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The Normal Red Letter, volume 4, number 8, May (1903)

Moorhead Normal School

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Moorhead Normal School, "The Normal Red Letter, volume 4, number 8, May (1903)" (1903). *The Normal Red Letter*. 16.

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Nelson Gilbert

The Normal Red Letter

VOLUME IV.

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

No. 8

SUMMER SCHOOL.

At the Normal School at Moorhead. Special Inducements Offered to Young Teachers to Attend. Outline of Courses Offered.

[The work offered in the regular normal school courses of study is arranged in three terms for each year of a course, and the following outlines will serve to indicate the amount of work required in each term in a given subject. A student at the summer school may complete a term's work in a given subject by taking two recitations daily in that subject. The completion of a term's work in any subject will entitle the student to a credit in the regular normal school course of study, and a mark of 80 per cent or more will be recommended to the State Superintendent to be applied on teacher's certificate in lieu of examination. Two recitations daily will be offered in all subjects, excepting Pedagogy, Primary Methods, and Methods in Language.]

PEDAGOGY.

The work will begin with a brief study of some of the educational ideals and methods of other times, and pass to a closer consideration of the ideals and methods of today. Such topics as Relative Value of Studies, Interest, Correlation, Induction and Deduction, Apperception, Method of the Recitation, and Program-making will receive attention.

METHODS IN PRIMARY ARITHMETIC.

The work will consist of a course of lectures and illustrative lessons which begin with the simplest form of number work. Emphasis will be placed on the aim of the first lessons, and the materials and devices used in presenting them. During the latter part of the course, students will be required to work out lesson plans, and present them before the class. In this way the work of the first two or three grades will be outlined and presented in model lessons. The purpose of the course will be to give a definite idea of what is to be taught in early number work, and how it may be presented.

PRACTICAL PSYCHOLOGY.

It will be the aim of this course to present in the simplest possible way the most vital and fundamental facts and principles of mind. A text-book will be used, but the most valuable part of the work will consist in informal discussions, simple experiments, and illustrations from personal experience. The practical aim will be constantly kept in view, and the application of each new principle to actual school work will be shown.

DRAWING.

This course will include: I. A study of type-forms, and the laws of simple perspective as exemplified in geometric blocks, such as the cube, sphere, cylinder, and in objects based upon them. II. Sketching from life—a study of the human figure in character-poses. III. Sketching out of doors—or from the window—simple landscapes. For all of this work pencil or charcoal is used. IV. Water color painting as found in wash drawings, and color work from still life, landscape and pose. The same ends will be kept in view, as in drawing, with the added study in color, and the use of the brush, as a means of expression.

AMERICAN LITERATURE.

The following outline will be observed:
FIRST TERM. Literature of the Colonies.

Period of Transition. Period of the Republic. New England Group of Writers.

SECOND TERM. Continuation of work among New England Group of Writers. Historians. Orators. Poets. Short Story Writers. Essayists. Critics. Humorists, and Later Poets.

READING.

METHODS. This course begins with a study of individual needs and possibilities, with a view to strengthening the personality. The principles employed in teaching the selections made for study will be such as may be adapted to all grades in public school work.

SPECIAL WORK. (a) The choice of material to be used in grade work; (b) the art of story telling; (c) arrangement of program; (d) conduct of classes.

PHYSICAL CULTURE.

This course will involve exercises for poise, presence and bearing, and for general physical development. Attention will be given to personal hygiene. Work in the Gymnasium will be elective. Exercises will be given which may be adapted to public school use, and physical games for children will be taught.

UNITED STATES HISTORY.

FIRST TERM. The three periods, Exploration and Discovery (1492-1607), Colonization (1607-1673), and the Revolutionary War (1763-1789).

SECOND TERM. The Constitutional Period (1789-). The regular text-book, McLaughlin's "History of the American Nation," will be supplemented in both term's work by the liberal assortment of excellent books on United States History in the normal school library.

ARITHMETIC.

FIRST TERM. Notation and fundamental processes with integers, common and decimal fractions; factoring including common measures and multiples; denominate numbers with practical measurements of area, capacity and volume; longitude and time.

SECOND TERM. Factoring reviewed and extended to include involution and evolution; ratio and proportion; percentage and application; progressions and interminate decimals.

REVIEW COURSE. This course will be open to advanced students only, and will offer a rapid review of the most difficult principles of measurements, longitude and time, involution, evolution, percentage, ratio and proportion.

ELEMENTARY ALGEBRA.

FIRST TERM. Notation and the fundamental processes; the simple equation and its use in the solution of problems; factoring.

