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The Bulletin, series seven, number two, November (1911)

Minnesota. State Normal School (Moorhead, Minn.)

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The Bulletin of the
State Normal School
Moorhead, Minnesota
November
1911

THE BULLETIN

PUBLISHED BY THE STATE NORMAL SCHOOL
MOORHEAD, MINNESOTA, IN THE INTEREST
: : : : OF PUBLIC SCHOOL EFFORT : : : :

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SEVEN

NOVEMBER, 1911

NUMBER
TWO

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

CALENDAR FOR 1911-1912

FALL TERM.

Enrollment of Students.....Monday, September 4
Class Work Begins.....Tuesday, September 5
Fall Term Closes.....Wednesday, November 29

WINTER TERM.

Enrollment of Students.....Tuesday, December 5
Class Work Begins.....Tuesday, December 5
Holiday Vacation Begins.....Friday Noon, December 22
Class Work Resumed.....Tuesday, January 2
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SPRING TERM.

Enrollment of Students.....Tuesday, March 5
Class Work Begins.....Tuesday, March 5
Easter Vacation Begins.....Thursday Noon, April 4
Class Work Resumed.....Wednesday, April 10
Spring Term Closes.....Friday, May 31

COMMENCEMENT WEEK.

Baccalaureate Address.....Sunday Evening, June 2
Annual Recital.....Monday Evening, June 3
President's Reception to Senior Class.....
.....Monday Evening, June 3
Exercises by Model School.....Wednesday Afternoon, June 5
Chapel Exercises Conducted by Senior Class.....Friday, June 7
Graduation Exercises.....Friday Evening, June 7
Alumni Reception.....Friday Evening, June 7

FACULTY 1911-1912

The following are the names, addresses and telephone numbers of the Faculty of the State Normal School, Moorhead:

	Residence	Telephone
Frank A. Weld, President	403 Eighth St. So.	1176
Caswell A. Ballard Biological Sciences	604 Eighth St. So.	834
Tryphena R. Anderson Dean of Women	Wheeler Hall	194
Fannie Sims Preceptress, Drawing	Comstock Hall	659
Edwin T. Reed English	401 Ninth St. So.	1879L
Katharine Leonard Mathematics	323 Seventh St. So.	1255J
Albert S. Kingsford Geography and Sociology	411 Ninth St. So.	256J
Edward R. Collins Psychology	521 Eighth St. So.	2249L
Florence A. Meyer Physical Training	621 Ninth St. So.	1742L
J. Harold Powers Music	310 Sixth St. So.	898J
Waldo S. Hockett Physical Sciences	617 Ninth St. So.	
Maude Hayes Reading	819 Eleventh St. So.	2009J
*Mabel C. Bentley Household Economy	819 Eleventh St. So.	2009J
Nellie A. Chase History	621 Ninth St. So.	1742L

*Resigned, October 30, 1911.

Burl G. Martin English Grammar	617 Ninth St. So.	
Charlotte Rankin Latin and English	Wheeler Hall.	194
Carl B. Wilson Biological Sciences	819 Eleventh St. So.	2009J
Allen F. Wood Penmanship	606 Fifth Ave. So.	
J. W. Eck Manual Training	515 Tenth St. So.	561L
Frances R. Freeman Household Economy	403 Eighth St. So.	1176
Belle M. Deans Superintendent of Elementary School	714 Eighth St. So.	1950L
Belle Dredge Grammar Department	403 Eighth St. So.	1176
Aurelia O'Connell Intermediate Department	425 Seventh St. So.	1507L
Bertha M. Rogers Intermediate Department	710 Seventh Ave. S.	1697L
Mary C. Rainey Supervisor Primary Department	503 Seventh St. So.	1255L
Myrtle Sholty Primary Department	505 Eighth St. So.	256L
Jessie G. McKenzie, Librarian	1106 Eleventh Ave. So.	970L2
E. Alice Kirk, Registrar	505 Eighth St. So.	256L
Cecile A. Kimball Superintendent of Dormitories	Comstock Hall.	659
Anna J. Handeyside, Secretary	109 Ninth St. S., Fargo	2346
Millie Dahl Resident Nurse	Comstock Hall.	659

THE BULLETIN

Published by the State Normal School, Moorhead, Minnesota

Series 7 NOVEMBER, 1911 Number 2

THE SCHOOL

A cordial invitation is extended to all persons who may be interested in school work to visit this school, and, especially, those who are engaged in educational work are invited. Trained teachers are in demand, and this school will always welcome inquiries for such teachers. It is the purpose of the administration of the school to be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates, so that they may serve the state with credit to themselves and to the educational interests involved. Persons desiring other information, concerning the Normal School at Moorhead, than that contained in this catalogue, are requested to address the President.

Life of the Student: Wheeler Hall, remodeled, and the new dormitory, Comstock Hall, situated on the school campus not far from the Normal School Building, are attractive homes for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of influence, refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. The

health and comfort of the students are the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$3.25 to \$3.75 a week. This rate is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the buildings are finely equipped. Single meals and meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the postoffice, and delivered twice a day.

Board in Private Families: Board may be obtained in private families, and rooms may be rented, where students may do their own cooking, if they wish to reduce expenses. The President of the school will arrange for board, or for the renting of rooms, for any who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President of the school in the choice of a boarding place.

Sessions: There are two sessions a day. The morning session begins at 8:10 o'clock, and closes at 11:50. The afternoon session begins at 1:30 and closes at 3:15. The Elementary School has two sessions. The morning session begins at 9 o'clock, and closes at 12. The afternoon session begins at 1, and closes at 3.

