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## The Normal Red Letter, volume 4, number 1, October (1902)

Moorhead Normal School

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# The Normal Red Letter

VOLUME IV.

State Normal School, Moorhead, Minnesota, October, 1902.

No. 1

## AFFILIATION OF NORMAL SCHOOLS WITH COLLEGES AND UNIVERSITIES.

At the June meeting of the State Normal Board, a committee, consisting of the State Superintendent of Public Instruction and the five Presidents of the Normal Schools, was appointed to investigate the relations of Normal Schools and Universities and Colleges in neighboring states. This movement was started with the purpose in mind to discover a reasonable basis upon which our own Normal Schools might seek affiliation with the University, and colleges of this state. With this end in view the secretary of the committee, President C. H. Cooper of the Normal School at Mankato, addressed questions to the Universities of ten states, to Chicago University and to Hamline, Macalester and Carleton, also to twelve Normal Schools in nine states. President Cooper's questions covered (1) the standing to which normal graduates are admitted; (2) the length of the courses on which advance credits are granted; (3) the result of such concessions as to the standing of normal graduates compared with high school graduates, whether their experience supports the contention of the normal schools that normal graduates have greater power of work and maturity and can do more advanced work than the average of high school graduates.

The questions to normal schools asked for (1) the standing to which graduates of those schools are received at their state universities; (2) the length of the normal courses on which advanced standing is given; (3) how these courses compare with a four-years' high school course in the amount of work done; (4) whether advance credits are allowed only on the basis of an excess of work in the normal course over the high school course, or allowance is made for the greater maturity and power of work claimed for normal graduates.

Some of the facts elicited by these questions are as follows:

### Wisconsin.

"Graduates of the 'Advanced Course' are admitted to the junior class of the state university without examination. Their standing is unconditioned on the special course leading to the degree of Bachelor of Philosophy in Pedagogy. If they enter other courses, as many of them do, they are given provisional standing as juniors. They will be required, however, to take two years of work of rank equivalent to that of juniors and seniors in the university and will be required to make good deficiencies in the work of the freshmen and sophomore years. Full credit will be given for all work done in normal schools which is equivalent to that of university courses."

"The 'Advanced Course' is two years in minimum duration. This, however, presupposes an Elementary Course of two years in a normal school or a course of four years in a state high school. To put this more explicitly, one who enters the normal school course

at the bottom, which he may do on a Second grade county certificate, must take a four years' course in order to graduation. But one who has just graduated from a four year's course in a high school may enter the normal school in the junior year, graduating in from two to three years, according to the ability of the student. Then he may go to the university and claim junior rank there. The normal school diploma, therefore, represents at least two years of strong work above the high school course,—but the greater maturity of normal graduates, and their power to do more work than the high school graduate can do, enters into the situation. The normal school graduates find themselves able, in the university, to carry extra work, that is, to do more than the ordinary requirements of the university course."

### Iowa.

The full normal school course, leading to the degree of Master of Didactics, is a four years' course.

"Graduates from this course are given junior classification at the University of Iowa, without examination; the work pursued there is at the discretion of the faculty, dependent upon the different courses at the normal school and the course desired at the university. The same courtesy has been granted frequently by other universities and colleges in the past few years. Our courses are two years to three years better in quantity and quality than the ordinary high school course that fits for freshmen at the university. Our university made a special arrangement with us without consideration in relation to high schools—no condition but a diploma with Master of Didactics degree being necessary to begin junior work. Our students have been granted this for ten years and they have entered in large numbers. They have won more than their share of honors in the university and they are now among the leading students. The courses leading to this Master's degree are: (1). Regular four-year course. (2). High school graduate three-year course. (3). Professional course for college graduates."

"A high school graduate who has taken our course (two years) is given a number of credits, some more than others. This is because our course is quite elective. It averages not less than a year and one-half. (1½ years). We do not try to make a course that suits the university. Our course is for the individual. Advance credits are allowed 'on our work beyond the high school course.'"

### Kansas.

"The University of Kansas gives specific recognition to the strongest course of the state normal school,—the four years Latin course; for the completion of this course a 'blanket' credit of eight terms (40 hours) of collegiate work is given. The subjects on which this credit is based are about as follows: Education, three terms; freshman mathematics, one term; English, one term; botany, one term; courtesy due one state institution from another, recognition of the maturity and earnestness of the normal grad-

uates, and work on the rudiments of such studies as psychology, economics, astronomy, etc., account for the other two terms' credit. With few exceptions we find that the work of normal graduates is more serious and continuous, shows better mental grasp and power of application, and is, in general, more faithful than that of students entering the university from the high schools. Our endeavor is to give the fullest recognition of the conscientious effort, the thoroughness and the real culture of the normal school that is consistent with the right university standard of high and accurate scholarship."