SECOND TERM. Fractions; the study of the simple equation continued; simultaneous equations; inequalities; involution and evolution; radicals.

THIRD TERM. The study of radicals continued; quadratic equations; ratio and proportion.

ENGLISH GRAMMAR.

FIRST TERM. A study of the etymology of the simple sentence and its analysis; phrases, prepositional and verbal not made by abridging clauses.

SECOND TERM. The analysis of complex and compound sentences, including a study of clauses and their uses; etymology reviewed and extended; study of abridged and contracted sentences.

PHYSIOLOGY.

Physiology and hygiene will be taken up in such a way as to cover the ground indicated by the ordinary text-book in elementary physiology. The work will be adapted as nearly as possible to the needs of the teacher in the elementary school.

GEOMETRY.

FIRST TERM. Plane Geometry, Books I. and II. Rectilinear Figures, and Circles.

SECOND TERM. Plane Geometry, Books III., IV., and V. The Theory of Proportion, Similar Polygons, Areas of Polygons, Regular Polygons, Measurement of the Circle.

THIRD TERM. Solid Geometry, Books VI., VII., VIII., and IX. Lines and Planes in Space, Dihedral and Polyhedral Angles, Polyhedrons, Cylinder, Cone, and Sphere.

PHYSICS.

Problem work in connection with the text will be emphasized. The individual laboratory work will be almost wholly quantitative in character, and note books, in which are placed complete discussions of each experiment, will be kept by each student. The more important laws and principles will be demonstrated experimentally before the class. Special study will be made of the practical application of physical laws.

GEOGRAPHY.

COMMERCIAL. The aims of the work in this department will be to bring the students into intelligently sympathetic touch with the world around them, and to give them a practical working knowledge of life in relation to the earth. The endeavor will be to train in power of seeing relations, especially those of cause and effect, to teach ideas, not definitions, and to develop power of gathering information from the best references.

PHYSICAL. The time will be divided among the subjects of the air, the ocean, and the land. A broad and generous treatment of the subject will be offered.

CIVICS.

The local organizations—the town, county, village and city—will be treated historically first, and critically afterwards. The state will be considered in the same manner, thus giving a foundation for an intelligent study of the United States and its constitution. Subjects that are of practical importance and sufficiently finite will be given special treatment.

ENGLISH COMPOSITION.

Theme writing will constitute the basis of the work in English Composition. The themes will be based on study and research,

experience and emotion. In addition to this constant practice in writing, the students will engage in a careful study of the relation between oral and written discourse, the choice and development of subjects, and the less technical principles governing the use of words, sentences and paragraphs. They will be expected to master such elementary features as punctuation and the mechanics of letter writing.

MUSIC.

It will be the object of the work in music to enable students (a) to understand thoroughly the elements of music, (b) to read music at sight, (c) to use their voices correctly, (d) to interpret music artistically, (e) to appreciate good music.

FIRST TERM. A study of the rudiments of music, including the reading and writing of scales, and exercises in all keys. A knowledge of time exemplified by singing and writing any kind of music. A study of all chromatic and minor keys. A musical interpretation of songs. The First and Second Readers of the Modern Reader's Course will be used. Topics will be assigned to students for special reference work, so that a general knowledge of musical history may be gained. Time will be devoted to teaching the best ways of presenting music to children of different grades.

PRIVATE LESSONS. Private lessons in voice culture and piano may be arranged for with the instructor.

LECTURES ON ENGLISH AUTHORS.

President Weld will give three lectures a week on English Authors. This course will be elective, and open to all students who seem to be qualified to take such work.

BOARD AND ROOMS.

Living expenses will be from \$3.00 to \$4.00 per week. Room and board at Wheeler Hall will be \$3.25 per week. Rooms at Wheeler Hall may be engaged by applying to the president of the school.

REGISTRATION.

All persons who expect to attend the school are urged to be on hand at the opening of the term, Monday, June 22.

RHETORICALS.

The final rhetorical exercises of the year occurred Monday evening, April twenty-seventh, at the Normal auditorium. The inclement weather interfered somewhat with the attendance, but those who were present gave due appreciation to a highly creditable program.

All members of the senior class have appeared in these exercises and they can now give their attention to the class play for the remaining month and a half.

The following program was given:

1. Chorus—Chorus of Pilgrims.....Verdi
Normal Chorus.
2. Biography—William Shakespeare.
Dora L. Johnson.
3. Solo—The Two Grenadiers..Schumann
Wayne May.
4. Reading—His Own Obituary.....
.....Robert Burdette
Elba Johnson.
5. Reading—The Child's Dream of a
StarCharles Dickens
Klara V. Hoorn.