The Athletic Association: The provisions of the constitution of the Athletic Association connected with this school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The President, Vice-President, Secretary, and Treasurer of the association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.

The Bulletin: The Bulletin is a quarterly magazine, published by the school. It is devoted to the interests of the normal school in particular, and in general to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

ADMISSION, ADVANCED STANDING, DIPLOMAS AND CERTIFICATES.

Registration Fee: The registration fee is one dollar and a half.

The Life Diploma: For admission to work leading to the life diploma, the applicant must be (1) a graduate of an approved high school, academy or college, or school of equal rank; or (2) present high school records, for which advanced credit will be given, for a semester or more of work in a high school; or (3) sustain satisfactory examinations in each of the following subjects: arithmetic, English grammar, geography, U. S. history, and physiology, which test the applicant's knowledge of the subjects named, as they are presented in the current leading modern textbooks. Applicants will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advance credit, and college graduates 48 units. There are 60 units of work in the course of study. A minimum of one year's resident study is required of every candidate for graduation.

The Elementary Diploma: For admission to work leading to the elementary diploma the same subjects and the same proficiency are required as in the case of the life diploma, except that in the case of high school graduates, in addition to the evidence of graduation, satisfactory high

school records must also be presented in each of the following subjects: Civics, one-half year; United States history, one-half year; Physics, one year, or Chemistry, one-half year; Botany, one-half year, or Zoology, one-half year. Physiology, also, is required, but records in that subject secured in a high school, or in a grammar school, will be accepted. Students who come to the Normal School without complete records in the foregoing subjects, may enter conditionally, and they will be given opportunity to make up the conditions.

Graduate Work: High school graduates who have taken in graduate classes at least a half year's work in normal school subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full semester's work, provided (1) that these credits shall apply only on two-years' work in the course; (2) that the President reserves the right to test the quality of the work for which credit is asked; and (3) that not more than six units of credit can be given to any student.

First Grade State Teachers' Certificates: This certificate, valid at the time of presentation, will entitle its holder to twelve credits in the course of study; provided (1) that the subjects to be credited shall be designated by the President in conference with the student, and (2) that the average of such certificate must not be less than 85 per cent., and (3) that subjects in which the standings are less than 75 per cent. will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

University Standing: Graduates of high schools, who complete the course of study, will be given two full years of credit by the state university. Such graduates may thus secure the degree, Bachelor of Arts in Education, in two years after graduation from the normal school.

Legal Value of Diplomas: Under the law relating to normal school diplomas enacted by the legislature in 1909,

the **Advanced Diploma** is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the school granting it, and by the State Superintendent of Public Instruction, becomes a first grade certificate for life. The advanced diploma entitles its holder to teach in any grade of the public schools, to serve as principal of a state graded school, and to teach specified subjects in a state high school under the authority of a permit issued by the State Superintendent of Public Instruction. Thus the holder of the advanced diploma may occupy a responsible position in any department of the state system of public school work.

The **Elementary Diploma** is valid as a first grade certificate for the period of three years from its date, and it is not renewable, except any holder of the elementary diploma, who has completed three years (36 units) of work in the course of study, may have its force and effect, as a first grade certificate, extended for a further period of three years, by the completion of an additional one year (12 units) of work. A high school graduate who has earned the elementary diploma may be granted the advanced diploma, upon the completion of an additional one year (12 units) of work.

Indorsement of Diplomas: A fee of one dollar is required from each applicant for the indorsement of a normal school diploma.

First Grade Certificate: A first grade state teachers' certificate will be granted to students who complete the first three years (36 units) of work in the course of study. Such certificate will be granted, also, to high school graduates who complete one year (12 units) of work in the course of study.

Second Grade Certificate: A second grade state teachers' certificate will be granted to students who complete two years (24 units) of specified work in the course of study.

THE COURSE OF STUDY.
Leading to Complete Diploma.

Arranged by Years and Terms.
For Students Who Take Latin.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term
Algebra I Reading I Com'l Geography Latin Lessons I	Algebra II Eng. Composition II Drawing I Latin Lessons II	Algebra III Grammar II Phys. Geography Latin Lessons III

SECOND YEAR.

Arithmetic I Physiology English History Caesar I	Arithmetic II Geometry I U. S. History I Caesar II	Music I Geometry II U. S. History II Caesar III
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THIRD YEAR.

Physics I Zoology I Cicero I Am. Literature I	Physics II Reading II Cicero II Zoology II, or Botany I, or Library Science, or Dom. Science I	Physics III Botany II Cicero III Drawing II, or Dom. Science II., or Ele. Agriculture, or Manual Training
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FOURTH YEAR.

Psychology I General History I Vergil I	Theory of Edu. I (Pedagogy) Adv. Civics	Theory of Edu. II (Child Study) Practice and Criticism I General History III., or Solid Geometry, or Astronomy Manual Training
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FIFTH YEAR.

Psychology II Practice and Criticism English Literature I Library Science, or Chemistry	History of Edu. I Practice and Criticism III English Literature II Primary Methods or Chemistry, or Physiography	History of Edu. II School Management Literature and Themes Sociology
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THE COURSE OF STUDY.
Leading to the Complete Diploma.

Arranged by Years and Terms.
For Students Who Do Not Take Latin.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term
Algebra I Reading I Com'l Geography English Composition I	Algebra II Drawing I Grammar I., or Arithmetic I Eng. Composition II	Algebra III Drawing II Grammar II., or Arithmetic II Physical Geography

SECOND YEAR.

Grammar I., or Arithmetic I Physiology English History Zoology I	Grammar II., or Arithmetic II Geometry I U. S. History I Zoology II	Music I Geometry II U. S. History II Reading II
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THIRD YEAR.