### Illinois.

A normal school president writes as follows: (1). Our courses are respectively one year, two years, three years and four years. (2). The first of these courses is intended for graduates of reputable colleges; the second of them for graduates of good four-year high schools; the third for graduates of three-year high schools, and for persons having substantially equivalent preparation. Our four-year course includes Latin, Greek and German, and admission to it is upon the same basis as to the three-year course. (3). Advance credits are allowed us at the university for excess of work over regular high school courses. I have no doubt that the greater maturity of our graduates also has weight. The University of Illinois gives two years of credit to our graduates, if when admitted here they possessed the qualifications requisite to admit them to the university. In other words, they consider that our work is as good as theirs for the first two years.

### Indiana.

"Graduates of the four years' course at the Indiana State Normal school, who have, previous to entering that school, graduated from the commissioned high school or who have since graduation from the normal taught for three years or more, are admitted to Indiana university with two years of advanced standing. They are subject to conditions in entrance subjects, if their work at the normal has not been chosen so as to cover all of our prescribed entrance subjects. Other graduates of the normal are referred to our admission committee, and their standing determined according to the merits of the case as judged by the committee. Those who have simply graduated from the four years' course at the normal without high school work or teaching experience would not receive more than one year of advanced standing. In general, I can say that normal graduates, who have entered the university have justified the standing that has been given them and have on the whole averaged up well with other students."

### Missouri.

For a four years' course in the normal schools the university gives credit of one year or more.

### Nebraska.

"The university has no fixed rules as to the standing to which normal graduates are admitted. The custom and tendency would be



to credit all such hour for hour with all the work they have done in normal schools, irrespective of subjects. The university allows one, two and sometimes three 'points' in favor of a pupil merely on account of successful teaching 'experience' aside from the particular studies or branches in which the pupil may have passed examination."

#### Michigan.

"In the case of two or three normal schools the university gives for the strongest courses a credit of fifty-six hours. Many of the students who come to us from normal schools have had a few years' experience in teaching, and hence enter upon their work with seriousness of purpose and with a definite plan. This perhaps counterbalances any disadvantage from which they may suffer, as a result of the fact that they have postponed to a later time, than students generally, the laying of the foundations for their technical work."

#### University of Chicago.

The following letter was received:

"Replying to your letter of the 15th I will say that it has been the custom of the University of Chicago to grant to graduates from the full courses of the best normal schools not more than 18 majors of college standing. This, as no doubt you know, means that they receive credit for not more than one-half of the work required for the bachelor's degree. As a rule we insist upon the exact fulfillment of the prescribed requirements. In the junior college not more than three electives at most are allowed in nearly all the courses. In the case of a specially strong student, substitutions are sometimes permitted, but not usually in the case of strictly professional branches. It would seem that the Minnesota normal schools, having courses five years long, and giving two years of advanced work to graduates of the high schools, would be able to present to us their graduates fully entitled to the 18 majors, which is the maximum allowed to graduates of the strong normal schools."

#### California.

The president of one of the normal schools writes as follows:

"Our graduates of advanced and professional courses are received at the state university with eleven units. Our course of study is four years for graduates of the ninth grade, two for graduates of high schools. Our crediting at the state university is not quite equal to that of a high school, though this is entirely unjust, and not at all satisfactory, due, however, to our not teaching Latin. We do as much work as a four years' high school and in most respects better work. We have equal standing with high schools at Stanford university."

#### Summary.

President Cooper summarizes the results of his correspondence as follows:

1. No one of the nine states included in this inquiry has a regular course of more than four years.

2. In every case the normal school work of high schools graduates is credited at the university, in some cases hour for hour, in other cases from one year to a year and a half is given for a two years' course.

3. Where the work of a four years' course is given large credit towards the bachelor's degree, that course seems to be elective, giving

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ing the student opportunity to do some work of college grade.

4. On such four years' courses credit is given as follows by state universities:

Wisconsin—Two years on pedagogical course; two years on regular courses, except for required subjects.

Iowa—Two years.

Kansas—Three terms (40 hours).

Illinois—One year.

Indiana—One year; two years if candidate has taught three years; two years for high school graduates.

Missouri—One year and part of a second.

Nebraska—Hour for hour (probably high school graduates); two or three points for "experience"

Michigan—One to two years.

University of Chicago—Not more than two years.

Carleton—Conditional entrance requisites; credited with one-half or two-thirds of a year.

Macalester—No precedents.

5. In addition to excess of work done on academic subjects, credit is given in nearly every case for maturity, power to do advanced and extra work, and teaching experience.

### GOVERNOR VAN SANT'S VISIT.

Incident to his visit to Moorhead on October seventh, Governor Van Sant called at Wheeler Hall and at the Normal. Briefly making a circuit of the model schools, he inspected the new addition and then retired to the President's office for a few moments' rest and conference. In the meanwhile the students, who had been advised that the Governor would address them, assembled in the corridor below the main staircase. The seventh and eighth grades also came up, till the throng in the halls became so great that it was necessary to conduct the Governor by way of the east staircase to the main landing from which he was to speak.