6. Piano Solo—HusarenrittSpindler
Josephine Barke.
7. Reading—Fourteen to One.....
.....Elizabeth S. Phelps
Part One—Johanna Johnson.
Part Two—Anna Benson.
8. Duet—"My True Love Hath My
Heart" Marzials
Bessie Van Houten and Flora Tripp.
9. Reading—How Girls Fish.....Anon.
Elizabeth Kinne.
10. Solo—The Broken Pitcher.
Dora Hanson.

PERSONALS.

Rev. Moxie, of Barnesville, visited April 29th.

Minnie Trimble, of Fargo, attended chapel April 1st.

Cora Bergerson, of Lake Park, visited Eva Mark April 8th.

Miss Foss, of Annette, N. D., visited friends April 9th.

James Bacon, of St. Paul, visited friends at Wheeler Hall April 11th.

Mr. Hannay, of St. Hilaire, paid a visit to his sister Mabel April 7th.

Anna Benson spent her Easter vacation on her claim near Minot, N. D.

Fannie McKenzie visited her sisters Jessie and Margaret April 18th.

Emil Larson called on his brothers, Lewis and Albert, April 29th.

Alvin Boe, of Minneapolis, visited his sister Hannah April 2nd and 3rd.

W. J. Wilson, agent for educational papers, met the senior class April 9th.

Fritz Watterberg exchanged greetings with friends at the Normal April 30th.

Mrs. and Miss Herreid and Miss Jordal attended chapel exercises April 18th.

The Misses Hedrick and Fargeman and Mrs Gunnis visited classes April 4th.

Alice Kinyon, of Stillwater, spent two weeks with her sister May at Wheeler Hall.

Mr. and Mrs. Park, Mrs. Horwood, and Mrs. Sullivan, of Fargo, visited classes April 15th.

Richard Hoorn, of Fergus Falls, visited his sister Klara and attended rhetorical exercises April 28th.

Miss Edith Reed, of River Falls, Wis., spent the two closing weeks of April with her brother, E. T. Reed.

Dr. and Mrs. Hyde, of Moorhead, and the doctor's sister, Miss Emily Hyde, of Minneapolis, visited school April 15th.

Mrs. Chas. Fiesler, of Sauk Center, spent several days with her sister Katherine Mc-Niece during the Easter vacation.

Edward and Richard Shave, Albert Rushfeldt and Bert McDonald were among the Hawley visitors on Roosevelt day.

The Misses Kaus and Hunt, of Red Lake Falls, saw President Roosevelt and were the guests of Josephine Kaus April 7th.

Supt. Dewar, of Devils Lake, called on President Weld April 2nd while on his way to Fergus, where he acted as one of the judges in the Fergus-Minneapolis debate.

LITERARY SOCIETIES.

The activities of the literary societies naturally reach a climax at the annual cup contest and, as a consequence, little is done during the spring term. This has been particularly true this year, as only one program has been rendered since the contest. The program rendered, however, represented so

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much of genuine effort—work typical of what the literary societies ought to do—that it fairly compensates for the fact that few meetings have been held. The following program was given:

- Vocal Solo—"The Plains of Peace".....
-Mabel Hannay
- Original Story—"How Reynolds was Cured".....Alta Kimber
- Vocal Solo—"Love's Sorrow".....Flora Tripp
- Reading—"A Georgia Sermon".....
-W. A. Gullickson
- Original Poems—"In Two Seasons".....
-Ottina Westlund
- Piano Solo.....Josephine Barke

ALUMNI NOTES.

Olga Staake, '01, called at the Normal April 8th.

Marguerite Vannett, '00, has been re-elected for the fourth time at Crookston.

S. O. Tang, '96, principal at Audubon, consulted with Mr. Weld regarding candidates for positions in the Audubon schools April 8th.

Edith Porter, '02, visited friends at the Normal April 4th and 5th. She expects to continue for another year at East Grand Forks.

L. M. Mithuen, principal at Ulen, and John Hyslin, of Winnipeg Junction, both '01s, saw Roosevelt and exchanged greetings with friends at the Normal April 7th.

Jelmer P. Bengtson, '01, visited his alma mater and saw Roosevelt April 7th. He insisted that his short visit to Moorhead had been so full of enjoyment that he actually found it difficult to tear himself away.

Every effort will be made to rally the alumni around the school at commencement time. The alumni banquet last year was a marked success and the one this year has been arranged with a view of giving visitors an opportunity to attend the commencement exercises the day following. The banquet will occur Thursday evening, June 11th.

APRIL WINDS.

