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Moorhead Normal School

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The Normal Red Letter

VOLUME V.

State Normal School, Moorhead, Minnesota, March, 1904.

No. 6.

MINNESOTA NORTHWESTERN EDUCATIONAL ASSOCIATION.

The Educational Association of Northwestern Minnesota held its annual session at the normal school March third and fourth. The convention was one of the most stimulating and helpful in the history of the association; the speakers were educators of marked ability; much was crowded into a short space of time, and everything was accomplished with promptness and decorum. While the number of visitors from other towns was not large, a full attendance marked every meeting and a lively interest prevailed.

The first session occurred at the auditorium Thursday evening, March third. After an overture by the normal orchestra, Pres. Weld introduced Pres. McFarland of the Valley City Normal, who spoke on The Ethics of the Teaching Profession.

PRES. MCFARLAND.

Neither teachers nor schools, said Pres. McFarland, are ends in themselves. The welfare of the child and of society are paramount. Educational forces are mediate and immediate, involving the mechanics of school administration and the personal influence of the teacher: The latter is most vital; hence the need for a manly man, a womanly woman in school work. Teaching is fast becoming a distinct and well formed profession. It has doctrines, professional spirit and a code of principles and it is getting a code of ethics. An ethical code of high tone will help appreciably to exalt the profession.

Lawyers and physicians have well formed codes of professional ethics, which are binding. Teachers as yet have none; this is their great professional need. A code that is at least suggestive is that proposed by Boileau in his Art of Poetry; 1. No one should devote himself to the fine arts who has not a distinct taste for them; 2. The poet should listen to good advice; 3. He should be an interpreter of virtue and of noble images; 4. He should avoid rivalries and jealousies;

5. He should prefer glory to gain; work to glory.

While salary is an honorable motive for teaching, it is not to obscure the motive of doing good or the motive of study and development. Service ought never to be proportional to the salary, but beyond it. On the other hand, teachers paid grossly less than they deserve tend toward routine and lose conscience and inspiration. Professional luxuries—books, travel, study—give the teacher dignity and power.

The teacher's indifference to contracts is a lamentable fault of ethics. A contract is binding upon both parties, and until teachers show a clear realization of this fundamental fact they need not rebel at being called ignorant as babes or indifferent as criminals.

DISCUSSION BY PRES. MOREY.

Pres. Morey of the State Normal Board discussed Mr. McFarland's paper, agreeing with him in general, but dissenting squarely from his plea that the teaching profession should ultimately be as well paid as the professions of law and medicine. Other advantages than salary make the position of teacher desirable—its opportunity for independent thought; its simple life, its influence. The greatest difficulty of the teaching profession, is its lack of human relationship. An abandonment of formalism, affectations, and of fear, was Pres. Morey's pointed advice to the members of the profession.

INSPECTOR RANKIN AND DR. KROHN.

The discussion was continued by Mr. Rankin, state inspector of graded schools, and by Dr. Krohn of Chicago. The former showed the need of a reciprocal code of ethics on the part of school boards and communities employing teachers. He drew pertinent examples from his fruitful experience to illustrate his point. Dr. Krohn spoke in a highly entertaining vein and uttered significant truths. The teacher, he declared, should possess enthusiasm—not the kind of enthusiasm that "takes all the steam to run the whistle," but

the enthusiasm of deed. He should have perseverance, and he should have definiteness of purpose.

FRIDAY MORNING SESSION.

The morning session of the educational association was opened at nine o'clock by Prof. Kennedy of the University of Grand Forks, who spoke on *The Preparation of Teachers in Its Relation to the Importance of Elementary Education*. He referred in a word to his beginning experiences as a teacher in the common schools of Minnesota 25 years ago. He did not see that the rural schools of today had made any marked progress since that time. Other industries and professions had advanced, but the rural school was no better, possibly worse, today than a quarter of a century ago. This is not due to education, but to a lack of it; for true education "is increased intelligence, and ingrained, habitual virtue." The great need of the schools declared Mr. Kennedy, is the trained, effective teacher. The teacher can elicit in the pupil only those activities he is capable of performing himself. Moral integrity is the touchstone of his profession. No liar can teach truth; no impure person can instill virtue, and no trickster can implant honesty in his pupils.

Some of the attributes of a good teacher are the following: (a) life and liveliness, or a kind of infectious enthusiasm, (b) the faculty of leadership, (c) prophecy or insight, (d) a certain amount of tact and diplomacy, though not of that type that conflicts with principle, (e) sympathy, (since children will not learn from those whom they do not love) (f) hypnotic power, or the capacity for sowing the seeds of suggestion.

Teaching does not run in the blood; it requires culture, scholarship and professional skill. Any subject is better taught in the light of better scholarship; but scholarship without professional training may easily run astray. Not all the faults discernible in education today are the faults of the teachers; they are due to the system. For though society has tackled war and expansion and the isthmian canal with great gusto, it has never taken hold of education with a will.