Physics I Am. Literature I Music II., or Domestic Art Ele. Civics	Physics II Am. Literature II Manual Training, or Dom. Science I Botany I	Physics III Manual Training, or Dom. Science II., or Ele. Agriculture Rhetoric Botany II
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FOURTH YEAR.

Psychology I General History I Domestic Art, or Ele. Agriculture Chemistry I	Theory of Education I (Pedagogy) Adv. Civics General History II Chemistry II	Theory of Edu. II (Child Study) Practice and Criticism I General History III Solid Geometry, or Astronomy
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FIFTH YEAR.

Psychology II Practice and Criticism II English Literature I Library Science	History of Education I Practice and Criticism III English Literature II Primary Methods, or Physiography	History of Edu. II School Management Literature and Themes Sociology
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FOR HIGH SCHOOL GRADUATES.
Leading to the Complete Diploma.

HIGH SCHOOL GRADUATES.

Fall Term.	Winter Term.	Spring Term
Geography I Psychology I	Theory of Education I Reading and Expression	Theory of Edu. II., or Ele. Science,
Arithmetic Music	Geography II., or Astronomy, or Dom. Science I	or Ele. Agriculture
	Grammar II., or Primary Methods	Grammar Drawing Practice and Criticism I

SECOND YEAR.

Psychology II	History of Education I Practice and Criticism III	History of Edu. II
Practice and Criticism II	Advanced Civics	School Management
U. S. History Library Science, or Domestic Art	Manual Training	Literature and Themes Sociology

Leading to the Elementary Diploma.

Psychology I Music Reading Geography	Theory of Education I Practice and Criticism I Elementary Science, or Dom. Science School Management Penmanship	Practice and Criticism II Drawing Grammar Arithmetic
Psychology Practice and Criticism I Arithmetic Drawing	OR Theory of Education I Practice and Criticism II Reading Grammar	School Management Music Elementary Science, or Dom. Science I Geography

THREE YEARS' WORK.
Leading to the Elementary Diploma.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Algebra I., or Arithmetic I English Composition I Com'l Geography Reading I	Algebra II., or Arithmetic II Eng. Composition II Drawing I Grammar I	Algebra III., or Botany II Music I Physical Geography Grammar II

SECOND YEAR

Physiology English History Zoology I., or Botany II Arithmetic I., or Algebra I	Geometry I U. S. History I Zoology II., or Botany I Arithmetic II., or Algebra II	Geometry II U. S. History II Psychology I Primary Methods, or Library Science, or Dom. Science
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THIRD YEAR.

Practice and Criticism I Physics I Am. Literature I Theory of Education I (Pedagogy)	Practice and Criticism II Physics II Am. Literature II Ele. Civics	School Management Physics III., or Ele. Agriculture Rhetoric or Draw- ing II Reading II
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MUSIC

COURSE OF STUDY FOR THE ELEMENTARY SCHOOL.

By J. Harold Powers, Head of the Department of Music.

General Suggestions.

Practice teachers who are to teach music in the practice school will read carefully, all of the following suggestions and will examine the Course of Study for the particular grade in which work is to be done.

Pitch: Always use a pitch pipe to start the singing. Few people have absolute pitch, and singing too low is apt to injure the voices of small children.

Never let the pupils start the song. If you do not know the key and pitch of a song the class may ask to sing, do not let them sing it.

In the first grade, pitch songs so that they will not go below Eb nor above F.

Tone: Allow no boisterous tones.

Good singing, with children, usually means light singing, with phases sung connectedly and in a brisk manner.

In Rote songs, a harsh tone may be improved by (a) the teacher using a light clear tone and (b) by having class sing much faster.

In note reading tone may be improved by a good position and perfect attention.

Position: A good position should be a comfortable but not lounging position. See that every child has his feet on the floor, body erect and fore-arm resting lightly on the desk.

Attention: It is a waste of time to try to conduct a lesson without the attention of every pupil. The outward and visible signs of this desired mental attitude on the part of the pupils are: eyes on the book or teacher, and a quick response to her suggestions. Insist upon the first, and the second will follow.

Sight Reading: When sight reading is the aim do NOT sing with class. The only exception to this is in the beginning of the second grade when class is just starting to read. Here, rather than let the class stop singing, the teacher may help them over difficult places for the first lessons.

From the first, insist upon pupils beating time, lightly, with the fore finger, pointing beneath the notes. Books should lie flat on the desk so that the teacher can see if each pupil is working correctly. Indecision in beating, on the part of certain pupils, means that they are simply following the others and need individual work.

Individual Work: To be effective, this work must be carried on systematically—a little every day. By hearing four pupils a day a teacher can make the rounds in a small class in one week and not use more than a minute a day. A pupil should stand and beat time as he sings. If the teacher will have several stand at once and say "Next" when she wishes another to take up the work, much time can be saved. Do not make the mistake of calling upon the best pupils more than the others. Have a staff on the board before every lesson. Staff liners are furnished.

In every class except the first, seventh and eighth, the teacher will spend one minute at the beginning of each lesson in rapid individual sight reading. Place signature and name of key at the beginning of the staff (using the key in which the lesson for the day is written.)

Teacher writes, using only a dash or one stroke of crayon; pupils sing as she writes.

Never in any work, let children read syllables without giving them the proper pitch. This work may be reversed on alternate days, letting pupils use lined paper which they keep always in their desks. Teacher sings and pupils write, using same dots for notes. At the end of each week, the teacher will fill out report in this book. Bring this book with you when you report for conference with the Music Instructor.

