under the direction of Miss Charlotte Knudson, County Superintendent of Schools for Otter Tail. Rural school teachers will find this program of special interest. Exhibit.

Lecture Friday Evening.

A program of unusual interest will be provided for Friday evening. Dr. E. A. Ross of the University of Wisconsin has been secured to lecture. Dr. Ross is the author of several well-known books. He is a speaker of national reputation. He will speak upon the subject "Rampant Commercialism."

General Program.

Friday afternoon and Saturday morning will be given over to a presentation of a general program of vital interest to all interested

in the education and training of the young. The general theme as stated before will be "The Aesthetic vs. the Practical View of Education." Speakers of well-known ability have consented to discuss various phases of the problem. Among those who have consented to take part are: Supt. F. E. Lurton, Moorhead; Dean John W. Olsen, State Agricultural School. Supt. W. P. Dyer, Alexandria; Dr. Geo. F. James, State University; Mr. F. W. Murphy, Member Board of Education, Wheaton; Miss Evelyn Newman, Moorhead Normal; Principal W. F. Webster, East High School, Minneapolis; Pres. Guy E. Maxwell, Winona Normal; Supt. Edwards, Morris. Many others have signified their intention of being present and taking a part in the general discussion.

Entertainment and Social Features.

Plenty of good music will be provided to give variety and interest to the different programs. On Friday evening, immediately following the lecture, a reception will be tendered by the teachers and citizens of Fergus Falls to the visiting delegates.

Hotels—Rooms—Fees.

The Grand Hotel has been selected as headquarters. The following rates have been offered by the hotels: Grand \$1.50 per day where two occupy one room, Park \$1.50 per day. Lady teachers who desire may secure free entertainment (lodging and breakfast) in the homes of Fergus Falls. If you wish entertainment please notify Miss Charlotte Knudson. The membership fee admitting to all meetings and the lecture is 25 cents.

Already A Large Attendance is Assured.

It is to be hoped that superintendents and principals will call the attention of teachers to the meeting. Boards of education will willingly give teachers Friday in order that they may attend this meeting. The meeting will be full of help and inspiration.

A. S. Kingsford, Chairman, Moorhead; R. B. MacLean, Secretary, Fergus Falls; J. J. Bohlander, Treasurer, Detroit; Charlotte Knudson, Fergus Falls; O. S. Vail, Breckenridge.

New Model School Building

The new model school building, which was completed about the middle of January, and furnished by an emergency appropriation of the state legislature, was formally taken possession of by the training department in February. It is now regularly occupied by that industrious band of teachers and pupils.

The building is an ample structure, 134 by 60 feet, built of buff brick and trimmed with stone. It consists of a high, airy basement floor, two floors in the clear, and a big attic. Its front is toward the west, facing Eleventh street; and though it is placed some thirty feet away from the main building, it is connected with the latter by means of a wide brick passageway.

The building is heated by steam from the central heating plant, and is provided with a simple but quite adequate system of ventilation. It is admirably equipped in respect to sanitation; has convenient and commodious toilet- and bath-rooms, and plenty of ward-room accommodations. It has superior facilities for domestic science, and a delightful equipment for kindergarten. Its assembly and recitation rooms for the respective departments are designed with particular reference to convenience and economy in conducting classes, and it is believed that facilities for recitation will be ample for some time to come. The building has a number of particular features that will add much to the life of the school—the library on the ground floor, the lecture room for observation purposes adjoining it, the combined sewing- and dining-rooms at the opposite end of the same floor, and the big play-room in the attic.

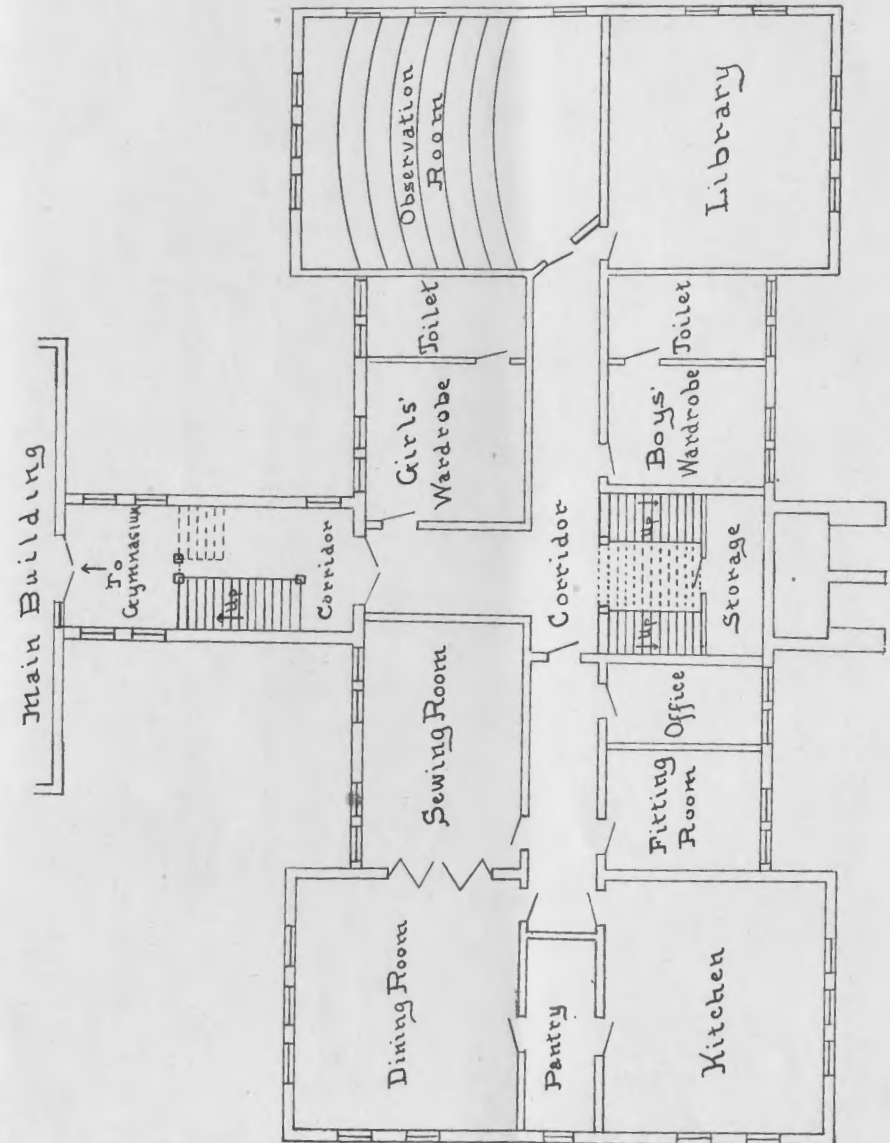
In material of construction, and in workmanship, the building is a fine example of school architecture. This is the result of the capable and painstaking effort of the designer, State Architect Johnson; the builders, Friedlund Brothers of Moorhead, and the overseer, Mr. White, acting as agent of the Board of Control.

