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**The Bulletin**  
**State Normal School**  
**Moorhead, Minn.**



# THE BULLETIN

STATE NORMAL SCHOOL, Moorhead, Minn.  
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VOLUME 14

AUGUST 1919

NUMBER 2

## THE COURSE IN PAGEANTRY.

By FLORA M. FRICK, M. A.

HEAD OF THE DEPARTMENT OF PHYSICAL EDUCATION.



FLORA M. FRICK, M. A.

While the interest in pageantry is a comparatively new thing in educational and dramatic circles in America, pageantry itself is very old. We note a love of it in the ceremonials of primitive people in many lands. Through these ceremonials, which take the form of pantomimes and dances, often explained by a story teller, the heroic deeds of the tribes or the feats of some prehistoric ancestor are relived and preserved for the younger generations. In Greece and Rome we find the pageant idea carried out in friezes as those of the *Parthenon* which picture ancient triumphal processions displaying spoils of war and symbols of mythological origin. In Europe the best examples

of pageantry are those wonderful pageants of the Christian church, embodied in part in the ancient ritual of the church, but carried even farther in the miracle plays. During the age of chivalry the reenactment of the stories of knights and heroes received an added stimulus because of the crusades. Oriental splendor was added to the stories and much of this ancient drama is brought down to us in the ritual of the Knight Templars and other fraternal orders.

It is from England, however, that the great interest in pageantry has come. In the fourteenth century we find that the word "pagyn" meant the page of a book, so that a "pagyn" or pageant was a recital of something written in a book, or in those days, a history. Then, because the first of these dramas were given upon a kind of scaffold or wagon the name came to be applied to the scaffold itself. It was the custom

for each of several guilds or other organizations to give one scene of a story. At first, the stories were the history of the world, beginning with the fall of the angels and continuing through the creation of Adam, the flood, and other events of Old Testament history. Each guild had its wagon. When a scene was finished the wagon moved on to the next stop and another one took its place. So it came that people began to call any procession with floats a pageant.

Today the term is used in many senses. Most accurately, a pageant is historical in its nature. Symbolic characters which belong rightly to the masque, are used in interludes and the object is to re-live the actual history of any locality, to rescue from oblivion the many delightful bits of history and legend which have often failed to be recorded and are handed down only by word of mouth.

The value of the pageant lies in the fact that it is the drama of the people. It reenacts the history of a community and the actors are the untrained people of that community. Its interest is often local, but it is an interest in a community project. There is no place in a pageant for individual "stars." As in no other form of community enterprise is there a place for everyone, but each is a part of a great whole. The pageant director who has assisted communities to gather and present material will tell you that he has been amazed and impressed at the way in which the little jealousies of a community have been forgotten, at the manner in which the small factions have learned to work together and at the way real American democracy, which gives every one an opportunity to do what he can do well, has grown out of one of these community pageants. People who had forgotten how to play have found a new joy in life, boys and girls who have never seemed to find a place in the ordinary school entertainment have found themselves and learned that they could do things which were worth while. The director will tell you of many instances where children have walked four or five miles to rehearsals and have found real pride in impersonating some ancestor who perhaps built the first bridge or drove the first ox cart.

While such productions are real folk festivals and are the product of the people we all know that folk activity must be directed, whether the community be a county, a village, or a school community. People are anxious to work together and to depict some of the interesting events in their own history, but no one person feels ready to begin and no one person feels that he has sufficient knowledge to carry through what seems so large a project. It is with this in mind that classes in pageantry are being organized in almost every school which trains teachers, for to the teacher so often falls the work of directing this type of project. The entire community is accustomed to look upon the teacher as one with authority and training for leadership. It is only fitting then, that the teacher, first of all through the school, shall restore to the people this

ancient form of self expression which awakens a love of community and a pride in what has been achieved as well as a desire for the future.

The class in pageantry began its work with some discussion of the value of the pageant and the festival for the school and of the proper relationship of festivals to school work in general. Such a festival is not an interruption to school work, but an outgrowth of the work in history, in geography, in literature, in language (for the parts must be written), and even in arithmetic, for the work of computing expenses, of making out bills in proper form, and of other business details are not forgotten. The work in music, in art, and in domestic science correlates well with festival work. Here we have the first principle of pageantry work, co-operation. The director must know how to work with others, tactfully and efficiently.

