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## The Normal Red-Letter, volume 3, number 3, December (1901)

Moorhead Normal School

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RED  
LETTER

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# THE NORMAL RED-LETTER

VOL. III.

MOORHEAD, MINNESOTA, DECEMBER, 1901.

No. 3.

## THE GERMAN AND FRENCH GYMNASIUM.

By Charles Hort, '03.

### PART II.

Next we approach two subjects, which in the way they are taught, are pre-eminently the exclusive property of the gymnasium, namely, the Latin and Greek languages. As Latin is the first language besides his own with which the student becomes acquainted, beginning it in Lenta, its teaching of grammar is very minute and covers ten hours a week the first year and five in the rest of the course. The grammatical channel which Latin occupies will indeed hold almost all other tongues and it is the comparative language from which the student learns to understand his own more thoroughly; for the saying that no one understands his language until he has learned another is quite true. Grammar is read carefully in the class-room during the first year, the rules of Syntax are thoroughly explained, recited afterwards and practically applied in oral and written exercises. These syntactical rules are often memorized and repeated again and again. The French poet Boileau in his: "Art Poetique" says: "Sept fois sur la langue retournez votre ouvrage, tournez et retournez le." (Seven times on the tongue repeat your work over.) Is it therefore strange that in French Lyrics so-called "Repetiteurs" are engaged besides the class-teachers, whose duty it is to repeat with the pupils their respective lessons of the day before class,—truly a great help to the professor. Besides the practical exercises contained in the text-book a great deal of translation at night is carried on from the very beginning. As the instruction advances one so-called "Extemporale" is written in the class-room every month from dictation; that is, the teacher dictates in the vernacular and the class writes in Latin. Hand in hand with the study of syntax the pupil reads easy prose sentences, well chosen, which introduce him gradually to more complicated constructions. In Quarta, that is, in the third year, connected prose is taken up, Cornelius Nepos being the first author that is read. In preparing these reading lessons the student writes down in a vocabulary any word unfamiliar to him, looks it up in his own large dictionary and writes down its literal meaning first, and if this meaning does not seem to fit, one or two other meanings, which he thinks proper. These vocabularies are committed to memory and special attention is paid to the knowledge of the literal meaning which furnishes in most instances the key to a variety of significations. The authors read are Cornelius Nepos, Caesar, Cicero, Ovid, Sallust, Titus, Livius, Vergil, Tacitus, Horace, Terence, etc. Latin verses are constantly committed to memory and scanned in class, especially such as might introduce us to the philosophy of Roman life and thought as Horace's "Ars poetica" or Vergil's "Aeneidas." Versification and Latin composition on a given subject is practiced in Secunda and Prima and tends to give to the scholar command of synonymous expressions as well as knowledge of syllabic quantity. In regard to pronunciation there is only one uniform method for pronouncing Latin almost akin to the

Roman, and Latin text is read with the same fluency and expression as the mother-tongue.

Here the question may suggest itself to the reader, what is the utility and advantage of such a thorough study of a dead language? As said before, no one understands his own language until he has learned another. It is certainly a wise plan to have chosen for this purpose a language which is no longer subject to any change. The study of Latin is not only the basis for the study of other living languages, but it is also the language from which all scientific and technical expressions are derived and a language absolutely necessary to philological studies. As there are no longer any Romans or Latin speaking peoples, the language is an ancient and dead one, and thus all possibility of its having a practically denationalizing effect upon the character of its devotees is excluded. The time under the Emperor Frederic the Great, when the French literature and language were used equally with German in Germany, was not a prosperous time in German literature and history, but to such a danger Latin will never lead in any country. Let Latin be taught thoroughly and it will be easy enough to acquire later any living language without much effort. In fact the whole aim of the Latin course is this: to secure by careful grammatical instruction not only a thorough acquaintance with the Latin language, but a firm basis of universal grammatical knowledge which may enable the student to acquire readily the mastery of any language and to introduce him to the spirit and life of classical antiquity.

The second distinctive property of the gymnasium is the Greek language. The course begins in Germany with Quarta, in France with Quinta, and covers six years with one hour a day. Here the Greek Grammar is constantly compared with the Latin and the grammatical instruction is also very minute and very much the same as in Latin. Free composition exercises are, however, excluded. In the last year a special uniform text-book called "Chresto mathy" has been adopted for beginners. This text-book contains a series of themes and exercises conformed to the advancing grammatical rules. The reading of authors begins toward the end of the second year when Xenophon's "Anabasis" is the first book to be read. As the whole Odyssey and Iliad are to be read, Homer is kept alive throughout the whole course. The weekly hours for reading are divided between prose and poetry with a preponderance in favor of prose. Besides the two above named the authors read are: Lysias, Herodotus, Plato's Apologia, some Orations of Demosthenes and a few plays of Sophocles and Euripides. Some selected passages from Homer's Iliad are also committed to memory. With the study of the Latin orator Cicero and the Greek Demosthenes is closely connected the study of oratory and evolution or Rhetoric. After minute explanation and careful analysis, the orations of these two great masters of oratory are translated by the students in their vernacular and a whole oration memorized and declaimed. By this very skillful method the student feels himself put back in the antiquity of Athens or Rome, he lives the life of those peoples and feels and thinks the thoughts of Cicero and Demosthenes or of the philosophers Plato, Aristotle and Socrates. The aim and tendency of the whole in-

struction is to bring about a fundamental knowledge of the grammar and the structure of the language and to introduce the student to the very spirit of the Grecian age, in which so many treasures of human knowledge, art and science lie concealed, and which can never be fully appreciated and understood without the knowledge of the beautiful language of the Greeks itself.