A notable feature of the new structure as an essential part of the expanded normal school plant, is its admirable articulation with the main building. The first floor of the new building is on the same level as the floor of the gymnasium, and consequently its main corridor connects directly with the gymnasium by means of double doors. This is a fine entrance. The second floor of the new building, while on a level slightly lower than the chief floor of the main building (the administration and library floor), connects with the latter by an easy flight of stairs and a broad landing. The same conveniences on the third floor of the new building afford access to the main floor of the auditorium and to its balcony. Still another advantage of this connecting passageway, is the fact that a series of easy staircases enables one to pass up or down from one floor to

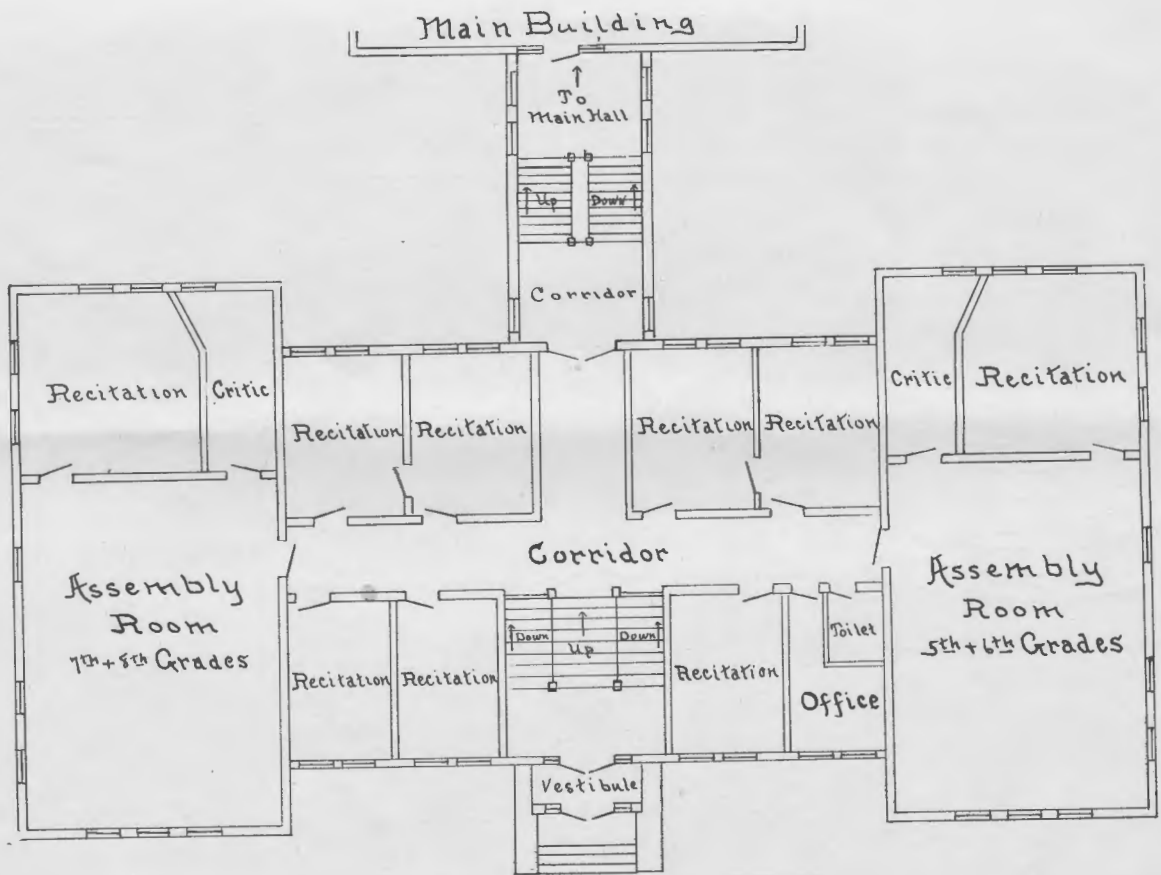
another, from the level of the gymnasium to that of the balcony of the auditorium, without entering either the old or the new building proper.

