



1-1903

## The Normal Red Letter, volume 4, number 4, January (1903)

Moorhead Normal School

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# The Normal Red Letter

VOLUME IV.

State Normal School, Moorhead, Minnesota, January, 1903.

No. 4

## CHRONOLOGICAL SUMMARY OF EVENTS IN THE LIFE OF WILLIAM

### F. PHELPS.

1822. Born at Auburn, New York, February 15. Early educational advantages (?) obtained in the defective rural schools of that period. Deplorable!

1828 to 1830. Learned alphabet and elements of spelling by the usual mechanical methods then universally prevalent.

1831-1832. Went to school *kept* by one Hopkins, and was punished the first half day for whispering. Hopkins was in turn subsequently punished in attempting to remove a heavy stone inkstand from hot stove by lifting it by the cork, forcing hot steam and black ink in his face and spoiling a ruffled shirt bosom. I was glad!

1833 to 1836. Attended country schools, becoming more stupid and indifferent day by day and month by month.

1836-1837. Was sent to Auburn Academy, whose chief occupation seemed to be preparing for school exhibitions at 25 cents each.

1837-1838. Attended Auburn high school, a private institution taught by intelligent teachers from New England, whose attractive methods, including use of blackboards, apparatus, etc., first awakened interest and enthusiasm in study. But they broke down in health and gave up the struggle against stupidity in two years.

1840-1841. Taught country schools in winter and attended reorganized Academy in summer in "Teachers' Class." Taught Auburn Public School with 60 pupils and no assistant. It was a desperate effort.

1844. Appointed by Board of Supervisors of Cayuga County to the State Normal School at Albany as a state student under David P. Page, December 15.

1845. Took charge of the Training Department or "Experimental School," the first of the kind in the United States, continuing in the position seven years. Observation and critic teaching were prominent features.

1852. Received degree of A. M. at Union College, Schenectady, N. Y., from Rev. Dr. Nott. Elected member of Phi Beta Kappa Society of that institution. Charles Sumner was orator of the day.

1852 to 1854. Traveling for health, and in business pursuits. Married to Caroline C. Livingston, who is still living. One daughter living and well.

1855. Elected Principal New Jersey State Normal School, Trenton, remaining until 1864. Invited to Oswego and made Chairman of Committee of Educators from different states to report on methods introduced from Home and Colonial Training School near London by Miss Jones.

1856. Elected President American Normal School Association and was re-elected for five successive years.

1857. Elected member of the American Whig Society, Princeton College.

1864. Elected Principal State Normal School Minnesota, at Winona, after it had been suspended two years. Reorganized and conducted it for twelve years.

1864-1876. It was during this interval and in this institution that what is designated the "new education," founded upon Pestalozzian principles, object teaching, industrial drawing, and the revolutionary methods involved in the establishment of laboratories, learning by doing, etc., were first introduced into Minnesota and the Northwestern States. These ideas were transplanted here from the Oswego Training School, whose reformatory methods were caught up by similar institutions and through them overspread the whole country raising the standard of education and giving

this great cause an impetus beyond all former precedent.

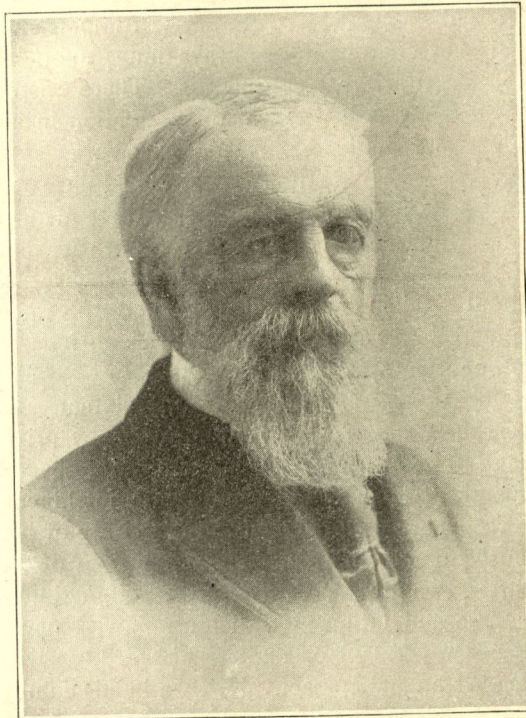
1873. Participated by special invitation in the expedition of the Corps of Engineers of the Northern Pacific Railway, escorted by nearly 2,000 men, of both branches of the service, including the famous Seventh Cavalry, commanded by General George A. Custer, two years subsequently massacred at the battle of the Little Big Horn. The engineers were led by General Thomas L. Rosser, formerly of the Confederate Army.