Examine the outline of work for the year preceding the

grade you are to teach, that you may know what your class is expected to know.

FIRST GRADE.

The entire year will be spent in the singing of rote songs. The teacher may select suitable songs from any source. The Gaynor Song Book, the Eleanor Smith Primer, Art Song Cycles and many other texts will be found in the Music Room. During the year see that the following songs from the Congdon Primer are taught:

Pages 2, 3, 4, 8, 17, 18, 19, 20, 24, 26, 28, 30, 35, 37. Teach no others from this book as the book will be used for sight reading in the next grade.

Seat monotones in the front seats, so that they will be near the teacher and surrounded, on three sides, by children who sing well. Have pupils stand for a change of position when they get restless.

Individual work should be started as soon as class knows half a dozen songs. The short songs in the Congdon Primer furnish excellent material for this. Teach the new song first and review the old songs the last part of the lesson. The song itself and the teacher's manner of presenting it should be sufficient to interest the class without having to resort to motion songs. The lesson must move rapidly; for the attention of young children cannot be held on any one thing longer than ten minutes. Seek to bring out the child's own expression of a song instead of forcing your interpretation upon him.

Remember that breathing, ear training, rhythmic and tone drill are all embraced in the correct singing of songs.

SECOND GRADE.

First week review songs taught from Congdon Primer as indicated in first year's work. Second week begin the work in sight reading, which is an entirely new

feature to pupils, they never having sung the scale nor used the syllables. Begin in this manner, using, as a basis, one of the above mentioned songs, which we will call a pattern song: Place the song before class—either on a chart or copied on the board—each pupil having on his desk, a book, opened to the same song. Pupils sing song with words, watching the teacher point under each word. Pupils then sing and point in like manner to words in book. Go through as many songs in this manner as possible in two lessons. The next lesson teacher tells class that she is going to sing one of the songs with new words; and, with chart before class points and sings the syllables. Class repeats, singing syllables until learned, always pointing under notes in book after they have watched the teacher point once or twice. After three or four songs are sung in this manner the teacher asks the class to sing the next one—in same key—alone. When class can sing several songs in this key, the next key is taken up in the same manner, the teacher using the pattern song at first. All following keys, pupils should be able to sing without pattern song, teacher simply showing them where *do* is found. Say nothing about keys except to locate *do*.

Call notes simply one beat, two beat, etc. Call attention to the number of beats various notes receive as they occur in songs.

Use the chart first in taking up all new keys. When syllables are sung correctly let the words be sung with as much finish as possible. In the Fall and Winter terms, the individual work will be chiefly the singing of songs already learned. In the Spring term begin the real individual sight reading. On Tuesdays and Saturdays, devote the lesson to rote songs of the more advanced kind, the work of the other days to note reading.

MATERIAL.

Congdon Music Roll.

Fall Term.

Congdon Music Primer No. I.

Winter Term.

Congdon Music Primer No. II.

Spring Term.

Eleanor Smith Course Book I, pages 6 to 40.

Rote Songs.

Supplementary Books.

THIRD GRADE.

There are comparatively few new ideas to be taught in any one grade and these should be taught when the sight reading work first needs them: Early in the term teach the names of the letters of the staff a, b, c, d, e, f, g. Teacher and class should speak of them by the right name after they are taught.

The divided beat occurs in the books in the work for the Winter term. If children are beating correctly and are shown that two notes are sung to one beat—one on the down and the other on the up stroke—there will be little trouble here.

When chromatics first occur they must be learned by ear, the teacher singing them for the class. Explain that a sharp before a note means that it is to be sung half a tone higher and that it has the same name as the note before which the sharp is placed except that the vowel sound is changed to e. A flat before a note means that it is to be sung half a tone lower and the vowel is changed to a.

The lesson Saturday may be spent in rote songs. The other four days in note reading.

Spend one-third of each lesson in individual work.

Say nothing about signatures except that so many sharps or flats mean that do is on a certain degree. When pupils know the letters of the staff refer to keys as: a, e, g, etc.

MATERIAL.

Fall Term.

Eleanor Smith Music Course, Book II, pp. 1-37.

Winter Term.

New Educational Music Course, First Reader, Part I, complete.

Spring Term.

Eleanor Smith Music Course, Book II, pp. 37-58.

FOURTH GRADE.

The new features, that are to receive special attention in this grade, and are to be taught incidentally with the sight reading, are the beat and a half note, new chromatic tones and key signatures. In teaching the beat and a half note, have pupils sing the note as the finger goes down and up, the dot as the finger goes down and the following note as the finger goes up. If there is any difficulty, teacher should sing and beat once for the class.

In using the natural for the first time, explain that when it occurs before a note that is sharpened in the signature, it lowers the pitch of the note the same as a flat. When it is used before a note that is flattened in the signature it raises the pitch like a sharp.

In the Fall term, teach the signatures in flats, simply as to how to tell the key in any number of flats; viz: do is always found on the same degree as the next to the last flat.

In the Winter term teach how to tell keys in any number of sharps; viz: Do is always found on the degree just above the last sharp.

Let the pupils have books before them in the rote work in this grade, the teacher helping them only when necessary, pupils singing the words the first time. Teacher must not

confuse this kind of work with the sight reading—nor allow pupils to. A wrong conception of this work on the part of pupils will cultivate dependence in sight reading. Saturday will be given up to this kind of work with now and then an extra day on special occasions.

Whenever the unevenly divided beat occurs (usually a dotted eighth followed by sixteenth) teach it by rote and contrast it with the evenly divided. Two part work is begun in this grade. No one group of pupils should be allowed to carry the lower part all the time, as constant singing on the lower part will injure the voice. Give each division of the class an opportunity to sing both parts.

