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Moorhead Normal School

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9 March 1901



THE
NORMAL
RED
LETTER

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MOORHEAD

THE NORMAL RED-LETTER

VOL. II.

MOORHEAD, MINNESOTA, MARCH, 1901.

No. 6.

THE TEACHING OF WRITING.

BY ELMA LA TRACE.

I wish to call your attention to a little problem in Algebra. It is not a difficult one, being based on the principle of factoring. Find the H. C. F. of several given quantities. The quantities are these: A doctor with his special knowledge of therapeutics, and the many things antecedent to the gaining of this, a minister with his theologies and other attainments, a lawyer with his wisdom, a teacher with his versatility, a mechanic with his skill and genius, a tradesman with his figures and calculations, a laborer with his meager knowledge of books. Examining these, what is the H. C. F. judged from the point of their educational attainments? Is it language? That is limited to the few. Is it mathematics? That is not found in all. Is it literature? No, not for all. Is it science? Art? Music? Is it the gift of song? No, and no. Then what is there in common, if common ground exist at all? What is necessary to even the most rudimentary education? All will say reading and writing. And yet writing, which is so universally needed, has of all the studies been learned almost entirely by accident. In fact, until recently, no very considerable attempt has been made to teach it.

Business colleges, it is true, make a specialty of business writing, but a comparatively small number of persons ever avail themselves of this means. In the schoolroom writing has been, and I am sorry to say still is, largely a matter of happen-so, modified from time to time by the peculiarities of chirography of successive teachers. From the standpoint of the universality of its need, this ought not to be so, and in a few years, let us hope, it will not be so. But one will say, "I cannot teach penmanship. There doesn't seem to be anything to it to teach." It can be taught, and in such a way that all may write and write well.

About three hundred years ago, all writing was perpendicular, or nearly so, but within the last two hundred fifty years, it has been partially replaced by the Italian system of slant writing. But again the pendulum has swung, and teachers, business men, employers and employed heartily welcome the reappearance of the vertical. It is also endorsed by physicians for its physical benefits. Its advantages are too well known to need recital. They are manifold, even when poorly taught or learned by accident, or without instruction. The chief of these to the teacher with his multitudinous papers to be looked over almost daily, is legibility. Also compactness, economy of space, and lastly and so important as to comprise and over-balance all the others is the ease with which it is acquired. In the words of Supt. Carroll, of Worcester, Mass., "Under the new system forty-nine out of every fifty pupils write a most satisfactory hand, while under the Spencerian method, which was three times harder for the pupil to learn, I place the average high, when I say that it was only possible to read the writing of three out of every four pupils." This statement is not an exaggeration, as it has frequently been my experience as supervisor of this work in public schools, to have every

pupil writing almost a perfect vertical script. This was of course under favorable conditions, but even poor vertical writing is preferable to the average slant. And do you wish to teach it and successfully? Then three things are necessary, that you know what vertical means, that you can recognize straight lines, and that you observe the correct proportion, which in all of the best systems is one to two. With these three points observed, and the knowledge that all letters are either straight or round or a combination of these, and with a reasonable amount of perseverance, and the same vigilance and honesty of purpose exercised in other studies, then vertical writing with all its attendant advantages is yours. Of course there are obstacles and pitfalls, but who has not found these in arithmetic, grammar and geography? The most common of these is the backhand tendency, occasioned by an erroneous idea of the basic principle of vertical writing, namely, verticalness. If a line is vertical, it can be nothing else, no shade of slant is permissible, and anyone can distinguish between a vertical line and a slanting one, of whatever degree of slant. Another obstacle is slowness, but this is only temporary. Writing is a purely mechanical acquirement, the time of its being considered an art is past, and all mechanical operations we have ever mastered have come slowly at first. Do you perform on the piano? Did you play readily and brilliantly at the beginning of your study? Do you ride a bicycle? Did you coast down hill the first day or first week? Do you dance, skate, draw, write? Not so readily and rapidly at first as later. So it is with anything new, and why should writing be an exception? It must be remembered that all we write is to be read, and very frequently the time of the reader is quite as valuable as that of the writer. People who make this criticism on vertical writing usually do it without any definite knowledge of just what speed is possible even with slant writing. Twenty-one words a minute is considered rapid writing in slant, and from this up to thirty words, after years of practice, and never having used any other style. But our critics base their verdict, sometimes, on a week's or a month's study of vertical writing, and make absolutely no allowance for the added legibility, the physical benefits, economy of energy, etc., and if he be a teacher of the saving of time in teaching this method, and the immense comfort it affords in the absence of all scribbling. But to return to the question of speed. Telegraph operators usually have no time to spend on penmanship, and it is a fact which has been carefully gleaned that 80 per cent of the telegraph operators of the United States write vertically, falling into this style even after beginning with the running business hand. In a recent class a speed of thirty-three words a minute was attained on such sentences as "Learn to do by doing," and on single words of four or five letters, forty-three words were made. The average speed of the class was 32 words a minute.

Now, a word as to movement. There is an idea current that we are not using movement unless we write rapidly, and cover plenty of space. Let me say that no writing whatever can be done without movement, and the exaggerated, splurging, movement which the slant disciples have advocated is superflu-

ous and unnecessary. A movement sufficient to cover the longest stroke necessary to form any letter is all that is required. Then consider the vast number of people whose business prevents the use of movement as it was taught. The average salesman does his writing bent over the counter, or with his pad of checks in his hand; the bookkeeper with his four-inch thick day book or ledger has little chance, especially at the bottom of the page; in the classroom, what opportunity has the average university or college student? Then, if we are fitting young men and women for the actual business of life or equipping them with the best for the school room, shall we give them something which they can use and use readily under all conditions, or shall we continue to delude ourselves into the belief that we are best fitting them for life by an extravagant, poorly directed movement, rather than a controlled, practical, well directed and easily acquired one. The need for legibility is very frequently as urgent as for speed. So if we cannot have both, let us have the more preferable. It is not difficult to choose.