1875. Elected President N. E. A. at Minneapolis and presided at the meeting in Baltimore in 1876. Delivered Centennial address.

1876. Elected Vice President of the first international conference of educators ever held and presided at the meetings two days at the Pavilion on the Centennial grounds, in the absence of the President, Sir Redmond Barry, of Australia.

1876. Elected President of the Wisconsin State Normal School at Whitewater—two years.

1879. Elected Superintendent of Public Schools at Winona, Minn., and occupied the position two terms of two years each with an interval of two years.



HON. W. F. PHELPS.

1880. Elected Secretary of the Board of Trade at Winona, serving nearly seven years.

1886. Elected Secretary of the Chamber of Commerce of St. Paul, serving one year.

1887. Elected Secretary of the Duluth Chamber of Commerce and served in that position more than three years.

1887. Under instructions from this Chamber entered into correspondence with the leading commercial bodies and transportation companies of the United States in behalf of the enlargement of the locks at Soo Canal.

1887. July 17. As a result of this correspondence, a commercial convention was called at the Soo to take into consideration the critical condition of affairs there in the danger or a blockade of vessels owing to the incapacity of the locks to pass them as fast as required by the enormous tonnage seeking the markets of the world. Was temporary chairman and permanent secretary of the convention.

The convention was a notable success in numbers, in the character and standing of its delegates and in the measures adopted for expediting the construction of the largest lock in the world, passing vessels to and fro between Lake Superior and the lower lakes, the

difference in elevation being 18 feet and 1 inch. Since the completion of this lock the tonnage passing back and forth has quadrupled and a still larger lock is now demanded. Does more business than the Suez Canal by millions of tons annually.

1888-1889. Was sent to Washington several times to urge prompt and liberal action by Congress. Appeared before commerce committees of the two Houses, and many millions of dollars were appropriated, the lock was rapidly completed and the pressure was relieved on the plan of "continuous contracts."

1890. Appointed Secretary of the St. Paul Business Men's Union, serving nearly three years.

1896. Designated by Governor Clough as director on the State Normal School Board for a term of four years.

1900. Reappointed by Governor Van Sant for a second term. Has had supervision of plans, erection and equipment of the State Normal School at Duluth, this being the fifth now in operation and supported by the State of Minnesota for the training of teachers.

1903. Eighty-one years of age, February 15. No physical or mental ailments so far as I am informed.

## RECOLLECTIONS OF DAVID P. PAGE.

BY HON. WILLIAM F. PHELPS.

The New York State Normal School at Albany was the fourth school for the training of teachers established in the United States, Massachusetts having previously organized three. What was originally the Normal School is now the State Normal College, and is the first bearing that title created by state authority in this country. Mr. Page, the first principal, was called to the principalship in December, 1844, and my first interview with him occurred on the evening preceding the opening of the term. It was at the residence of the Hon. Francis Dwight who was Secretary of the Executive Committee having the immediate supervision of the school under the authority conferred by the Regents of the University of the State.

I can hardly realize that 58 years have elapsed since my first meeting with this fascinating man. He had recently arrived at Albany from his modest home at Newburyport, Mass., where he had served as principal of its high school for many years. He was in consultation with Secretary Dwight for the first time preparatory to the assumption of his new duties.

On the train between Auburn, my home, and Albany, there were others on the way to enter the Normal School, and I "struck up" an acquaintance with two young men whom I suspected were to become my schoolmates, and the suspicion proved to be true. Arriving after a tedious trip which in those times consumed the whole of one day and part of another, we agreed to stop at the same hotel, and together call in the evening upon our future preceptor. One of my companions, (by name, E. Dawson Granger, cousin of Gordon Granger,) was from the county of Wayne. He subsequently graduated at West Point, and became General Gordon Granger of Civil War fame. The other was Chauncey L. Williams who afterwards emigrated to Wisconsin, and became one of the most prominent and suc-

cessful business men of Madison. During the evening, we wended our way to the residence of Mr. Dwight, where we were introduced to Mr. Page, and had an experience of "love at first sight." Tall, erect, broad shouldered, and symmetrical in figure, he was the very impersonation of true dignity and manly beauty. His face and features seemed "sicklied o'er with the pale cast of thought." He had a clear and penetrating eye, thin lips, a melodious voice, and his countenance lighted up with a benevolent soul-winning smile. Thus he presented an ensemble that captivated every heart. Our interview was brief, but exceedingly pleasant. The formalities of meeting being disposed of, the immediate business before us was considered. Regulations of the school, the studies at first to be entered upon, our boarding places, and other domestic matters were briefly talked over, and we returned to our hotel most favorably impressed with our evening call.