Model Thanksgiving and Christmas festivals are studied by the class and then each student tries his hand at outlining such a festival as seems best suited to the needs of some school in which he is interested. These are presented to the class and the class votes upon two or three for class production. The successful author works out the details, and, using the class as his material, demonstrates the working out of the program. Similar procedure covers May Day, Patriots' Day and such minor days as Mothers' Day, Flag Day, All Souls' Day, April Fools' and others. These later problems are made more difficult in that a number of people prepare the festival together, in that way learning the joint handling of festival material. Each festival produced is typewritten with whatever production notes the author may care to add. These finished festivals are filed in the school library for the use of future classes. Pictures, photographs and any suggestions for costume materials are furnished with the notes.

The big project of the class is the finished pageant produced for the public, using not only the members of the class but the pupils of the Model School and of the Reading classes and those in Playground Methods as well. The summer session at the Moorhead State Normal School witnessed the production of an historic pageant by Miss Nina B. Lamkin of Northwestern University. It is entitled, "America, Yesterday and Today." Because of the shortness of the session it seemed best not to attempt to finish up original material for production at that time.

In order that the class might have all the practice in the various lines of work connected with such a production each member served upon the special committee in which he was most interested. That all might have the greatest possible amount of experience, however, all committee reports were given in class. It so happened that the costume committee knew at all times what the cast committee was doing, and the publicity committee based its work upon that of the others.

As a preliminary exercise all material for the pageant was discussed in class and each episode put on by members of the class, so that the observation of final directing might be more practical. All material was taught to the various groups taking part in the pageant by members of the pageant class. All costumes were planned and handled by the class and all work connected with the production, whether it was selecting of grounds or making of posters and arranging for press notices, was in the hands of members of the class. The production was purposely made as elaborate as the short time allowed in order that as many details as possible might be covered. The material can be easily adapted for use in schools to which the class members go.

The pageant class is a laboratory and the methods employed are modern laboratory methods. We aim to learn by experiment and we looked upon the production of "America, Yesterday and Today" as the big experiment of the session. All press notices, photographs, program notes, and descriptions of costumes and materials used were assembled in a scrap book for the use of future classes. Because out-of-door productions entail special problems, this pageant was produced on the campus south of Comstock Hall. Every member of the class, in addition to serving on a special committee for the production, took some active part in the final performance.

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## AMERICA, YESTERDAY AND TODAY.

### A PAGEANT.

The pageant, "America, Yesterday and Today," given at the Normal School on July 30 at the close of the summer term, offered an excellent example of that function of pageantry which allows a community to stand apart and look at itself in relation to its advancing civilization. It is a chance for the whole community to find its parts symbolized and represented, to have its life intensified by art and thrown into relief against the background of everyday. In this pageant all activities of the local community found themselves having a place in this new development of the democratic art of America. From the earliest Indian life to the latest concept of New America all elements were represented.

The pageant opens in the woods, where, under the Spirit of Indian Days, the Indians gather for their corn dance and ceremonial in which the last of the harvest is brought as a sacrifice to the Great Spirit, to whom the Indians pray for help and guidance. Another Indian tribe appears, and there follows the laying of the peace pipe. Then, led by the Spirit of Indian Days, the tribes depart.

The second episode deals with the wilderness and the coming of the pioneers. The Spirit of the Wilderness, in a series of graceful dances, leads on the dancing groups of Wild Flowers, the Wild Roses, the Butterflies, the Wood Nymphs, the Bluebirds, and the Mist Maidens. After a shifting, intricate ensemble dance of these various groups, a distant sound is heard. They gather about the Spirit of the Wilderness and following her slowly retreat before the advancing pioneers, who close the second episode with a Virginia Reel.