It is apparent, therefore, that the facilities of entrance and exit at the auditorium are exactly doubled by this articulation of the model school with the main building. The means of access, moreover, are more direct and simple by way of the model school than by way of the entrances to the main building. They lead the visitor in a single direction, through a straight, broad hall-way, and up a series of convenient stairs.

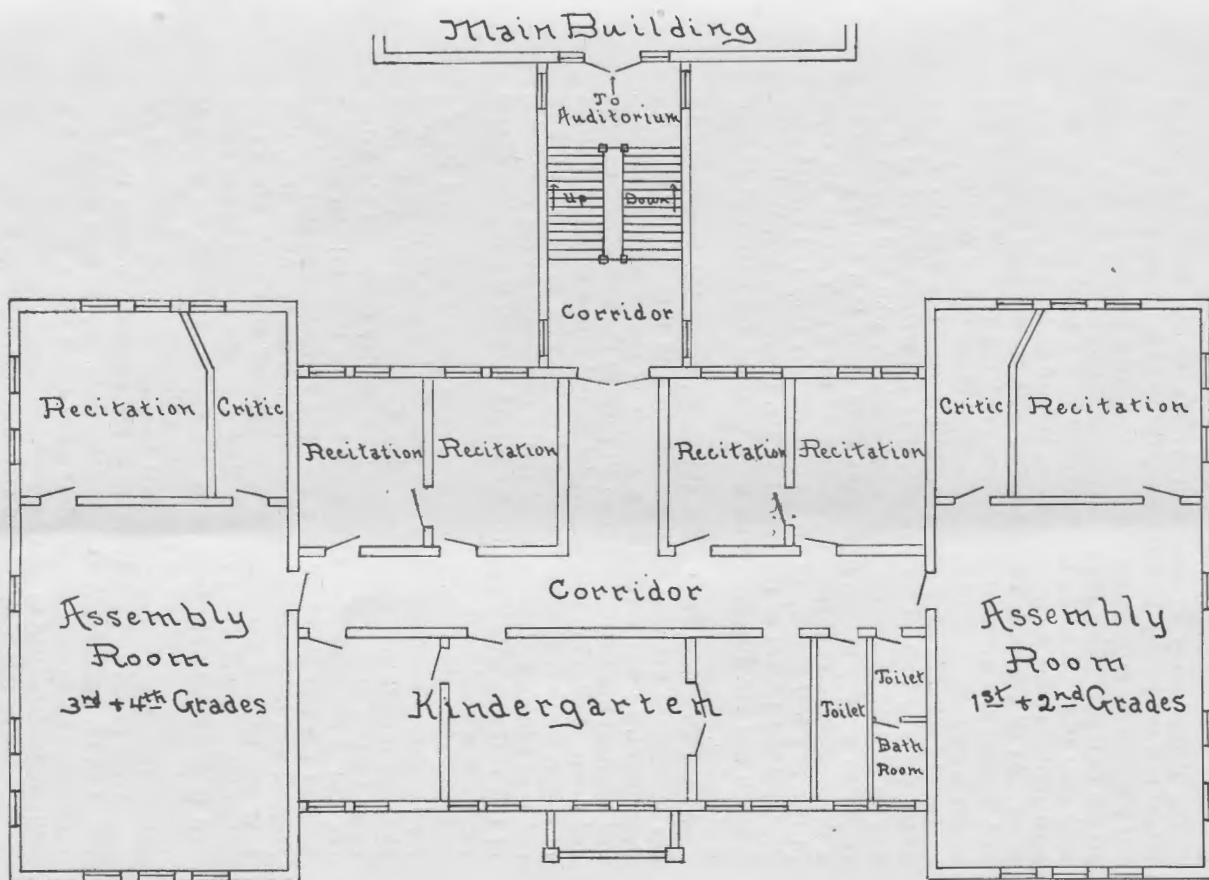
Any detailed description of the arrangement and purpose of the different rooms, is made unnecessary by the accompanying diagrams—the careful and accurate work of Mr. Stanford. By a glance at these floor plans, the reader will be able to understand the exact position, proportion, and purpose of the various apartments. It will be noted that the kindergarten and primary departments are on the third floor—an unusual arrangement. The purpose of this is to secure easy access to the play-room on the floor above—an accessory that will be much used in cold or stormy weather.



Model School Building, First Floor



Model School Building, Second Floor



Model School Building, Third Floor

President Weld's Fiftieth Anniversary

On the occasion of President Weld's fiftieth anniversary, the school and the faculty took the opportunity of testifying their loyalty and affection by arranging a mass-meeting and a banquet in his honor. As his birthday, which fell on December 10th, occurred in this twentieth year of the school's existence, and in the tenth year of his administration at the normal, the event seemed to have a treble significance. At all events, it was celebrated with the frankest enthusiasm; and, though the preparations were carried out on short notice, the affairs were characterized by considerable elegance and dignity.