On the morning of the next day, we proceeded to the assembly room of the Normal School, which was in the second story of an abandoned railway station in the upper part of State Street, and only one block from the old capitol building, long since demolished to give place to a new structure that has cost the "Empire State" in round numbers nearly or quite \$25,000,000. It is the most costly and imposing building of the kind in the United States, excepting the national capitol at Washington.

There were assembled in this improvised school room the members of the Executive Committee, composed of the Hon. Samuel Young, Secretary of State and Superintendent of Common Schools, ex officio a member of the Committee, Hon. Gideon Hawley who was the first state superintendent after the adoption of the common school system, the Hon. Francis Dwight before mentioned, Rev. Dr. Alonzo Potter, afterward Bishop of Pennsylvania, the Rev. Dr. William H. Campbell, subsequently President of Rutgers College at New Brunswick, N. J., and last but not least, principal-elect Page, the latter of whom recognized his three callers of the previous evening, addressing us courteously by our respective names. And here it may be stated that Mr. Page had a remarkable facility for remembering the names of his pupils. It was noticed that within a week or so after the opening of a term with 100 or more new students he was able readily to designate each of the new comers by their Christian names as Mr. A., Miss B., etc.

The exercises of this the first day were opened by a most able and scholarly address by Colonel Young, at that time one of the most prominent statesmen of New York, who left an abiding impression upon the history of the state, and especially upon its school system.

There were not more than twenty or twenty-five students present upon this eventful morning, and but a few citizens of Albany manifested sufficient interest in the new institution to be present. It was, however, a modest beginning of a movement of vast significance to the future well being and prosperity of the state, and indirectly to the whole country.

The address having been completed, a few notices touching the operations of the school, its regulations, hours of opening and closing, and the like, the citizens retired, and Mr. Page, after a few words of greeting, proposed a

reading exercise, which was really the first step toward an examination of the class before him. This proved to be a revelation to the members of the small student body in attendance. Books had been forethoughtfully provided, and different persons were called upon to give their idea of the scope and meaning of various passages with a view to determining the degree of intelligence displayed in the rendering. This process having been continued for some time, the surprise came when the master himself, by way of contrast and suggestion, gave an occasional interpretation of extracts from standard authors, which astonished and electrified his hearers, and gave them new ideas of the resources of mind emotion and expression involved in the literature of our best writers. With a wonderfully melodious voice, distinct articulation, a perfect grasp of the thought, and the power to modulate the tones to suit every changing phase of the subject, his elocution was captivating in the extreme, and its effect upon the style of his pupils was magnetic and impressive beyond description. Everybody sought to imitate Mr. Page.

Mr. Page was indeed a model teacher and a model man. He possessed the rare gift of impressing his pupils and hearers, whether as lecturer or teacher, with the feeling that what he had to say was of the highest importance. His hearers therefore always hung upon his words with breathless interest. There was no such thing as listlessness or inattention in his classes or audiences. Hence his words were not wasted. Attention was attracted not compelled by his clear statements, earnest manner and winsome ways. As a class teacher, he was the ideal of excellence and efficiency, and in all his doings he challenged the respect and affectionate regard of all with whom he was brought into association.

The domestic life of this model man and teacher was perfect. It was my happy privilege to be a member of his family for several months. He had a charming wife, intelligent, affectionate, and devoted to the welfare of her husband and children. There were four of the latter, two girls and two boys. In all my intercourse and intimacy with the family, I never heard a petulant or unpleasant word, or witnessed an unkind act. Neither in his family nor in his school life did I ever hear or learn of any display of temper or the first indications of unkindly feeling by this noble, self-poised, remarkable man. The mainspring and inspiration of all his words and works was love, love for the child, love for mankind, love and reverence for his profession and love of God.

The limits necessarily assigned to these recollections will not permit the enumeration of a multitude of incidents illustrative of the character and labors of this good man and great teacher.

The first term of twelve weeks opened with less than twenty-five pupils, and closed with nearly a hundred. So marked and favorable, however, was the impression made during this short space of time, that at the beginning of the second term in the spring of 1845 the number of students increased to nearly two hundred.

It was upon the earnest recommendation of Horace Mann that Mr. Page was selected to lead the Normal School movement in New York, and he entered upon the discharge of his duties at Albany on the 15th of December,

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1844. On his way to his new field he made a parting call upon Mr. Mann in Boston, who gave him the heroic parting injunction "Succeed or die." He did both. The cardinal doctrines of his creed were embraced in the conviction, first, that the spirit of the teacher must be elevated and inspired above all sordid and mercenary aims to a profound reverence for the human soul, and an undying love for his noble calling; second, that only in the most thorough, careful and comprehensive special preparation for his profession can he find any warrant or hope of real success; that to this end teachers' seminaries properly organized, equipped and conducted must afford the best guaranty of the ultimate success of our common schools and of a suitable preparation of the people of a free republic for the great duties of citizenship.