The fifth subject in the curriculum of the gymnastical education is a modern language. Whether it be German, Italian or English, etc., depends in France upon the geographical location of the school; in the northeast it is German, in the west, English, and in the south Italian, Spanish or Arabian. In Germany the obligatory modern language is and has always been French, the privileged language of all European courts and of diplomacy. Instruction in this language is taken up in Quinta with an average of three hours a week, and it forms a regular branch of instruction for about seven years. The Grammar work is entirely based upon the Latin from which it is derived. From the beginning great importance is laid upon a correct sounding and pronunciation characteristic to the delicate ear of the Frenchman. After two years of oral and written translations the student is able to read and memorize Lafontaine's fables in prose and poetry. Later on, composition exercises have also to be written and the pupil is drilled to write French from dictation in German. Great stress is laid upon the study of the French blossom period of Literature under Louis XIV. Racine's classical tragedies "Athalie and Esther," Moliere's Comedies, "Le Misanthrope" and *Le Bourgeois*' "Gentilhomme" and Voltaire's "Siecle de Louis XIV." are carefully read and explained in the classroom. Explanations of the subject matter are given in French by the pupil and the professor with the exception of the grammatical part. These conversation exercises soon enable the student to think in French, to read, speak and pronounce it with ease and good accent and to write it with correctness.

The German authors read in France are Schiller and Goethe; that is Schiller's "William Tell," "The Glocke," "Juan of Arc," "The Bride of Messina" and Goethe's "Hermann and Dorothea," "Dr. Faust" and prose selections from Schiller and Goethe's correspondence.

The course of History is taken up with Sexta and covers with geography three hours a week. As the branch is kept alive throughout the whole course, the student's field of work must be quite a large one. In the first years the main divisions of history with its principal dates and facts are committed to memory by the so-called "Geschichtsbilder" or historical pictures. The same method is pursued in ancient history, the universal history of the Middle Ages and the modern history with special attention to the history of the pupil's own country. This gives to the student a general view of the history of the world, setting forth the leading men, events and divisions. It is still a loose framework which has to be filled out with special history. With the study of classical antiquity in the Latin and Greek course is closely connected the study of Oriental and Greek and Roman history with their constitutional government. The last two years are exclusively devoted to modern history with special reference to Germany or France. In this historical course there is comparatively little book-learning or book-teaching. Though a handbook sets forth the leading events and dates, the professor delivers lectures from his own notes; it is life-giving and life-receiving, because the man who teaches knows life, knows the world and thus can understand and disclose the mainsprings of human action. Herein lies the philosophy of history, which intends to awaken and foster patriotism and to arouse in the hearts love for the ideal tasks of humanity as they appear from the moral lessons of history, which is the judgment-seat of the world. The aim of the instruction is, on the whole, to make a student acquainted with the leading events of universal history, and especially of Greek, Roman, German and French history; to bring about a conception of the continuity and cohesion of events and of the connection be-

tween causes and results; to enable him to read the leading historical works intelligently, for which purpose it is most essential that he should have a wide, exact knowledge of the times when and the places where these events occurred.

The study of civil government forms a part of the historical course and the different kinds of government and governmental constitutions of the different ages and countries are taken up with history. In this matter special attention is paid to "Jus Romanum" or the old Roman right and to the civil code of Napoleon.

Geography is taught separately from history only in the lower forms of the gymnasium, and is reviewed in the upper forms in connection with history. The geographical textbooks used in the lower forms connect this study likewise with history by giving a short sketch of each country's history before entering upon its geographical description.

Though the study of the modern gymnasium, as we have seen, has become a more and more philological course, which is the distinctive character, the "conditio sine qua non" of the institution, nevertheless the mathematics occupy also a high rank. In the last twenty years the requirements of the student concerning this matter have been constantly increasing, which movement gave birth to many interesting and comical poems and popular songs. Mathematics absorbs three hours a week and is taught throughout the whole course. Successively practical arithmetic, algebra and plane geometry are taught in the lower classes, the weekly hours alternating between algebra and plane geometry. Botany, Anthropology and Zoology are successively taken up from Quinta to Tertia. In this last-named the mechanical work of Algebra is followed by a thorough theoretic study of the mathematical roots and logarithms, which form the introduction to Trigonometry and solid and descriptive Geometry. The last two years generally called "Lyceum" deal especially with these higher sciences, the hours of the vernacular, Latin and Greek, being diminished, more time is given to these branches. Mechanics, physics and chemistry are taken up at first in a pure mathematical aspect, but afterwards receive their due interest and undeniable charm in the laboratory.

We approach now the end of the gymnasiast's curriculum. Plato, Socrates, Aristotle and other great writers have been read and studied. The store-house is filled up with ideas, which neither rust nor moth consume. But will the student be able to draw from that source all the comfort and delight necessary to the philosophy of life? *Finis coronat opus*. The end crowns the work. The study of his own self, of him who is the master-work and the crown of the whole creation will be his sure guidance leading him out of this labyrinth. Psychology will teach him his mental and physical superiority over all other visible creatures, whilst Logic and moral philosophy show him how to live and act in a manner worthy of this superiority, a worthy and useful member of human society.

Examinations are a very important part in the student's life. The class examinations are both written and oral. The written consists, with the upper forms, of a Latin, German and French essay, a translation into Greek and a mathematical paper; and with all other classes in translations from the vernacular into Latin, Greek, German or French, a German or French composition and a mathematical paper. Translating from the languages into the mother-tongue and grammatical questions as well as examinations in religion, history, physics and the branches of natural history are confined to oral exercises. These are carried on in the presence of all the faculty and invited guests, who have also the privilege of inspecting the papers and thus of obtaining some insight into the work which has been done. The examinations for promoting take place after the vacations in the first week of October, the beginning of the school year, and are private. Whether a student should be promoted from one class to another depends principally on the work he has done the year before. Those who from want either of application or ability

had not come up to the standard during the year stand little chance for advancement and are compelled to stay in the same class another year or ultimately advised to pursue another course of life. The final graduation examination called "Abiturienten-Examen" or examination of maturity is an affair of great significance for those who intend to pass it. It covers one week for written papers beginning with a Latin essay the first day, a German the second, a French the third, a Greek translation the fourth, a mathematical paper the fifth and a Latin "Extemporale" the sixth. The subjects for the three essays are assigned by the teacher who stayed with the class, and eight hours are allowed for each essay. After the papers have been corrected by the teachers and inspected by the government, those who have passed are examined orally in presence of all the faculty and a commissioner of the government in all subjects of the course. The diploma issued by the government after this examination contains a statement of the student's advancement in every department and also of his conduct and application, and bestows upon him the privilege of becoming matriculated at any of the German universities.