Movement is most advantageously begun in fifth or sixth grade, preferably the sixth, and always with definite understanding, and unfaltering insistence that form be not sacrificed to movement. If both cannot be acquired, then form should be preferred.

We all know that young children when given pencil and paper to draw or write, do not make small or dainty strokes. So in beginning we take the largest letters aside from the capitals. The reason for this is two-fold; first, the tall letters are simpler, and being large it is easier to see just how they are made, and for the reason that capital letters are not used as much as the others. Then as is reasonable we begin with the very simplest of these, a letter which shows plainest the vertical line, namely the t. And let me say that all spacing excepting the regular letter or foolscap spacing should be avoided as unnecessary and superfluous, being a hindrance rather than a help. Next joining with a simple letter such as i or o, we have a word. We continue this until mastered, when we take the next simplest letter, viz.: the l. Then b, h, k, f, etc., all emphasizing the straight vertical line. Following the small letters come the capitals on the same classification as these giving us this order of presentation, N. M. etc., and with three months' daily practice for fifteen or twenty minutes with proper instruction, the subject is learned for all time, if care be exercised not to relapse into the faults I have already mentioned.

"In ye olden time ye scolers in ye scoles
Wrote slanting script by many rules.
Ye small young folk ye back and arm did twiste
For why, to cause ye quill yclept ye holder,
To point right at ye youngster's shoulder.
Ye head w'd droop and many a tongue stick out,
Full tiresome was ye taske no doubt.
Ye hairs upon ye head mayhap were not so fine,
As lad's and mayden's scrawling line.
Full hard I trow ye schoolboy's parchments were to write
And harder yet to read at sight,
Whereat ye people all both old and young wax wrothe.

But a scribe there came from King's town who did have
ye gift
To write both plain of hand and swift.
A man of wit was he and taught ye writing school
Somewhat betimes by new found rules.
Ye while ye child discovered which way ye pen by nature
went

A sage there was also who many books did read
And wiste of plainsome script good need.
Full well he scanned ye nature of ye braine,
And frame and muscle well could train.
Ye scribe and Sage did counsel each by other one,
And wondrous things they both have done.
Ye young folk now do sit and write with ease and grace
Ye upright hand with rapide pace.
The other foolishness hath long been laide to reste
And may the sacred Lord be bleste.

LITERARY SOCIETY.

Two very interesting and instructive programs have been rendered by the literary society this month. The first of these occurred Friday evening, February 15. A clever device for relieving the tedium of roll-call was employed at this meeting. Each member of the society responded to his name by giving a quotation from Kipling. Owing to the unfavorable condition of the weather a number of members, who were to take part in this program, were absent, and their places were supplied by other members, who made extemporaneous speeches. Clyde Gray was given the subject "Novels." Mr. Gray spoke of the value of novels as literary productions, of the great lessons which they teach, of the pleasure they give, and of the noble, self-sacrificing lives of many of the men who have written them. "Titchener" was the subject presented by Nora Walstad. Miss Walstad spoke of the value of psychology in child study in developing the imagination, and in giving breadth of view. Amanda Bergh spoke of "Liquid Air," and of the interest the physics class had in it. In speaking of "Ship Subsidy" Martin Gullickson made a short, but interesting, speech, setting forth the principal facts of the subject. Otto Bergh was given the subject "Hypnotism." Mr. Bergh aroused interest in the subject by briefly reviewing the progress it had made in the past few years. He also spoke of its use. No one is more at home with any subject than is J. D. Mason with that of ghost stories. This variety of stories never fails to interest, and this interest was in no wise lessened as Mr. Mason proceeded with his speech. Following the extemporaneous speeches, the audience had the pleasure of listening to musical selections by Miss Watts with Hilbert Howe.

SECOND MEETING.

The next program was given Thursday evening, February 21. As an introduction a violin solo was given by Cornelia McGrath, accompanied by Agnes Lewis at the piano. The young ladies responded to a very urgent encore.

Mr. Ballard presented a paper on "Colonization," which was greatly appreciated by the audience.

"THE BEGINNINGS OF ENGLISH LITERATURE"

was the subject of a very interesting and instructive paper read by Clyde Gray. The following are some of the leading facts presented: "In order to intelligently study the literature of any period, it is necessary to know something of the people who produced it. The home of the Anglo-Saxon was an area in central Europe, which nearly coincides with modern Germany. About 449 a band of these Teutons invaded England and conquered the Britons. The Angles, one of the Teutonic tribes, furnished the name for the new home, which was called Angle-land and later shortened to England. The Teuton was strong and hardy, being made so by the severe climate of his native land. He was engaged in constant warfare with the elements and thus we find the literature of that period full of war and of storm. The cast of the Teuton's mind was sombre. This explains the sombre cast given to the literature of this period. The first Anglo-Saxon literature took the form of poetry, and was not written, but handed down by memory from father to son. The form of poetry was adopted because it was easily remembered, could be sung or chanted, and because it was the natural outlet for the emotions. As soon as a written language was developed it was transcribed on parchment. The earliest literature was kept alive by the scop and gleeman. Generally each nobleman had attached to his household a scop, who not only sang what others composed, but could make verses to suit every occasion. The gleeman was a wanderer, who went about from place to place singing of the brave deeds of warriors and kings. The most famous of the early literature is the poem, Beowulf. The poem contains three thousand one hundred eighty-four lines, and tells of the

brave deeds of Beowulf, a Teutonic hero. Among later writers we may mention Caedmon and Cynewulf. Thus we see that English literature has a humble origin, and we may add that it has developed into the world's greatest literature."