The impressive lessons of such a life seem too evident to require distinct specification. They are so clear that they may be known and read of all men. A noble resolve, followed by heroic and persistent endeavor; loftiness of aim; self reliance; a high ideal of professional responsibility; a deep reverence for the human soul, an unwavering confidence in its possibilities for intellectual and moral elevation; clear and positive views of the means and ends of education; a conviction of the absolute necessity of self culture,—he who would teach worthily and efficiently must himself be a profound and earnest student; he must be a close observer of the phenomena of child life, and adapt himself to its varying needs; he must master the principles that underlie his work and seek to exemplify them in every act of his professional life. To "succeed or die" is the highest of human resolves. To do both worthily in the line of duty is to earn a martyr's crown.

#### SINCERITY.

BY EDWIN T. REED.

It is the limpid light that lies  
Pellucid in an infant's eyes,  
The light of purity, of truth,  
Transcendent in unconscious youth.  
Transcendent!—like a rooted tree  
It towers in its integrity!

Sincerity: its essence falls  
Like water out of crystal walls;  
Resistless;—in its fluid shock  
Convincing as the founded rock.  
Resistless, and yet flowing free  
In unobserved docility  
Through reeling rift and crannies rude,  
Unwavering in rectitude.



It is the fair and awful flame  
That smites across the eyes of shame;  
The stilly, incandescent spark  
That drives delusion from the dark,  
That hurls before it in affright  
The hurrying harpies of the night,  
And softly, in a sorry place,  
Lifts up a white, redeeming face.

Sincerity! It is the glow  
That martyr-hearts of heroes know,  
That rudely shaken, reddens still,  
Against abusive blasts of ill;  
The glow that thrilled Joan of Arc  
To flash the beacon through the dark,  
To wake with hope the wailing hour  
And arm her innocence with power;  
That wrapped her in celestial zeal—  
Flame-sent to win the nation's weal—  
And flung her "voices," still and small,  
Clear-ringing through the ears of all!

O fettered race, we shall be free  
When men have learned sincerity.

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Supt. J. K. McBroom, the young man who presides over the destinies of the schools at Elgin, Minn., read a paper before the Minnesota Educational Association. The subject of the paper was "How to Save the Teacher."

One of the most notable addresses given at the recent meeting of the state association was that delivered by Prof. Payne, of Carleton College, before the college section. The major part of the address will appear in the next issue of the Red Letter.

The government of Chile will increase its appropriation for educational purposes for the coming year from two and one-half million dollars, the amount expended last year, to four million dollars. This will be an expenditure of over a dollar and a quarter for every inhabitant of the country, not a bad showing for our backward South American cousin.

It seems that some of our Filipino wards are still more thirsty for American blood than for American education. On October thirty-first, D. C. Montgomery, formerly a Presbyterian minister in Nebraska, while on his way to assume the duties of the superintendency of schools in Central Negros, was murdered, mutilated and robbed by a band of six Ladrões. Other teachers have been murdered in the islands, but this is the first instance of interference with an American teacher while in the discharge of duty.

Over one-fourth of its total revenues is being devoted to the cause of public education by the insular government of Porto Rico. It is evident that the principle so dear to the heart of every true American that "the success of a democratic government depends upon the intelligence of the people" is believed to be as true of our newly adopted wards as of native born citizens. Certainly no more effective steps could be taken toward the civilization and intellectual and moral emancipation of the islanders. Sanitation and education will ever be the advance guards of American progress.

A plan recently set on foot in Chicago promises to go a great way toward solving the perplexing problem of keeping teachers already in the service in a condition of perennial growth. A series of Normal Extension courses has been established under the direction of teachers in the city Normal School, open to teachers of the city schools. About 1,000 of the teachers have already availed themselves of this opportunity for extended growth and are pursuing regular studies under direction of competent specialists. Many teachers would regard such a suggestion as an attempt to increase their professional burdens; but the alert, conscientious teacher will see in it rather an unusual opportunity for self development and for increasing the range of his possibilities.

A pathetic evidence of the inefficiency of our public schools, or of the pathology of our social and economic life, or of both, is to be noted in the almost daily announcements of our metropolitan papers of the great numbers of children of school age who are applying for permission to leave school to go to work. Investigations show that in most cases the requests are not due to the need for earning money for self-support, but rather to a preference for manual labor over school work. This is a most conclusive proof that the public schools are not offering the young people what they most need or desire. Perhaps a more general introduction of industrial work will help to solve the problem.