President Weld delegated the distinction of introducing the Governor to Hon. S. G. Comstock, father of the school and its unfailing friend. In a few felicitous remarks he called attention to the Governor's conspicuous services to education and to his unmistakable friendliness toward the normal schools.

In opening his address to the students, Governor Van Sant made a happy reference to his home town—the seat of a normal school. He alluded to the opportunities he had once enjoyed for serving the normals as a member of the normal school committee in the state legislature; and declared that he took pride in the fact that during that period the Moorhead school had received larger appropriations than it had ever secured at any other time.

Referring to the flag which he had passed under as he drove up to the main entrance, he made an impressive appeal to the patriotism of his hearers, and urged a generous expression of all loyal impulses of students and teachers toward the state and nation which had so liberally provided for them.

He spoke of the school's obvious need of an assembly hall and expressed a desire that he might again meet the student body before him, comfortably seated in its new auditorium—an expression that gave Pres. Weld an occasion to extend to him, at the conclusion of his speech, a cordial invitation to be the school's guest at the dedication of the new

addition. The invitation was seconded by a hearty cheer from the students.

Altogether the Governor made a most happy address, and was interrupted time and again by spontaneous applause. His thoughts were grave or gay by turns, but full of humanity and pointed good sense. He left with his hearers the grateful conviction that so far as the chief executive was concerned the public schools of the state were in very kindly and competent hands.

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## CHRONICLE.

Sept. 2. Entrance examinations. Registration begins.—New addition but half finished; the work is being rushed.—Steel ceilings are going up in the main corridor.

Sept. 3. Registration continues; 160 enroll in Normal department, 70 in the model school.—Few old students are here yet.—Pres. Weld closes the office to lecture in Fargo.—Mr. Ballard assists in the office.—The boys are few and far between.—“Where is the team”?—Mrs. Stanford has charge of the 7th and 8th grades.—Rooms at Wheeler Hall are all engaged.

Sept. 4. Athletic association meets at recess. Miss Kelly is off duty on account of illness. Curious glances at the new instructors.—Steel ceilings are going up in the rooms; the instructors move.—Classes are filling up.—Model school begins work with a barrel of clay.

Sept. 5. Mr. Hillyer forms an orchestra.—The athletic field is mowed and raked.

Sept. 6. Registration in the Normal department 173, as compared with 154 last year.—First football practice.

Sept. 9. Thirteen new students enroll in Normal department.—Robert Ap Roberts inspects the team and decides to coach it.—Miss Mears returns from Europe and relieves Mrs. Stanford.

Sept. 10. Miss Kelly resumes her duties.—Work on the steel ceiling in the model department drives the 7th and 8th grades upstairs.—Sharp football practice.—Wheeler Hall girls see “The Tempest.”

Sept. 11. Side walls of new addition are completed.—A practice scrimmage with the High School squad.

Sept. 13. Registration in the Normal department is 190; in the model school 92.—Junior class meets for the first time. Mrs. Hillyer arrives from Chicago.

Sept. 15. A box for the collection of Normal notes is placed in the hall.—Pres. Weld goes to Detroit.—Philosophers club meets with Mr. Chambers.

Sept. 16. Football boys hold evening meeting to consider ways and means.—Senior class numbers 38. The athletic association fills vacancies in Board of Control. First faculty meeting considers matters of importance; declares for pure athletics.—Miss Leonard starts the girls chorus.

Sept. 17. The road grader clips the athletic field, which has to be laid out anew.—M. H. Gullickson is elected manager of the football team.

Sept. 18. Registration reaches 201.—Iron girders for the roof of the new addition placed in position.—Boys take turns at the tackling dummy.

Sept. 19. List of students eligible to the literary societies posted on the bulletin board.—Seniors are rehearsing for Riley rhetoricals.—Athletic association buys football trousers and helmets.

Sept. 20. Children of model school view drawing exhibit at Fargo high school.—Miss Donaldson entertains her sister, Mrs. Neilson, of Minneapolis.—List of supplies for winter term filed with registrar.—Reception for the faculty at Pres. Weld's.

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Sept. 22. Faculty picnic at the Cheyenne.—Athletic subscription is started.

Sept. 23.—The model school supplies arrive, to supplement the barrel of clay.—Observation work begins.

Sept. 24. Lewis Larson returns.—Pres. Weld goes to St. Paul.—Seniors organize: M. H. Gullickson, president; Florence Neal, secretary, and R. A. Hill, treasurer. Mr. Stanford, class counselor.—Spirited discussion of parliamentary procedure.—Casey stars as Shylock.—Literary societies admit new members.