OTTILIA WESTLUND.

The balmy southwinds, how they sigh
Through budding branches tossing high,
How lingering fondly now they pass
O'er meads of newly springing grass.

Flocks of the Gulf they summon forth
To marshy lowlands in the north,
And choirs of bugle robins bring
Back to our northern boughs to sing;

The full, sweet, ever-swelling note
From meadow lark's joy-bursting throat
They mingle with the brook's low song
And waft it blithesomely along.

How softly through the woods they steal
Till violet and May-flower feel
The joy of living, and once more
Burst wildly forth on woodland floor.

And when they warmer yet will blow
Into our laps the rose they'll throw;
In shady dells the fern they'll bring;
On leafy boughs the bisdling swing.

A sweet little snig is Miss Sniggles,
Her face wreathed ringletted wriggles;
She higgles and hurries
And wiggles and worries,
And whenever she wiggles she giggles.

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Prepared with special reference to its presentation or reading by school children. Illustrated. Riverside Literature Series, Extra Number U. 16mo, paper. 15 cents, net.

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Moorhead - - - - Minnesota

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Moorhead, Minnesota.

Education is running an interesting series of nicely illustrated articles on historic points in and around Boston which should prove of great value to those who attend the convention of the N. E. A. in Boston next July, in making out their list of places to be visited.

There are legislatures that are even less considerate of the needs of normal schools than that of Minnesota. The thirteen State Normal Schools of Pennsylvania were cut off this year without a penny,—but then, thirteen is an unlucky number, and Quay lives in Pennsylvania!

Prof. John H. Finley, for some years a prominent member of the faculty of Princeton University, has recently been elected president of the College of the City of New York. His services at Princeton will close with the present school year, and he will assume his new duties in the fall.

The sixth meeting of the Southern Educational Conference, devoted to the interests of education in the South, which was held at Richmond, Va., April 22 to 25, is reported to have been the most enthusiastic and satisfactory session yet convened. Scholarly addresses by such men as Robert C. Ogden, Governor Montague, President Dabney, and Dr. Lyman Abbott gave a tone and quality to the meetings such as are seldom found in any educational gathering.

The recent sudden death of Professor Edward R. Shaw, who was about to enter upon his duties as the successor of Superintendent C. B. Gilbert in charge of the schools of Rochester, N. Y., removes another useful man from the fore rank of our profession. For years Professor Shaw had been the head and ruling spirit of the School of Pedagogy of the University of New York, which he practically created and brought to a condition of high efficiency.

A new degree has been established by the University of Chicago, to be bestowed upon those completing a two years' course in the School of Education; viz., Bachelor of Education. Students will be admitted to the School of Education from the Junior College, thus making the work of the School of Education co-ordinate with that of the Senior College, and making the new degree equivalent in value to that of Bachelor of Arts. Much confusion has arisen through our great number of academic degrees which have not been generally recognized, but there can be no objection to this new one, if its value and requirements are clearly defined, and it is accorded general approval by other institutions. But we have no place for more local degrees.

Andrew Carnegie seems determined to carry out his plan of giving away all his wealth for philanthropic purposes before his death. Certainly his latest great gift may be classed

among his wisest and noblest. He has announced his intention of presenting to the Tuskegee Institute the magnificent sum of \$600,000 without condition, except that Principal Booker T. Washington be well provided for. Mr. Carnegie will never perform a greater service to his nation or to the cause of humanity, or a service for which he might rather prefer to be remembered by posterity. No man in America is more deserving of the admiration and co-operation of our millions of people today than Booker T. Washington, and by thus coming to his aid Mr. Carnegie has linked his name to an institution and a cause which all futurity will bless.

The announcement, just issued, of the Summer School to be held at Clark University during the two weeks between July 13 and 25th, inclusive, is one of unusual interest. During these twelve school days about one hundred lectures will be given by the regular university faculty upon all phases of educational work, but chiefly upon the psychological and philosophical aspects. The libraries and laboratories of the University will be placed at the disposal of students, and assistance and direction given in the carrying on of special researches. Coming when it does, this session will afford an admirable opportunity for teachers from the west who attend the meeting of the N. E. A. in Boston to stop off at Worcester on their way home to attend the school and bring away with them some of the inspiration to be had only through close contact with the fountain head of it all.