As this program immediately preceded Washington's birthday, it was but fitting that the greatest American should be the subject of a paper read by J. D. Mason. In setting forth the character of Washington Mr. Mason said, in part: "Washington was found the successful warrior, the far-seeing statesman, a zealous patriot, and above all a noble gentleman. A truly great man shows his greatness in adversity as well as in prosperity. His courage and perseverance, when brought face to face with discouragement on the part of the people, congress and jealous generals have won the admiration of all, and are evidence of his noble nature. When during his years of preparation to whatever task he was called he was not slow to respond, discharging his duties with faithfulness and dispatch, whether it was as ambassador to the French, aid to the British, member of the Continental Congress, commander-in-chief of the army, leader of the constitutional convention, or president of the United States."

As this was the last meeting of the Literary Society this term the regular election of officers was held. The new officers are: John Clauson, president; J. D. Mason, vice president; Nora Walstad, secretary; and Martin Gullickson, treasurer. The president appointed as his program committee, Dennis Gainey, Martin Gullickson and Bertha Angus.

ALUMNI.

'99. Mary T. Gilpin is at present teaching at Fertile, Minn.

'92. James M. Witherow has been elected city attorney of Moorhead.

'00. Emma Thompson visited her friends at Wheeler Hall, Feb. 22, 23, 24.

'00. Anna Swenson had to close school at Benson on account of small-pox.

'00. Louisa Tisdell and her friend, Miss Nelson, visited with Georgia Redpath, and also some of their friends in the schools of Moorhead and Fargo.

'00. Marie Chilton visited friends at the Hall during the first of February.

'99. Donna Ensign was present at morning exercises Feb. 8.

'00. Jennie Barlow, who is employed in the schools of East Grand Forks, visited friends in Moorhead Feb. 22, 23, 24.

'00. Joseph Wright's smiling face was seen at the Normal Feb. 11. He is teaching near Grand Forks, and says that he likes his work very much. His school contains about 38 pupils.

'98. Lily Erickson was married to Mr. George Ericson at Wheaton, Feb. 20, 1901.

'00. Eva Chesley was seen at the Normal Feb. 26.

THE LEGISLATORS.

The second month of nineteen one
Had toiled its weary round,
While all its score and six of days
No sunlit ray had found;

But twenty days and seven came,
And quick upon the world
The Legislators' banners flashed,
At Moorhead town unfurled.

And Barker's kindly face was there,
And Stites and Nelson, too,
And Wilcox with his keen dry wit,
Whose speeches made him "blue."

And Benedict and Allen came,
And Daggett, Schwarg and Dealy,
The Misses Johnson, Rich and Gove,
A mighty concourse, really.

And Stevenson of Hennepin,
And Potter, Ocobock—
All came to view the Normal's state,—
This mighty, merry flock.

All came to view the Normal's state,
And found it most abnormal,
And each expressed his keen disgust,
In terms not very formal,—

For walls and ceilings, cracked and gray,
And floors uneven, swelling,
And rooms by far too few and small,—
A meager, unfit dwelling.

And on the twenty-seventh eve,
The goodly crowd drew nigh
Unto the presidential home
Where merriment raced high.

And after music, cake, frappe,
And greetings glad and joyous,
The jolly crowd at length withdrew,
To meet at school next day.

Next day the crowd were ushered in,
Unto assembly hall,
Where they with their own eyes could see,
A sight which did appall.

For two and two in narrow desks,
Just wide enough for one,
The students, great and small, were packed,—
This Nelson thought no fun.

Then came the morning exercise,
The reading, songs and prayer;
That each as "Christian soldiers" sang,
Let those deny who dare.

And training physical was giv'n,
Mirabile dictu! Dieu!
Where space for one should have been made
There stood the Siamese two!!!

That night a dinner at the Hall
Was served in courses five—
Where "lovely woman" made it seem,
A boon to be alive.

And ere they left our Moorhead town,
Each legislator vowed—
Each legislator, honest, true,
As low he gently bowed,

"If aught for Moorhead Normal, I,
To help or aid can do,
I promise you upon my word,
To see your Normal through."

Then here are cheers for these brave men,
With all their sons and daughters,
And may their paths be paths of peace,
Beside the cool, still waters.

THE NORMAL RED LETTER.

MARCH, 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

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Some very interesting articles have been contributed by members of the alumni. We should like to hear from others.

The legislative committee that recently visited our school for the purpose of investigating its financial needs, indulged in much favorable talk. Now for action.

The "Glasgow Herald" of Scotland compliments Minnesota educators by making favorable mention of our public school system. Good. We're expanding.

We frequently hear complaints of subscribers not receiving the Red Letter. If a copy fails to reach you, notify the Business Manager and you will receive the missing copy.

Spring will soon be here, and with it the time for playing tennis. Tennis balls are lacking, and we would suggest that a subscription be taken among those, who are interested for the purpose of buying new ones.

Your subscription to the Red Letter is now due. The Business Manager requests that subscribers be prompt in paying their subscriptions, as the money is needed to meet our running expenses. The terms of subscription will be found on this page.

Resident Director Nye said in his talk to the school before the legislative committee that the state of Minnesota has never received better returns from her money than it has from that invested in the Moorhead Normal. Very true. Let us have several thousands more invested in the same way.

The recent announcement by President Weld that he had been requested to recommend some graduates of this school for positions in educational work in the Philippines at a salary of from \$75 to \$100 per month, created considerable stir among the members of the senior class. There is now much anxious speculation as to who will constitute the lucky candidates.