Sept. 27. Athletic association buys posts, rope, five yard chain and new ball.—Goals are raised and field roped in.—Mass meeting in study room.—Game with High School.

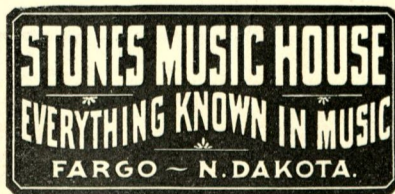
Sept. 29. The protest.—Philosophers' Club meets with Mr. Stanford.

Sept. 30. The reply.—Daily scrimmage gets a little fierce.—“A” class meets at recess and elects officers: Grace McKenzie, president; Stella Holton, secretary; Georgia Redpath, treasurer.

The most recent addition to the series of blue books issued under direction of the English Parliament consists of two large volumes devoted to “Education in the United States of America.” These two volumes contain upwards of two dozen valuable papers and reports on such important topics as: Moral Education; Constitution of City School Systems of U. S.; Training of Teachers in U. S.; Commercial and Industrial Education; Education of the Colored Race, etc. The discussions are said to be straightforward and scholarly, and of such a character as to not only benefit English schools, but to furnish valuable suggestions to American educators as well.

### DECORATED BY MISS HEISSER.

“Octaves in An Oxford Garden” is the graceful title of a book of thirty poems written by Arthur Upson and decorated by Margarethe E. Heisser. The specimen pages reproduced in the publisher's announcement give attractive evidence of the surpassing skill with which Miss Heisser has lettered and decorated the verses, following the fashion of the mediaeval scribes in illuminating their manuscripts. She has produced some singularly striking effects and given an added distinction to the quiet charm of the octaves. The book is published by Edmund D. Brooks, 605 First Avenue South, Minneapolis, who will send descriptive circulars to inquirers.



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# The Normal Red Letter.

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The headquarters of the Minnesota Educational Association this winter will be Hotel Ryan.

New York City is said to pay better salaries to its teachers than any other city in the world.

The State University regents will pay \$3,500 of a piece of property adjoining Northrop Field. The tract is 65x166 feet and will be used to enlarge the athletic field.

The Review of Education, which began its career a year ago with A. W. Mumford, of Chicago, as publisher, has been merged with his well-known little magazine Birds and Nature and will appear hereafter under that title.

The School Review is to be edited hereafter by the department of education of the University of Chicago, with Professor Dewey as editor-in-chief. The former high standard of the magazine is thus assured.

The following from the University of Nebraska is considered significant: "The Greek letter societies held a meeting at Delta Upsilon house and decided to eschew all female society and to wear sweaters to the Minnesota football game, regardless of comment."

President Nicholas Murray Butler is doing most effective service toward the suppression of the honorary degree of Doctor of Philosophy by printing in the Educational Review the names of all persons receiving such degrees, as well as the institutions which grant them.

The officers of the Minnesota Educational Association urge all persons who are interested in the cause of education in our state, to enroll as members at once. The meeting this year will be the fortieth anniversary of the Association, and its membership should be increased to 2,000.

The Department of Superintendence of the N. E. A. will meet in Cincinnati next February, instead of Chicago as heretofore. It is open to serious question whether the move will be a wise one. An itinerant association has never been so successful as a fixed one. It would be unfortunate to spoil the best department of the N. E. A.

The university band, encouraged by the success of the Glee and Mandolin clubs in their concert tour last year has decided to make a tour this year. Nearly all of the old men are in school and fifty new men have tried for places so the band is assured of ample material. The boys will visit Duluth, Crookston, Grand Forks, Winnipeg and Fargo, beginning their trip about Dec. 15.

Professor Earl Barnes is publishing a second volume of his Studies in Education. Eight of the ten numbers have already ap-

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peared. The studies are based upon the results of Prof Barnes' investigations in England and are admirable. One of the best features is the parallel drawn in nearly every study between the ideas of English and American children.

The subject of Industrial Education seems to have come to stay. Every educational magazine contains some article or comment upon it. Teachers' associations and institutes are discussing it. It is a sadly belated town that has made no attempt to introduce it into its schools in some form. Both theory and practice are yet crude, but the principle is sound and the correct application will soon be worked out.

School education makes mention of the institute at Benson as follows:

One of the pleasantest institutes of the season was that held in Benson, August 25-30, T. A. Hillyer, conductor. Swift county has a wide-awake superintendent and an earnest body of teachers. Professor Hillyer's lectures in psychology and pedagogy were practical and helpful. The keynote of the work in grammar was this: The study of grammar has three ends: 1. To secure correctness and facility of expression. 2. To aid in the interpretation of literature. 3. To promote freedom of thought."