Professor Fred W. Smedley, director of the Department of Child-Study and Pedagogic Investigation of the Chicago Public Schools, has recently resigned his position on account of ill health. Mr. Smedley's services during the past three years have added to the literature of education some of the most valuable and practical contributions that it contains. His three reports are treasuries of the most interesting, suggestive and helpful material, embodying the accounts of experiments, investigations, comparative tests, etc., carried on among the school children of Chicago, conclusions arrived at, and suggestions for further work. The department under Mr. Smedley's care has established itself on an unquestionably scientific basis, has brought about important adjustments in the school work of the city, and has determined the character and method of work to be followed by other cities in modernizing their schools. His investigations have attracted attention from all parts of the world, his results have been favorably received by specialists, and his reports are eagerly sought. It is to be hoped that a competent successor may be chosen and that the work so auspiciously inaugurated may be continued along the lines which he laid out. And we further trust that a brief rest will so restore Mr. Smedley's impaired powers as to permit his early return to the field of activity which he has done so much to dignify and enrich.

Many will recall the comments aroused in many quarters by the announcement, last fall, that the Teachers' Association of Chicago would affiliate with the Trades Union in order to be admitted to the privileges of the Federation of Labor. Some leading newspapers, notably the New York American approved their course. The opinion of the writer is well ex-

pressed in an editorial in the December number of the Journal of Pedagogy:

"There is plenty of room for improvement in the financial condition of the teachers of America. None are becoming wealthy and few are able to provide for old age a competency, but it is difficult to see how this new relationship of the Chicago pedagogues can advance either their social or pecuniary status. Centuries of 'trade guilds' and 'labor unions' have done comparatively little for the working man, while the methods recently employed for encouraging demands have not raised such organizations in the estimation of the general public. Strikes, boycotts, picketings, etc., will never increase the power, nor the efficiency of the teacher, nor win him confidence. His mission is a higher and holier mission than that which any labor organization has ever proposed to itself and it is humiliating to find such low appreciation, and such utter disregard of the moral and practical resultant that must naturally accrue from such a *liaison*."

If a man desires to spend his life in active educational work it is hardly safe to become eminent in his particular line. No sooner does an educator rise above the level of ordinary success and begin to render distinguished services in his field, than he is gobbled up by one of our numerous enterprising publishing houses for the management of its educational interests. The employment of Albert Leonard by the Houghton Mifflin Company is mentioned in another place. More recently we have the announcement of the resignation of Charles B. Gilbert from the superintendency of the public schools of Rochester, N. Y., to accept a position with the well known publishing house of D. Appleton & Company. It is understood that his special duties in this new position will be the editing of the elementary text books of the series known as the Twentieth Century text books. Mr. Gilbert has had a national reputation for some years as one of our most successful and progressive city superintendents, and his contributions to the literature of the profession through his reports, articles and addresses have been numerous and valuable. While the citizens of Rochester are no doubt entitled to sympathy in their loss, the Appletons are to be congratulated for their sound judgment in calling Mr. Gilbert to the responsible position he is to occupy. His editorship assures the elementary books of the series at least an equal merit with those volumes already issued and so favorably received.

The present agitation in the interest of child labor laws in the southern states, calls to mind the too common employment of children of school age in our own state, and the absolute disregard of the compulsory education law. The number of school children kept out of school for most trivial reasons—in many cases for no reason at all—in this vicinity at least, is almost incredible. Isn't it about time that the school men of the state started a crusade for the elimination of this evil? Pressure should be brought to bear, through the state superintendent and other agencies, upon the legislature to secure such legislation as will render the law effective and make compulsory education a fact rather than a farce. A law not enforced is worse than no law at all, because it breeds in people a disregard of, if not contempt for, law. The intelligent citizens

of a community gladly send their children to school without coercion; it is the ignorant, the foreign, the shortsighted indigent class who neglect the training of their little ones. There is no sufficient reason why truant officers should not be appointed whose business it would be to inquire into the cause of every absence from school, to keep children from the streets, and who would be subject to fine for every evidence of neglect of duty. Other states less progressive than Minnesota in many aspects of education enforce the attendance of school children with great success; why need there be an exception here? The character of our population, the great demand for common labor, and all the conditions of a new country combine to render the need for an effective compulsory education law doubly important.

SUMMER SCHOOL.

While attending the teachers' convention at Fergus Falls, President Weld made arrangements for a summer session of six weeks at the Normal, beginning June 22nd, which will take the place of the regular summer or training schools of Otter Tail, Becker, Clay, Norman and Wilkin counties. Courses will be offered in the subjects required for first and second grade certificates and arrangements will be made for double work in some branches so that students may receive Normal school credits at the end of the six weeks' course. The following instructors will work under President Weld's direction: C. A. Ballard, physiology and physical geography; H. M. Stanford, physics and geometry; Helen Dow, algebra and arithmetic; Thomas A. Hillyer, psychology, pedagogy and history; Alice M. Osden, reading and physical culture; Lena Leonard, music and history. Three more instructors will be appointed.