The plan of answering to roll-call in the Literary Society by a quotation from some chosen author is a good one, but one which is not very well carried out by the members. This not only adds to the interest of the meeting but is beneficial to each member, who responds. If each one would respond at all the meetings, he would soon have a store of quotations

which would be invaluable. We hope that this feature of the program will be continued, and that more quotations and fewer "presents" may be heard.

The sub-committee on appropriations in the House of Representatives visited our school not long ago and made a careful inspection of the main building and Wheeler Hall. This committee is composed of thorough going business men, and their visit here was a most important one. It is to be regretted that the members of the school, faculty, and the citizens of Moorhead could not have met these gentlemen. However, the members of the committee were quick to see the necessities of the situation here, and there is every reason to believe that the interests of this school will be well cared for.

The more recent visit of the committees on normal schools from the Senate and House was made the occasion of festivities, which will be long remembered by those connected with the school. The best of feeling prevailed, and there seemed to be genuine desire upon the part of faculty, students and citizens to make the visit of the committees and their friends enjoyable from every point of view.

COLONIZATION.

[An abstract of a paper read before the Literary Society by Mr. Ballard.]

Back in the distant ages in what geologists term the cretaceous times, the great plains region of the United States, much of the Mississippi basin, and the western part of our own state, were covered by a deep warm sea. The Rocky Mountains were being pushed up, and had already shaken the briny sea from their loftiest peaks. Ages passed and we find at the close of the cretaceous, that the Rockies have grown into a sturdy system, and in their growth have dragged above the surface of the sea the great plains to the eastward. Passing over the geological periods known as the eocene and neocene, another great change in continental level is noticed.

Minnesota had been elevated a thousand feet or more, and the prevailing winds were heavily moisture laden. Glacial conditions were the inevitable result, and for century after century, the northeastern part of North America was scourged by storms of snow and rain. The infant glacier grew in depth inch by inch, until its weight caused it to spread and flow towards the south. The result was that the northeastern part of our country, including Minnesota, was wrapped in an ice mantle hundreds of miles in extent and hundreds of feet in thickness. The mechanical effect of this ponderous mass as it ploughed, ground and scraped its way across the country is almost inconceivable. Animal life was very much altered, almost every trace of vegetation was obliterated and the soil itself was pulverized and mingled in a most extraordinary way. Physical conditions now changed, and slowly the massive ice front retreated toward the north. After the ice had gone, the floods caused by its melting had subsided and Lake Agassiz had drained away to the north, leaving only a remnant of its former grandeur, Minnesota is left rough, crude, nude, muddy, bleak and cold. Can you imagine this great stretch of country with much the same contour as at present, but naked and bare, with slight traces of vegetation? What a wonderfully rich field for plant conquest and colonization, and our plant friends ever energetic and on the alert were not slow to see and seize this opportunity. Even as the glacier, touched by the breath of a softer clime, took its first sullen step in retreat, the hardy little pioneers of the plant world pushed forward and flaunted their banners in its very face.

A moment's thought will help you to realize something of the varied conditions prevailing in that old time Minnesota. The soils varied from the rich alkaline loam in the west to the barren, meager granitics in the northeast; the amount of moisture varied as greatly, coming down to almost desert conditions in some localities; lake, bog and marsh conditions

were even more pronounced than now; four hundred miles from the northern to southern boundaries, with all sorts of hill slopes, gave great changes in temperature conditions. Then followed, largely from the south, a slow, steady, but irresistible onrush of plants. Let us now look briefly at some of these plant colonists.

First came the pioneers, the little crowfoots, anemones, some hardy little mustards, and other early spring plants, together with the dwarf birches and willows. Then, creeping along up the myriad streams of the state, by the aid of underground stems, and by wind and water a fringe of willows, alders and dogwoods slowly made its way. Following or accompanying came the pines, cedars, hemlocks and spruces with their deciduous brethren. Next came a horde of grasses pushing, jostling and elbowing their way, foot by foot, until they laid that beautiful green carpet, which is so characteristic of most parts of our state. Another class of immigrants, which deserves more than passing notice, is the composites, that is, the sun flowers, asters, golden rods and blazing stars. This race, newly sprung from an ancestral stock, moving literally on the wings of the wind, swept the region, leaving splashes of blue and purple and gold everywhere, but culminating in that blaze of autumnal glory, which has made our prairies famous.

Following these incursions came a period of settling and adjustment. The salt loving plant found its home in the extreme northwestern part of the state; the alkaline plants in the Red River valley; the pines to the north and the deciduous trees to the south. The prevailing dry winds from the west and northwest fostering the prairie, until overcome by modifying influences from the south and east thus leaving that ragged, wavering battle line between prairie and forest, which extends across our state from north to south. So we find the vegetation of the state today, not as it has always been, nor yet made so in a day, but the result of nature's own quiet, persistent, indefatigable labor through unnumbered centuries.

Air Tests.

The chemistry class has lately completed a series of tests of the air in various parts of the building which, in view of the recent agitation on the subject of ventilation, may be of interest. The presence of organic matter in exhaled air with its accompanying micro-organisms, often including pathogenic bacteria, is the real source of danger; but unfortunately, there is no accurate and, at the same time, simple method of its determination. Indirectly, however, by the amount of carbon dioxide gas present, though in itself harmless, the impurities due to the breath may be estimated. Pettenkofer's method was used in these determinations. The conditions under which the tests were made varied somewhat; the lowest and highest only of the accepted results are given.

Outdoor air ordinarily contains about 4 parts Co₂ in 10,000; 6 parts is good for an interior; 8 parts indicate that ventilation ceases to be satisfactory; while over 10 parts in 10,000 is decidedly bad.