MATERIAL.

Fall Term.

Modern Music Course, Book I, pp. 1 to 48.

Winter Term.

Eleanor Smith Music Course, Book II, pp. 58 to 118.

Spring Term.

New Educational Music Course, Book I, Part Two complete.

Rote Songs (pupils using books) Eleanor Smith, Book Two, pp. 118 to 140.

FIFTH GRADE.

The watchword for this year's work is, "Read new music and plenty of it." Children who have done good work in the preceding grade have a working knowledge that should enable them to read music that appeals to them, with independence and to their own and the teacher's enjoyment. A few new problems will arise, but usually they will be found to be old ideas under new conditions and to solve them only a suggestion from the teacher will be necessary. The beat and a half note, evenly and unevenly divided

beats, occur often in the reading and will need considerable drill. New chromatic tones will occur but they present no new difficulties. Teach the writing of all signatures in flats and sharps. Two part work will be given the greater amount of time in the reading. Here, as in the Fourth grade, do not let one group of pupils sing the alto all the time but alternate the soprano and alto. Let the individual work at first begin by groups of four or two pupils and gradually work to the individual if any hesitancy is shown in singing alone. You can not force a child to sing and get good results.

Occasionally let class sing a new song with the words first. If it is not well done go back to the syllables.

Seat class with the best signers at the back of the room.

MATERIAL.

Fall Term.

New Educational Music Course, Parts III and IV.

Winter Term.

Modern Music Course, Book I, pages 48 to 108 (omit all scale studies).

Spring Term.

Eleanor Smith Music Course, Book III to page 31.

SIXTH GRADE.

The voice problem is the greatest difficulty in this class. Pupils are old enough now to show a tendency for soprano or alto and, although this may not indicate their permanent voice, they should be allowed to sing the part that lies within their easy range. The voices must be tested and the parts arranged according to the natural compass of the voices. Do not allow a child who should sing soprano to take the alto because he is a good reader. Do not allow a boy to sing alto merely because he is a boy. Keep as many on the soprano as can pass the test. Sopranos are those who can sing from g second line to high g, using a

light clear tone. Altos are those who can sing from g to the lower g, using a broad full tone. Voices that can meet neither of these tests or that are inclined to sing too loudly should be placed on the second soprano part, as soon as three part work begins. Until that time have them sing the alto part, omitting those tones that do not come easily. A class will sing in three parts about as readily as two parts as soon as the voices can reach the parts. The second soprano will give a little trouble until pupils get used to hearing a part above and below them. The triplet occurs in the work for the winter term. Lead the class to see that there are three notes of the same kind sung, in the time that two of those kind of notes would usually receive. Teach the sound by rote. Teach them to recognize Minor songs from the sound, and that Minor keys are named from the letter on which la is found the same as Major keys are named from the position of do. Do nothing with scales nor the various Minor Modes. About one-third of the time sing songs without the use of syllables.

MATERIAL.

Fall Term.

Eleanor Smith Music Course, Book III, pages 32 to 70.

Winter Term.

Eleanor Smith Music Course, Book III, pages 70 to 120.

Spring Term.

Eleanor Smith Music Course, Book III, pages 120 to 180.

Songs belonging distinctly to another season may be omitted at the time and for songs fitting for special seasons teachers may select from book. In each case make note of it in report.

SEVENTH GRADE.

The period of mutation in the voices of both boys and girls (although more noticeable in the boys) is somewhat of a handicap to teacher in this grade. This is no fault of

the boys and girls, however, and they should not be punished by having the singing stopped and the time filled up by the teaching of intervals, triads, etc. If they are allowed to sing part music, little demand will be made upon their range and the wise teacher will refrain from constantly reminding them of their limitations. The singing of many of their songs without syllables (about half) will make them feel that they are "arriving", and will teach them to look upon syllables in the right light—as a means to an end, and a help to which they can always resort in difficult passages.

In connection with the reading a general review of the work of all preceding grades may be carried on.

Individual work in reading need not be done but group work with one or two on a part will prove interesting.

MATERIAL.

New Educational Music Course, Book V to page 117.
Supplementary Music, Codas and Octavo form.

EIGHTH GRADE.

The bass voice will usually appear in this grade and the tenor or alto tenor, though in both cases the range will be limited. This will necessitate the use of the bass clef and the greater part of the singing will be in four parts. The piano is almost a necessity, for no choral society would attempt to sing this grade of music without it. This should and will be the most enjoyable music class of all the grades if the right kind of music is given. This means a class of music and text that will appeal to adults and must be in its original form. For much of this music it is possible to get records for the victrola, and hearing the music will greatly enhance its beauty.

MATERIAL.

School Song Book.
Laurel Song Reader.
Codas' and Octavo.

FACULTY COMMITTEES.

At the first faculty meeting of the year, which was held in the domestic science rooms following a faculty luncheon, President Weld made a short address and announced the faculty committees for the year. In his address he emphasized the importance of those activities through which the teachers of the school make their influence felt upon the student body and the community, apart from class room instruction or purely professional service. He commended especially the work done by members of the faculty as class counselors.

The standing committees were announced as follows:

Deficiencies and Graduation:

Mr. Ballard, Miss Anderson, Mr. Collins, Mr. Kingsford, Miss Deans, Miss Kirk, Miss Rainey.

Organization of Courses:

Mr. Collins, Miss Deans, Mr. Kingsford, Miss Anderson.

Social Entertainments:

Miss Anderson, Miss Hayes, Miss Dredge, Mrs. Kimball, Miss Freeman, Mr. Martin, Miss Sims

Library:

Miss McKenzie, Mr. Reed, Mr. Wilson, Miss Sholty, Miss Rogers.