The French "Baccalaureat" differs from the German maturity in so far as it is divided in two parts: "ès-lettres" and "ès-sciences." The subjects of examination are the same with the exception that in the Baccalaureat ès-lettres the preponderance is given to literature and languages and in the Baccalaureat ès-sciences to sciences. Both bestow upon the student the privilege of becoming matriculated at the universities; but the latter is especially required for the entering at the military school at St. Cyr.

There is now but little more left to say. As in the later years athletic sport has found its way into all schools, so also to the gymnasium, and has become one of its obligatory branches. Besides intellectual exercises, the youth needs also the training of the body, which characterizes a man. The athletic sports have acquired a definite and secure place in the educational institutions and doubtless have proved themselves beneficial to individual and social interests. The rapid growth of the body demands that it have a large amount of education in movement, a training which would not be gained by the ordinary functions of a life of study. Thus each gymnasium has its "Turnhalle" and "Turnschule" or athletic and its "Turnverein" or athletic society. An officer of the regular army is appointed to drill all the students twice or three times a week in military exercises. Here in the school-yard the young man is prepared for his later obligatory military life, which demands only one year volunteer service, a favor accorded to graduated students.

But the gymnasium is not only the home of the useful but also of the agreeable and beautiful. Fine arts are cultivated with the same care and assiduity as lettres and sciences. If sometimes these latter become a hard toil and heavy burden to a student, he finds in the first named an agreeable relaxation; they are the entertaining part, the sunny side of his monotonous life. The student, and principally the German student, is naturally a great lover of music. He is a reader of music as well as of books. Nearly every gymnasium has its orchestra and chorus and a very great part of the recreation time is freely spent in musical practice and entertainments. A brass band, with its comical "tambour-major," organized amongst the students is the ornament of the common weekly promenades and excursions.

Germany is the land of festivals and societies. Besides their small athletic, academic and literary societies the students are also united to social corporations of different names, aims, emblems and colors, as "Germania," "Helveita," "Rancacia," etc. Each corporation is represented in almost every gymnasium by sections, which hold monthly meetings under the presidency of one of the members elected for one year. Thus one gymnasium possesses sections of different corporations greatly favored and patronized by the teachers, who generally have been themselves active members and now are

honorary members of the respective sections. In the annual general meetings the central committee of the corporation is elected for one year by all the active members, and candidates are received as active members after one year's candidature. These societies are a very great advantage for social life. If the student intends to change his place of study, in each gymnasium he will find a section of his own corporation and feel himself at home and among friends and brethren, be he candidate, "Fuchs," or "Bursch."

Every year the faculty of the gymnasium publishes a catalogue, containing the names of all the students and the marks of their standing of study. The professors take turns in writing a paper for each year's issue. Most interesting treatises on philological, historical, literary and mathematical subjects lend importance to these catalogues and give at the same time evidence to government, patrons and students that the teachers have not stood still in their respective fields of learning, but have carried on individual research and study besides their work in the class-room.

### THE LITERARY SOCIETY.

Friday evening, Nov. 15, the Literary Society rendered a program entirely devoted to foot ball. Before the regular program was given the business of the society was transacted, the most important of which was the election of officers. All the old officers, from president to critic were swept out in a body, and an entirely new set elected. R. A. Hill was chosen president, Elizabeth Long vice president, Bertha French secretary, Wayne May treasurer and Mr. Hillyer critic.

The administration is a strong one, and we hope its power will be felt for the good of the society. The new constitution printed in booklet form appeared that evening. It is a neat little work, of which the society feels proud.

The following program was then rendered.

Music, "O-P-R-A, or Manager in Trouble," Misses Van Houten and Wagner, Messrs. Chambers and Hill.

Sketch of Football at the Normal, Mr. Stanford.

"The Rugby Ball Game," Grace McKenzie.

"The New Game of Football," Oscar Askegaard.

"The Yale-Harvard Contest," Miss Rhodes.

"Rooting as an Element in the Game," Henry Mackall.

Solo, Mr. Chambers.

"Mr. Dooley's Impressions of the Game," Mr. Reed.

In the selection, "O-P-R-A," the manager did find himself in trouble, but who ever saw Mr. Chambers in a trouble from which he could not extricate himself? The audience cheered lustily at the dilemma in which the manager found himself.

The sketch of "Football at the Normal," by Mr. Stanford, was a very interesting one. We learned from this sketch that football at the Normal is only three years old; that the first year the football aggregation consisted mainly of one man who served as captain, manager, coach, football team and what not; that at the beginning of the second year we did not have money enough to buy the necessary pigskin, but, nevertheless, the year was the most successful in our history of football; and that this year, although we have the strongest team the Normal has ever had, we have lost more games than we ever did before.

"The Rugby Ball Game," by Grace McKenzie, was well rendered. Oscar Askegaard showed that he was thoroughly at home in the "New Game of Football."

Miss Rhodes' descriptions of the Yale-Harvard contest seemed so real and lifelike that we could almost see those Yale boys as they fought their way, foot by foot, down the field to their opponents' goal.

Henry Mackall proved by Caesar, Cicero and all the ancient worthies that rooting is an important element in a football game.

When Mr. Chambers appears to sing a solo, the audience takes a long breath so as to be able to listen unhindered to the end. Some one has suggested that Mr. Chambers' solos ought to come in pairs, and we think that the suggestion is a good one.