On the much discussed question of shortening the college requirements for bachelor of arts, President Schurman of Cornell University recently expressed himself as follows:

"It has been suggested that the A. B. course should be reduced not only from four years to three, but from four years to two, so that students of law and medicine might at the end of their sophomore year as A. B.'s enter upon the study of law and medicine in professional schools which close their doors to all but A. B.'s. And the deans of professional schools have suggested that it was possible for students in the academic departments of their universities to cover the present four years' course in two years. Nothing could be more fallacious. Liberal culture cannot be forced. It is very strange that educators themselves should be guilty of the capital crime of supposing that the process of education could be hastened at railroad speed."

There is good reason for believing that England is about to adopt a modern decimal system of weights and measures instead of the cumbersome and trying system so long in use. At least 290 members of the present parliament are pledged to support such a bill and hope is entertained that vigorous recommendations of numerous city, town and county councils, chambers of commerce, school boards, labor unions, and scientific and other societies will convert a sufficient number of other members to adopt the metric system. But the adoption of a metric system of weights and measures would leave England still with her antiquated monetary system which is certainly as much in need of revision as any other.

It is very much to be desired that the United States may not be outdone in this matter by her conservative parent. We made a good start, in the very beginning, in the adoption of a decimal currency, but have gone no farther. For years scientists have urged upon us the great advantages of a universal metric system, but the inertia of the popular mind, and the disagreeableness of breaking old habits and forming new ones have prevented the adoption of their recommendation. England's acceptance of such a system would, no doubt, greatly hasten our own favorable action.

An event full of meaning to trainers of teachers, and to the educational public generally, is the resignation of Lewis H. Jones, for the past eight years superintendent of the public schools of Cleveland, to accept the presidency of the State Normal College at Ypsilanti, Mich. Mr. Jones has had most remarkable success as a superintendent both at Cleveland and Indianapolis, and at the latter

place built up a system of schools that is renowned at home and abroad. He is one of the strongest of the many able school men trained by the late Dr. E. A. Sheldon in his famous normal school at Oswego, N. Y., and therefore brings to his new position not only unusual native ability and valuable practical experience, but in addition a special course of training in normal school work under one of the most inspiring educators of teachers that our country has produced. The Michigan Normal College is a college in the strictest sense of the word. It already occupies a high place in the esteem of the educators of the country, and will therefore provide an excellent field for the exercise of the unusual powers and personality which Mr. Jones possesses. We bespeak for him a career second to none of his predecessors in the presidency of the college.

### M. E. A. AFTERMATH.

Dr. David Star Jordan: "Above and below and including all the other requirements which the twentieth century is going to demand of the men who are to do its work is sobriety. Not that the number of those who are not sober will be much decreased, but the number of places open to them will become more and more limited. Vice is an injury inflicted on ourselves by ourselves, an endeavor to make our brain record false impressions and cheat us into false enjoyment, and as the mind of man loses its accuracy of impression so far does the man lose in his value for doing the work of the world. The final word of advice that I could give any young man is so to live that he can be in the future what he ought to be."

Supt. J. A. Tormey: "The trouble is people feel that the teachers need only knowledge. This is not the case. It is a profession, and professional training is needed. The salvation of the teachers is pedagogy. It is better to have no school than one taught by a callow youth without professional training for teaching. Professional reading is right, summer schools are right. Such things are an inspiration, and an antidote for worry. They give the teacher a better conception of his work and how to do it."

Supt. J. A. Vandyke: "Under the present system of education it takes the average student twenty years to qualify himself for his life's work. This is altogether too long a period. There is waste of time somewhere. The student spends eight years in the graded school, four in the high school, four in the university and four in the professional institution. The work ought to be systematized so that the entire work could be accomplished in sixteen years. The transition from the graded school to the high school is too abrupt. The pupil finishes a long course in arithmetic only to find that on reaching the higher institution he knows absolutely nothing about algebra. Could not some of the algebraic lessons be taught in the graded school?"

Miss Margaret Evans: "Co-education promotes happy marriages. The commingling of the sexes in school life places both on a more sensible basis. The halo of romance is removed and the boys and girls come to see each other in the true light. Consequently choice of husband and wife is more intelligently made. The time of the fainting, sorrowing, screaming and deceitful woman has passed, and co-education is largely the reason. Woman's sphere has broadened. She is more intelligent, more independent, more like a man. On the other hand, the young woman gives the young man purity of thought, love of the beautiful and refining tendencies."