On the morning of the tenth—which fortunately was the day on which the new plan of holding chapel at ten o'clock instead of nine was to go into effect—the boys of the school, who had begun their campaign the day before, passed the word along that there would be a demonstration at chapel—an ovation to the President on his completion of a half-century of life. From the city they had invited such distinguished friends of the school as Mr. Comstock, Mr. Perley, Mr. Mackall and Mr. Richards, who were to make the addresses of congratulation.

As the President came upon the stage, somewhat bewildered by the unexpected presence of these visitors and their rather knowing deportment, he was greeted by a tumult of cheers, waving banners, and hilarious demonstrations from all parts of the auditorium, upstairs and down. Following this, the school settled into a more quiet strain of congratulation, singing the school songs with great fervor, now and then adding a stanza adapted to the occasion. At the conclusion of this outburst, which was led by Sigurd Hagen, the regular chapel service was conducted.

Sharp upon the heels of this ceremony came the demand for the congratulatory speakers. And such speeches! Each of these polished platform orators was at his best. Mr. Comstock, as ringleader, was never happier in an offhand speech; Mr. Perley convulsed his listeners, and at the same time gave them food for thought; Mr. Richards touched the historic chord in a deft and sprightly manner; and Mr. Mackall was as gracefully poetic as J. Adam Bede. Altogether, they gave our beloved President an "introduction" that made him as resplendent as a knight in armor. And then the tumult began again, and it was his turn! In spite of his evident emotion, he arose to respond. Slowly, at first, then with gathering force, he gratefully acknowledged the compliment paid him, and modestly reviewed the significant points in his fifty years of life, particularly those that pertained to his educational work in Minnesota. Space does not permit this review to be even summarized here; but it was a review such as will not be forgotten in many a year.

Concluding this high-spirited mass meeting, Herman Bergh, senior

president, arose and offered a series of congratulatory resolutions. These were put to vote by Arnold Trost, junior president, and with a rising of the entire school were enthusiastically adopted.

In the evening the faculty, under the leadership of Mrs. Ware, arranged a beautiful banquet as a more intimate compliment to the President. With Mr. Ballard as toastmaster, the conclusion of this affair was very happily carried out. Mr. Comstock, Miss Simmons, Miss Deans, and Mr. Stanford paid the tributes of the faculty, Mr. Stanford presenting the faculty gift, a handsome Mission chair. President Weld's response to these sincere and cordial expressions was characteristically noble and far-reaching. It was a fitting climax to a memorable occasion.

Senior Recital

The senior recital of January 16th was in the nature of a patriotic program, the numbers dealing chiefly with the Civil War period. The leading feature was the debate, which had been worked out with considerable thoroughness and enthusiasm. A large audience was in attendance, manifesting its interest with frank applause. The numbers of the program were as follows:

Part I.

- Piano Duet Selected
Beth Rapin, Alma Langevin.
- The Perfect Tribute Andrews
a. Tilda Lommen. b. Julia Lommen. c. Grace Kemmerer.
- Duet—"O Tell Us, Merry Birds," White
Robin Walker, Roswell Hanson
- Oration—The Blue and the Gray, (The North) Lodge
Walter Jones.
- Song—Abide With Me Lysberg
Girls' Glee Club.
- Oration—The New South (The South) Grady
Cora Schrader.
- Flag Drill—
Gymnasium Class of Girls.

Part II.

- Debate: Resolved, that the South had a Right to Secede in 1860.
Affirmative: Paul Tjonn, Orville Wood.
Negative: Ella Hanson, Minnie Olson.
- Song—Heidelberg (From the Prince of Pilsen) Men's Chorus
The judges of the debate, Mr. Stanford, Miss Deans, Miss Newman, gave the decision, by a vote of two to one, to the negative.

Events of the Quarter

The new federal building, which the United States Government will erect in Moorhead in the near future, will be located at the corner of Sixth street and First avenue South, opposite the public library. This site has been purchased of P. H. Lamb by the Treasury Department for the sum of \$4,900. The site includes a frontage of 100 feet on Sixth street and 150 feet on First avenue. It has the advantage of being centrally located, on the car line, and near the railroad stations.

* * *

The boys of the school gave a brilliant party in the school gymnasium on the evening of Saturday, January twenty-third. About

forty couples were in attendance, and what with good music, a pleasing and comfortable setting, and delicious refreshments, the occasion was one of the happiest gatherings of its kind ever given in the hospitable old gym. A feature that excited much admiration, was the artistic character of the programs—red and white pennants gotten out with much care by the "Daily News."

* * *

Miss Day gave an illuminating talk to the practice teachers in late January on the phonic system as taught in the public schools of Minneapolis.

* * *

The "A" class has been very festive, and also very thrifty, in its mid-winter activities. A reception by the class counselor was followed by a party at the home of Hazel Dudrey, which in turn was followed by a rollicking old-fashioned candy-pull in the gymnasium. To this the good public was invited, with the proviso that fifteen cents be contributed to the expense fund.

* * *

The Clay county teachers' association, under the direction of its president, Supt. Turner, held an interesting meeting at the normal school on Saturday, December twelfth. The meeting was well attended, and the program had both variety and significance. Among the people who took part on the program were, Hon. Geo. E. Perley, Pres. Weld, Hon. S. G. Comstock, Pres. Bogstad of Concordia College, Mr. Kingsford of the department of geography, and Miss Emily Canfield, whose illustrated lecture on Holland was a feature of particular charm. Among the normal organizations that furnished entertainment were the Men's Chorus and the Girls' Glee Club.

