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Moorhead Normal School

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MOORHEAD

THE NORMAL RED-LETTER

VOL. II.

MOORHEAD, MINNESOTA, FEBRUARY, 1901.

No. 5.

STATE NORMAL SCHOOL, MOORHEAD, MINN.

The following Statement was prepared by President Weld. It has been issued in circular form, and will be placed in the hands of friends of the school, and the proper legislative committees.

CONDITIONS.

The buildings have been crowded beyond their capacity, during the past two years.

It is difficult to provide class-room facilities for the work required of the students.

It is necessary to provide seating room for nearly three hundred students in an assembly room with a seating capacity of less than two hundred.

The sanitary condition of the buildings is deplorable, and a constant menace to the health and comfort of all concerned.

It is practically impossible to ventilate the over-crowded assembly room, and class-rooms.

The work of the instructors has been hampered in many respects, both because of lack of material with which to work, and want of room.

THE DORMITORY.

The authorities have not been able to supply the demand for room at the dormitory.

Many students have been turned away.

It is with great difficulty that the young ladies find suitable accommodations in private families.

Many of the students have been compelled to board in places which are not fitted from any point of view for student life.

In many instances rooms have been secured for students in private residences, and the students have been permitted to take their meals at the dormitory. This arrangement leads to a congested state of affairs in the dining room and kitchen of the dormitory. The kitchen has facilities for providing for about sixty persons, but many more than that number have taken their meals in the dormitory during the past two years. This crowded state of affairs is not conducive to the highest well-being of the student body, and it is only by constant care and watchfulness that even fair sanitary conditions are maintained.

REPAIRS.

It was necessary during the summer of 1899 and the summer of 1900 to expend out of the current appropriation to this school upwards of \$1,500 in repairs upon the main building. The repairs had to be made in order to protect the property from the weather. Reference is made to the fact that the expenditure for these repairs was made from the current appropriation, because the appropriation to the repair fund, made by the legislature two years ago, was not half adequate for the protection of the buildings, to say nothing of the improvements which should be made, looking to the comfort and well-being of the student body.

ADDITIONAL ROOM NEEDED.

The school has need of the following additional room:

An assembly room; a room for the library; biological

laboratory; drawing room; increased class-room facilities; and more adequate provision for wardrobes and toilet rooms.

Plans have been prepared for an addition to the main building, which will provide for the rooms named.

The contemplated improvement (estimate furnished by the architect) will involve the following expenditure, and the State Normal Board will request the legislature to make the following appropriations to the Moorhead school:

Addition to main building.....	\$50,000
Repairs (\$1,000 annually).....	\$2,000
Library (\$750 annually).....	1,500
Furniture (\$500 annually).....	1,000
Apparatus for laboratories (\$500 annually).....	1,000
Current appropriation (\$30,000 annually).....	60,000

SOURCE OF PATRONAGE.

The Moorhead school draws its patronage from a great extent of country, a country which is being rapidly developed, and in which educational facilities are meager and inadequate.

If the Moorhead school is to fulfill its obligations to this portion of the state, it must be prepared to receive a much larger body of students than it can now accommodate.

The feeling that the facilities for work in this school are altogether inadequate is prevalent among students and patrons of the school.

It will be impossible for this school to meet the demands made upon it as the other normal schools meet the demands made upon them, under the existing conditions.

Urgent request is made for just consideration of the demands which this portion of the state is making upon this normal school.

CURRENT EXPENSES.

The annual appropriation of \$19,000 to meet the current expenses of this school for the two years ending July 31, 1901, is altogether inadequate.

Out of this appropriation must be paid the teachers' salaries and the general running expenses incident to the conduct of the school. The average salary paid to instructors in this school is considerably less than that paid to instructors in the other normal schools of the state.

It will be impossible to maintain such a faculty as the work of this school demands, unless a more generous appropriation is provided. The authorities, this year, are unable because of lack of funds to employ a drawing teacher, a teacher of History and English, one critic teacher, and a superintendent of the Model schools. It is imperative in the interest of the school that the departments named be filled.

The salaries of the teachers, and the current expenses of this school for the two years beginning September, 1901, upon conservative estimate, will amount to \$30,000 annually.

WORK FOR RURAL SCHOOL TEACHERS.

It has been the custom in this school in years past to organize special classes for rural teachers and students who

enter this school for the winter term. The school has been unable to pursue such a course this year.

The increased number of students in the lower classes has caused such a multiplicity of classes that it is well-nigh impossible for the instructors to do the work.

One large section of the Normal department is taught by a member of the graduating class.

There should be at this time six classes in progress, in the Normal department, which, under existing conditions, cannot be organized.

GROWTH OF THE SCHOOL.

As an indication of the growth of this Normal school, the following statement is given, showing the number of persons graduated each year since the first class was sent out:

In 1890	the number graduated was.....	8
In 1891	" " " "	3
In 1892	" " " "	20
In 1893	" " " "	10
In 1894	" " " "	10
In 1895	" " " "	12
In 1896	" " " "	23
In 1897	" " " "	27
In 1898	" " " "	24
In 1899	" " " "	43
In 1900	" " " "	79

The number in the present graduating class.. 82

The total enrollment for last year was 416, and the enrollment this year will over-run that number.

THE WILLIAM PENN CHARTER SCHOOL.