"Mr. Dooley's Impressions of the Game," by Mr. Reed, captured the audience entirely. One among the audience, who sat in the back part of the room and could not see the reader, said he felt sure it was an old farmer relating his impressions and airing his views of a football game to his neighbors.

# THE NORMAL RED LETTER.

DECEMBER, 1901.

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

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

GEORGE WARDEBERG, 1903.....	EDITOR IN CHIEF
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## CHRISTMAS GREETING.

Old Winter, with his shield of ice  
And crown, begemmed and frosted,  
And snow-flaked pennant streaming wild,  
By all the winds accosted,—

Strides boldly forth with right good will,  
To bring his child's best greeting—  
The greeting of dear Christmas day,  
Which is well worth repeating.

So we, like Christmas, wish you well,  
Who reads this last Red Letter,—  
The very last of Nineteen-One—  
And may you each day better.

And may the sorrows which have crept  
Into your life unbidden,  
Reveal the treasures of a soul,  
Which until now lay hidden.

And may the days of Nineteen-two,  
And all that follow after  
Be filled with health and happiness,  
And sounds of merry laughter.

And one wish more! The Christmas peace  
That herald angels chanted,  
Be thine, and in thy soul, good will—  
Good will to man implanted.

The Red Letter wishes all its readers a happy Christmas,  
with hearts and stockings full to overflowing.

And now that football is over, why shouldn't a skating rink furnish an outlet for our superfluous energy? The matter is worth considering.

We hope that none of our readers forgot to give thanks that the Indians, when they left this part of the country, forgot to take their summer with them.

It is hard to be a football player and have one's bones smashed and joints twisted, and then lose the game besides. But to be a referee and be kicked by both sides, and then have his conscience trouble him afterwards must be still worse.

New students in school always feel out of place, especially if they have come a long distance from home, and have no friends to help them into the right place. These students of-

ten prove valuable additions to literary and debating societies, athletics and other enterprises, if they once receive recognition from the older students. But whether they prove such valuable additions or not, it is the duty of the older student to help these new ones feel at home in their new surroundings.

At the beginning of this term the General Method and Observation class metamorphosized into full fledged pedagogues. Most of them have decided that never before did they know what real work was. Every one is so well provided with theories that she hardly knows which to use first. Experimentation is necessary and in most cases laudable; still it is not to be forgotten that model school pupils are children, just as truly as those "out in the world," and are entitled to the most superior methods and the most earnest endeavor.

The fall term of our school has now passed into history, and the winter term is before us. We expect to do better work in the future than we did during the past. There is no stand-still in education—we must either do better or worse. To do better is our simple duty, to fall behind is inexcusable. Negligence should not be seen in our midst, and much less indifference. If ever either of these two words should be applicable to our class work, we cannot afford to be indifferent toward our Literary Society during the winter term.

While the English language may not be quite as soft and rhythmical as some other languages, yet it is not so far removed from them in this particular as we possibly have been taught to believe. A recent writer says: "The faults of American speech originate in the primary school." The average child, when beginning to talk, selects musical words by which to express his thoughts. There is at first a good deal of melody in the child's conversation, but, somehow, it soon disappears. The cause of it is perhaps this: When the child falls into the hands of an inexperienced teacher, the value of his phrase is not emphasized, but each word is emphasized, thereby making a new pitch, instead of the uniform level of sound, which should control and harmonize them all.

The cry that continually arises from heart and hand, and eye and brain of our students is "Deliver us from note books!" Every day the student has to work out the problem—one hour and a half in preparation for each of four or five subjects, and as much time again in writing up each one. How many seconds remain for recreation or exercise? As note-books seem to be growing rapidly in favor (with instructors), only one consolation can be given: Rejoice, that you live not in the land of the Germans, where no text-books are put into the hands of the pupils; where the masters give lectures at lightning speed without explanation or interruption; where the student compiles note-books in each subject, containing as much subject-matter as five or six text-books; where the instructor offers no aid nor suggestions; where final examinations count for everything, and note-books only as instruments of cramming.

The conditions for candidates of pedagogic privileges are more stringent now than ever before. The change has been brought about in the interest of the children in our elementary schools. It is favorable to education at large, it benefits the teaching profession, giving dignity and social standing, and increased compensation to the qualified teacher. It is an encouraging fact that as the demands for preparation have become more difficult to meet, the opportunities and means of meeting them have multiplied. It is no longer very difficult for any young person, who has health, ability and adaptation to the work, to acquire the qualifications required for admission to the teaching profession. Some of our best teachers have educated themselves for their profession through the energetic use of the best schools, which could be found, and by the aid of the best instructors available. They have embraced the privileges of a good normal school, a college or

university. Others have accomplished great results without the aid of excellent schools or able teachers. They have found means of self-culture in the commonest things, which are in reach of everybody. They have made teachers of the things about them, of books, events, or the phenomena of nature. They have made schools of their circumstances, their duties and their experiences. But whether a person has attended school few or many years, it is true that no one is well-educated for teaching, who does not educate himself. The strongest, most influential and original educators in our country are those who have not "finished" their education, but continue as students during every day of their lives.

### As It Is.

Now that the foot ball season is over and people can look at things calmly, it is of interest to look back upon foot-ball at the Normal this fall. There has seemed to be a prevalent opinion among the greater part of the student body, as well as the people of the city, that the foot-ball team was "no good." Yet a competent judge would not hesitate to say that our team this fall was fully as strong as that of last year. Let it be remembered that circumstances make the man. If the Fargo High School and the Fergus Falls games, which were deprived of their proper place on the throne of victory, had but been decided even one point in our favor, as they were one point against us, the praise of the team would have been sung far and wide. And yet, the playing of the team would not have been better or worse for that. But let facts speak for themselves.