NEWS COMMENT.

It is not every day that the chief executive of the nation may be seen in this portion of the northwest. Hence, in order that normal students might not miss the opportunity of seeing President Roosevelt when he came to Fargo, they were given a half-holiday Wednesday forenoon, April seventh. Students and faculty, as one man, marched off across the river and paid enthusiastic tribute to the occasion. Needless to say the President was glad to see them all, and doffed his hat at the normal girls with a particularly winsome twist of that distinctive under-lip smile of his. While many were disappointed in the hope of hearing him speak, few were so unfortunate as not to get a fair glimpse of his genial face as he stood up in his carriage to acknowledge a greeting, or waved a kindly farewell from the railing of his retreating observation car.

* * *

A large audience gathered in the high school assembly Tuesday evening, April 28th, to hear the lecture on "Nancy Hanks and the Nineteenth Century" by Supt. Pattengill, a prominent educator of Michigan. Mr. Pattengill explained that the Nancy Hanks referred to was the noted trotter; and he entertainingly described his visit to the Leland Stanford horse ranch—one of the training schools where these modern racing horses were bred and trained. He likened

the training of colts to the training of boys, and insisted that the qualities necessary in a trainer of colts were necessary in a trainer of boys. He discussed the rapid progress of the world during the nineteenth century, and his humorous explanations and amusing illustrations called forth continual bursts of laughter.

Mr. Pattengill paid a visit to the Normal on May second and addressed the school in the auditorium.

The dedication of the Louisiana Purchase Exposition at St. Louis the day previous gave him a happy occasion to refer to the territory on which we dwell and to review briefly its history and development, sketching the whole with a rapidity, a wealth of illustration and a profusion of witty allusions that made it immensely engaging. He asserted that it was a mistake to ascribe the unparalleled progress of the Louisiana tract merely to its abundant natural resources. The real source of its success was the trained brain that had unearthed its treasures and turned them to human account. His address was thoroughly enjoyed and heartily approved.

* * *

Mr. Reed and Miss Reed gave a dinner for the local editors of the Red Letter on Saturday evening, April 25th.

* * *

The beautiful and impressive oratorio, "The Crucifixion," was given under Mrs. Burnham's direction at St. John's Episcopal church on the evening of Good Friday and again at the Congregational church the following Sunday. Both productions were signally successful from an artistic point of view, and were emotionally inspiring.

* * *

The appropriation for grading the grounds is not available this year but the campus has been put in the best shape possible under the circumstances. The rubbish has been removed and the rough places smoothed out, making the surroundings quite presentable.

* * *

A most happy occasion, rich in the comfortable pleasures of quiet converse and open hospitality, was the reception given Thursday evening, April 30th, by President and Mrs. Weld, Mr. and Mrs. Ballard and Mr. and Mrs. Hillyer. An atmosphere of warmth and good cheer, enlivened by sprightly music, took possession of the occasion and made it distinctly refreshing. There was no program, no set music; there were no speeches—except the pleasant things that people said to one another. Ice cream and cakes were served to the guests in the dining room, and coffee was served from a side table in the reception room. Carnations and smilax formed the decorations. Over a hundred guests shared the delights of the evening.

* * *

The commencement exercises this year will occur during the second week in June, and will come in the following order: President's reception to senior class, Saturday evening, June 6th; annual class sermon, Sunday evening, June 7th; senior class play, Wednesday evening, June 10th; closing exercises in the model school, Thursday afternoon, June 11th; alumni banquet, Thursday evening, June 11th; chapel exercises conducted by senior classes, Friday morning, June 12th; and commencement exercises, Friday evening, June 12th.

The light opera, "Mikado," will be given some evening this month in the Normal auditorium. The cast includes a few from the Normal school, but consists chiefly of towns people. The performance is in charge of Mrs. Burnham.

* * *

The Northwestern Minnesota Teachers' Association convened at Fergus Falls, April 17th and 18th. The Normal school, as usual, was well represented at the meeting, a number of alumni and instructors taking part in the deliberations. W. G. Chambers, of the department of psychology, read a paper on "Industry and Art: The Basis of Culture;" Margaretha E. Heisser, instructor in drawing, discussed "Art as a Help in Education," and President Weld delivered an illustrated lecture on the Yellowstone Park. At the business session of the association, Mr. Weld was elected president for the ensuing year.

* * *

On May second the Junior class issued invitations to a reception in honor of the seniors, to be held in the new gymnasium Saturday evening, May sixteenth. The guests were requested to represent by their costumes some popular song or proverb.