BY MISS IDA K. HANCOCK, '92, '98.

Over the busy center of the city of Philadelphia towers the lofty City Hall statue of William Penn. In its very shadow and next square to that paradise of shoppers, the mammoth department store of John Wanamaker, the stranger from the West comes upon a scene which seems to have been set there as a gentle reminder of things other and higher than the noisy traffic which surrounds it. A long wall built of bricks brought from England in the days when manufactures in the colonies were prohibited, protects this retreat from the world without. Back from the wall stands the old Twelfth Street meeting-house of the Society of Friends, a low red brick building, severely plain, with the white marble steps and trimmings so characteristic of the Philadelphia of the days gone by. Cut into the stone above the door is the date, "1812."

For having been born on the frontier there are compensations. The thrill of awe the native Westerner feels at first meetings with these landmarks of the past is not for those whose youth has been spent in familiar association with the old and the historic. Within the spacious enclosure known as the meeting-house yard, the heart is gladdened by the sight of grand old trees, tossing their branches up into the windows of the William Penn Charter School, which flanks one side of the yard. Nothing less than the quaintness and historic interest of the old meeting-house could have kept the eye so long from the beautiful yet simple buildings of the school. They sound a note of sincerity and truth that may be heard in all that the school means and does. A tour of inspection through the buildings cannot fail to be a satisfaction to any interested in what may be worked out for the welfare of schools. The arrangement and equipment of the rooms are the results of years of painstaking care and close study into the requirements of school life. By ingenious devices light is caught from every part of the sky. Where there is a possibility of reflection, blackboards are set in at an angle with the wall.

The most comfortable chairs are provided, and are set diagonally where that arrangement is most advantageous. Blazing open fires in each class room serve the double purpose of ventilation and adornment. Everywhere is the most scrupulous neatness. Eleven care-takers are kept busy from morning till night, rubbing and dusting and polishing. Blackboards, desks and hearths are washed, and floors swept at the close of every session. Once a week there is a general epidemic of house-cleaning. The class-rooms, over twenty in number, are planned to accommodate from twenty to thirty pupils. The assembly room is a fine, large hall, into which the five hundred boys file each morning for the simple devotional exercises conducted by the head master. On "fourth day," according to a time-honored custom of the school, they cross the yard to attend the morning service in the old meeting-house. The gymnasium, that delight of every "P. C." heart, is of the same liberal dimensions as the assembly hall. It were as easy to give a brief and dispassionate description of the charm of the work done there as for the young lover to describe his sweetheart. Says Elbert Hubbard, "Art is the expression of man's joy in his work." If so, then here can Kipling's question, "Is it art?" find an affirmative answer. Perhaps the next most popular place, at certain hours, is the attractive dining room on the fifth floor, where hot lunch is served at the noon recess. Here it is that high thoughts of occupying at some future time a seat at the football table sometimes takes for the moment the appetite of the small boy of "Sexta" or "Quinta."

At first glance the scope of the curriculum, particularly in the lower schools, seems limited. To one intimately acquainted with the methods of work, however, this fact requires no further explanation. Instructors in drawing, music, penmanship and gymnastics have entire charge, each of his own subject, throughout the school. All work of the school is practically in the hands of specialists.

By a close system of ranking, pupils are held to the strictest account for work assigned. All lessons for the next day are sent to the office of the head master each morning, to be in turn sent out by mail to each absent pupil. The assurance of real work adoining and real results gained is a continued inspiration. There is evidenced in one of many ways, by the hearty grasp of the teacher's hand at dismissal, and the expressed thanks for any extra help given, a spirit of comaraderie between teacher and pupil, that makes one think better of the world in general and the business of school teaching in particular.

There is strong temptation to speak at length of the teaching staff of the school, numbering thirty or more, the upper or senior schools being in charge of men, and the junior schools in charge of women. Among them are names known with honor in the best colleges of Europe and America.

The different organizations which supplement the work of the school, such as the literary, scientific, musical and debating clubs, the Penn Charter Magazine, the flourishing athletic association, Le Cercle Francais, and others demand a share of attention.

Little can be said of Penn Charter, however, without saying much of Dr. Jones, its head master. For twenty-six years the power of his mind has been felt in every part of every department of his school. His high ideals, wonderful executive ability, keen insight into human nature, and his tremendous energy, find their living expression in the William Penn Charter School. Often to those who go out from this school must Fancy in after years bring back the commanding figure in broad-brimmed Quaker hat as he walked among them at their noisy play in the old meeting-house yard. His praise not easily won, his sympathy always ready—in him they will recognize one who has done very much to supply what Emerson is pleased to call our chief want in life—"some one who will make us do the best we can."

ALUMNI.

'00. Gertrude McDonald is now teaching at Barrett.
 '00. Ed. Parkhill was over to see his sister Friday, January 4th.
 '00. G. E. Parkhill has been appointed Assistant County Superintendent of Otter Tail county.
 '00. Louise Tisdell and Mary Peyton visited friends and classes at the Normal, Friday, January 4th.
 '00. Edith Atkinson, and her friend Miss Nelson, spent a few days with their friends at Wheeler Hall, the first part of January.
 '99. Laura Stinchfield, who has been a popular member of the Thief River corps of teachers, has fallen a victim to con-

sumption, and gone to Colorado in the hope of being restored to health.
 '99. Charlotte Belle Rhoads was married to Mr. Merrill of Verndale, a short time ago.
 Who next?
 '00. Amelia Tagg spent January 19-21, in Moorhead. She was on her way to Perley, where she will again take charge of her school.
 '00. Ivy Wagner spent her vacation at her home in Moorhead and showed that she had neither forgotten nor lost interest in the "dear old normal."
 N. B. The Normal Red Letter is still waiting for replies from the '00's, who have not graced its pages with their "where about." It is a faithful believer in the old proverb, "Better late than never," and hopes you have the same motto.