Athletics:

Mr. Kingsford, Mr. Hockett, Mr. Eck, Miss Meyers.

Boys' Activities:

Mr. Martin, Mr. Kingsford, Mr. Reed.

Bulletins:

Mr. Reed, Miss Chase, Mr. Wood.

Museum:

Miss Deans, Mr. Hockett, Miss O'Connell.

Young Women's Christian Association:

Miss Chase, Miss Leonard, Miss Rankin.

Students' Boarding Places:

Miss Anderson, Miss Dahl, Mr. Collins.

Public Programs:

Mr. Reed, Mr. Powers, Miss Hayes.

Registration:

Miss Kirk, Miss Leonard, Mr. Ballard, Miss Handeyside.

NEW MEMBERS OF THE FACULTY.

Carl B. Wilson, who acts as Mr. Ballard's assistant, joined the faculty in June. He is a graduate of the high school at Wellington, Ohio; of Oberlin College, where he received both the A. B. and A. M. degrees; and is registered at the University of Michigan for the degree of Ph. D.; besides doing special work in agriculture and biology at the Iowa State Agricultural College at Ames. After his graduation from Oberlin he taught in the Oberlin Academy and has also done some college instructing before coming to the Normal.

Another new department, that of Business training, is in charge of Allen F. Wood, who also came here in June. He is a graduate of the high school at Saline, Michigan; of the State Normal College at Ypsilanti in the same state; and of the University of Michigan, where he received his B. A. degree. He has been superintendent of schools at Sheboygan, Michigan, and principal of the high school at Mt. Clemens, Michigan, from which place he came to Moorhead.

J. W. Eck is another of the new men on the faculty, and he has charge of Manual Training and the direction of athletics among the boys of the Normal and the Model School. He is a graduate of the State Normal at De Kalb, Illinois, and has attended the University of Illinois, receiving the degree of Bachelor of Science. He has taught in the schools of Kentucky, notably at Louisville. In his department advanced work is now given to prepare supervisors of Manual Training.

The Latin department has had an addition, in the person of Charlotte Rankin of Minneapolis, a daughter of Professor A. W. Rankin of the College of Education in the State University. Miss Rankin has attended both

Minnesota University and Smith College, graduating this year from the latter. She joined the faculty in July for the second summer session, teaching English; and has already become very popular at the Halls, where she is a leader in many social activities among the students who live there. She acts as assistant preceptress of Wheeler Hall.

Fannie Sims, of Chicago, has drawing and acts as preceptress of Comstock Hall. Her education has been carried on in the Chicago public schools, Armour Institute, Chicago Art Institute, and Chicago University, and has been largely along the lines of design, art, and textile work. She taught for three years in the Elementary School connected with the College of Education at Chicago University. Miss Sims also joined the faculty in July.

Bertha Rogers, of Massachusetts, succeeds Miss Scofield as critic teacher in the third and fourth grades in the Model School. Miss Rogers is a graduate of the State Normal School at Worcester, Massachusetts, afterwards teaching in the schools of that state. She has done advanced work in Harvard University, Clark University, and secured the degree of B. S. from Teacher's College, Columbia.

Aurelia O'Connell, of New Richmond, Wisconsin, has charge of the fifth and sixth grades of the Model School, as critic teacher. She is a graduate of the River Falls Normal, Wisconsin, and of Teacher's College, Columbia. She has taught several years in schools in Minnesota and Wisconsin, coming to the Moorhead Normal from the Normal at Stevens Point, Wisconsin. Miss O'Connell succeeds Miss Myrtice Clark, also of Wisconsin.

Another new member of the Model School faculty is Myrtle Sholty, who has the first two grades as critic teacher. Miss Sholty is a graduate of the Wabash, Indiana, high school, her home town; of the Wabash Training School for Teachers, and of Chicago University, where she also secured

a certificate from the College of Education. She has taught in the Wabash schools and in the Stevens Point, Wisconsin, Normal School.

Anna Handeyside, who succeeds Miss Haenert as secretary to the president, is a graduate of the State Normal College at Ypsilanti, Michigan, and of the Cleary Business College. She comes to the Moorhead Normal from the Agricultural College in Fargo, where she has been filling a similar position under Professor Ladd.

Two changes have been made which are in the nature of promotions. Miss Anderson becomes Dean of Women, upon the withdrawal of Miss Robinson to accept a similar position in the University of South Dakota, at Vermilion. Miss Rainey is the first incumbent of a newly created position, that of supervisory critic teacher of the primary grades, Miss Sholty taking the work formerly in her charge. Both promotions are especially merited and their friends congratulate these popular members of the faculty.

REMODELING THE BUILDINGS.

Both the main building and Wheeler Hall have been elaborately remodeled this fall. In the main building the most decisive changes have been made in the boiler rooms, the gymnasium, and the class rooms. The five old boilers that constituted the heating plant for all buildings were taken out bodily and replaced by three giant boilers of high power and modern workmanship. Accessory machinery was also provided here, and the heating plant put into efficient trim for service. In the gymnasium the most notable change was the building of a running track and balcony around the entire room. This involved the elimination of the box staircases at the east end of the room. The result, together with the wainscoting of the entire interior, and the improvement of the floor and the casings, has added greatly to the usefulness and dignity of the gymnasium. The remodeling

of the class rooms has consisted of piercing some partitions with doors, in order to connect certain rooms that need to be associated in class work, in partitioning two or three of the larger rooms in order to provide more recitation rooms, and in replastering, reflooring, and redecorating almost all the rooms on the first, second and third floors of the original building. The Y. W. C. A. has been given a convenient room on the third floor for use of the society, and a new faculty room, opposite the president's office, has also been provided.