* * *

Supt. S. O. Tang, '01, who became superintendent of Clay county on January first, has taken up his residence at the Columbia hotel. He has offices at the court house.

* * *

In the Educational Helper for December, a monthly paper published by Miss Charlotte M. Knudson, superintendent of the Otter Tail county schools, there is sketched a device for promoting good attendance. It is this: The teacher chooses two bright students for leaders; these two alternately choose supporters among the pupils, until all in the school are allied to one captain or the other. Then the contest begins. Each side tries to make the higher score in half-days attended during the month. The captain and his allies naturally encourage regular attendance on the part of all comrades. At the end of the month the losers must give a program and a simple "spread" to the winners. Occasionally new leaders are selected, and the pupils are re-chosen.

The following members of the faculty attended the state educational association at St. Paul during the holidays: Pres. Weld, Mr. Ballard, Mr. Stanford, Mr. Reed, Mr. Quigley, Mr. Kingsford, Miss Leonard, Miss Newman, Miss Rainey, Miss Day. Pres. Weld took part in the program of the music section and served on several committees. Mr. Stanford presented a paper on "Everyday Science as related to the subject of Physics" before the round table in Science. Mr. Reed was leader of the round table in English and chairman of the committee on resolutions. Mr. Quigley presented a paper on "The Dangers and Difficulties of attempting to get Initiative in Intermediate Grade Recitations" before the elementary section, where he also served as a member of the nominating committee. Miss Newman read a paper on "The English of high school graduates in the Normal School" before the round table in English. Mr. Kingsford was a member of the committee on juvenile courts. Miss Deans was elected president of the elementary section for the coming year.

* * *

A social function that has come to be an annual event is the Christmas banquet of the Owls. This year the affair was carried out with the usual attractive surroundings, on the evening of Saturday, December nineteenth, at Masonic hall. The banquet was prepared by Mrs. A. J. Hanson and Mrs. Holmquist.

Fifty-two people, including the members and their guests, were seated at table, and the occasion was altogether a very bright and convivial affair. One thing in particular made this banquet notable: the presence of Mr. and Mrs. Weld, who were able, for the first time, to escape other engagements and attend.

At the conclusion of the spread, Herman Bergh, as toastmaster, carried out a brief program, interspersed with informal song. The numbers were as follows. "Reminiscences of a Bachelor," E. T. Reed; "The Tender Passion," O. W. Bergan, '07; "Memories of Earlier Owls," Mrs. H. M. Stanford; "The Owls of the Hour," Edna Evenson, '09; "What they have Attained," H. M. Stanford; "The Fair," Keith Walker, '08; "Deceptions and Illusions," G. C. Skeim, '07; Vocal Solo, Abbie M. Walton; "A Kentuckian's View of the Northern Owl," Miss Newman; "Self Esteem," Pres. Weld.

* * *

Miss Abbie Day of Minneapolis, who took charge of Miss Benedict's department during the latter's absence in December, has been continuing her work as a teacher in the normal since the holidays by directing the work of the grammar grades during Miss Dredge's absence in Minneapolis.

After beginning the season with some brilliant playing that promised well for the winter's record, the basket ball team went up against a series of three straight defeats at the hands of the Agricultural College, Fargo College, and the St. Cloud Normal. As a consequence their record by the end of January was pretty well "frazzled out." The boys had not lost their spunk, however, and were bracing up for bigger things in February and March. Here's hoping!

* * *

Capital sleighing this winter—the best that the prairies have known for years!

* * *

Miss Harriett Rumball, of the department of reading, at a dinner given in her honor by Mrs. Comstock late in December, announced her engagement to Mr. C. A. Nye, resident director of the normal school.

* * *

Miss Abbie Simmons of the Agricultural college gave an inspiring address on Abraham Lincoln at the Grand Theatre on the night of February seventh. The normal male quartette and the men's chorus furnished the music for the occasion.

* * *

The emergency appropriation of \$5,500 passed the legislature late in January, and, being immediately available, was devoted at once to the purpose for which it was designed, namely, the furnishing of the new model school.

* * *

It will interest the patrons of the school to know that the facilities for kindergarten work in the new building will be especially complete and attractive. At the opening of the spring term, therefore, kindergarten children between the ages of four and six will be admitted to this department, and will be cared for by Miss Rainey herself, whose preparation for this work is exceptional.

* * *

Mrs. Weld entertained the Women's Club on January twelfth. Special features of the occasion were Dr. Batt's admirable paper on "The Influence of the German Drama of Today," Miss Paige's violin playing, and Miss Hazelton's singing.