REVISION OF THE COURSES OF STUDY.

At a meeting of the State Normal Board, held in St. Paul, Jan. 30, the presidents of the four state normal schools recommended that the best interests of the state will be subserved by the adoption of a course of study, adapted to meet the wants of the rural schools; and that the present five years courses be so modified that the work of the first three years of those courses shall coincide as nearly as practicable with the work of the new courses recommended.

The presidents of the normal schools also recommended to the board that legislation should be secured to legalize

the certificate, granted upon the completion of the three years' course, so that it will be a teachers' state certificate of the first grade, valid for three years.

It was also recommended that holders of teachers' state certificates of the second grade, holders of state high school board certificates in arithmetic, grammar, geography, and American history be admitted to the courses of study recommended, without examination. Candidates not holding the above credentials will be admitted only after passing a satisfactory examination in the foregoing subjects.

The foregoing recommendations, and the following courses of study were adopted to take effect next fall:

ENGLISH COURSE.		LATIN COURSE.		CERTIFICATE COURSE.	
		FIRST YEAR.			
Reading	60	Reading	60	Reading	60
Algebra	180	Algebra	180	Algebra	180
Geography	120	Geography	120	Geography	120
Drawing	60	Drawing	60	Drawing	60
English History	60	English History	60	English History	60
English Composition	120	English Composition	60	English Composition	120
Botany	60	Latin	180	Botany	60
Music	60			Music	60
	12 units		12 units		12 units
		SECOND YEAR.			
Pl. Geometry	120	Pl. Geometry	120	Pl. Geometry	120
U. S. History	120	U. S. History	120	U. S. History	120
Reading	60	Reading	60	Reading	60
Zoology	120	Zoology or	120	Zoology	120
English Grammar	120	Botany	180	English Grammar	120
Botany	60	Latin	180	Botany	60
Drawing	60	Drawing	60	Drawing	60
Music	60	Music	60	Physiology	60
	12 units		12 units		12 units
		THIRD YEAR.			
Arithmetic	120	Arithmetic	120	Arithmetic	120
Physics	180	Physics	180	Physics	120
Rhetoric	60	Rhetoric	60	Rhetoric	60
Literature	120	Latin	180	Literature	120
Sd. Geometry	60	Manual Training	120	Civics	60
Manual Training	120			Practical Psychology	60
	11 units		11 units	Training School Work and Sch. Economy	120
		FOURTH YEAR.		Methods	
Psychology	60	Psychology	60		60
Civics	90	Civics	90		12 units
General Methods	60	General Methods	60		
Physiology	60	Physiology	60		
General History	120	Latin	120		
Chemistry	120	English Grammar	60		
Special Methods		Special Methods			
or		or			
Physiography	60	Physiography	60		
Special Methods		Special Methods			
or		or			
Astronomy	60	Astronomy	60		
	10½ units	Literature	60		
			10½ units		
		FIFTH YEAR.			
Psychology	120	Psychology	120		
Phil. of Education	60	Phil. of Education	60		
Hist. of Education	60	Hist. of Education	60		
Literature	120	Literature	120		
Social Science	60	Social Science	60		
Teaching	120	Teaching	120		
Sch. Economy	30	Sch. Economy	30		
	9½ units		9½ units		

THE NORMAL RED LETTER.

FEBRUARY, 1901.

Official Paper of the Moorhead Normal School.

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

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

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

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

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

Have you read the advertisements in this issue? If not, you should do so at once.

No gymnasium and no skating rink—well the wood pile still exists.

One of the first things, which a new student should do, when he enters the Moorhead Normal School, is to subscribe for the Normal Red Letter.

In the scramble for appointment as state superintendent of public instruction, J. W. Olson, of Albert Lea, was the man to kick goal.

The question as to who is to be president of the new normal school at Duluth is now a live one among the educators of the state.

Recent speeches in the Literary Society and the Forum Debating Section have demonstrated the fact that the committee made no mistake in selecting speakers to represent us in the coming Normal-Fergus debate.

Friends of the normal will be pleased to note that one of the demands of the State Normal Board is that standings, which students receive in the normal school shall be accepted by the state superintendent, in lieu of examination, from candidates who apply for teachers' state certificates.

If the spacious desks of our legislators at St. Paul were reduced in size to that of a Normal student, and two of our portly law-makers were required to share one of them throughout the present session of the legislature, we believe that a realization of the fact that the Moorhead Normal actually needs an appropriation, might be brought about.

None realize the benefits derived from being a member of a good live literary society and of taking an active part therein better than the members themselves. The excellent programs rendered by the Normal Literary Society during the past six weeks, reflects credit on its members and should be the means of greatly enlarging this organization. If you are not a member become one at once.