The third episode is under the sway of the Spirit of Patriotism, on each side of whom stand the Spirit of Yesterday, represented by three members of the G. A. R., and the Spirit of Today, three veterans of the World War. Before them pass in review the interests of the community. First comes the Spirit of Little Moorhead, followed by the Little Moorhead interests, of country, town, school, and church. Then come the Spirit of State and Grown Moorhead. The interests of the latter, which next pass in review, include education, churches, community spirit, music, art, child welfare, Red Cross, and agriculture. Finally there enters the Spirit of New America. Before her dance the diverse national groups—French, Swedish, Italian, Norwegian, English—which have composed the Republic. Their dances blend, their flags are dropped, and all salute the Stars and Stripes, pledging their allegiance to it; and to make the circle complete the audience and cast join in singing the Star-Spangled Banner.

The community character of the performance was noticeable from the first, as instantly there sprang up between the cast and the audience a union which seemed to blend the two into one group, and to make the pageant something produced and shared far more than a formal drama ever is, by all the people of the community. That such a success was wrought much credit must be given to Miss Frick, who directed the pageant.

Those taking the principal and speaking parts were: The Spirit of Indian Days, Agnes Mulvey, Stephen; The Spirit of the Wilderness, Sula Bornman, Fargo; and The Spirit of Patriotism, Adeline Stevenson, Moorhead. Other special parts are: New America, Edna Enns, San Francisco; Minnesota, Margaret Collins, Minneapolis; Little Moorhead, Jack Awty, Fargo; Grown Moorhead, Lucy Sheffield, Moorhead; The Pioneer Man, Eleanor Dougherty, Minneapolis; and The Pioneer Woman, Mrs. Margaret Clay Marsh, Foxholm.

## COMMENCEMENT.

The Commencement Exercises at the end of the spring term were of especial significance this year, because the boys who fell in action were to have tribute paid them by the school. This was done on Sunday evening, June 1, when an impressive service was held in the auditorium. About forty of the boys who had returned were grouped in a semi-circle on the stage in front of the large service flag, before which two candles burned in honor of those killed in action, Adolph Anderson and Melvin E. Hearl. The address was given by Hon. W. I. Nolan, Speaker of the House of Representatives. It was a plea for a more sturdy Americanism, to be obtained by the exclusion and expulsion of undesirables and a new and greater devotion to the country. After the address the heart of the service was reached. In the lilac dusk of the stage before the service flag with its two gold stars and flickering candles, and with the forty soldiers standing at attention, President Weld read Theodosia Garrison's moving and commemorative poem, *In Domremy*. The service closed with the singing by the audience of the Soldier's Hymn. It is a difficult task for such a service perfectly to symbolize the deep emotions that must attend it; and for the perfect sincerity and dignity of the tribute rendered, all credit and the school's thanks must be given to those who planned it.

The mid-week events included a number of enjoyable features. The first of these was the annual recital given by the departments of Reading and Music. Miss Hayes appeared in Stewart Walker's "The Lady of the Weeping Willow Tree." From this delicate fantasy, Miss Hayes evoked all the quaint charm, sun-lit beauty, and dread that are latent in the play. It was not an easy feat to make so powerful an appeal with so fragile an instrument, but in this Miss Hayes succeeded perfectly. Mr. Preston, of the Department of Music, gave a varied selection which displayed well the colorful lyricism of his sure voice. On Thursday night came the Alumni Banquet, an account of which is given elsewhere in this Bulletin. Directly following this, the President's reception was held in the gymnasium, within whose beautifully decorated walls a large crowd gathered.

On Friday night the graduating exercises were held in the auditorium. The speaker of the evening was Dean William Earl Russell of the State University of Iowa, the subject of whose address was Bolshevism. Dean Russell was a member of a commission sent to Siberia in 1918. As a member of this commission, Dean Russell had an unusual opportunity for observing actual conditions in that harassed land. The result was a most interesting address. State Commissioner of Education, James M. McConnell, presented the diplomas and certificates to the class. The class numbered about one hundred. All of those graduating have secured excellent positions for next year, with salaries ranging from \$75 to \$110 a month, the average being around \$85.