Pennsylvania has thirteen State Normal Schools. They attached no particular significance to the number, however, until the past summer, when serious scandals resulted in almost completely ruining one of them. Local trustees and members of the faculty were accused of entering into conspiracy with the boodle gang of the state legislature according to which the latter were to receive a rebate of 10 per cent for securing the passage of an extra appropriation for the institution. The appropriation was made, but the plot was discovered. The result is a new principal, some vacancies on the board of trustees, some new faces among the teachers, a disgraced and indignant alumni—and the sequel no one can foretell.

The new state normal school at Duluth opened auspiciously in September with about one hundred students in attendance. One very encouraging feature connected with the opening of the Duluth school is the fact that nearly all of the high school graduates, who have entered, will take the advanced course. The faculty of the school is made up as follows:

E. W. Bohannon, president; Dr. L. W. Kline, psychology and pedagogy; J. W. Hubbard, science and mathematics; H. C. Strong, history, civics and social science; Sophie M. Pendergast, English and Latin; Belle Clisbee, drawing; Nellie W. Farnsworth, music; Alice Paull Ray, grammar grades of training department; May A. Dacey, kindergarten training; Bertha S. Paine, clerk and librarian.

### The M. E. A.

Secretary J. C. Bryant, of the Minnesota Educational Association, has issued his first circular regarding the forthcoming meeting at St. Paul, December 31, 1902, January 1 and 2, 1903. The work of the Association last year was most suggestive, and the influence of that meeting will be a potent factor in educational progress in our state for years to come. If the Association had done noth-

ing more than to bring before the educational thought of the state the splendid results achieved in industrial training, it would have accomplished much; but it presented in well defined outline many important subjects. It seems to be the purpose of the officers of the Association this year to keep pace with the trend of the public mind, and to secure some of the best talent in the United States to present subjects of vital importance. The announcement is made that President David Starr Jordan, Leland Stanford Jr. University, California, will address the Association upon "The Demands of the Twentieth Century of Effectiveness." This announcement alone should serve to arouse wide spread interest in the forthcoming meeting of the M. E. A.

We call attention to the report on affiliation of normal schools with universities and colleges, which appears in this issue of the Red Letter. The work of the committee is not completed, but it is safe to say that there has never been a time, when the university and colleges of this state seemed to be so near, as now, to an understanding, as to the relations, which should exist between themselves, and the normal schools. There seems to be no valid reason why the advanced work of the graduates of the normal schools should not receive recognition in our university and colleges, and when such recognition is granted, a great service will have been rendered to the teaching profession in Minnesota. Fundamentally, all of our institutions of learning are working towards a common end, the development of character. Intellectual training of whatever kind is of value in the progress of the race, and the normal schools claim for themselves a high place in the work of character training and intellectual development. The general public is all too vaguely informed as to the work, which the normal schools are doing. They are too often regarded, in a restricted sense, as places, where young men and women are taught to do certain specific things; and the larger aspects of professional life and training are often either underestimated or overlooked. In our normal schools the various departments of instruction are presided over by men and women of high attainments, and assured power as teachers. If the work, embodied in the courses of study, which the normal schools offer, is well done, certainly it merits a recognition, which has not been accorded to it. The present effort towards affiliation of our educational institutions should commend itself to all persons interested in the educational development of the state.

### In Otter Tail County.

The summer school held last July in Otter Tail county, under the direction of Supt. Christine Goetzinger and her able assistant, Mr. Edward Parkhill, was a pronounced success. The work of this school is worthy of passing comment. For years, Otter Tail county has held the distinction of maintaining the largest county summer school in the state, and the quality of its work has always been of high standard. Each year, intelligent effort is made to so arrange the curriculum of study that the work shall be a continuation of that of preceding years, so far as general results are concerned. However, there has been noticeable progress with each succeeding year, and in no county in the state can the summer training school idea be



found so well developed, as at Fergus Falls. The influence of the school is widespread, and it has been a potent factor in stimulating students to attend a normal school, or the university. Three chief causes may be assigned for the noteworthy success, which this school has achieved. First the school has had but four conductors in its history, and we believe, that the school has been in session each year since the summer schools were organized, in 1888. Second, instructors have been chosen because of special preparation to do specific work. Third, the work has been carefully and purposefully thought out, and organized into well defined departments, before the opening of the school. Under such careful supervision, sound teaching, combining theory and practice, has produced splendid results. Whatever opinion, one may entertain regarding the value of the work done in summer training schools, certainly the school at Fergus Falls has won the right to the title, which the law, creating such schools, has given to them.

NEW MEMBERS OF THE FACULTY.

Only four of this year's instructors are new, as compared with ten last year. All of these are teachers of experience and scholarly attainments.

\* \* \* \* \*

Miss Helen A. Dow, who has charge of the department of mathematics, is a graduate of the Normal school of Cheney, Wash., and has secured the degree of A. B. from Whitman College, Oregon, and B. S. from Chicago University. Her teaching experience covers work in a normal, the high school at Spokane and Whitman College.