We now have enrolled upwards of 270 students in the Normal department, which does not count the "Preps" and Model schools. Yet we have less floor space than any institution of this size in the state. We need an appropriation for a new building badly, and are now wondering what the legislature of 1901 will do for us. We believe that they will

see the disadvantages under which we are now working, and will make the necessary appropriation.

The lack of fresh air in the assembly room is very noticeable to the classes returning from better ventilated parts of the building. So many pupils are compelled to congregate here, that although the room is large, the air soon becomes very impure. Very often when attempts are made to let in fresh air, it endangers the health of the pupils sitting in range of the windows. It is very unfortunate that the students are subjected to such sanitary conditions as exist in our main building. The time is not far distant when the entire situation will be called to the attention of the legislative committee. What will they do about the matter?

At the meetings of our Literary Society, one cannot help but notice the small number of students present, as compared with the number at rhetorical, which they are compelled to attend. Those who have the greatest distance to come are the ones who make up the greater part of the audience. This lack of interest is not due to the fact that we do not have interesting meetings, but it is because many will not take the trouble to find out for themselves the nature of the programs presented. Any little excuse will serve to keep some at home. The Red Letter wishes to call your attention to the fact that much good is to be gotten out of these meetings, and that you are missing an opportunity to make more of your Normal School course.

Chapel Exercises.

The opening exercises of the Normal is a feature of the day's program, looked forward to with pleasure by the students. We believe there is no other part of the day's program from which more real pleasure and profit is derived. We have special reference to the opportunity it affords the students of becoming acquainted with so many of the good things that are fresh in literature, and of learning something of those who wrote them. It brings one to a realization of the fact that not all that is good in literature belongs to the mossy ages of the mystic past. The nature of the exercises necessitates a generous use of the short story, and selections from Stevenson, Thompson, Flint, Field, Repplier, Howells, Butler, Robinson, etc., have contributed to our pleasure. Mr. Thompson's animal stories and Rowland Robinson's sketches of life in New England seemed particularly interesting; "Wully," "Lobo," and "The Springfield Fox," by the former author, and "Granter Hill's Partridge," and "Sam Lovel's Camps" by the latter being special favorites. Memories of many of these gems of literature will remain with the students long after their work at the Normal is ended, and they will carry away with them a desire for more of the same sort. The taste for good literature thus acquired will not only benefit the students themselves, but will be reflected in the lives of those who receive instruction under them.

A Certificate Course.

At a recent meeting of the State Normal Board at St. Paul steps were taken towards securing some of the rights justly due the Normal schools of the state. In doing away with the elementary course in the state normals, the rural schools were practically left without the pale of Normal influences. A graduate of the advanced course will not, and cannot afford to, spend five or six years in preparation, after completing the eight grade, for the privilege of going into some isolated country school to teach for thirty-five dollars per month, five or six months in the year. For this outlay of time and money they demand and will get better salaries and longer terms in the villages, towns, and cities of the state, where an appreciation of their labors is more generous. When, therefore, the board recently took steps toward adopting a three year course for teachers in the rural schools, a move was made in the right direction. A certificate from

such a course should be equivalent to a first grade teacher's state certificate, and with the tendency towards longer terms and better salaries in the rural districts many will complete such a course, who would otherwise be discouraged at the thought of completing the advanced course. Help for the rural schools has been the cry for some years past. Give the Normals their just dues and the cry need be repeated less often.

Normal-Fergus Debate.

The debaters selected for the Moorhead-Fergus debate are Julius Skaug, Martin Gullickson and Wayne May. Mr. Skaug, who has been chosen as leader, entered this school in '97 and is this year a member of the Senior class. During the time he has been a student here, he has shown much energy in all he has undertaken, and has proven himself to be a deep thinker and a good student.

Mr. Gullickson, who became a member of the school in '99 is in the third year. He has developed considerable ability in the line of debating, both in the Forum and the Literary Society. Having great power in grasping a question, and a good delivery. The Literary Society is to be congratulated upon his selection.

Mr. May, a former student of Mankato, enrolled here at the beginning of the year. Mr May makes a good appearance on the stage, has a good delivery, and is a good thinker. It is certain that he will do the school credit on the eventful night.

The question which will be discussed reads: "Resolved, that the Hanna-Frye Ship Subsidy Bill shall become a law." The question was proposed by Fergus Falls, and our men were given the choice of sides. They chose the affirmative. Fergus Falls is to be congratulated upon having chosen a live question, and one which will require much research and some deep thinking to handle in a skillful manner. The contest will be held in Moorhead at the Normal School, and it is hoped that there will be a good attendance from the city and the student body. The Red Letter is sure that those who attend will spend a pleasant and profitable evening.

EXCHANGES.

A great many girls say "no," but, like the photographer, they know how to retouch their negatives.—Ex.

"A prudent man," says a witty Frenchman, "is like a pin; his head prevents him from going too far."—Geomys.

The High School Review, for December, contains many good articles. Among these is "Character." Such articles can be read with profit by anybody.

This month we hope to have on our exchange table the "Wellesley Magazine" and "The St. John's Echo." Watch for these magazines. They will interest you.

"What building is that?" asked a stranger of a boy, pointing to the school. "That," said the boy, "why, that's the tannery," and he feelingly rubbed his back as he passed on.—The Geomys.

Illinois has more students than any other state in the Union, there being 12,787 students enrolled in the various colleges and universities of the state. New York comes next with 12,007.—Ex.