## MID-SUMMER GRADUATION.



DR. L. C. LORD

A section of twenty-five students of the Class of 1919 was graduated on August 1, the exercises bringing to a close the largest and most successful summer session the school has known. Dr. L. C. Lord, President of the State Normal School, Charleston, Illinois, gave the address, and Mr. Leslie Welter, Resident Director, presented the diplomas. Dr. Lord was the first president of the Moorhead Normal School, and the man responsible more than any other for the successful early administration of the school. When Dr. Lord first took charge of the school there were only between thirty and forty students in attendance. He returned to find the school grown to six large buildings and to an enroll-

ment for a school year of nearly 1,000 students.

The subject of Dr. Lord's address was "What Shall We Do Now?" This, he said, was a question being asked in all the schools of the country, and a question of great significance. There were various answers: to teach Americanism, to teach citizenship, to teach democracy; and all these have many meanings. But the present task of all teachers, Dr. Lord affirmed, was simply to do better than ever the things teachers have been doing. Young people are to be helped into their physical inheritance and into their social inheritance. It is the business of the teacher through the medium of the curriculum, to help the child into his social inheritance.

All former elements of the curriculum must be kept; we cannot dispense with any. English, because of the problem of the foreigners, must receive fresh emphasis. The student, more than ever before, must learn to speak deft and direct English, without fumbling for utterance. And he must learn to read, not the mechanics of reading, but the mastery of it, so that the great authors may confide to him the thoughts reserved for those alone who love what is great in literature, and so that he may learn to distinguish between the specific gravity of E. P. Roe and William Makepeace Thackeray.

Geography, mathematics, and all forms of art, must obtain places of full honor in the schools of today. And history must be taught without prejudice so far as that is possible. The student must learn to love conclusions, and not to "love to think" or "hate to think" that this or that is so; and the student must learn to distrust the teacher who does other than abide by calm and dispassionate conclusions. Too long we have been taught that all on one side in the Revolutionary War were honorable men, and all on the other side scoundrels; too long we have been taught that all was right on one side in the Civil War and all wrong on the other. But the time for such teaching has passed now, and it is the calm judgment and the fair mind that we must attain to, lest we be caught as the Prussians were caught, unable because of their teaching of history, to understand a Frenchman, an Englishman, or an American.

Dr. Lord plead for a higher conception of the teacher's function, which is not one of healing or reforming, but of forming. The financial rewards for this, he predicted, were to be greatly increased in the next few years, so that they might be comparable to the rewards of the other professions.

In the actual work of teaching, Dr. Lord urged that teachers plan for tomorrow but execute for today. The plans must be laid broadly and on fundamental lines so that due regard may be had for the total welfare of the individual. But such planning must not be all; the teacher must not be ever concerned with the child's immortal soul, lest the child miss the advantages of the fact that 2 plus 2 equals 4. If the bricklayer thinks always of the happy home he is producing, disastrous chinks may result in the walls. And those who lift their eyes always to the life beyond the immediate will be missing the present indubitable good of today. For the present is composed and compact of values that can be had here and now; beauty is of today and is gone tomorrow, and today we must seize it. In the light of this must we teach the child so that he may catch and retain the good as he finds it, and so be led from despair into confident success.

Diplomas were presented by Resident Director Welter to the following candidates for graduation:

#### ADVANCED DIPLOMA.

Barke, Josephine	Ladner, Marion T.
Boe, Minnie S.	Lein, Charles F.
Collins, Margaret E.	McCasland, Hattie Z.
Enns, Edna L.	Merdink, Eve
Ford, Mabel	Ramstad, Anna E.
Forsberg, Mildred	Salo, Helmie E.
Gletne, Anna	Strand, Helen M.
Hartney, Eleanor M.	Wiger, Clara N.
Jones, W. Alicia	Wright, Edgar E.

## ADVANCED DIPLOMA IN DRAWING.

Burbank, Elizabeth W.

McGrann, Lenore E.

## ADVANCED DIPLOMA IN MUSIC.

Forsythe, Grace F.

Hagen, Ruth M.

## ADVANCED DIPLOMA IN PRIMARY-KINDERGARTEN.

Sjoquist, Lillian F.