\* \* \* \* \*

Miss Edith Parkinson, who has charge of the primary grades, is a graduate of one of the Wisconsin state normals and of the Wisconsin State University, from which institution she also secured a master's degree last June. She has had successful experience as a primary teacher.

\* \* \* \* \*

Miss Edna Heywood, who teaches the intermediate grades, was graduated from the State Normal at Emporia, Kansas. After several years' experience as a primary teacher, she entered Chicago University, where she received the degree of bachelor of philosophy.

\* \* \* \* \*

Miss Lena Leonard, teacher of music, was educated at Olivet College, Michigan, from which institution she graduated with the degree of bachelor of philosophy. She is not only a skillful teacher but an accomplished musician as well.

RHETORICALS.

James Whitcomb Riley, the Western-American dialect poet has given to literature a number of short poems that abound in fine pathos and delicate fancy. An excellent idea of Riley's peculiar genius was gained from the program rendered at the Congregational church Monday evening, October sixth. He began life as an itinerant sign painter, and later performed in a theatrical company. His strange half-romantic life undoubtedly greatly influenced his writings. He is alive to every species of emotion, and is one of the few poets, who have at once excelled in humor and in tenderness. Most of the selections revealed the poet's sympathetic appreciation of

child life, and the audience seemed to catch the spirit of these beautiful little characterizations of the American boy.

The following program was rendered:

1. Chorus: a. Boat Song; b. Wanderer's Night Song.
2. Biographical ..... Margaret Higbee.
3. Reading, Alex's Bear Story ..... Sibyl L. Tillotson.
4. Vocal Solo, "There, little girl, don't cry," ..... Chalene Child.
5. Reading, Down at the Capitol..... Theodora A. Boen.
6. Reading: a. Old Aunt Mary; b. The Absence of Little Wesley .... Gertrude Ellison
7. Piano Solo, Slumber Song, Oesten Josephine Kaus.
8. Reading, Knee Deep in June ..... Josephine Barke.
9. Reading, That Old Sweetheart of Mine, Florence Neal.
10. Vocal Solo, The Spanish Gipsy, Watson, Bessie Van Houten.
11. Reading: a. The Runaway Boy; b. Granny's Come to Our House; c. When the World Busts Through .. Winnifred Jones.

The next rhetorical exercises will occur on November third. The evening will be devoted to Rowland Robinson.

PERSONALS.

- Miss Watts is studying in Paris.
- Josephine Skree is teaching near Rollag.
- Miss Dowling is enjoying a scholarship at Columbia.
- Inga Iverson has engaged to teach near Barnesville.
- Henry Mackall, '02, is a student at the State University.
- George Comstock, '04, is at the Hill School, Pottsdam, Pa.
- Tena Murphy, '05, is attending a business college in Fargo.
- Miss Monette is teaching in the public schools of Fargo.
- Mr. August Landblom visited his daughter Ida on October seventh.
- Elizabeth Darrow, '03, is attending the Oshkosh (Wis.) normal school.
- N. T. Natwick, of Twin Valley, visited his son Clarence on October ninth.
- George Wardeberg, '03, has charge of a school at Mallory, Polk county.
- Mr. Sever T. Johnson, of Sabin called on his son, Sylvester, October fourth.
- Miss Oline Martinson greeted her friends at the Normal on September twentieth.
- Anna Halfstrom, '01, was a guest at the Hall Tuesday, September twenty-third.
- Armandine Page went to Crookston October eleventh to visit with cousins from Canada.
- Mr. Hans Rushfeldt, of Hawley, who came up to hear the governor, paid a visit to his daughters, Eleonor and Lillie.
- Clyde Gray, principal of the Hawley school, exchanged courtesies with his friends at the Normal on Saturday, October eleventh.
- John Hyslin, principal of the Winnipeg Junction school, spent September eighteenth and nineteenth in the city visiting old friends.

Miss Nell Olson, sister of Mrs. Stanford, is teaching in the city High School and enjoys the comforts of the new Stanford home.

Miss Anna Boyce, of 506 9th St. S., Fargo, gave an at home on the afternoon of Monday, October sixth, which several of the Normal girls attended.

Alva Partridge and Alice Chase, sister of Etta Chase, visited at the Hall October tenth and eleventh. They came up from Fergus Falls to cheer for the team.

R. A. Hill, Sylvester Johnson and Clarence Natwick gave an informal party to about thirty of their friends at Mrs. Herreid's on the evening of Saturday, October fourth.

Flora Tripp, '04, is teaching in district number 73, five miles south of the city. In addition to her duties as school mistress she is carrying three regular junior studies, on which she reports to her teachers every Saturday.

NEWS COMMENT.

An emphatic improvement in the attendance has marked the opening of the year.