Miss Katherine I. Hutchinson: "The true life of woman is better developed, especially during the formative years, through association with the members of her own sex. There

is a certain restraint in the class-room, where both sexes are present. The young woman by contact with men absorbs the spirit of commercialism and learns to care only for success and popular approval, whereas the true mission is to develop the more feminine graces of love, duty, patience and feeling. By an over-intellectual development woman's energy is diverted away from her true sphere. Woman thus becomes imitative rather than inventive. Originality can be developed only where the woman is not restrained or embarrassed by the presence of men."

The St. Paul Dispatch: "The office of county superintendent should be made appointive and limited to holders of either normal school diplomas or those of some school of pedagogy. The county superintendent should have powers co-ordinate with his duties. He should direct the body of teachers as heads of departments, direct their subordinates, assigning them to districts as his best judgment of their fitness and the district's needs require. Appeal should lie from his decisions to the state superintendent, and he should really, instead of hypothetically, superintend the superintendents. The same policy needs to be applied to the administrative features of the school system that the state has applied to the charitable and corrective institutions—concentration of authority."

Supt. Freeman, of Blue Earth County: "The country districts do not need state aid so much as the city schools do. In the country the average school tax is 3 or 4 mills, while in the cities it is often 15 or 16. If people in the country could be educated up to taxing themselves for school purposes without making a mighty roar about it, matters would be much improved."

Hon. John Lind: "The newer education is defective in that it does not develop a man's moral nature so much as his physical and intellectual nature. The education of the past fifty years is undoubtedly to blame for this. It has stirred up selfishness, and led to physical progress such as the world has never seen before, but this must not be allowed to run away with society and kill what is best and what must survive. The need of to-day is to teach people what is morally right."

"The old-fashioned school before so much attention was paid to science, and when the catechism and moral maxims were studied, gave a moral training that is now lacking."

NEWS COMMENT.

The members of Wheeler Hall surprised Miss Eaton at Christmas time by presenting her with a handsome piece of Tiffany Favre glass.

\* \* \* \* \*

Those grave seeyors of Nineteen Three  
Have donned their pins, you see, you see;  
They wear them on their coat lapels  
And think they are the swells, the swells!  
"F."

\* \* \* \* \*

A reading teacher in the training department had been describing a mountain to a pupil. "Now," said she, "can you suppose that this radiator beside you is a mountain?" "Yes, it is a hot one," came the prompt response.

\* \* \* \* \*

The young ladies of the school met in the study room to take steps preliminary to gymnasium work which will begin after the holidays. All members were requested to provide themselves with gymnasium suits. With Miss Osden in charge the exercises will be conducted in room 39 until the new building is completed.

\* \* \* \* \*

On the evening of December seventeenth the Juniors took advantage of what little snow

and moonlight there was and had a sleighing party. It was a very secret affair, not even the girls at the hall getting an inkling of the excursion until they heard the yells outside. The ride covered the principal streets of Moorhead and Fargo, and gave astonishing evidence of the capacity of the Juniors for concerted cheering.

\* \* \* \* \*

The English literature class met at the home of President Weld Thursday evening, December eighteenth to enjoy a series of stereopticon views embodying Dore's illustrations of the striking scenes in Milton's Paradise Lost. Mr. Stanford operated the machine throwing upon the screen the pictures for which President Weld read extracts from the poem. In this way the great epic was made more real and vivid, and its impression deepened. The students found the entertainment one of unusual profit and enjoyment.

\* \* \* \* \*

Rumor has it that a certain young gentleman who has hitherto worked humbly in our midst has suddenly blossomed into a state of vast distinction through a literary masterpiece which he has dedicated to the members of his table at Wheeler Hall. The circulation of the booklet is limited to the "round table" and its chapters are written in confidence to its members. And since these members are exclusively girls, his secret, of course, is safe! In the meanwhile, the whole table is as puffed up as a balloon.

\* \* \* \* \*

On Saturday evening, December twentieth the Owls met in solemn session and initiated Wallace Butler into the mysteries of the "hooting circle," instructing him in the weighty meditations of the order, the mystic wink and the mellifluous serenades. The latter part of the evening was spent in the customary manner—a "feed" interspersed with those vocal manifestations that have made the Owls nocturnally famous—dolorous chants, ear-piercing yells and honey-dripping melodies.