Outdoors, Misses Flynn and Rice.....	3.7	4.5
Lower Hall, Messrs. Gray and Mason.....	9.17	14.
Main Hall, Miss Curtis and Mr. Mackall....	7.2	7.7
Assembly Room, Messrs. Gainey and Warde- berg	13.6	16.8
Library, Misses Huggett and Tripp.....	5.01	7.5
Laboratory, Misses Froland, Johnson and McIntosh	8.5	9.2
Grammar, Misses Parkhill and Stanley.....	6.44	11.6
Intermediate, Misses Hafstrom and Johnson.	10.	16.2
Primary, Misses Partridge and Wagner.....	7.19	8.36

Our School Societies.

The school societies represent the spirit of advancement in a school, and should receive the hearty support of every pupil. The Literary Society, the oldest of the school organ-

izations, was started in 1894. Since that time it has been doing active work with the exception of a year and a half. Under the constitution the meetings are to be held every Friday evening, excepting those evenings on which the Rhetoricals are held, making two or three meetings each month. It is very desirable that every student should become an active member of this society, particularly those of the upper classes, as they will prove helpful to the society, as well as deriving great benefit from it themselves. High school graduates have already had some work of this character, and will be prepared to bring suggestions and fresh impetus for work from outside schools. They also will receive new ideas from the other members, and inspired by each other, a higher degree of excellence can be attained. The present is essentially an age of societies and clubs, and to every student leaving this school will come some of the duties incident to such organizations. It is therefore to the advantage of each student to do what he can to prepare himself for such duties. Great possibilities are open to this society through the cooperation and earnest work of its members.

The Forum section is composed of those members of the literary society who desire more work in the line of debating, and parliamentary practice. The general benefits to be derived from this section are similar to those received from the Literary Society, but its members have an opportunity of gaining particular knowledge of the organization and conduct of deliberative bodies.

Membership in these societies is open to all members of the school, and it is to be hoped that many of the students will avail themselves of the privilege of membership.

Visit of Legislative Committees.

Thursday, February 28, the joint committee on Normal schools from the legislature visited this school. The first part of the morning was spent in looking over the buildings, and visiting classes. The regular chapel exercises were held at ten-thirty. The visitors occupied chairs on the platform. After an intermission of five minutes the school re-assembled for physical culture. Later President Weld welcomed the visitors on behalf of the school, and spoke of his visit to the school ten years ago, when he felt that for once the legislature had made a mistake in locating a school at Moorhead. Today the school is crowded, and has a graduating class of 82.

President Weld then introduced Mr. Nye, who gave the visitors a hearty welcome, and told of some of the needs of the school. Mr. Nye spoke of the great returns in an educational way to the state from the money invested here, and the poor returns in over-crowded and ill-ventilated rooms. He also spoke of the lack of money to pay adequate salaries to teachers, and of the great need of repairs on the building. He urged a liberal appropriation.

Senator Barker, chairman of the Senate committee, spoke most approvingly of the work of the school, the need of better buildings and more money, and pledged himself to do all in his power in its behalf. Senator Barker was followed by Representatives Stites, chairman of the House committee; Mr. Nelson, of Ramsey county; Mr. Wilcox, of Becker county; Mr. Ocobock, of Scott county; Senator Benedict, of Mankato, and Mr. Stevenson, of Hennepin.

In the party were: Senator Barker and daughter Minerva, Senator Benedict and Mrs. Benedict, Representative and Mrs. Schwarg, Representative and Mrs. Ocobock, Representatives Stites, Stevenson, Allen, W. A. Potter, Wilcox, Daggett, Miller, W. Nelson, Nolan, Dr. O'Connor, D. J. Dealy, Mesdames Albert Berg, D. Pelletier, E. J. Lathrop, A. B. Kelly, C. Holman, Misses Florence Johnson, Rosamond Rich, M. B. Gove, Minnie Holton, Messrs. W. F. Ewart, J. E. Diamond, K. Weeks, Master Willie Marquardt.

Among the town visitors were Messrs. Nye Welter, Dav-enport, Peterson, Mackall, and Huntoon.

THE FORUM.

The Forum meeting February 2d was opened by an inaugural address by the new president, Mr. Tungseth. Mr. Tungseth thanked the society for its selection, and briefly outlined his policy as chief executive. The president's speech was followed by short amusing stories by Mr. Mithun, and an impromptu speech by Mr. Clausen on the subject of "Book Canvassing." Mr. Clausen seemed very familiar with his subject and spoke from experience of the ups and downs of that interesting employment. Mr. Swenson, who is at present teaching school near Glyndon, favored the society with an impersonation. His political stump speech was greatly enjoyed by the audience. In response to an encore Mr. Swenson gave "A Grocery Order," a very amusing selection. A paper on the "Prospects of our Pacific Coast in the Future," was read by Mr. Clausen. The glorious opportunities for American enterprise in that vast undeveloped region was pointed out with force and precision. The next on the program was a debate on the war tax question, but the speakers on the affirmative failed to appear, and this part had to be dispensed with. In lieu of the regular debate some of the members tried their skill at what is technically known as "filibustering." The last part of the meeting was neither instructive nor entertaining, but it emphasizes the fact that if the Forum is to continue to be a success, those who are on the program must be present and prepared to render their parts.