\* \* \* \* \*

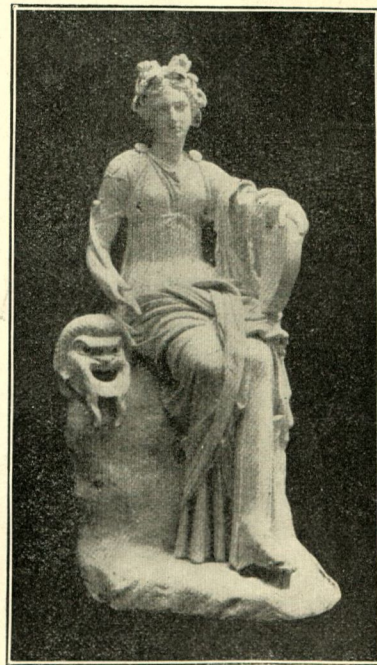
The faculty of Fargo College gave a delightful reception to the students and friends of the institution on the evening of October ninth.

\* \* \* \* \*

Through the courtesy of Editors Titus and Richards and several of the business men of the city, ten copies of the Moorhead Daily News are distributed at the school for the students' benefit—four copies at Wheeler Hall, three copies at the general library, and three copies at the composition department. The students peruse them daily, greatly to their enjoyment and profit.

\* \* \* \* \*

A handsome statue of Thalia was presented to the school last June by the class of 1902. It was bought of P. P. Caproni, of Boston, through McLane's art store, Fargo, at a net expense of fifty dollars. Until the new auditorium is ready to receive it, the statue will be stored in room 38.



Thalia, Muse of Comedy, was originally one of the three graces—Aglaia (Splendor), Thalia (Pleasure), and Euphrosyne (Joy). She was the patron of pastoral pleasures, and consequently bore the Shepherd's crook. As the guardian of happy festivals and the promoter of comic verse, she carried the tambourine; while because of her later identity with the



choral comedies of Greece and Rome she was afterwards denoted by the mask. Her influence upon classic comedy was in the direction of grace and refinement.

\* \* \* \* \*

Many new dwelling houses have been built in the city since last spring, and several are still in process of construction. Garroway is richer by two new residences, seventh street by one or two; ninth by one, and eighth by five; while perhaps a half dozen other houses have been built in districts not so familiar to Normal students. The Shapleigh house on seventh street is a solid and commodious building, while the Dahlby and Goodsell residences on eighth street are decidedly handsome and distinguished.

\* \* \* \* \*

Through the initiative of Mr. Hillyer a Normal orchestra has been organized that promises to be of exceptional value to the school. New music has been procured and the members meet for practice once a week. Following is the composition of the club:

Violins: Bertha French, Josephine Kaus, Mr. Hillyer.

Mandolins: Eva Mark, Eugenia Colehour, Eleanor Rushfeldt.

Guitar: Gertrude Ellison.

Banjo: Katherine McNeice.

Piano: Margaret McKenzie.

\* \* \* \* \*

The Tenth Annual Christian Endeavor Convention of the Fergus Falls District was held in this city, Sept. 26 to 28. The services Friday evening were followed by a very pleasant reception to all the delegates and their friends. The convention sermon was preached Sunday evening by Dr. J. P. Kerr of this city.

The following were the officers elected for the coming year:

President, John H. Reid, Hawley; Vice-President, Mrs. L. C. Weeks, Detroit; Secretary, Fred M. Sick, Western; Treasurer, H. L. Webb, Glyndon; Junior Superintendent, Miss Marie J. Fargeman, Fergus Falls.

\* \* \* \* \*

Two long lines of short, symmetrical tree trunks, with their interlacing branches overhead; a disappearing stretch of gray walk, tapering in the distance; and the golden canopy of autumn leaves hung delicately above the arch—this is the east walk on eighth street of a September afternoon. The sunset pours a tint of crimson through the yellow splendor of the long arch; an occasional flutter of bright leaves comes tumbling down upon the walk; and all along the dim vista—rude disturbers of the autumn stillness—the loquacious sparrows leap and chatter and fight loudly over a captive insect. At the far end of the wooded aisle moves the one human reminder in the picture—the retreating figure of a little child.

\* \* \* \* \*

Unusual interest has been manifested in the literary societies. Both the Augustine and the Livingston have a membership of over fifty. Organization was completed early in the month, and committees appointed for carrying on the routine business of the societies.

The officers of each society are given below.

Augustine: President, R. A. Hill; vice, Florence Neal; secretary, Charlene Child; treasurer, Stena Henderson; marshal, Martin Casey.

Livingston: President, Alta Kimber; vice, Addie Rice; secretary, O. E. Ronningen; treasurer, Conrad Hovden; marshal, Clarence Natwick.