## ELEMENTARY DIPLOMA.

Benson, Edith B.

Peterson, Tobia

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

Since in a state educational institution it is impossible to place an explicit emphasis upon the spiritual development of the students, the Christian associations play a prominent and necessary part in the unofficial life of the school. The Y. W. C. A. is an association of young women endeavoring to unite the young people of the school in Christian service. It stands for all that is strong, honest and upright in school life. Its purpose is threefold—to develop young women physically, socially, and spiritually.

In the Normal School the physical education of the student is in the care of a special department, so that the energies of the association need not be bent in that direction, but socially the work of the Y. W. C. A. is very important. As an outlet for the natural desire for amusement and companionship, parties, hikes, and picnics, are planned. In addition, a Y. W. C. A. Girls' Club looks after the interests of the High School girls. The Social Service Committee has under its supervision special training of backward children, the investigation of cases of destitution and supplying of relief, and welfare work in hospitals and other institutions.

But it is not intended that our work should be limited to what we may do at home. That the girls may become acquainted with the progress of Christian work in other lands, the World Fellowship Committee, through programs and meetings, keeps the students in touch with foreign work. The Committee is responsible for raising \$60 a year, to be contributed toward the support of a representative in foreign fields.

Primarily this is Christian association, and so, besides lending its support to all churches, the Y. W. C. A. conducts regular devotional meetings. During the year the music room, in which these meetings have been held, has been taxed beyond the limits of its capacity many times. Meetings have been led, sometimes by students, sometimes by faculty

members, or by men and women off the campus who are interested in Christian work.

That the local association may keep in touch with the work being done in other schools, delegates have been sent to conferences during the year. In September, Miss Romaine Latta, as annual member from the Moorhead Association, attended the meeting of the Northwestern Field Committee in Minneapolis. In February Miss Gladys E. Johnson was sent to Northwestern University, at Evanston, Illinois, as delegate to the National Conference of the Young Women's Christian Association. Every member of the active cabinet was able to attend the two-day conference of this section of the field at the Agricultural College in Fargo in May. Besides being one of the few schools to send a delegate to the National Convention, the Moorhead State Normal School has been honored by being asked to send a field representative to the Geneva Conference in August. Miss Hilda Halvorson, '19, has been elected to fill this place. As field representative, Miss Halvorson goes not only as a delegate from Moorhead, but also as a representative of the normal schools at Mayville, Valley City, and Minot.

Our association was fortunate in having a visit of several days during March from Miss Eleanor B. Forman, National Student Secretary for Normal Schools. Miss Forman was also with us for a day during summer school, when she gave an illustrated lecture on the work of the Young Women's Christian Association.

The local association is organized for work this fall, and is looking forward to another successful year.

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### THE WOMEN'S LEAGUE.

The world is working toward democracy. In home, in school, in nation, we are expressing that great doctrine. The purpose of the Women's League is a democratic one—to unite the young women of the school in an effort to enlarge the knowledge concerning the individual woman and her needs, and to broaden and deepen her knowledge of the social group in which she lives.

Every woman, on registering in the school, automatically becomes a member of the League. The three branches of which it consists include the various groups represented on the campus. The Student Government Association of the Resident Halls is composed of those girls living in the dormitories. Officers elected by the members govern the halls, in which meetings are held fortnightly.

The Neighborhood Association includes the young women boarding and rooming in the city. It is composed of groups that meet once a

month in social gatherings. The third branch is the Resident Association, which is made up of women students whose homes are in the city. Each one of these associations is organized independently, but forms a unit in the larger Women's League.

To fulfill its purpose, the League conducts parties during the year, at which the girls have the opportunity of becoming acquainted. An annual party, for which guests are invited, is one of the functions of the late winter.

Further to carry out its purpose of enlarging the knowledge of the young women, a series of chapel lectures is held under the auspices of the League. This year the course was on the general subject of Social Hygiene. The following lectures were given:

Asexual Reproduction	- - - -	MR. BALLARD
Sexual Reproduction	- - - -	MR. BALLARD
Psychology of Sex Love and Other Sex Phenomena	- - - -	MR. COLLINS
Pedagogy of Sex Education	- - -	MR. COLLINS
The Problem of the Modern Family	-	MISS BOUTELLE

Two Lectures.