* * *

The Board of Education of the public schools of Staples, following the lead of Detroit, held a big parents' rally on December fourth, the object of which was to bring the schools and the townspeople into closer relationship of understanding and sympathy. During the day the public was invited to visit the schools in order to view the exhibits of work displayed in the various rooms and to

witness the regular class work of pupils. In the evening a meeting was held at the Methodist church, where the following program was presented:

A Business Man's View of Our Schools.....Mr. E. E. Greeno
 Vocal Music, selectedMrs. Cameron
 What Sanitary Knowledge Should be Taught in our
 SchoolsDr. Knickerbocker
 Vocal Music, selectedMr. Attig
 The Relations of Parents and Teachers—
 (a) From the Teacher's StandpointMiss Margaret Jones
 (b) From the Parent's Standpoint ..Mrs. Daniel Kirchgessner
 Music selectedMessrs. Crait, George, Poore, Attig
 Address—Some Sidelights on School Work in its Rela-
 tions to the HomePres. Frank A. Weld

* * *

Miss Marjory Quigley, sister to Mr. Quigley of the faculty, died at Canyon City, Col., of tuberculosis, on the night of January seventeenth. She was a beautiful young woman of twenty-five, brilliantly educated and endowed with abundant talents and love of life. She had been ill since last June, when she was promptly taken to California and subsequently to Colorado in the hope of restoring her to health. Her mother and sisters ministered to her wants with un-failing devotion, but neither their loving attentions nor the skill of physicians could stay the ravages of consumption, even in a climate most fortunate for such an effort. When the end came the patient sank quietly into the eternal sleep, unconscious, apparently, of the transition. In announcing the sad event to the school, Pres. Weld paid a gentle tribute to the memory of Miss Quigley, and expressed, on behalf of the normal community, a heart-felt sympathy with Mr. Quigley in his bereavement.

* * *

Grant Price, whose friends in the normal community are legion, was elected city clerk of Moorhead, on the resignation of H. E. Roberts in January. Mr. Roberts became second vice-president of the Moorhead National bank.

* * *

By resorting to a special election, an amendment to the city charter was carried in late December which enables the city council to carry out the long-deferred plan of paving the principal streets of Moorhead. This important work will be vigorously prosecuted in the spring, the preliminary task of determining on the kind of pavement, advertising for contract bids, and letting the contract, having already been begun. The completion of this important work of improvement will be a great benefit to the city.

Miss Hazelton took part in the mid-winter program of the Ibsen Club of Moorhead and Fargo, which gave a delightful program of literary and musical features at the public library in Fargo. Miss Hazelton's contribution consisted of a trio of songs: Warmuth's "Couldst Thou Know," Kjerulf's "Synnove's Song," and Grieg's "Jeg Elsker Dig."

* * *

Louis James' production of "Peer Gynt" at the Fargo opera house in January attracted over one hundred and fifty normal people to the play.

* * *

The pupils of Miss Scofield's department in the model school celebrated the good sleighing by taking an afternoon bob-ride on January twenty-seventh. They had a really magnoshius time.

* * *

William Iler Crane, the well-known lecturer and school man, formerly superintendent of schools at Marshalltown, Iowa, but now with the publishing house of D. Appleton & Company, was a visitor at the normal on January twenty-seventh and twenty-eighth. He gave two genuinely inspiring talks to Mr. Quigley's classes, and incidentally made himself agreeable in all departments of the school.

* * *

Miss Newman talked to the high school on Monday morning, January 15th, taking as her subject, "The Mountains of Kentucky."

* * *

President Weld delivered an address before the State Agricultural Society at its annual convention in St. Paul in January. His subject was, "The State Fair as an Educational Institution."

* * *

The Y. W. C. A. has been thoroughly alive during the winter term. Its weekly meetings have been well attended, and bracingly helpful; its social activities have been both ingenious and congenial. Its "fireside social" of January 11th was a very cosy affair.

* * *

President Thomas Hillyer's Sunday evening address at the Grand on January 10th was well attended by normal people. His subject was "The Man and His Calling." Its central thought, the speaker indicated, was contained in the quotation:

To think without confusion, clearly;
 To love your fellow men sincerely;
 To act from honest motives purely;
 To trust in God and heaven securely.

* * *

Mr. Quigley gave the regular Monday morning talk to the high school on January 18th, his subject being "Right Thinking."

Rev. Leonard of the First Methodist church in Fargo, in a Sunday evening address on The Ministry of Healing and the Emmanuel Movement, pointed out some of the excellencies as well as some of the dangers of "Psychotherapy" and Christian Science. The first thing about them worthy of remark, he said, is the undeniable fact that they effect cures. Again, there is great significance in the power of suggestion. Men use this power in trade, why not in up-building the health? There is much, too, in the idea of "assertive thinking." Finally, there is a kind of fortunate adjustment in human affairs whereby men and women generally seek the thing they need most. Hence those that need Christian Science seek it, and get something out of it. On the other hand, look out for the extreme sweep of the pendulum. We have just begun to emerge from an extremely material age. Shall we fly with the pendulum bob to the other extreme, and depend solely on ideas? Finally the sole aim of much of the "new thought" seems to be to make its advocates "comfortable." Merely to be comfortable, however, is an aim worthy of the lower animals, not of a creature made in the image of God. Christ, who healed the sick and gave much attention during the three brief years of his ministry to relieving bodily pain, was content with no such aim as this.

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Mr. Reed gave a lecture on "the Heroic Life" at the Grand on the 13th. of December.

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Mrs. Stanford, with her usual resourcefulness, found occasion during the holidays, to bring together a company of normal graduates—young ladies who were spending the vacation in town. The gathering took place under very congenial circumstances at the Stanford home on the afternoon of Tuesday, December 29th. A diverting sort of entertainment was provided in the form of "progressive painting." Over refreshments the company became joyously reminiscent of days spent at the normal.

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The juniors were sponsors for an afternoon concert by two German minstrels who are touring the world by giving entertainments with the zither and harp-guitar. The young men were skillful performers, and in their November matinee at the auditorium made melody of a very pleasing kind.