Mr. Kennedy's paper was discussed by Supt. Mickens of the city schools, and by Supt. Hillyer of the Training Department.

THE SCHOOL A SOCIAL CENTER.

Miss Abbie L. Simmons, critic teacher in the training department, appeared next on the program, reading an attractive and broad paper on the *School House as a Community Social Center in Elementary Education*. She touched briefly on the history of education, showing how the trend of education had always been social. Today this trend is more distinctly marked than ever, so that the school is becoming a stronger social influence than the home, and a great power in shaping the tastes of the community. The school grounds are the democratic common upon which all children meet as associates. In large cities the school grounds are frequently converted into parks by the intelligent industry of the children, who carry their kind husbandry still further by reclaiming waste places and making them beautiful with gardens.

Miss Simmons' paper was discussed by Supt. Van Dyke of Fergus Falls, Supt. Christine Goetzing of Otter Tail County and Pres. McFarland.

CHILD DEVELOPMENT.

Dr. Krohn closed the morning session with an exceedingly stimulating address on *Child Development*. His happy, informal style of address, and his pertinent and vital thoughts, made him a great favorite. He was listened to with absorbed attention and always left his audience refreshed and uplifted.

There are three main features of education, said Dr. Krohn: (1) the object and aim (2) the method to be employed in reaching this object, and (3) the raw material to be shaped. Educators are all agreed as to the aim, namely—to develop the best type of citizen. Most educators are also agreed as to the general principles of method. But what of the raw material, what of the child at six? The child grows by regular stages or periods; different parts develop at different times. Hence the exercises should vary. The muscles of the arm, for instance, develop in order from the shoulder to the fingers. The little child therefore writes in a large free hand, and his kindergarten exercises require no minute details.

In his mental development, the child is at first influenced only through his senses.

Hence, the importance of seeing that his senses receive the right stimulus. Some children are eye-minded rather than ear-minded. They get different views through different senses and in different intensities.

Memory is the faculty developed in the second epoch, and during this period the child easily learns many things of a formal nature, some of which he may not understand at the time. Image-making follows, and during this time the child is living in the enchanted land of make-believe. The imitative faculty is keen now, and should never be starved, on penalty of a perverted taste hereafter. Judgment and comparison make up the fourth stage, and the child is now measuring things by other things he already knows. This leads naturally to the stage of inquiry and curiosity and the demand for a reason.

The significance of these stages of development to the teacher is this: If we wish to apply the principle of economy we will adjust our courses of study to fit the child. Arithmetic, for instance, that now requires eight years of study and is seldom mastered even in that unconscionable length of time, could all be taught in a period of three years to children between the ages of seven and a half and ten and a half years. This is not theory: it has been successfully demonstrated. It has been conclusively shown also that children learn words as pictures more quickly and surely than they learn the individual letters of words.

Defects of sight and hearing should be carefully investigated; they are the cause of much unexplained misery in school, and of most of the dullness. A stupid child is seldom if ever found, indeed, whose stupidity cannot be traced to defects of this kind.

OFFICERS FOR NEXT YEAR.

The nominating committee appointed by Pres. Weld recommended the following teachers as the officers of the association for next year: For President, Supt. C. W. Mickens of Moorhead; for Vice-President, Mr. W. G. Chambers of the normal school; for Secretary, Miss Godward of the Hermann high school. The nominees were unanimously elected.

MR. THOMAS ON ENGLISH.

Prof. Thomas of the University of Minnesota, introduced the first main subject of the afternoon in a thoughtful paper, charmingly composed, on "Creative Work in English in Elementary Education." He explained that in general the teaching of composition by the constructive method rather than the analytic method is productive of the most permanent results. While both analysis and synthesis are necessary, analysis has long been overdone provoking distaste in the student and failing to arouse his creative faculties.

A fundamental principle of composition, explained the speaker, is that every bit of literature is a bit of life. The student's theme must embody his own experience and emotion. In practice, however, most English courses render the pupil merely receptive, rather than expressive. This is the result of analysis that does not lead to constructive activity. Such analysis should be abandoned, and the student should be directed to make the same use of English in the schools that a practical writer makes of it outside of school. The Germans teach the boy to do a thing in school, not to analyze it. We should be wise in leaving off the university methods that have been dragged into the elementary schools, and give the student of composition constant practice in making a definite impression.

Miss Roberts of the Moorhead High School discussed this paper.

SUPT. LOGIE ON LITERATURE IN THE GRADES.