\* \* \* \* \*

The Augustine and Livingston societies held a joint meeting in room 39 December fifteenth, R. A. Hill presiding. The Normal orchestra made its first appearance and received a hearty encore, to which it happily responded. Julius Skaug, Augustine, in a facetious vein gave a complimentary talk on the Livingstonians, and Hannah Boe, Livingston, continued the levity by reading an elaborately humorous paper on the Augustinians. A humorous recitation in Negro dialect was effectively rendered by Ella Staples. The orchestra gave another selection after which the president announced the question for debate: Resolved, "That the time has now come when the policy of protection should be abandoned by the United States." Herman Anderson and Caroline Nelson argued the affirmative and Clarence Natwick and Alice Hendrixson, the negative. The judges, Amer Mathison, Leslie Fuqua, and Alta Kimber, gave a unanimous decision for the affirmative.

PERSONALS.

Miss Rena Wright is teaching near Averill. Anna Denison is teaching near Enderlin, N. D.

Miss Hannah Jones is again attending the Normal.

Dot Connell was called home by the illness of her father Dec. 11.

Ida Landblom who has been ill at St. Johns hospital is now in school again.

Miss Lake of Fergus spent several days visiting friends at Wheeler Hall.

Eva Chesley '00, spent Sunday, Dec. 14, with Mabel Hannay, at Wheeler Hall.

Charles Butler of Pine City spent a few days with his brother Wallace during the first week of the month.

Miss Mears gave a party for the seventh and eighth grades on Thursday evening, December 18th, at Wheeler Hall.

Althea Boen, whose work was interrupted for several weeks on account of illness resumed her duties at the beginning of the winter term.

CHRONICLE.

Dec. 2.—Winter term begins; many new students enter.

Dec. 3.—A joint meeting of literary societies to arrange for debate with Mankato Normal.

Dec. 6.—Mrs. Anderson of Moorhead, and Miss Johnson of Cannon Falls visit classes.—Thirty-nine new students have registered for the winter term.—Ruby Moran greets friends and classmates in the afternoon.—Meeting of Junior class.—Owl meeting in the evening.

Dec. 7.—New cabinet placed in main office.—President Weld lectures at N. D. A. C. on "Possibilities in American Literature."

Dec. 10.—Town meeting in civics class.—Miss Leonard sings at Fargo College for athletic-benefit concert.

Dec. 11.—Announcement of Christmas vacation.—President Weld goes to St. Paul.—Drawing for membership in literary societies.—Miss Eaton has charge of English literature class.—Chemistry class produces phosphine in undesirable quantities.

Dec. 12.—Mr. Ballard acts as judge in Crookston-East Grand Forks debate.—President Weld speaks at dedication of new high school building at Thief River Falls.

Dec. 13.—President Weld returns.—Party at Wheeler Hall in the evening.

Dec. 14.—Miss Jessie Comstock, and Mrs. True and Miss True of Fargo, visit with members of faculty at Wheeler Hall.

Dec. 15.—Joint meeting of two literary societies in room 39.—County Superintendent Turner in school.—Thora Hagen and Julius Skaug designated members of Red Letter board by Augustine society.

Dec. 16.—Meeting of young men in study room to arrange for gymnasium work after the holidays.—Junior class meets.

Dec. 17.—Livingston society holds special meeting in room 23 and selects Elizabeth Lincoln and Lewis Larson members of Red Letter board.—Meeting of young ladies in room 39 to make preliminary arrangements for gymnasium work.—Junior sleigh ride party in the evening.

Dec. 18.—English literature class meets at the home of President Weld.—Miss Leonard reads paper on "Voice Culture" at Fargo high school musicale.—Seniors wear their class pins.—Faculty meeting.—Miss Mears gives a party to seventh and eighth grades.—"Landmarks" appear at Wheeler Hall.

Dec. 19.—Geo. Comstock visits.—Students leave for home.

Dec. 20 to Jan. 6.—"Merry Christmas and a Happy New Year."

## THE PSEUDO AURORA.

BY J. PAUL GOODE, PH. D., UNIVERSITY OF PENN., PHILADELPHIA.

Dwellers in our northwestern cities may see from time to time, in winter nights, a strange phenomenon, unknown to eastern and southern regions. With the temperature below the freezing point and with a dry air and little or no wind, there may be seen sometimes, a strange shaft of white light standing vertically over the arc lamp in the city street, or less conspicuously over any other source of light. With the shaft of white light standing over each street lamp, the view of the town from a little distance shows the sky streaked and barred with vertical shafts of light, often as brilliant as the most conspicuous aurora or northern lights. When seen with the observer looking north, they might easily, on occasions, be mistaken for the northern lights, but the shafts are to be seen over the light, look at it from whatever point we may. Not only this, careful observation will show that the shaft of light is continued beneath the arc. It makes no difference how the lamp is mounted; whether open at top or bottom or closed. In fact, one may see the shaft standing above the light of a kerosene lamp shining through the window of a house, and a bright star or planet or even the moon will be accompanied by this strange shaft. With the arc light the streaks are white and with a kerosene lamp or the moon, they are yellow, that is, the color of the light is reproduced in the shaft of light.