The showing of the team has been by no means bad. True, we have lost five games out of eight, but we have lost them by "hard luck." Although our opponents have the advantage in number of games won, the number of points is still in our favor, as the following summary of games shows:

Game.	Normal.	Opponents.
Fargo College .....	8	0
Fargo High School.....	5	6
Valley City .....	21	0
A. C. ....	0	17
Barnesville .....	17	0
Grand Forks .....	0	10
Fargo College .....	12	16
Fergus Falls .....	11	12
	—	—
Total .....	74	61

Points in favor of normal, 13.

### THE BALLAD.

Myrtle F. Brown, '02.

A ballad is a short narrative poem, especially such as is adapted for singing, partaking of the nature of both the epic and the lyric. It bears no traces of individual authorship and is preserved mainly through oral tradition. In its earliest stages it was meant to be sung by a crowd, and got its name from the dance to which it furnished the sole musical accompaniment.

It is difficult to assign exact dates to the composition of many ballads still extant, but we know that ballads were sung as early as the fifth century, that they reached their heyday in the fifteenth and had nearly disappeared in the seventeenth century.

From the nature of ballads, it follows that we know little or nothing of their authorship. They were composed by the people for the people. Originally they were never written, but were composed off-hand, stanza by stanza, by various members of some religious festival and afterwards chanted by the entire folk. Handed down by oral tradition, they were changed from time to time to suit the occasion or the mood of

the singers. As they sprang spontaneously out of the excitement of some high occasion, they generally had no definite form and were improved by repetition. Only the more striking human features were thus retained and new stanzas were improvised to take the place of those too weak to be remembered. In this way a ballad was a result not only of many different composers but of many different occasions.

If we were to go back beyond the literature of England and western Europe, we should find plenty of evidence of ballad singing among the Hebrews and the Greeks. In the Bible, where Israel sang this song," we are not going too far, when we regard the fragment as a part—perhaps the chorus—of a national ballad: "Spring up, O well; sing ye unto it. The princes digged the well, the nobles of the people digged it, by the direction of the law-giver, with their staves." Deborah's song has in it something of the community note, and when Miriam dances and sings with her maidens, one is reminded of the bands of dancing and singing women of mediæval Europe,—for example, the song made in the seventeenth century to the honor of St. Faro, and "sung by the women as they danced and clapped their hands." Nearly all the religious festivals of Greece were marked by epic recitals, ballad singing and the dance.

In the story of Caedmon and his paraphrase of the creation, we have a quaint illustration of the old custom of passing round the harp at an evening festival and listening to a song from each member of the company. At first, however, the ballad was a much less individual thing than this—merely a rough chant, springing spontaneously from the crowd and furnishing the music for the dance. The demand for more art in the ballad called out the poet composer, who improvised new stanzas, while the crowd chanted the refrain. The balladist thus came to stand out by himself and to monopolize the composition, with occasional suggestions from the crowd; but he still sang for the people and never for himself. But the professional troubadour was a leader among his fellows, and a power in peace and war. At the battle of Hastings, when the Normans charged the English, the minstrel Taillefer rode gaily in the lead, tossing his sword in air and catching it as it fell, while he chanted the song of Roland. He was the first of the host who struck a blow, and he was the first to fall.

The general characteristics of the old ballads were rude, picturesque energy, wild daring and simple pathos. They often dealt with tragic situations, with deep and universal passions, but were most poetical when the ardor, anguish, love and remorse of some passionate heart were given full and frank expression.

Merry England had always a supreme love of song; it was the home of dancing, and it had the best ballads. But the old Scotch ballads are very beautiful, both in expression and pathos. There is in them an original cast of thought, a romantic imagery, a close intimacy with nature and a simplicity of manner peculiar to "the lowland reaper or the highland mountaineer." Among these old ballads there is none more tragically sweet than that of "Auld Robin Gray." The effect of reading this old ballad is as if all our hopes and fears hung upon the last fibre of the heart, and we felt that giving way.

"My father pressed me sair,  
Though my mother did na' speak;  
But she looked into my face  
Till my heart was like to break."

The negro is really more musical than the Englishman. We find that the songs that float down the Ohio river have in them the same tale of bereavement and separation, the same simple faith, the same wild tenderness and passionate sweetness as the songs of the Hebrew captives by the waters of Babylon.

As the classic poetry and music of later days came into public favor, the ballad of the old days is naturally supplanted. But nothing, however, can ever take its place, for it possesses an enduring charm, and fascination peculiar to itself alone.



## LOCAL.

The first snow to fall in Moorhead came on Dec. 2, Miss Wells, of Fargo, visited the school on Nov. 12.

Miss Porter spent Thanksgiving at her home at Detroit, Minn.

A large number of new students have registered for the winter term.

A general Thanksgiving offering was contributed by the Model School.

Mr. Briggs, visited with his daughter, Virgie, several days in November.

Miss Haug spent her Thanksgiving vacation with relatives in Casselton.

Miss Myrtle Brown spent Thanksgiving vacation in Fargo, with friends.

Louise Rhoads spent Thanksgiving vacation with relatives at Verndale.

Many of the students went home Nov. 27. to give thanks and eat turkey.

Grace Toms, who is teaching at Evansville, spent Thanksgiving in Fargo.

Oscar and Eugene Askegaard spent Thanksgiving at their home near Comstock.

Miss Donaldson is again in charge of the Caesar class. And now they'll catch it.

Miss Flora Tripp spent Thanksgiving with Rev. and Mrs. Beckman, at Park Rapids.

If you wish to see a home-like school room, visit Miss Monnet's room, on the first floor.

Miss Mary Keeney, who is teaching at Crookston, spent Thanksgiving with her parents in Fargo.

A number of examinations at the close of last term were given out piece-meal—misery long drawn out.

Messrs. Johnson and Larson entertained a number of boys at their home, Nov. 30. All reported a jolly time.

In our last foot ball game it was a question of skin 'er or skin us and, to our sorrow, we found the last to be true.