On Saturday evening, February 9, Mr. Huey's room was well filled with friends and members of the Forum, and a very creditable program was given. Mr. Stanford was appointed critic for the evening. Next followed a debate on the question "Resolved, That it would be of greater benefit to the Cubans to enter the Union, than to form a nation by themselves." Affirmative: Clarence Natwick, Adolph Mork. Negative: Emil Larson, Oscar Askegaard. The judges decided in favor of the affirmative. Mr. Stanford manifested his interest in the Forum Debating Society by giving an address on the subject of "Debate and Oratory at the State University," a subject intensely interesting to every member. He spoke in a very instructive and entertaining way of how debates and oratorical contests are conducted at the U. He also gave many valuable suggestions, which, if followed out, will improve our efforts in the line of debate and oratory to a large extent. The following officers were elected for the ensuing term: O. E. Roningen, president; Clarence Natwick, vice president; M. Hegge, secretary. The meeting adjourned feeling that a profitable evening had been spent.

LOCAL.

Mrs. F. L. Tillotson visited the schools Feb. 25.

Helen Sherwin and Ester Cole dined at the hall Feb. 21.

Ethel Brophy spent Feb. 3rd and 4th at her home in Glyndon.

Whence cometh those dreadful smells? Ask the chemistry class.

Miss Sproul visited her niece, Cynthia Jones, the first part of the month.

Helen Sherwin returned to school the last part of February after a week's illness.

Blanda Sundberg spent Saturday and Sunday, Feb. 23 and 24, on Pinkham's Farm.

Nora and Mary Walsted spent part of their vacation at Neilsville visiting their sister.

The blowing of the curfew has no terrors now for the "boys of the Junior Class."

It is now an established fact that the juniors of 1900 intend to live and die juniors.

Graduating dresses is beginning to be a topic of conversation among the young ladies.

Esther Cole was absent one week during February with an attack of the grippe.

There is a rumor afloat that the juniors are to lose their only boy before commencement.

Inga Iverson spent Saturday and Sunday, Feb. 23 and 24, at the home of Retta Smith.

Most of the students went home for vacation, and those who did not wish they had.

The boys of the senior class presented Miss Monette with some beautiful cut flowers, during her illness.

Selma Hogelund spent Saturday and Sunday, Feb. 3rd and 4th, at her home near Harwood.

We heave a sigh and long for the junior year every time we hear of those sleigh rides and evening parties.

Because of the visit of the legislative committee examinations last term did not begin until Thursday afternoon.

The members of the school, who took part in "Our Boys," had their pictures taken in their stage costumes.

Watch for the 23rd of March. The "Forum" will give a program entirely devoted to the memory of the late Cushman K. Davis.

We are all glad to hear that Miss Monette is improving rapidly, and sincerely hope she will be with us at the beginning of the spring term.

Eleanor Hess was called to her home at Glen Ullin, N. D., Feb. 16, owing to the death of her mother. We all extend our heart felt sympathy to her.

Lulu Wagner has received a letter from Sarah Axtel, who attended the Normal last year, announcing her engagement to a Mr. McDonald, of Butte, Montana.

Our sister institution, the Concordia, is to be congratulated on the excellent program given in memory of the Father of Our Country on his late anniversary.

Of course we do not believe it, but one of our boys reports that he actually saw four ghosts one evening after having seen a young lady home from an entertainment.

Spring is coming, and soon the boys will be talking about curves, base hits, home runs, hot grounders and all the other mysterious terms which you find in the science of base ball.

The new boxing gloves have arrived and the boys no longer walk about with an expression on their faces as though apologizing for their existence.

Miss Similkier and Miss Scott have attended to the duties of Miss Monette, and the observation and practice classes were divided between them.

About one hundred persons took the teachers' examinations Feb. 7, 8, 9. Among these were a number from Concordia and the Normal.

The observation classes were discontinued Feb. 21. The work will again be taken up March 21, and will run through most of the spring term.

Lola LaValley taught for a few days in the sixth grade in the public schools on account of the illness of Mrs. W. A. Scott, who is substituting there.

Miss Laura Walsted, who is employed as a teacher in the primary department at Neilsville, came down Thursday evening, Feb. 21, to visit her sisters. She returned to resume her work Feb. 25.

O. E. Roningen left for Tansen, Minn., the 23rd of February, at which place he will teach a five months' term of school. The best wishes of all his friends go with him to his new place of duty.

The little room on the first floor, which was formerly used as a sort of catchall, has been cleared out, and is now fitted up as a cloak room for the grammar department of the Model schools.

Friday, Feb. 22, the young ladies of the Bay Window table at Wheeler Hall, gave a party to about twenty of their young gentlemen friends. A very pleasant evening was spent in dancing. Dainty refreshments were served.

Some of our students were made to feel the shady side of life on Feb. 20th, when they were unceremoniously turned away from home and dinner and scattered to the four corners of the city on account of an innocent case of measles.

Grace Toms and Elizabeth Stanley have completed their work, and will not return for the spring term. Miss Stanley will teach during the spring in Otter Tail county. Both expect to return for the Commencement exercises in the spring. Anna Hafstrom goes out to teach near Breckenridge.

The history recitation of Jan. 28 was devoted to a debate. The subject was, Resolved, That I would be a Federalist rather than an Anti-Federalist. Evelyn Coleman and Nellie Verry handled the affirmative side bravely, and Wallace Butler and P. P. Tungseth the negative. The judges were Miss Winston, Mr. Ballard and Mr. Huey. The negative was pronounced victorious.

The "Forum" held a mock senate Saturday evening the 23rd of February. The democrats were out in full force and headed by one of the senators from South Dakota, introduced a bill for the abolishment of the army canteen, and tried to Pettigrew it through, but the republicans were on their guard and filibustered the entire bill into eternal oblivion.

The physics class having completed the work on engines in the subject of heat visited the Linseed Oil Mills in Fargo and the flour mill in Moorhead. Everything about the engines and pumps was closely examined from the firebox to the whistle. The men in charge were very kind and cheerfully answered all questions, which, needless to say, were many. The excursion was profitable as well as enjoyable to the class.