It is said that Formosan savages are puzzled by extremely simple arithmetical problems. If two of them are to share five articles of food they divide by taking two articles apiece and throwing the fifth away.

He—What is a kiss?

She—A kiss is nothing divided by two. You can have either long division or short division.

He—What division do you prefer?

She—That depends upon the divisor.—The Lake Breeze.

Lives of great men oft remind us,

When we're shopping at the store,

Patronize our advertisers,

So that we may get some more.

—The Southwest.

Carleton College has challenged Hamline University to debate upon the subsidy question. Hamline has accepted the challenge and sent a representative to Northfield to complete the arrangements. The Oracle, for January 15, has a good cut of the three Hamline debaters.

Some papers have "joke columns." We are unable to see the "funny" in many of these. This is no doubt due to our lack of appreciation of wit, for surely no paper would publish two columns of jokes unless they were funny—The Normal Pointer.

We do not think that the Pointer refers to the exchange columns of its contemporaries, but, indeed, it may well be applied to many of them. We know of several instances, where under the heading "Exchanges" two columns of "jokes" have been printed and "Ex." given as the source of each.

Thomas Edison at forty-five years of age, said: "You see my hair is gray; for twenty-five years I have worked nine hours a day. Most of that time I have spent on things that wouldn't work. It will not do to stop because a thing will not work; it will work if you get it right. I don't think I ever stopped because a thing would not work. You learn from your failures more than from your successes."—Exchange.

The following is the Junior class yell of Port Huron High School (Mich.):

Ki-yi, ki-yi, zip-bang-bah!
Rag-tag, rickety-rag, rah-rah-rah!
Rittra-rittra-rit-rah-ruh!
Rah for class of nineteen-two!
Yah-yah, bang-tang!
Zip, bang, boomerang!
Rah-rah-rah-rah!
Boom !!

When we read an exchange, we expect to learn something of the school by which it is published. A school paper exists for the benefit of the school. When we read a paper, which in every way represents the interests of its school, we become interested in that school. It is a fact, however, that too many of our exchanges contain very little matter relating to the real things about the schools, which they are supposed to represent. Such papers fall short of the object of their existence, and should undergo a speedy regeneration.

The school paper which mercilessly criticises its exchanges does them but very little good, if any. It puts the editors who receive it into a very poor frame of mind for doing their best to raise the standard of the paper which they represent. School papers never were and never will be permanently benefitted by adverse criticism only. When tempted to criticise without excellent reasons for so doing, the critic will do well to stop and repeat the following quotation: "The men and the women who are lifting the world upward, are those who encourage more than they criticise, who do more than they undo."—The Gitche Gume.

The Forum Society received a challenge for a joint debate from the Moorhead Normal. It was accepted. A special meeting of the Forum chose Harold W. Braatelein, Elmer Healey and Arthur Jensen to represent the high school. A question has been submitted and Moorhead will choose the side. The debate will take place at Moorhead about the first of March.—Polaris.

We cannot believe that the Polaris wishes to make a false impression as to the arrangements for the debate between the Fergus Falls High School and the Moorhead Normal; but such an ignorance of the affairs of the school that it represents, as the above statement would imply, seems unpardonable. The Moorhead Normal has not challenged the Fergus Falls High School to a debate, but when we received such a challenge we accepted it. We hope that the "Polaris" will make this correction in its next issue.

LOCAL.

Hurrah for vacation!

Fritz Waterberg entered the B class Jan. 2.

G. E. Parkhill visited friends in Moorhead January 26.

Mr. Roney visited his sister and dined at the hall, Jan. 21.

Melvin Hegge was on the sick list for more than two weeks.

There are rumors in the air of a secret society among the boys.

The chemistry class enjoyed the pleasures of a test January 12.

County Superintendent Turner visited the school Monday, January 7.

James Mason was absent from school for some time, owing to illness.

Young man in psychology class during reaction experiment sitting between two girls:—"Couldn't we keep this up indefinitely?"

Anna Tripp entertained a number of her friends at her home January 5.

Miss Scott was confined to her room two days during January with a bad cold.

Clara Brustuen from St. Cloud, is taking up practice work in the Model school.

Miss Grover, the preceptress, also fell a victim to the grip and had a hard time of it.

The psychology class spent a day down in the Model department looking for instincts.

Melvin Hegge was absent for about two weeks, during January, on account of illness.

John Fridgen, a former student of this school, is teaching in Dist. 85 of Otter Tail county.

Spring vacation begins March 1. School will open again March 12 for the spring term.

Helen Sherwin, who was taken sick immediately after vacation, returned to school January 14.

Nellie Russell returned to school Jan 8, after a pleasant vacation spent in Lisbon, N. D.

Rhetoricals were postponed from January 11 to January 18, several of those taking part being ill.

Rehearsals for the class play have commenced, and Miss Osden expects to have a rehearsal every day.

Fred Casey of Crookston has not returned since the holidays owing to a severe attack of rheumatism.

President Weld attended a meeting of the Normal school presidents at St. Paul, the last of the month.

Oscar Askegaard spent Saturday and Sunday, Jan. 26 and 27 under the paternal roof, returning Monday.

Members of the faculty and a great many of the pupils have suffered from grip during the last month.

The Juniors have determined what their "class night" is to be, but it is to be kept a "profound secret."