Wheeler Hall has undergone a thorough remodeling, so that this dormitory is now quite as complete and modern as Comstock Hall. In some respects it is even superior, as for instance in the plumbing facilities provided for the chambers, and the spacious reception rooms on the first floor. Both the normal dormitories are now as fine as any in the state, having modern conveniences of an approved type and many of the comforts and even elegancies of a refined home.

PUBLIC PROGRAMS.

Through the agency of a faculty committee on Public Programs President Weld has made arrangements with a number of the notable speakers, readers, and singers of the two cities, as well as several of the leading educators of the state, to provide special programs for chapel exercises on Saturdays. These exercises occur at ten o'clock in the morning, and in addition to the regular devotional ceremonies, usually comprise two or three choruses by the school and the special address or musical program of the visitor. The list of entertainers thus far definitely engaged (or presented) is as follows: September 16, Mr. Will McGill, soloist; September 23, Hon. George E. Perley, Encouragements and Cautions in Present Day Education; September 30, Prof. H. M. Stanford, The Schools of Minnesota and Neighboring States; October 7 Mr. W. E. Schneelock, soloist; October 14, Professor A. W. Rankin of the College of

Education, " 'What we Sow we Shall Reap': an Incentive not a Warning"; October 21, Mr. Carl McKee, soloist; October 28, Hon. S. G. Comstock; November 1, (Wednesday) Dr. Ernest Hoag of the University of California; November 4, Judge C. A. Pollock of Fargo; November 11, Editor C. W. G. Hyde, Minneapolis; November 18, Professor Minard of the North Dakota Agricultural College; November 25, Director Allen Bertram Orr of the Fargo College Conservatory, with Professor George Ralf Kurtz, pianist; December 9, Judge Amidon of the Federal Court, Fargo.

Others among the friends of the normal who have consented to appear later in the year are the following: Mr. B. F. Mackall, President Hillyer of the Mayville, N. D. normal; Dr. G. E. Hult of the University of North Dakota; Mrs. Ernest R. Wright, soloist, Fargo; Rev Herbert G. Leonard, Minneapolis; Inspector George B. Aiton; State Superintendent Schulz; Mr. W. L. Stockwell, Fargo; Dr. George F. James, College of Education, Minneapolis.

STUDENT ORGANIZATIONS.

Student organizations began activities early and have been keeping up a very wholesome spirit throughout the term. The senior, junior and "A" class students have maintained lively organizations and have all enjoyed social functions of genuine good-cheer. The Owls, The Witches, and The Gamma Neches all appear to be thriving, having added new members from the entering students as well as receiving liberal support from their alumni members. The Y. W. C. A. is more aggressively active than ever, and has already undertaken several enterprises of real moment to the school, aside from the regular devotional work of the society. The officers of the Y. W. C. A., and of the three classes, are given below.

Cabinet of the Y. W. C. A.

Nannie Anderson, President.
Coral Osborne, Vice President.

fibbing, and petty-theft. His illustrations, drawn from actual experience, were so poignantly impressive as to have a telling effect upon his hearers. On returning from the inauguration exercises at the state university he made an inspiring address by reviewing the ceremonies and pointing out their significance, both from a backward and a forward view. Because of the significance of changing conditions in Minnesota, he declared that the inauguration of President Vincent begins a new era for the State University. "This is no disparagement of the past", he said: "it is simply a recognition of present tendencies. Minnesota is just now in a period of transition, educationally, socially, and economically. Momentous consequences are involved in the change. In this respect, then, President Vincent's inauguration is of vast importance; for he, more conspicuously than any other man, will be the exponent of the new ideas, the new purposes in education."

* * *

A notable effect of the new interest in industrial courses, is the spontaneous spirit of co-operation that has sprung up between the different classes of schools in Minnesota. The get-together spirit has never been more liberally exercised. By conferences, conventions, interchange of correspondence, and a general attitude of inquiry, a great deal has been done to bring the whole school system into a closer sympathy and a keener realization of the problems that confront us. Though we may be far from the real solution of industrialism as a factor in education, we are much further along than we ever were before in the process of co-operating with one another to arrive at sound conclusions. There is plainly a spirit abroad in the land that says very clearly, "Let us reason together."

* * *

The Northwest-Central Minnesota Educational Association will hold its annual meeting in Moorhead this year at the normal school, probably some time in February. The executive committee is already at work on the arrangements

and a program of positive excellence is assured. Moorhead's new fire-proof hotel, The Comstock, one of the finest in the northwest, will be headquarters, and the general social functions will doubtless be held there.

* * *

A boon that has long been anticipated is at last a very satisfying reality. A faculty room has been provided, and furnished with becoming dignity. It is located across the corridor from the President's office, adjoining the text book library, a room very cheerfully adapted to its purpose. New floors, of superior workmanship and finish; new walls with becoming decorations in subdued tones of brown; a rich Saxony rug in plain colors; and handsome mahogany furniture, are elements that produce a total effect of elegance and distinction. The furniture consists of an oblong library table, a typewriter desk, and twenty-four arm chairs, all of massive proportions and tasteful design. The room will be regularly occupied by Miss Handeyside, secretary to the President, and will be used for faculty and board meetings and for committee conferences.

* * *

Miss Eleanor Rushfeldt, superintendent of the schools of Clay county, held a very successful institute at the normal building during the closing week in August. Mr. Reed of the normal school conducted the institute, and Miss Grace Randall of Owatonna gave instruction in primary subjects. Special addresses were given by Mr. Collins and Mr. Wilson of the normal faculty and by several others, including Dr. Bracken, state health officer.