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The Northwestern Hospital, an institution that has been erected under the auspices of the Bethesda society, headed by Rev. A. J. Nyvall, has been formally dedicated and opened to the public. It occupies a building which cost \$50,000, and is equipped in thoroughly modern fashion. It employs 18 nurses and has a competent staff

of physicians, with Dr. E. W. Humphrey surgeon in chief. Rev. A. J. Nyvall, who has resigned his pastorate of the Swedish Lutheran church, is hospital superintendent, and Mrs. Nyvall is matron.

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A male quartette, consisting of Erick Allstrom, Jay Hanson, Malcom Hanson, and David Sonquist, is the latest organization evolved by the music department.

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The Forum, which is the boys' literary society that has enjoyed a continuous survival for ten years, amid the stress and storms that have overwhelmed three mixed societies in the same length of time, is more vigorous than ever this year. It meets fortnightly during the winter term, managing to dodge in pretty regularly between other functions on either a Saturday or Monday night. It enrolls all the boys in school who are willing to undertake the duties of membership; and in order that the parliamentary practice incident to carrying on the society may be shared by as many as possible, the officers are elected each month. The program of January 25th, which is typical, was as follows: I. Minutes of the last meeting. II. Debate: Resolved that inter-state commerce should be controlled by the respective states. Affirmative, Delmer Goode, Bertinus Norby; Negative, Malcom Weld, George Dinehart. III. General discussion. IV. Extemporaneous speeches, Norman Mjelde, Orville Wood. V. My Experience in the West, Otto Ramstad. VI. Earthquakes, Elmer Bjorquist. VII. Current Events, Paul Tjonn.

* * *

The annual banquet and election of the Moorhead Commercial club was held at the Columbia hotel on the evening of Tuesday, January 26th. The gathering was the largest in the history of the organization, and also the most elegant in its appointments. A sumptuous spread was served, the mandolin club furnished capital music, Miss Romsdal of Concordia College sang two beautiful solos with charming effect (Miss Mollie Martinson playing her accompaniments) and Mr. Richards presided over the function with the distinguished charm that he knows so well. Nineteen new members were elected to the club, which raised the membership to 101 members in good standing. In a brief resume of the year's work, President Richards showed how effectively the club had begun to fulfill its mission as a factor in the upbuilding of the city,—in helping to secure a federal building site, in securing a reduction of freight rates on the great railroads between the Twin Cities and Moorhead, in promoting the paving enterprise, and in fostering the best educational meeting ever held in the city. The election of officers concluded the evening's activities. President Richards having declined a re-election (for a third term), the canvass resulted as follows: President, S. G.

Comstock; Vice-President, B. F. Mackall; Secretary, A. J. Wright; Treasurer, A. H. Costain; Board of Directors, L. A. Huntoon, A. H. Erickson, Jacob Kiefer, P. H. Lamb, W. H. Davy, A. S. Kingsford, A. J. Norby.

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LINCOLN'S BIRTHDAY—100th ANNIVERSARY.

1. Hymn School
2. Scripture Reading.....President Weld
3. Silent Prayer and Response..... School
4. Reading, "Father Abraham".....President Weld
5. "We're Coming, Father Abraham".....Men's Chorus
6. Stories of Lincoln.....Mary McLaughlin
7. Songs.....Children of the Training School
8. Address..F. W. Murphy, Member Board of Education, Wheaton
9. "Tenting Tonight".....Male Quartette
10. The Gettysburg Address.....Orville Wood
11. "America" School

Personals

Miss Lena Leonard, formerly teacher of music in the normal, spent part of her holiday vacation at the home of Mr. W. H. Davy in Moorhead. She finds her life in Grand Forks and her work at Wesley College very agreeable.

Mrs. Elizabeth Ware, preceptress of Wheeler hall, spent the Christmas holidays with relatives at Eaton, Ohio. On her way thither she paused at Northwestern University, where she was joined by a sister.

Miss Dredge, who spent part of her holiday vacation at Lake Crystal, with relatives, did not return to the normal on the re-opening of school. Instead she tarried for a month at her home in Minneapolis, restoring, by home-quiet and congenial recreation, a "frazzled" set of nerves—the result of over-zealous effort in the model school.

Miss Hazleton's holiday season was agreeably squandered with the home-folks at Chicago.

Miss Moselle Weld came home from Northwestern University during the Christmas holidays.

Mr. Howard W. Arbury, representing the publishing house of Silver Burdette & Co., was a caller at the normal in late January.

Master Frank Weld took part in the junior recital of the pupils of the Fargo College Conservatory in January.

Miss Scofield spent the holiday season at her home in Oshkosh, Wis.

Miss Abbie Day now has charge of the sixth grade in the model school.

Mr. Kingsford accompanied the basket ball team to St. Cloud on January 18, and to Valley City on February 1st.

Miss Grace Kemmerer, a member of the senior class, went through a serious siege of typhoid fever in late January. Her mother, Mrs. Clark of Crookston, came down to attend her at the hospital.

INSPECTOR AITON'S REPORT.

In his annual report for 1908 Inspector Aiton makes some observations that are so pertinent and so terse that the Bulletin takes the liberty of repeating them, if only in a fragmentary fashion.

Concerning "A Supervising Architect."