Many of the students attended the dedication services of the new Congregational church Sunday, Jan. 20.

Theresa Lewis returned to school January 15 after an illness of several days, but has since returned to her home.

We understand now why so many are being vaccinated. It means an excuse for a time from physical culture.

Jennie Roney, from Kennedy, entered school after the Christmas holidays and is a member of the First year.

One of the bright students in chemistry has defined that science as the science where things blow up and pop over.

Alma Hoff, who was called home in the fall on account of the death of her mother, resumed her studies again Jan. 2.

Julius Skaug had an attack of grip the last part of Jan. But Mr. Skaug promptly gripped the grip and the grip didn't grip.

Two of our prominent boys have appeared of late adorned with black eyes, the result of too much strength and too little stuffing.

In the Grammar Method class one of the young ladies convinced the rest of the class that "fool" was an attribute to man.

When you see a high school graduate without his "Teddy cards," you may be sure something very unusual is going to happen.

President Weld and Miss Dowling were unable to hear their classes during the second week of January on account of illness.

A number of students visited the Literary meeting at the Concordia, Jan. 21. They reported a good program and a pleasant evening.

Miss Scott, the critic teacher of the grammar department, was absent from school on Thursday and Friday, Jan. 10 and 11, owing to illness.

Some of the members of the Forum are still looking for the man, who said that the Forum was simply the tail end of the Literary Society.

A great irregularity of attendance on the part of the pupils has been caused by sickness. As many as eight persons were sick at the hall at one time.

Among the new students who have entered school since the holidays are Marie Froland, Christine Wallberg and Julia Nash. These are staying at the hall.

A meeting of the Athletic Association was held Feb. 1. Judging from the applause heard in the laboratory, the girls decided that it must have been very enthusiastic.

Miss Mamie Desjardains, who attended the Normal a year ago, and who has been teaching at Shelly until recently, has lost the sight of one of her eyes owing to overstudy.

Hereafter, at chapel exercises, the students will take the same places that they occupy during chorus practice. The model school pupils will occupy the vacant desks.

Teacher in model school:—"What is matter?"

Pupil:—Water, air, sirrup.

Leonard Erickson has returned to his work at Washington.

A number of the faculty and also of the students were vaccinated during the last month. You can generally tell who the victims are by the way they take care of their left arms.

Federalism vs. Antifederalism was the subject of an interesting debate in the History class, Jan. 28. Mr. Ballard, Mr. Huey, and Miss Winston acted as judges, and gave the decision to the Antifederalists.

The students should remember that it is highly fashionable to be sick nowadays. If you haven't been put down for a week or two of grip, you are not keeping up with the times, so conduct yourself accordingly.

On Friday afternoon and Saturday forenoon a regular siege is made on the library by the boys of the Forum and others. The result of their research appears in eloquent words and sound arguments on the floor of the debating room.

An excellent plan has been proposed by one of the members of the Senior class as a means of bringing the boys of this school into closer relationship to each other. Such a thing would be very desirable, but the great question of time is a barrier to almost any proposition that could be made in that line.

Miss Gill, who taught reading in the Normal three years ago, visited the school Friday, January 25. All of the members of the school, who attended it then, were delighted to see her. Miss Gill has a position at Winona, and came here to give a recital under the auspices of the Y. M. C. A. All who attended the recital spoke in the highest terms of it. The program consisted mainly of Dickens' "Christmas Carol," and was concluded by the rendering of "On the Road to Mandalay," with violin accompaniment.

The trials of the teacher are many, and everybody seems to wish to have a voice in the management of the school. The following note was received by a teacher in a public school: "How dare you shake my baby? My baby has never had a cross word spoken to him till he went in your room. I will excuse you for this time. I didn't send my baby to you to be ill-used. I will not allow you or any one living to touch him. I will send him again this morning, you will not scold and shake him as you did yesterday."

One of the Seniors having completed her work in the Model schools received the following letter some time ago: "I am going to tell you that I am so sorry that you are not going to be our teacher any more. I felt like to cry because you are so good teacher and the best teacher I ever had and that is the way I fell like to cry it is just like if my mother should die. That day when I wrote the letter I could not hardly think of you when I was writing I pretty near cried. I pretty near layed my writing away and lay myself in the bed and cry so hard as I can. Every time when I think about I always are in a cry. I think this is all I have to tell you for this time."

Saturday evening, January 12, Mr. and Mrs. Stanford entertained "Those Juniors," in other words the Juniors of '00, at their home. Four or five were not able to go on account of illness, but all present said that they had never spent a more enjoyable evening. During the first part of the evening, a game something like stock exchange was played, and the prize was won by Elizabeth Stanley. After the refreshments were served, cards, each one representing the name of a member of the class were hung about the room, the object being to guess what name each card represented. Mary Tiltonson carried off the prize for guessing the greatest number of names. Some "finkin" had to be done in the guessing of some of these. At half past eleven the guests departed perfectly delighted with the evening spent with Mr. and Mrs. Stanford.