It will be noticed that the phenomenon is most conspicuous and most beautiful on evenings with the temperature down about zero and with the air almost still, and careful observers may note that the evening upon which the appearance is seen is one in which an anticyclone is approaching from the west, a time of increasing cold and of rising barometer with winds becoming northerly.

It will also be noticed that the shafts are sharpest and most distinct when the air is stillest, and that if the air be moving very gently, the shaft begins to be wider and more diffuse, and if the moving air attain the velocity of a moderate breeze, the shaft appearance is so widely spread and so much diffused as to be lost.

This phenomenon has several times been described. It has been written up in mere description in the Monthly Weather Review and one or two other meteorological publications. Explanations have been attempted, one, for example, by the late Professor Hazen, who attributed it to the action of light on the air filled with snow or rain, in which a shadow stands over the lamp made conspicuous by the illumination of the snow or fog about it; but this, as will be seen, is precisely what the phenomenon is not.

It was my good fortune some years ago to solve the problem of this phenomenon, and the solution was published in the Bulletin of the Minnesota Academy of Science and also in the periodical "Science."

The solution is simply: That on a night with the conditions as above stated, very minute snow crystals are forming in the air and their shape is that of tiny hexagonal plates, very thin and very smooth on their surfaces. These plates, floating down through the air, behave precisely like broad leaves floating down on still air from autumn trees, that is, the motion is edgewise with rapid

descent for an instant, but always turning about so that the position of the plate or leaf is approximately horizontal, and in this position of approximate horizontality, the leaf or plate remains the most of the time of its descent. Now the light from the lamp shining upward strikes the bottom of a horizontal crystal and is reflected as from a mirror in the vertical plane to the eye of the observer and the observer sees the source of light in the straight line from his eye to the crystal

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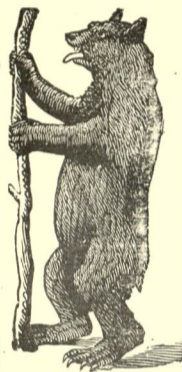
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and at a distance equal to the distance the light has traveled from the lamp to the eye. Thus it will be seen that only the crystals in the vertical plane, passing between the eye and the lamp, can reflect the light into the eye, and each crystal so placed at a different altitude, gives the eye its light, so locating its image in a position vertically over the lamp. Horizontal crystals in every other plane, except the vertical plane between the lamp and the eye, will reflect the light but in another direction. So if the light is above the ground and shines down on the top of a horizontal crystal, it will be reflected upward to the eye, and the eye will see the point of light below the lamp exactly as we see the reflection of a tree below the surface of a pond. Thus a street lamp will have a shaft of light above it and below it.

The habit of the leaf or the thin crystal to float in a position approximately horizontal, is due to the fact that the one force acting upon it is gravitation, acting toward the center of the earth. Now if another force, that of the wind, be moving the crystal horizontally, this force will make a composition with gravitation and the resultant will be the same as a single force acting not vertically, but diagonally, obeying both the wind and gravitation. Thus it will be seen that a slight wind changes the average position of crystals from a horizontal one to an inclined position. In such case the crystals fall more rapidly and are not in a position to cause the phenomenon, and the stronger the wind, the more the plates are inclined from their horizontal position and hence the fewer there are in the horizontal position to reflect the light to the eye. It is for this reason that the shaft becomes diffuse as the wind rises and disappears when the wind has acquired a velocity of five or six miles an hour.

Now let it be noted that this phenomenon is only seen with the temperature below the freezing point, with the air filled with fine crystal plates of ice and with the air almost still.

I was not able, while in the northwest, to supply myself with photographs of this phenomenon, and so far as known, it has never been photographed. I am very anxious, however, to secure a photograph and wish to enlist the interest of amateur photographers and people interested in the phenomenon and have many photographs made, if possible, in the Red River Valley the coming season. I shall be very glad in writing up this phenomenon for publication in a scientific periodical, to make use of any photograph that may be obtained this winter and to give due credit to the fortunate photographer who may be so successful as to fix the phenomenon upon a plate.

Let me suggest that in taking the photograph the composition will be worth most when it shows several shafts of light from street arc lamps, the lamps being widely distributed as to their distance from the camera. One lamp at least should be rather close to the camera, say half a block away, and others as remotely as may be. The light, although it seems very bright to the eye, will not be found very actinic, and it is suggested that the camera be opened with its widest stop and an exposure of 30 minutes or even an hour be made. I should be very glad to hear from anyone who is successful in securing a photograph of this phenomenon.

# Swem

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