Since work in the model school has begun, other troubles sink into insignificance in the mind of the practice teachers.

Mr. R. A. Hill went out to Winnipeg Junction, Nov. 30, to see what effect Thanksgiving had had on his friends out there.

Miss McGrath is ill at the Darrow hospital, having undergone an operation. It is hoped she may soon be with us again.

The General Methods class were delightfully entertained Saturday evening, Nov. 23, at the home of Mr. and Mrs. Hill-yer.

Miss Charlene Child spent Thanksgiving with Miss Florence Neal, at her home in Fargo, and reports a very delightful time.

Annie Haenert, Alma Jacobson, Esther Thompson, Etta Chase and Ethel Bell spent Thanksgiving at their homes in Fergus Falls.

The first lecture of the People's Popular Lecture Course will occur about the middle of December. Now, boys, don't all speak at once.

Almost all the girls at Wheeler Hall went home to spend Thanksgiving. They are now all back, prepared to begin a new term's work.

The boys' cloak room must either come in under the expansion theory or else the boys will have to leave their coats and caps at home.

The many beautiful stories and interesting plays in the model school made one of the observers exclaim, "Oh, for boyhood's time of June!"

Miss Angus evidently thought that the North American Indians used to take the warpath to the tune of Yankee Doodle, or some such lively air.

There is no longer any doubt that right is right, but it is still an open question whether or not might is right, except in the second half of a foot ball game.

Bertha Curtis, who was to have appeared at the rhetor-

icals, Nov. 22, was unable to be present on account of illness. Her many friends were much disappointed.

It would seem that most of the young ladies of the school would like to be considered either Juniors or Seniors, judging from the number of wraps in the east wardrobe.

Mr. Norman McIntosh spent Saturday, Nov. 23, with his sister, Annie. He was on his way to Minneapolis, where he will resume his studies at Archibald Business College.

Mr. Bilsborrow spent Thanksgiving under the paternal roof and returned Dec. 2, as hale and hearty as ever, and ready to take up his duties and responsibilities as the only boy at the Hall.

It is said that President Roosevelt is color-blind, when it comes to appointing men who can do things. The same is true of the president of our Literary Society, only we substitute girls for men.

Mr. S. Y. Gillan, of Milwaukee, Wis., stopped at the Normal on his way from the Pacific coast, Dec. 4. Mr. Gillan left the next day for Winnipeg, where he will deliver several lectures on educational topics.

The following were among those who went home for Thanksgiving vacation: Nellie McGuire, Clara Aabye, Clara Head, Jennie Parkhill, Jessie Miller, Florence Atkinson, Georgia Redpath, Edith Colehour.

The new password for the Owls is ready and all members, who have fulfilled the requirements, may obtain the same from the secretary. The same members are also requested to train themselves for the floorwork to be done.

We do not understand the following notice, but are told that it needs an explanation: "Notes and abstracts are not arranged in good order. Now that foot ball is off your hands, I shall expect fuller and more careful notes."

Ruth Hendry has been called home on account of the illness of her mother. Nothing definite has been heard as to the condition of her mother, but it is hoped she is improving, and that Ruth will soon return to resume her studies.

Mr. Wardeberg spent Thanksgiving with friends near Arthur, N. D., and reports a very pleasant time. Before returning, Mr. Wardeberg spent a day on the plains, where fifty years ago the Indians chased the noble buffalo, in hunting—rabbits.

The ladies of the methods class in grammar are said to be ready to put a new game upon the market. The game is to be called "Change Tags," and is the result of a statement made in class, one day, that our names are simply tags by which we are known.

Dr. Kerr, of the Congregational church, in Moorhead, gave a very interesting talk to the Advanced Psychology class, Nov. 14. He spoke on the different kinds of college life, and pointed out a few of the advantages, which we have in the college life of this country over that of college life in other countries.

If you see anyone walking down the hall of the Model School department with a rather troubled look on her face, just ask her what the matter is, and we are sure she will tell you "Practice teaching." Either Johnnie or Mary, or some one hasn't done just what he should have done to make the plans come out just right.

If some of the writers of geographies could have heard the criticisms passed upon them and their works by the methods class in geography, they would undoubtedly have felt small enough to crawl through a needle's eye. We have heard that some of the members of the class felt the same way, when they received their final mark.

Boxes of candy and even chunks of cake were very much in evidence at the beginning of the winter term, when the final marks for the fall term were known. We feel thankful to those who remembered the editor in the time of their abundance, but we also feel like publishing the names of those who selfishly kept it all to themselves.

Miss Simmons', Miss Trimble's and Miss Monette's classes gave a Thanksgiving entertainment in Miss Monette's room, Wednesday, Nov. 27. The program was very interesting. It consisted of songs sung by all three departments together, and of readings and recitations given by each department separately. The mothers and fathers of the children and others who were interested were invited to come and see the exercises. They were all very much pleased with the program.

The gramamr department closed with Thanksgiving exercises Wednesday. The school was transformed into a

colonial gathering, the pupils all wearing Pilgrim costumes. The quaint attire was very becoming. Interesting stories of colonial days were told, and illustrated by the pupils in living pictures, representing "The First Thanksgiving," "The Pilgrims Going to Church," and "John Alden and Priscilla." Several Indians added realism to the scene. Mrs. Jarley's Waxworks" was one of the features in the grammar grade entertainment.

### RHETORICALS.

On Nov. 22, the friends and students of the Moorhead Normal School were delightfully entertained at the monthly Rhetoricals by an evening of ballads and folksongs. The music was under the supervision of Miss Watts, whose skill was admirably portrayed in the handling of the different phases of folk-lore, as to its selection, arrangement, and production. This work was ably supplemented by that of Miss Osden, in two carefully prepared papers, and an excellent reading. Perhaps the greatest charm of the evening was the folk atmosphere, which pervaded the whole entertainment. To some of us the core of the concert was the singing of the Model School children. Through their music, we crept nearer to the heart of the common folk. In close kinship to their songs, were the melodies interpreted by the young people of the Normal School, and the ballads rendered by the members of the faculty. But this was not sufficient to perfect the social atmosphere, and it was enhanced by the pleasant voices of some of the townfolk, and by the artistic tones of the kind neighbors across the river. Even then the folk circle was not complete without the enthusiasm of the little children seated at the feet of the older auditors, and the appreciation of the whole assemblage. The occasion was one long to be remembered and cherished in the hearts of all present.