The annual meeting of the Athletic Association was held Jan. 16, and the following officers elected for the coming year: President, Martin Gullickson; Vice-President, Clyde May; Secretary, George Wardeberg. These are ex-officio members of the Board of Control. Oscar Askegaard and Louis Larson from this school, Edward Parkhill, from the Alumni, and Mr. Stanford and Mr. Huey from the faculty were chosen as members of the Board of Control. The report of the Board of Control for the year was read and accepted. It showed more material on hand than at the beginning of the year, and that the association was out of debt, with the small surplus of two dollars on hand. This shows careful management. September 1, the association was twenty-five dollars in debt with not a dollar in the treasury. We are confident that the coming year will be a successful one under the new management. Henry Mackall was re-elected treasurer at the first meeting of the Board of Control.

On Saturday evening, January 11, the students of the Zoology class met at the home of Mr. Ballard for the purpose of organizing a Journal Club. It is intended that this club will become a permanent organization and will hold regular meetings from time to time. The primary object of these meetings is to be the discussion of questions of scientific interest, which receive little attention in the class room, and at the same time to promote sociability among its members. Not only will the great facts and principles of science be discussed, but there will be given, occasionally, reports on current scientific literature. It is hoped by these meetings that a clearer insight into many of the deep scientific truths may be obtained, which would otherwise receive no attention.

At this initial meeting about an hour was spent in the reading and discussing of Darwin's "Descent of Man." The reading and discussion were purely informal, removing all class room restraint. Afterward light refreshments were served and the remainder of the evening spent socially.

THE LITERARY SOCIETY.

A very interesting and instructive program was rendered by the Literary Society January 26. The most important number on the program was a debate on the question—"Resolved that the United States ought to Construct and Operate the Nicaragua Canal." The speakers on the affirmative were Wayne May, Louis Mithun and Julius Skaug; those on

the negative were Martin Gullickson, Otto Bergh and Clyde Gray. The affirmative maintained that the Nicaragua canal should be constructed and operated by the United States, because in a few years the canal would pay for itself and then it would become a great source of revenue to the United States. That it would be impractical for it to be built by a private corporation, as it would need an immense amount of money and no private corporation could raise this without paying a very high rate of interest, which would necessitate paying such a high rate of tonnage that it would not be patronized. A private corporation might not be able to operate a canal on account of trouble with Central America. The United States should build a canal as an aid to shipping. Such a canal would be useful to the United States in case of war. The consent of Great Britain need not be obtained, as in this hemisphere it is necessary only to respect the Monroe Doctrine.

The following are some of the arguments presented by the negative: Before the United States builds a canal against the wishes of other nations, as it would be obliged to, if it built the Nicaragua canal, it must know that it will be a benefit. The right of way must be secured, which would necessitate the setting aside of many treaties made between the United States and other nations. Nations as well as individuals must regulate their actions according to the rights of others, and should the United States build a canal it would not be in accordance with the rights of other nations. Should the United States government disregard these treaties, it would be considering a mere matter of dollars and cents and disregarding its honor. The canal will not be a benefit in war as, according to treaties now in operation, it is to be open to all nations at all times. The decision was in favor of the negative.

THE FORUM.

The Forum Debating Section held its first meeting this year on Jan 12. A fair sized audience had gathered to make this first meeting an enthusiastic one. The meeting was opened by the president, Mr. Berg, and after the usual preliminaries the question for debate was presented: "Resolved that intercollegiate football should receive the unqualified support of all persons engaged in educational work." The speakers on the affirmative side were Julius Skaug and John Clauson; on the negative side Louis Mithun and Martin Gullickson. The debate was one of the most interesting in the history of the Forum, and was followed with lively interest by all present. The question was decided two to one in favor of the negative side.

Following the debate came extemporaneous speeches by John Hyslin on "Basket-ball," and by Mr. Roningen on "Our Great Poets." Mr Roningen expressed as his opinion that our great poets of the future would come from this part of the country, that there are, in fact, unmistakable signs that they are already growing up on both sides of the Red river. Nine new members were added to the society and the boys went home feeling that they had enjoyed a pleasant and profitable evening.

A second meeting of the Forum Debating Section was held Jan. 19. The program for the evening was opened by an extemporaneous speech by Martin Gullickson. He spoke on the subject of politics, and gave his audience a few points about his first venture in that field. A paper by Caspar Berg on "Our Last Election" brought forth a great many interesting facts. The paper showed a great deal of keen thought as well as research. This was followed by a debate on the question "Resolved that the demands, which the powers have made to China are just." The speakers on the affirmative side were Jelmer Bengston and Paul Tungset, on the negative side John Hyslin and Louis Larson. The debaters had dug up the Chinese question to perfection, and the bright and shady sides of our pig-tailed brethren from the celestial empire were brought forth in turn. The ques-

tion was decided in favor of the affirmative. The following officers were elected for the ensuing term: Paul Tungset, president; Emil Larson, vice-president; Oscar Askegard, secretary.

RHETORICALS.

The author chosen for the rhetorical program given January eighteenth was Sir Walter Scott.

As an introductory number the chorus sang "Gaily O'er the Ocean" a song so light and airy that it never fails to please.