\* \* \* \* \*

The University Club met in business ses-

## THE NORMAL RED LETTER.

sion at Judge Pollock's court room in Fargo on the evening of October sixth to discuss plans of activity for the year. It was decided that the club should endeavor to secure a lecture by President G. E. MacLean, of the State University of Iowa, during the sessions of the North Dakota Teachers' Association in December; and that the club should tender a reception to the association. The proposition to undertake a regular course of lectures was deemed hardly feasible; and instead, it was voted that the club arrange for a lecture some time during the year by President Northrop of the Minnesota State University. An invitation from the faculty of the Moorhead Normal for Monday evening, October thirteenth, was accepted; and it was suggested that two additional meetings of a purely social nature be held during the year—one at Fargo College in mid-winter and one at the Agricultural College in the spring.

\* \* \* \* \*

To Normal people, the two cosy cottages on south eighth are places of lively interest; for the new Stanford and Hillyer homes are charming examples of compact and convenient housebuilding. Mr. Stanford's house was completed and occupied in early September, and what with its graceful exterior, its many conveniences and its ample rooms, tinted in warm colors and finished in natural woods; with its massive fireplace and comfortable furnishings, it is a place to dwell and dream in and make glad the easy householder.

Mr. and Mrs. Hillyer entered their inviting cottage about the middle of September and every day since then has added fresh attractions to the place. The light of its hospitable windows throws encouragement, like a mantle, upon the passer-by, and music swells from its four walls like incense from a smoking censer.

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**ATHLETICS.**

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Lewis Larson is captain of the foot-ball eleven; Martin H. Gullickson is manager.

\* \* \* \* \*

Following are the members of the athletic board of control: Babst, Gunderson, Wayne May, Ronningen, Askegaard, Skaug, Clauson, Reed, Stanford.

\* \* \* \* \*

Through the liberality of the business and professional men of the city and the teachers of the institution, the handsome sum of \$124 was raised by a committee as a fund for the athletic association and turned over to the treasurer on October fifteenth. The money is at the disposal of the athletic board of control, upon whose order the treasurer expends it in payment of bills. Expenses to the amount of about fifty dollars, for equipments and travel, have thus far been incurred.

The members of the Normal Athletic Association, and particularly the football team, are genuinely grateful to the citizens of Moorhead for their liberal contributions and encouragement. They realize that without such aid many of the student organizations would be seriously handicapped if not quite helpless. They are deeply sensible of the debt they owe to such substantial supporters. Except for this simple word of thanks, they are obliged, for the most part, to express their gratitude only through their gentlemanly deportment and their loyalty not only to the school but to the city and all its interests.

\* \* \* \* \*

When school began the prospects for a winning team seemed the brightest in several years. Gullickson, Babst, McCubrey, Wayne May, Eugene Askegaard, Casey, Gunderson and Skaug, of the former players, were on hand within the first ten days; and Larson, last year's great ground-gainer, H. E. Johnson and Oscar Anderson, who know the game well, were expected daily. There were hopes of even seeing Oscar Askegaard again in school. In addition, Hetherington, who has played with elementary school teams, Ronningen, Tungseth, Butler, Pomeroy and Tillotson came out regularly for practice, and George Comstock trained with the squad until he left for the East. Fuqua, Gaare, Sylvester Johnson and little Henderson got into the scrimmage on occasions. In point of material, then, the team was never better off.

While some drawbacks have arisen, the team is still making solid progress. H. E. Johnson and Oscar Askegaard have not returned, and Oscar Anderson left for a professional school in Chicago soon after his arrival. Wayne May, who seems fated to be barred forever from football, early hurt his ankle, and is out of the game for the season. In the new coach, however, the boys found an element of strength to overbalance these discouragements.

\* \* \* \* \*

Up to the eleventh of October, the team had played but two games. The game with the Moorhead high school resulted in a score of 11 to 0 in the Normal's favor. The halves were short and the play ragged and slow. The game with the University of North Dakota is briefly summed up in the following excerpts from the Grand Forks Herald, copied from the Fargo Forum of October sixth:

The boys from Moorhead arrived yesterday

morning with Coach Ap Roberts and Professor Stanford. During the morning they visited the university and were shown about the campus and buildings.

The game was called at 4 o'clock, the first half being twenty-five minutes and the second fifteen.

While the score, 43 to 0, is quite large, and indicates at first that the North Dakota men were much superior to the Moorhead men, yet the comparative strength of the teams should not be measured by the score.

The Moorhead boys were forced to leave Moorhead quite early yesterday morning, and as a result of this and several other things were somewhat out of humor and were not able to play their usual game. They are capable of putting up a much stronger game than they did. However, they did some very good work at times yesterday, especially at breaking through the interference and blocking plays.

The boys are a very gentlemanly lot of fellows, and play a good clean game. They have not been in training for any great length of time, and it is perhaps fortunate for the U. that they have not, because with longer training they would in all probability not have allowed the score they did.

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