The following program was presented:  
Paper, "The Ballad."

- Myrtle Brown.  
English Ballad, "O, Dear, What Can the Matter Be?"  
German Ballad, "The King in Thule."  
Girls' Glee Club, Bessie Gormley, Jennie Partridge,  
Clara Kjos, Blanche McIntosh, Margaret McKenzie,  
Florence Monten.  
Scotch Ballad, "On the Way to Edinboro,"  
Bessie Van Houten.  
English Ballad, "The King and the Miller".....M. Keller  
Mr. Perley.  
Irish Ballad, "Come Back to Erin,".....Claribel  
Bertha Curtis.  
Reading, "The Abbott of Canterbury,"  
Sibyl Tillotson.  
English Ballad, "Ben Bolt,"  
Mrs. Godfrey.  
Spanish Ballad, "Nita, Juanita,"  
Miss Monette, Mrs. Stanford, Messrs. Reed and Hillyer.  
Negro Ballad, "Massa's in de Col', Col' Groun'".....Foster  
Mr. Chambers.  
Paper, "The Folksong,"  
Edith Porter.  
Neapolitan Folksong, "Santa Lucia,"  
Nora Walla, Hildur Bjorkquist, Irene Adler, Ruth  
Staake.  
Ancient Folksong (1644), "The Trees."  
Hanoverian Folksong, "An Explanation,"  
Hilma Freeberg, Hildegard Staake, Oscar Bjorkquist,  
Ellen Peterson.  
Rhenish Folksong, "The Merry Go-Round."  
Dutch Folksong, "Hail Stones,"  
Iola Gorman, Hazel Dudrey, Esther Carlander, Amanda  
Banick.  
French Folksong, "Autumn Song,"  
Lucy Weld, Florence Lundin, Gorden Nye, Lyle Grant.  
Tuscan Folksongs:

- a. "A Flight of Birds."  
b. "Nearest and Dearest."

Misses Wall and Woledge.

Piano Solo, "Old Folks at Home".....Blake  
Blanche McIntosh.

Irish Folksong, "You'll Wander Far and Wide".....Foote  
Mrs. Nye.

Folksongs:

- a. Irish, "Oh, Spirit Sweet."  
b. Russian, "The Gnome."  
c. German, "Oh, Hemlock Tree."  
Girls' Glee Club.

Swabian Folksong, "Come, Dorothy, Come,"

Misses Wall, Sawyer, Woledge and Mrs. Whitworth;  
Messrs. Rudd and Grosse.

### ALUMNI.

Otto Bergh: It is with pleasure that I comply with the request of such friends as the faculty and students of the State Normal school at Moorhead and especially the editors of the Normal Red Letter. I stay at home this year. I am principal of a graded country school, pleasantly situated in a community of prosperous farmers.

Hannah Field: There is nothing which gives me more pleasure than to think of the pleasant year I spent at the Moorhead Normal school. My school work this year is almost as pleasant as it was last year. Probably I should not put the almost there, as a teacher will learn to like her work and pupils better when the year is farther advanced and they have become accustomed to her ways. If I could really recall to my mind experience of my first two months last year, I would perhaps find that they were much the same. However, my school work is very pleasant, and I am well satisfied. I teach the same grade that I taught last year. I have an enrollment of sixty-one pupils. This being my second year in Wadena, I feel much more at home. The people here are very congenial, and we find many pleasant things to occupy our time, when we are free from school work. My vacation was spent very pleasantly at my home in Fergus Falls.

Francis Southam: I very much enjoy reading the Red Letter, by which means I can, in a measure, keep in touch with the doings at the dear old Normal. I take great pleasure in writing to the Red Letter, and I sincerely hope that many of the Alumni will comply with your request for news items. I spent the greater part of my summer vacation visiting relatives and friends, who live on the grassy plains of windy North Dakota. While there, I took advantage of the opportunity to attend the Chautauqua Assembly for the state, which is held on the beautiful tree-clad shores of the great, briny inland sea, Minnewaukon or Devils Lake. This is a charming place to spend a vacation. Here one is entertained and instructed by lectures, musicians, magicians, elocutionists and impersonators. But the most extraordinary of all the entertainments was that of a band of Sioux Indians that came across the lake from the Cut Head Reservation, one sultry day, and danced the Grass Dance on the Chautauqua Base Ball grounds. Truly, language is insufficient and words fail to picture the scene that we saw on that memorable afternoon. The costumes of the braves were as grotesque as they were varied, and as unique as they were indescribable. I wish the class of "Naughty Naughts" might have been there to enjoy with me the weird and fascinating dance. In spite of the diversity of costume and in spite of the fact that each Indian seemed to consult his own pleasure exclusively as to how and where he should dance, there was a surprising unity and harmony about the dance, which was quite unaccountable to anyone but a Sioux. All the so-called music that was furnished for this occasion was produced by four or five stalwart young Indians, who sat around a large drum that was lying on the ground, and pounded it as if their lives depended upon the noise they made. Long before the spectators were satisfied, the light-

footed Dakotas had wearied themselves and the dance ended. Like the dance of the Indians, my vacation also ended, and I packed my books and bonnets and came back to Warren, Minn., to enter upon my second year of instructing the youth of this vicinity in the mysteries of the three R's. Warren is a small, but progressive town, as is evidenced by the condition of its school. We have one of the nicest, neatest, best ventilated, best equipped little buildings in this part of the country. We have a very considerate, conscientious principal, who has nothing but the welfare of the school at heart.