* * *

The new automatic telephone system that has just been completed and put in operation in Fargo and Moorhead is one of the most improved in the country.

* * *

"Big Ben" and "Old Glory" were the two resounding solos that Mr. Huntoon sang in chapel April eighteenth, to the infinite delight of all his listeners. Mrs. Huntoon played the accompaniments. The vigorous and solemn tones of Big Ben, that pealed over London town at dead of night and high noon, were vocal in the first of these swelling songs, while the inspiring chorus of Old Glory woke a prompt and touching response to the fine emotions expressed by the singer. The torrent of applause that swept the auditorium after each of the songs bespoke the school's appreciation of the singing and its admiration for the high-minded and big-hearted singer.

* * *

By a series of six brilliant successes, Fergus Falls won the championship cup in the state high-school debating league.

* * *

Dr. and Mrs. J. H. Rindlaub returned from their European trip early in May.

* * *

On Easter day Mr. Mackall gave a delightful token of his kindly interest in the Normal by sending a dainty Easter greeting to every member of Wheeler Hall.

* * *

Mr. Mackall has graciously taken charge of the sale of reserved seats for entertainments given at the Normal Auditorium.

* * *

On Saturday evening, April twenty-fifth, Miss Heisser and the members of the A class gave a chafing dish party in the new art rooms, which were tastefully decorated for the occasion. The first part of the evening was spent in making candy and playing various games. Later on the lights were turned off and in the mysterious dimness all gathered in a magic circle and related awesome ghost stories. In the midst of this

erie performance, when the corners thronged with vanishing faces and the sound of rustling garments swept lightly round the rooms, a wee mouse crept out of his private corner and turned his opera glasses on the throng. Somebody caught sight of his burning orbs; the lights were turned on again, and since a hasty review of forces revealed the startling fact that there was but one boy and twenty girls to assail the bold intruder, the revealers beat a hasty retreat, leaving the field to the mouse.

* * *

Hon. George E. Perley addressed the school Friday morning, April twenty-fifth, in his usual happy and effective fashion. After a few moments devoted to the advantages and attractions of the life of culture, he gave a facetious and entertaining sketch of the activities and aims of the state legislator—particularly the new legislator.

THE DEBATE WE DIDN'T WIN.

It was a crowd of very crestfallen and disgruntled rooters that returned with the debating team from Valley City on the morning of April 21. To say that they were disappointed would hardly adequately express the real situation; they were dazed. They had been so confident of victory, not only before the debate but after it was over, that they had difficulty in realizing that defeat had come to them when the judges announced it.

It was in every sense a good debate. Both teams worked hard and acquitted themselves with credit. The Moorhead team had admirably anticipated the order in which their opponents would present their arguments and had arranged their own speeches accordingly, so that they had but little occasion for informal rebuttal, which, by the way, was excellently handled by Mr. Skaug. The Valley City debaters spoke in the order, Tanner, Hutchinson, Anderson, with the final summing up falling to Tanner. Moorhead presented her speakers in the order, Roning, Skaug, Miss Henderson, Skaug making the closing summary.

Naturally the most applause went to the home team, but still a very liberal appreciation of the efforts of the visitors was shown, especially in the case of Miss Henderson, who was very enthusiastically cheered. The speech on which Valley City staked most of her hopes was that of Anderson—in reality a combination of back country Fourth-of-July oratory and pump-handle gestures which was more amusing than convincing. The other two had infinitely more logic and fairness in their efforts. Our own speakers acquitted themselves forcefully and pleasantly, avoiding all discourteous references to their opponents, and relying on argument rather than prejudice.

While none would question the honesty and sincerity of the judges in their decision, many would agree with their spokesman, who affirmed, in announcing the decision, that any other set of judges might just as honestly have reversed the verdict. The judges gave the decision by a vote of 2 to 1 to Valley City, who supported the affirmative of the question, "Resolved, that organized capital is a greater menace to the commonwealth than organized labor."

While they cannot wear the laurels of victory, our debaters are to be heartily congratulated on having made a most excellent fight for the unpopular side of a momentous question.

ESMERALDA.

The performance of "Esmeralda" on April eighteenth was a distinguished success—whether from the point of view of student-acting, mere entertainment or ethical effect. The play, is a modern four-act comedy dramatized by Wm. Gillette from a story by Mrs. Frances Hodgson Burnett. Both the story and the play were published several years ago in separate issues of the Century Magazine. The play combines three qualities that are not only very rare but very precious in dramas within the range of amateurs—a clean and vigorous plot, distinct characters and situations of real humor and beauty. It was only by conscientious study, and by daily rehearsals for nearly a month, that Miss Osden at length brought the performance up to an adequate expression of these cardinal excellencies.