Wednesday noon the unfortunate girls who usually eat their midday meal at the Normal, were delightfully surprised. They received an invitation to assemble in one of the model school rooms, and there Alma Dodds, assisted by Miss Simmillier, brightened their existence by the addition of many dainties to their lunches. After the board was cleared, the girls departed to the stern duties of life, after giving three cheers for the girl with the birthday.

The third of the free entertainments given by the Y. M. C. A. was held Friday evening, Feb. 22. A program was given consisting of music by the Euterpean quartette, the Imperial quartette, and the Normal Glee Club, recitations by Sibyl Tillotson, and an address by Mr. Perley. Refreshments were served by the young ladies of the Congregational church.

The members of the University basket-ball team visited the Normal Friday, Feb. 15. The team played Thursday, Friday and Saturday against the Y. M. C. A., A. C.'s and Fargo College, winning each game by a large score. Friday evening, a number of the students and faculty, headed by Mr. and Mrs. Stanford, went to see the game and cheered for the U. They came back on the train and as there was a rush at the depot some of them failed to get off, and were carried out to the crossing. By the time they reached home they decided that not much had been gained.

Miss Osden recently went to Casselton to assist in an entertainment given by the Casselton Band. Her readings were appreciated as is evidenced by the following item from the local paper: 'Mr. Travers' First Hunt' was given in splendid manner, and the rendering of 'The Revenge of Reine' was accorded three of the heartiest encores of the evening. It was the universal opinion that Miss Osden is one of the strongest readers ever heard in Casselton, and should she ever appear here again, and all hope she will, she may rest assured of a hearty welcome."

On Friday evening, Feb. 22, the old juniors fittingly celebrated the birthday of the Father of Our Country by a sleigh ride. After a pleasant ride they all adjourned to the beautiful home of Miss Eula Miller in Oak Grove, Fargo. Games were played and a delightful time enjoyed by all. Delicious refreshments were served at a late hour, and each guest was presented with a souvenir hatchet, very appropriate to the occasion. During the evening the organization of the Tara Upidons was perfected. This club consists of about twenty three members.

"The Daily received a letter yesterday from Conrad A. Kvello, Law '08, who is now located at Fargo, N. D., a part of which is herewith published.

"The 'Ski-U-Mah' basket ball team has been in our city the past three days and has given three exhibitions of some very scientific playing. In the first place, the boys showed by their deportment that they were gentlemen as well as very skillful players and they won the respect of all by their courteous conduct, both in the contests and elsewhere. Their playing was a revelation to the enthusiasts, and the large scores they rolled up showed that they were not daunted by a strange floor and the lack of a rousing college yell.

"The few alumni resident here were out to cheer their favorites on to victory and with the assistance of Prof. and Mrs. Stanford, of the Moorhead Normal, together with the Normal girls and other maroon and old gold sympathizers, the 'Scare yur Ma' cry was kept pretty much in evidence."—Minnesota Daily.

On Thursday morning, February 21, at the request of President Weld, Lawyer Perley addressed the Faculty and Students of the Normal. As an introduction Mr. Perley spoke of his interest in the Normal school, of the aid that the Normal school had been to the community, and of his great interest in young people. He said that in his opinion

an audience of young people is the most impressive audience on earth. He said that he once stood before the Supreme Court of the United States, the most august assembly in the world, but, although its influence is wide-spread and its achievements great, it is what it is on account of the past, while young people have all life with its possibilities before them. Speaking of the present age he called attention to the universities, the colleges, the church and missionary enterprises, which are in progress of development. Mr. Perley then drew the following lessons from Washington's life. First, he said he did not know whether the hatchet story was true or not, but he did know that Washington was a sincere and honest man. He knew that Washington was no scheming politician, but that he served his country for its best good, and not for personal advancement. Second, Washington fitted himself thoroughly for the work, which was before him. He did not seek public office, but he prepared himself for the work and let the office seek the man. Thus he said should we prepare ourselves for our work, and we shall not need to seek the work, but the work will find us as it did Washington. Third, Washington was great because he was willing to serve. We are here to do the good we can, to take part in the great work of the world, and the time demands that we do our best.

Bauquet at Wheeler Hall.

Thursday evening, February 28, a banquet was tendered by the members of the Faculty to the visiting members of the Legislature and their wives. A number of prominent citizens of the city were also present. The reception rooms and dining-room were handsomely decorated with cut flowers and ferns. Covers were laid for about eighty guests. A six course dinner was served after which the following toasts were responded to: "The Relation of the Normal School to the Community," by Mr. Perley; "The Relation of the Normal School to the State," by Hon. S. G. Comstock; "The Ladies of the Faculty," by Representative Stevenson, of Hennepin county; "Our Impression of the Visiting Members of the Legislature," by Miss Winston; "The Speech That I Was Told Not to Make," by Mr. Wilcox, of Becker county. Following the speeches the Imperial quartette rendered a very pleasing selection. Throughout the evening an orchestra furnished selections of music.

RHETORICALS.

In place of the usual rhetorical exercises for Friday evening, February, 16, the English comedy, entitled "Our Boys," was presented. The comedy is one of Henry J. Byron's best efforts, and it was well acted. Miss Osden had given much time and conscientious effort to the training of those who were in the cast. The parts were well made up, and the general effect of the presentation was pleasing, and creditable to all concerned.

THE STORY OF THE PLAY.