Louis Mithun's biographical sketch showed much thought and careful preparation. In a clear, distinct voice Mr. Mithun presented the main facts in the life of the great poet and novelist. Mr. Mithun said in part: The city of Edinburgh in the land of rugged crags and peaks, with beautiful lakes and inlets, marks the place of the birth of Sir Walter Scott, and August 15, 1771 the time. He descended from Scottish families celebrated in the annals of Border Chivalry. His father was a writer to the Signet, and attained a high rank in his profession. His mother was the daughter of Dr. Rutherford, medical professor in the University of Edinburgh, and an accomplished and highly educated woman. As we would naturally expect, Walter Scott was given the opportunity, which led to a good education. In 1797 his friends procured for him the office of deputy sheriff of Selkirkshire. This afforded him an income of \$1500, so that he was able to devote more time to literary study and composition in which he had now become somewhat extensively engaged. Walter Scott was very fond of riding horseback. It was while on a tour to the English lakes with a party on horseback that he romantically, and rather accidentally, met with Margaret Carpenter, the daughter of a French Royalist, whom he married in 1797. Scott began his literary career as a ballad writer. His first appearance as an original poet was in the publication of the "Lay of the Last Minstrel." His career as a novelist began in 1814 when "Waverly" was published anonymously. Up to 1826 Scott's life was unusually fortunate and successful. He had reached the pinnacle of fame. In this year, however, came a crisis in his career. In that year occurred the failure of Ballantyne and company, which crushed his prosperity. By this event Scott found himself involved to the enormous amount of \$600,000. Although he might have escaped from his liabilities through the bankrupt law, his lofty ideal and honor forbade him. Accordingly at the age of fifty-five he set to work to wipe out a debt of half a million, writing night and day, until almost every penny was paid. But his health began to give way, and, although no means were spared for its restoration, it was all in vain. Mental prostration ensued and continued till his death, Sept. 21, 1832.

If we were to select a list from Scott's works which appear to have the best chance for immortality, we should mention, besides his poems, "Waverly," "Old Mortality," "The Antiquary," "Guy Mannering," and the "Bride of Lammermoor."

One of the sweetest of Scott's poems was presented in a reading by Minnie Bell Corbett. The Knight's Toast is a poem whose very simplicity is its chief charm, and the audience felt this charm in its fullest measure as Miss Corbett presented it. In impersonating the knight Miss Corbett did a beautiful piece of work, which few could excel.

The Euterpean Quartet added much to the evening's enjoyment. At their first appearance they sang a lullaby. They responded to an encore by singing "I'm Going Back to Dixie."

Olga Staake revealed to us the pathos of Scott's work in her reading entitled "The Three Prisoners" from "Old Mortality."

In Scott's Lady of the Lake he has pictured many beautiful scenes and events. Perhaps the most popular descrip-

tion is that of "The Chase," and certainly its popularity was increased by the skillful reading given by Anna Tripp. Her manner was very pleasing, and it seemed as she read that she brought out just the shade of meaning Scott wished to convey when he wrote this famous poem.

A quartet, consisting of Gertrude Stillman, Lulu Wagner, Bertha Curtis and Hattie Fuller, sang "The Darkies' Cradle Song."

Miss Hattie Fuller gave a reading from "Marmion," entitled "Cuthbert Abbey." Miss Fuller has a very pleasing manner, and she did ample justice to the selection.

In choosing the program for this evening "Kenilworth" was not neglected. Cora Nelson gave a reading from this novel entitled "Amy Robsart's Appeal to Leicester." Whatever Miss Nelson does she does well, and the way she rendered her part on this program was no exception to the rule.

In the closing number of the program the audience again had the pleasure of hearing the Euterpean Quartet. They sang "Joy Shall E'er Be Thine," and for an encore gave "A Sweet Kentucky Babe."

THE PATH IN THE SNOW.

BY EDITH ALLEN WATTS.

The clouds of gray November
Had yielded of their might,
And Mother Earth lay buried deep
In snow flakes soft and light.

But where a path had wandered
Across the prairies, brown,
The snow, by feet intent on school,
Was quickly trampled down.

And there were prints unnumbered,
Of hurrying feet or slow,
Each heel and toe had surely pressed
Its way into the snow.

Like wavelets of the ocean,
The tiny trough and crest
Stood spell-bound in their white array,
On Mother Earth's brown breast.

And so methought the wavelets
Upon Old Ocean's breast,
The hurrying steps of spirits,
As on their way they pressed;

Where myriad souls, departed,
And marching toward the light,
Have made their path upon the waves,
And left their glory bright.

For, ever, as the ripples
Are numberless and free,
That each hath caught a glory up,
The dazzled eye may see.

And when we think the wavelets
Have whispered sweet and low,
It is the voice of myriad souls,
Freed from the earth below,

And rising ever, onward,
To glories all undreamed,—
To glories in their wide extent,
By mortal pen unthemed.

AN UNFAMILIAR PRAYER OF STEVENSON.

Mrs. Strong, Robert Louis Stevenson's step-daughter and amanuensis, writing in *The Interior*, says that Mr. Stevenson had morning prayers at Vailima, the family and native helpers gathering together. First came the Lord's Prayer in Samoan, then an English prayer written by himself. This one which he frequently used we have never seen printed before:

"We thank thee, Lord, for the glory of the late days and the excellent face of thy sun. We thank thee for good news received. We thank thee for the pleasures we have enjoyed and for those we have been able to confer. And now, when the clouds gather and the rain impends over our forest and our house, permit us not to be cast down; let us not lose the savor of past mercies and past pleasures; but like the voice of a bird singing in the rain, let grateful memory survive in the hour of darkness. If there be in front of us any painful duty, strengthen us with the grace of courage; if any act of mercy, teach us tenderness and patience."

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