Of the eleven characters, "Old Man Rogers," a North Carolina farmer, as impersonated by Wallace Butler, has by common consent been given the chiefest praise. And the praise was well deserved; for Mr. Butler's conception of the character was as clear and true as it was quaint and individual. How much of this was due to adaptation to the part and how much to positive dramatic creation, Mr. Butler's future efforts will explain; but his success as Old Man Rogers was delightful and complete.

"Lydia Anne Rogers," the better half of the Old Man, was successfully delineated by Hannah Boe, who did everything, from sprinkling clothes to catching noblemen, with a neatness and dispatch that left no doubt as to the master of the Rogers' household. "Esmeralda," the title role, was filled by Florence Neal, who gave it a fitting grace and winsomeness in the opening act and a certain fire and decision in the climax of the concluding scenes.

"Dave Hardy," the Carolina lover of Es-

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meralda, whom the mother contemptuously scouts when she starts on her career of seeing the world and "making a future" for her daughter, was acceptably acted by Martin Gullickson. Clarence Natwick as "Estabrook," a man of leisure—who woos and ultimately wins Nora Desmond,—displayed no little skill in many of his situations. Julius Skaug as the "Marquis de Montesin" was admirably made up and did the French adventurer with much "sang froid" and a deliberate "parley vous" that nicely suited his double part of comedy-villain. While Wayne May as George Drew, the American speculator, and Ethel Brophy, as the French maid, had very little to do or say, they did that little beyond cavil.

Some of the prettiest scenes (and some of the prettiest bits of acting, too) were those in the studio of Jack Desmond, who, having brought up his two sisters, Nora and Kate, "by hand," cannot conceal his chargin on observing that Nora, the younger, is in love with "another man." Henry Bodkin as Jack and May Kinyon as Nora, had the leading parts in these later scenes and made a capital pair of light comedians, gracefully supported of Lottie Tibbals as Kate. Altogether, the characterization was strikingly good.

The several scenes, which included a kitchen in the Roger's farm house, a studio in Paris, and a room in the Roger's house in Paris, were effectively set, and the play went through without delays. The Normal orchestra, under Mr. Hillyer's direction, furnished delightful music during the intermissions, and graciously responded to repeated encores.

CHRONICLE.

April 1. All fools' day observed at Wheeler Hall.—Meeting of Athletic Association.

April 2. Meeting of Board of Control.—Wheeler Hall serenaded at 11 p. m. The disturbers routed by the valiant Oscar.

April 3. Death of Randa Larson.—Mr. Weld goes to St. Paul.—Wheeler Hall girls hear Shakespearean recital at High School.

April 4. Fergus wins the debate with Minneapolis; Mr. Reed a judge.

April 6. Meeting of literary societies; splendid program.—Mr. Weld ill.

April 7. Roosevelt visits Fargo; no session in the forenoon, giving students a chance to see the president.—A large number of alumni and friends of the Normal visit school.

April 8. Announcement of Easter vacation.—Senior class meets.—Students go home for four days' vacation.—"Crucifixion" at Episcopal church in the evening.

April 13. Opera chairs for the balcony arrive.—Students return after holiday vacation.

April 14. Supt. Turner in school.—Senior class meets at recess.

April 17. Mr. Chambers and Mr. Stanford at teachers' convention at Fergus Falls.—President Weld lectures at Fergus in the evening on Yellowstone Park.—Last preliminary debate.

April 18. Mr. Huntoon sings at chapel.—Mr. Weld elected president of the Northwestern Teachers' Association convened at Fergus.—Miss Heisser reads paper at Fergus Teachers' convention.—"Esmeralda" given in the evening before a large audience.

April 20. First rehearsal of senior class play.—Debate with Valley City.—Several Wheeler Hall girls attend the club dance at Fraternity Hall.

April 23. Ice cream social at Dr. Kerr's.—Misses Tripp and Boe give party to a few of their friends.

April 25. Mr. Perley speaks at chapel.—New opera chairs being put in.—Mr. Reed and his sister, Miss Edith Reed, entertain the Red Letter Board at dinner in the evening.

April 27. Rhetoricals at auditorium.—Mr. Weld lectures at Pelican Rapids on "Possibilities in American Literature."

April 28. Mr. Ballard's classes recite in new rooms.—Miss Reed entertains a number of Wheeler Hall girls.

April 29. Mr. Weld returns.—Junior class meeting.

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