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A very superior concert was that given under the auspices of the music department of the normal by Marcus Kellerman, the distinguished baritone, and his supporting artists. Kellerman was superb.

* * *

Professor Rankin of the College of Education, Minneapolis, was a very congenial visitor at the normal in mid-

October. He visited classes in all departments, and made a stimulating address at chapel on the theme "We do not out-grow either our deformities or our virtues", besides speaking before the Men's Seminar of the Congregational church.

* * *

An effort is being made at the normal school to intensify the social, athletic, and literary interests of the young men-students. To this end a committee of the faculty was appointed last spring to supervise Boys' Activities. In co-operation with the administration of the school, this committee arranged a men's dinner during commencement week that was productive of a fine spirit of good fellowship. This fall the committee began its work by a social evening at the home of President Weld, and continued it later with a picnic up the Red river. Athletic interests are being vigorously revived, and good things in the way of school spirit and a larger life for the boys of the school are hopefully looked forward to by the members of the faculty committee. The ultimate aim kept in view is to demonstrate the fact that a normal school can not only provide an efficient all-round education for young men, but can develop them in every wholesome activity as thoroughly as any type of school that the state provides.

* * *

The Fargo and Moorhead Alumni Association, composed of graduates and former students of the University of Minnesota, was organized at the office of W. L. Stockwell in the Masonic Temple on October twentieth. The officers, who are also members of the executive committee of five, are the following: President, W. A. Stockwell, '89; Vice-president, Edwin T. Reed, '95; Secretary-treasurer, Sidney D. Adams, '01; additional members of the executive committee, Mrs. J. A. Pierce, '05, and Miss Jessie McKenzie, '07. The association gave a banquet in honor of President Vincent on the evening of November second.

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The Social Service Club at the normal has been re-

organized and continues to do good work in Fargo under the general direction of Miss Robinson, visiting nurse for the Associated Charities.

* * *

The Open Hour at the dormitories has been held once a week on Tuesdays, as was the custom last year, the entertainments thus far having been furnished chiefly by the students themselves, a device which has proved very successful.

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Mr. Collins of the psychology department gave an address before the classes in education at the Agricultural College in mid-October on "Present Day Tendencies in Normal Schools". Miss Rainey, supervising critic for the primary grades, addressed the teachers of Norman county at Ada on October twentieth. President Weld and Mr. Ballard took part in the Agricultural Conference held at the College of Agriculture early in the fall, and Mr. Powers and Mr. Ballard both gave addresses at the State Educational Association in October, Mr. Powers as President of the Music Session and Mr. Ballard as a speaker on Rural Life at the County Superintendents' Section. Miss Hayes, teacher of reading, read Rostand's Chantecler at the University of North Dakota, Grand Forks, on October seventh.

* * *

Under the Auspices of the Civic Improvement League a prize contest in flower growing was instituted among the children of Moorhead. When the contest closed in September three prizes were given in each ward of the city. The contest was thoroughly worth while.

* * *

Miss Moselle Weld, daughter of President and Mrs. Weld, was married on June twenty-fourth to Dr. O. J. Hagen, one of the leading physicians of Moorhead. The nuptial ceremony occurred at the home, amid surroundings of exceptional dignity and loveliness, the clergyman being

the venerable Dr. Rice of Fergus Falls, who had performed the marriage rites for the bride's father and mother.

* * *

Miss Marshall, one of the field secretaries for the north-western district of the Y. W. C. A., was a guest at Wheeler Hall on October eighth, when she conducted an inspiring vesper service, and assisted, through conferences and suggestions, in the organization of the society for the year.

* * *

Social activities, both among the students and the faculty, have been largely of an informal nature thus far. Autumn saw several picnics and shorter excursions, but hardly so many as is usual in the fall, because of the prevailing cloudy weather. Indoor entertainments have been many. Miss Bentley and Miss Hayes entertained at the Wilson home on September ninth; the Y. W. C. A. gave a large reception at the normal building on the evening of September sixteenth; the men of the school were delightfully entertained at the President's home on September eighteenth; Miss Deans and Miss Kirk were hostesses at the Wheeler home on September twenty-fifth; The Gamma Neches began their social functions with a spread to their new members on September thirtieth, and were later entertained by Miss Simonitsch; the Witches were entertained by Mrs. Hagen, a former member, on September thirtieth, and gave a party in the gymnasium on October twenty-first; President Weld had a luncheon and later a reception in honor of President Cowling of Carleton on October third; The "A" class had a picnic up river on October eleventh; the men of the school enjoyed a similar outing on October sixteenth; and the usual Halloween party for the whole school was given in the gymnasium on the recurrence of the mystic festival.

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Mr. Powers, president of the Music Section of the M. E. A., organized and carried through at the recent meeting of the Association, the following program:

President's Introductory Address—J. H. Powers, Normal school, Moorhead.

Violin Solos—

Ariose - - - - - Handel
Gavotte - - - - - Rameau
Berceuse - - - - - Kaan

Miss Francesca D. Bendeka, Minneapolis.

The Elimination of Non-Essentials in Music Teaching—
Mr. T. P. Giddings, superintendent music, Minneapolis.
(This number was illustrated by classes from the city schools.)

Music in the High School Normal Department—Supt. P. J. Kuntz, Owatonna.

Vocal Solo - - - - - Selected
Miss Maude M. Hooper, Supervisor of music, Brainerd.
Report of committee of music by legislation—Miss Elsie Shawe, superintendent of music, St. Paul.