I make the general statement that so far as solidity of structure and adequacy of heating are concerned, our buildings are well put up, but the details of ventilation, of handling air, are not well understood by our builders or architects.

We need a supervising architect who is familiar with the actual workings of the school and who possesses a happy combination of artistic taste and scientific training.

A competent supervising architect could earn his salary ten times over. All school plans and plans for remodeling buildings should be submitted to him for approval.

Concerning Enrollment.

Boys constitute 41 per cent of the total enrollment; 14.25 per cent of the students enrolled are non-resident.

Owing to a very heavy demand for industrial and commercial work, there has been a turning to technical, agricultural and normal schools for special instructors. It is very evident that the college must include the utilitarian subject in its curriculum, or it will in a degree lose even its present control of the teaching force in the high schools.

A study of the number of schools pursuing each subject shows no rapid revolutionary tendencies. Greek, for many years on the decline, was not taught in a state high school last year. On the whole, I would say that German and English are gaining on the other languages, but the statistics given reveal no radical tendencies.

When a superintendent doesn't know what else to do with a freshman class and a teacher, he organizes a class in physiography or in "arm chair" physiology.

Freehand drawing does not receive the attention the subject merits. The industrial subjects are gaining; mechanical drawing, wood-work, iron-work, cooking, and sewing, all show substantial gains.

Concerning Salaries.

On the whole, salaries are advancing.

Concerning Ventilation.

So far as material conditions go, ventilation is the problem on hand. Of two hundred and six high schools, only fifty-eight are provided with a fan system.

In dry, over-heated air, no matter how pure, pupils and teachers grow irritable. A flood of soft light from one side of the school-room, an abundance of moisture in the atmosphere and a temperature of 68 degrees Fahrenheit would do away with much of the "crankiness" for which school rooms are traditionally noted.

Conclusion.

The particular feature for which the high school system of Minnesota deserves credit, is the strength of its village high schools. I suppose that no part of the world has as compact, as systematic, and as well-taught village high schools as Minnesota.

Alumni

George Comstock has been elected a member of the Hasty Pudding club at Harvard, the oldest and most aristocratic social organization in the college.

Ivy Wagner, '01, finds her work with the commercial art company of Minneapolis very enjoyable and successful, a good thing in itself and a stepping stone to higher tasks.

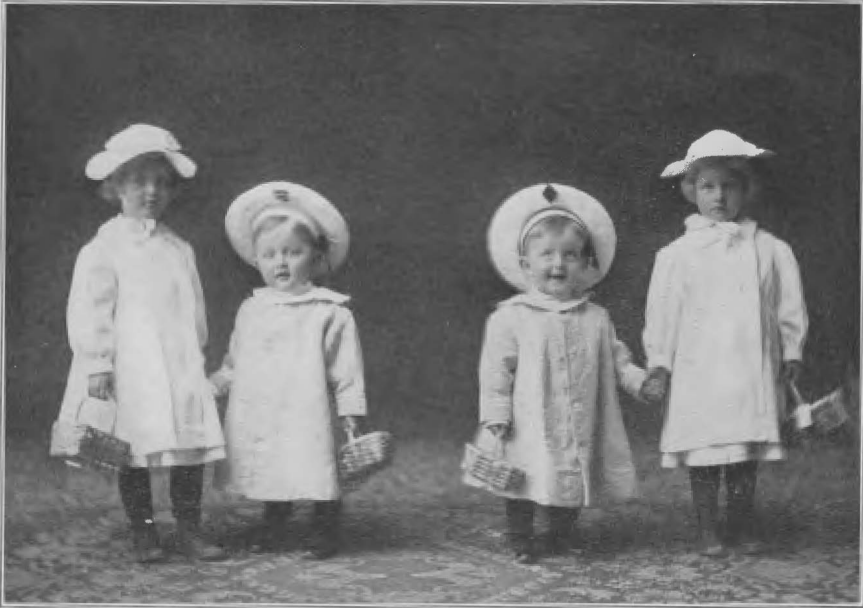
O. N. Brevig, '05, who is teaching at Shelley this year was a visitor on Saturday, January 12th.

Ruth Keeney, '07, who is teaching in the public schools of Fargo, came over to exchange greetings with normal friends in early January.

Anna Swenson, '00, who has been county superintendent of Big Stone county for several years, came up from Ortonville on January 20th and made the circuit of the various departments at school. Miss Swenson formerly did some assistant teaching at the normal, when Mrs. Stanford had charge of the department of mathematics.

An alumni wedding that is of special interest to normal people was that of Casper Bergh, '07, and May Plowman, el. '06, which took place in December. The bride and groom went directly to the state of Washington, where they have established themselves at Blue Creek, near Seattle.

Ella Norris, '06, is principal of the school at Dilworth.



THE STANFORD TWINS.

This beautiful group of children, the Stanford twins, Ruth and Beth, twin girls, and Paul and Neil, twin boys, has often been spoken of as the most symmetrical little band of children that could possibly bless a household. The girls are now four years old; the boys, two. All have been in robust health, and full of the sprightly joys of childhood. In the closing days of January, little Paul fell ill with pneumonia, and on the thirtieth he died. The loss that so sadly weighed upon the hearts of his parents was shared in large measure by the sympathizing friends throughout the normal community. President Weld spoke impressively upon the pathetic event at chapel, and in token of the school's sincere sorrow, dismissed the school for the afternoon.