Personal Hygiene	- - - -	MISS KELLEY
Hygiene of the Home	- - - -	MISS LUNGER
The Basic Principles of Social Conduct	-	MISS CRAWFORD

Officers for 1919-1920 were elected at the close of the spring term. They are: Marie Brisbane, president; Marian Lein, vice-president, and Esther Halvorson, secretary and treasurer.

ALUMNI ASSOCIATION.

At the Annual Banquet of the Alumni Association, which was held in Comstock Hall on June 5, the following program was given:

Welcome to Senior Class	- - - -	PRESIDENT
Response	- - - -	JULIA NYGAARD
Subject: Making Permanent Those Ideals Which Have Grown Out of the War		
Ideals of Camp Life by One Among Them	- - - -	
	- - - -	CAPTAIN WALLACE RUSNESS
Ideals Observed by One from the Outside	-	MISS MAUDE HAYES
An Officer's View of Civilian Life in France	- - -	
	- - - -	CAPTAIN HAL. POLLOCK
Education As a Factor in Establishing These Ideals	-	
	- - - -	DR. F. A. WELD
Business Meeting of Alumni Association.		

## OFFICERS:

President, Mabel L. Benson ; Vice-president, Sam Loudon ; Secretary, Signe Euren ; Treasurer, Myrtle Olson.

Members of the Junior Class furnished music during the dinner.

The attendance at this meeting was unusually large, there being nearly one hundred and sixty people present. At the business meeting which followed the completion of the program, a resolution was passed, as a result of which the association hopes to become self-supporting. It was decided that annual dues of fifty cents be authorized, and it is hoped that all alumni will have the interests of the school sufficiently at heart to make their interest manifest by the payment of this small sum. Already a large number have paid. The following officers were elected for the coming year:

President, Mabel L. Benson, '15; Vice-president, Hal. Pollock, '17; Treasurer, Maud Hanson, '17; Secretary, Mrs. D. W. McDonald, '14.

The Alumni regret to note that Jennie Anderson, '17, died as a result of injuries received in the Fergus Falls cyclone.

The Alumni members sympathize with Elsie Palm, '17, whose father, mother and sister were killed in the Fergus Falls storm. Her home also was destroyed.

Edgar Wright and Charles Lein, '19, are attending the University of Minnesota this summer.

Coral Osborne, '12, is teaching in the rural department in the Normal School during the summer session.

Grace Loudon, '18, is teaching in the Domestic Science Department of the Normal School this summer. Miss Loudon will study in the University of Minnesota in the fall.

Blanche Loudon, '10, is director of the summer school work in the elementary school.

## NEWS FROM ALUMNI MEMBERS.

Captain Hal. Pollock, '17, is taking Mr. Ballard's work at the Normal School.

James Ballard, '18, enters Berkeley University in the fall.

Edith Torson, '17, is studying in Columbia University.

Julia Costello, '17, and Agnes Loudon, '11, are studying in the University of Chicago during the summer.

Anna Swenson, '00, is studying in Columbia University this summer.

Arthur and Perry Johnson, '13, '15, are in the implement business in Jamestown, N. D.

Ensign Frank E. Weld, '17, taught some classes at the Normal School during the summer. He also conducted military classes among the students and with the boys of the elementary school.

## A DAWN IN DAY

By ROGER L. SERGEL

The loneliness of that discolored day  
Of weary unbelief that fell to me,  
Compelled me through the drabness to foresee  
No flame of purpose, only fogs of gray  
That misted all, and never broke away.  
Without, the fogs; within, the misery  
Of a slow sorrow for what cannot be,  
And is not known,—till unbelievers pray.  
And when I strove to rise to light, the war  
Of gray insistent things would drag me back  
Within a life that crowned itself with lack.  
At last I thought no more of other view,—  
But sudden dawn gave strife a color, for  
God took me by surprise and gave me you.