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### FOOTBALL.

#### Normal vs. A. C.

The "Normal" team was beaten, 17 to 0, on the home grounds, Saturday, Nov. 16, by the A. C. second team. The Normal team suffered somewhat from lack of practice. They had been out only once in the last two weeks before the game. The teams were quite evenly matched in weight, and in the start it looked as if the "teachers" were going to beat their opponents; but the score tells a different story. If the A. C.'s had not had one of their first team's best men to do their work, the score would not have resulted as it did. The Normal line-up was: May, c; Casey, r. g; Hanson, l. g.; Comstock, r. t.; McCubrey-Larson, l. t.; Babst, r. e.; Peterson, l. e.; Tuffts, q. b.; Larson, r. h.; Askegaard, l. h.; Gullickson, f. b.

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#### Fargo College, 16; Normal, 12.

Here the Normal team again met their Waterloo, but it is no discredit to the team, as the playing during most of the game was the best of the season and their opponents won by mere accident. The game was the hardest fought and most exciting one played in Broadway Park. Gullickson's tackling was a feature of the game.

The game was called at 4:00 p. m., and played in twenty-five-minute halves. It was started by the Normals kicking off. The ball was caught and carried for a good gain before it was downed. The college, by several gains around end, came within the 20-yard line of the Normal goal and Rice put the ball over with a punt. Neither of the officials having noticed this, it was called a goal, and the score was 5-0. The College made another touchdown, and kicked goal, making the score 11-0, in favor of the College at the end of the first half.

The second half was started by the "preachers" kicking off. The Normal team had pulled themselves together during the five minutes intermission. They ploughed through their opponents almost at will, and in a few minutes had carried the ball over the goal. Goal was kicked and the score stood 11-6. The ball was again started from the center by the "preachers," and by a repetition of the plays which had succeeded so well in the last touch-down, the Normalites crossed the College goal a second time, and kicked goal. On the next kick-off by the College, one of their own men got the ball. Things were getting exciting and sometimes it was impossible to play on account of the crowding of the spectators. The College now passed the ball to Tanner, who carried it around right end, and running through the crowd, succeeded in crossing the goal line. This touch-down would not have happened had it not been that a couple of College subs, who were in the crowd, succeeded in hindering our men from tackling. The College got the ball on the next kick-off, but soon lost it on downs. The Normalites now marched to the College 10-yard line, when time was called and the goal saved. The score was 16-12, in favor of the College. Normal line-up was: May, c; Casey, r. g.; Barnard, r. t.; Gates, r. e.; Larson, r. h.; Babst, q. b.; Hanson, l. g.; Johnson-Comstock, l. t.; Peterson, l. e.; Askegaard, l. h.; Gullickson, f. b.

#### Normal vs. Fergus Falls.

On Nov. 23, the Normal team had their final contest of the season. The game was called at 3:00 p. m., and it was hotly contested from start to finish. The men of the Normal team were somewhat heavier than their opponents and things went their way during the first half of the game. The Fergus boys were no match for the Normalites until the last half. The game was played in thirty minute halves, and Fergus started it with a kick-off. The Normalites were making rapid headway towards the Fergus goal, when the ball was lost on a fumble. Fergus lost it on downs. The Normals now walked right through their opponents and made a touch-down; never taking more than two downs to make their five yards. Gullickson made several ten-yard gains on center plays. Fergus started the ball again, kicking to the ten-yard line. It was carried for a ten-yard gain. Normals lost ten yards on off side play. Askegaard was sent through the line for a ten-yard gain. Fergus got the ball again on a fumble. They hit the line hard and for good gains. The Normalites were not able to stop them and they got a touch-down and goal. One of the Fergus men was injured, and was replaced by a substitute. The ball was now started from the center and Askegaard sent it to the Fergus ten-yard line. Fergus carried it to the thirty-yard line and lost it on downs. Peterson was sent around end for a ten-yard gain. Then on a center rush, Gullickson carried the ball twenty yards for a touch-down. This is what Fergus calls a forward pass. Gates kicked goal and the score was 11-6, in favor of the Normals. Fergus kicked to the Normal twenty-yard line, where ball was downed. Peterson was sent around end for a twenty-yard gain, but was called back on account of an alleged off side play by Fergus. The Normalites were given fifteen yards instead. Larson went through line for a ten-yard gain. Time was called and first half ends with score, 11-6.

The second half started by the Normals kicking off to Fergus' twenty-yard line. Fergus carried it for a small gain, but lost ten yards on foul; and lost ball on downs. Fergus got ball on fumble. Normals got ball on fumble, and lost it on downs. The Fergus team made big gains. They finally crossed the goal with the ball in possession of the Normals. This was called a touch-down.

The Normals kicked off but, failing to make ten yards in two trials, the ball was given to Fergus. The Normalites got the ball on their thirty-yard line. They now literally walked through their opponents for the next twenty yards, when there was a general mix-up and no one knew where the ball was excepting Babst, who carried it for a thirty-yard gain. This is where the Fergus report said the Normals were losing ground. The ball was being rapidly advanced to the Fergus goal when time was called on the ten-yard line, and the game stood, 12-11, in favor of Fergus.

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Once in a while there comes along a fellow with barely enough education to enter prepdom, who has the idea he can take special work, and study what he pleases from the senior branches down. Sooner or later he will discover that he is trying to build his house on the sand. Even though a good many things in the regular course of study seem to be of no particular value to him, he will learn by sad experience that the discipline they give is necessary to an appreciation and mastery of the things that come later, and the cheapest and easiest thing for him to do, is to begin at the foot of the ladder and work up.—The Oracle.

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The branch that grows the sharpest thorn  
Will bear the sweetest roses—  
So in lives that fate has wronged  
The sweetest soul reposes.

—The Prison Mirror.

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