The scene is laid in England. Sir Geoffrey Champneys, a nobleman, and Perkyn Middlewick, a retired butlerman, are expecting their sons, Talbot Champneys and Charles Middlewick, home from the continent, where they have been traveling and studying for three years. Violet Melrose, an heiress, and Mary Melrose, her poor cousin, are visiting Miss Clarissa Champneys, Sir Geoffrey's sister. The young men come home and meet the Misses Melrose. Sir Geoffrey informs Talbot that he wishes him to marry Violet, whereupon he promptly falls in love with Mary. Middlewick wishes his son to marry Mary, but he has previously met Violet on the continent and loves her to his father's disgust. Miss Clarissa is very much infatuated with Middlewick, but he admires her only as a friend. When the fathers find out the true state of affairs, they turn their sons out of doors much to Miss Clarissa's distress. The young men go to London and attempt to gain a livelihood by writing for the papers, but endure many hardships. After they have been away from home about six months, Miss Clarissa employs a detective

to find out their whereabouts. Her brother succeeds in getting possession of one of the detective's letters and also decides to go to his son, accompanied by Middlewick. He does so. The young men are not at home when they arrive and they find out all they can about the young men's condition from Belinda, a lodging house slave. Suddenly they hear some one coming up the stairs and they conceal themselves in one of the rooms. Miss Clarissa enters wearing a very gaudy and outlandish bonnet and carrying a reticule from which she proceeds to take a fowl. After finding out from Belinda the state of affairs in the kitchen, she retires to the kitchen to cook the fowl. Violet and Mary have also ascertained the young men's whereabouts, and have decided to assist them. They come up into the attic, the young men's room, and inspect the place feeling very sorry for them until they see Clarissa's bonnet, when they retire in disgust just as Charles and Talbot enter the room. Middlewick and Champneys now come from their hiding place, and after some angry words pass between them and their sons, the young men decide to turn them out. Just at this point, Violet and Mary, having learned the true state of affairs, return. Miss Clarissa returns. The fathers then forgive their sons.

THE CAST.

Jelmer Bengston, who represented Sir Geoffry, played his part exceedingly well.

Fred Ambs, who was Talbot, Sir Geoffry's son, made a most true Englishman with his cool manner and dudish air.

Perkyn Middlewick was most excellently presented by Dennis Gainey. He was particularly strong in the first act, when his son describes to him the land, scenery and points of historical interest on the continent. His appearance on the stage always called forth mirth and laughter.

Grace Toms made a very charming Violet Melrose.

Mary Melrose was acted by Mary Connolly, and she did as well as Miss Connolly always does. The proposal scene between Miss Melrose and Talbot Champneys was one of the best scenes in the play.

Belinda was represented by Bertha French, and she certainly did the lodging house slave justice.

In addition to this successful play, the program was enriched by some excellent musical selections under the direction of Miss Watts.

EXCHANGES.

The Normal Eye comes to us regularly every week from the State Normal School at Cedar Falls, Iowa.

The College Arena from Whapeton University has just been added to our exchange list.

"If a man only saw himself as others see him he would cut his own acquaintance on the spot."—Ex.

Life is short, only four letters in it; three-fourths of it a "lie" and one-half an "if."—The Normal Pointer.

In artistic design of cover the Gitche Gumees excels all of our exchanges. On the whole the Gitche Gumees is a well put up and well edited paper.

It is quite evident that some exchange editors, at least, try to practice what they preach, while others seem to forget their precepts as soon as they can.

Pat—"Do you believe in dreams, Mike?"

Mike—"Faith, an' I do; last night I dremt I was awake and in the morning my dream kum true."—The Normal Pointer.

A sergeant in a volunteer corps, being doubtful whether he had distributed rifles to all the men, called out:

"All you that are without arms hold up your hand."—The Student's Arena.

If a man, who thinks he has more to do than he can possibly perform, will but bend his whole energy to the task, he will often surprise both himself and his friends by the amount he will accomplish.—The Oracle.

"The wind bloweth,
The water floweth,
The subscribers oweth,
And the Lord knoweth,
We are in need of our dues."—Ex.

The sophomore number of the Hamline Oracle is at hand. We have previously received the senior and junior numbers. A comparison of these issues shows plainly that the brain and brawn of that institution is not centered in any one class.

"Intelligent student (picking up a Cæsar), Oh, say, Latin's easy. Look here (pointing to several passages) "Forte dux in aro," forty ducks in a row. "Pasus suum jam," pass us some jam. "Bone leges Cæsaris," the bony legs of Cæsar."—Exchange.

A man aiming carelessly at the target will never hit the mark. Good markmanship is the result of careful training and requires time and patience. Our lives may be likened to arrows and with keen eye and steady hand we should shape their course through life.—The College Arena.

The omission of an Exchange Department in any high school paper is an unpardonable offense. This is the case with some of our exchanges, and we advise them to wake up.—The High School Review.

We would omit the word "high."

Says the Exchange editor of the Ryan Clarion, "Many school papers come out printed like miniature news papers, but they do not present half as pleasing an appearance as if they were in pamphlet form with prettily designed covers, although the reading matter may be just as good as some of the finest looking publications." We agree with you—Ex. So do we.

This is the way "The Mankatonian" tells about the visit of the legislative committee to the Mankato school:

How the janitor scrubbed and dusted,
Till our building was a glare,
Even banisters and cloak-room came in for a share.

How the faculty primped and powdered,
And reviewed their methods well,
Asked their best questions and looked so mighty swell.

How the students worked and worried,
That their lessons all might know,
Just to make those legislators yield us up a little dough.

How the legislators beamed upon us,
Gave us mighty words of cheer,
Told us that we were the people and our wants were very clear.

How we listened to those speeches,
And we clapped 'em strong and true,
Grinned and nodded our approval when they told us what they'd do.

How we waited till 'twas over,
And they'd vanished every one,
Then departed to our dinners, feeling things had been well done.

Lives of Seniors all remind us,
We can make our lives a pest,
And departing leave behind us,
Feelings of relief and rest.—Ex.

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