The Place of Literature in Elementary Education was the subject of Supt. Logie's address which excited a lively interest. He prefaced his paper by the remark that he believed there were already too many books in the public schools, and not enough hand work. A gradual introduction of choice books, however, was a natural and essential function of the schools. Hence the selection of books is a profound problem. What is being fed to children's minds, said he, is more important than what congress is doing. He quoted Ruskin's precious utterance on books, and in reply to Lyman Abbot's excessive statement that "all there is in the school room is the teacher—the living thing," expressed a doubt of the sane teacher's willingness to

pose in this capacity. Continuing, he said in substance: All that was alive in the writers of our great books lives in their pages. Lincoln began to live in the largest sense only after he was assassinated. It makes a difference, therefore, what we study in school—whether the earth-worm or the character of the Puritan Priscilla. Books help to interpret life. The most successful life is the one filled with the largest kindness. Biologically, man has fully developed. His spirit is still in evolution.

For the purposes of school reading a book must be something more than a recognized classic. It must fit the child's interest, and it must ennoble. The Great Stone Face, the poem Excelsior—these are ethical and therefore educative. It is the stuff in the piece that justifies its use for boys and girls. Homer's Iliad is not good for children, since much of it is unethical. Dickens' Christmas Carol, Tanglewood Tales and Enoch Arden are of the right stamp; for they hold up the ideal.

Miss Gordon of the Unitarian Church, Fargo, discussed Mr. Logie's paper. Following this, Miss Watts sang two delightful lyrics of Stevenson's to which she has composed the music. A hearty encore recalled her for another charming solo.

As the concluding address of the convention, Dr. Krohn spoke again on Child Development, this time dealing with the Building of the Brain Through Education. Incident to the songs he had just listened to, Dr. Krohn paid a kindly tribute to Stevenson, referring to his remarkable insight into the child mind. He then dealt scientifically with the necessity of a well rounded education in order to produce an even brain development. None of the legitimate functions of the child-brain should be neglected lest they atrophy and die. Brain slovenliness can be avoided only by systematic work. Spasmodic work is harmful; hence the home study should be eliminated, for it is never systematic. Spelling and supplementary reading are the only subjects that can be safely trusted to the home-study method. When school is dismissed the child should close his desk and be allowed to go home with the consciousness of work done.

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IVANHOE.

The class of 1904 scored a signal success in its class play "Ivanhoe," which was presented to the public in two performances early in the month. The first performance, which was simply a formal dress rehearsal, occurred Saturday evening, March fifth, and was greeted by nearly a full house; the second, or finished production, was given Monday evening, March seventh, and drew a crowded house that manifested a hearty appreciation of the splendid work of the young actors.

It was recognized that the class had undertaken a large task. That it acquitted itself with honor, and apparently with ease, was the enthusiastic comment of all who witnessed the play. And this is the highest praise; for the drama "Ivanhoe" is the most exacting of the class plays. While it afforded none of the opportunities for expressing the school spirit that distinguished the class play of 1902, and did not equal "Aladdin" either in richness and mystery of spectacle, or in prodigious rush of events, it had something vastly more valuable than these—strong and distinct characters and a noble ethical motive.

All of the characters were adequately handled; some were delineated with rare skill, and a few were so admirably done as to amount to actual creations of dramatic art. The work of Wallace Butler as Isaac of York, the Jew, was remarkably consistent and sustained. He had an immensely harder part to play than that of "Old Man Rogers" in Esmeralda (which he played with such striking skill last year), but he played it with even greater success. His work was conscientious and strong,—the most artistic in the play. Dinah Benson as Rowena was a true Saxon princess, and Octavia Erickson as Rebecca was dramatic and sincere.

A deal of sprightly mirth, and a thousand light-hearted gyrations were sprinkled through the play by the unconscious Wamba, who was happily impersonated by Evelyn Smith. The duet by Wamba and Elgiva (Elsie Adler) was a captivating little specialty that threw the audience into a frenzy of applause. A close second to the court fool in all the fun-making and the chief figure in some of the most uproarious scenes (as for instance the encounter with the Mil-

ler), was Gurth, the swineherd, who was delineated on broad and humorous lines by Julius Skaug. Harry Babst was dashing and effective as Frondeboeuf; there was a kind of largeness and freedom in his work that made it genuinely convincing, and while he fell off slightly in the tragic climax, he had the au-

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dience with him all the time. Amy Davenport as The Templar; Lola La Valley as Friar Tuck; Leah Cockroft as the Black Knight, and Emily Lindquist as The Grand Master of the Templars, were all appropriately cast, playing their parts with spirit and real insight. Margaret Elliott as Ulrica gave a real sense of tragedy to the scenes in which she figured. Hannah Boe made a very princely Ivanhoe, particularly in the tableau parts, and Bessie Van Houten as Locksley, the leader of the Robin Hood band, was a fine type of the minstrel highwayman. The forest scenes, in fact, with their picturesque settings, their rollicking songs, and their quaint and rhythmic evolutions, were among the most charming in the play. Nor should Midge the Miller, as played by Flora Tripp, be omitted in the catalogue of curious and clever things.

George Wardeberg as Cedric, Laura Hoefling as King John, and Alice Flaherty as Damien, were important and effective factors in the play. Many other characters added to the movement and beauty of the scenes, which went off with surprising smoothness. The costuming, to the minutest detail, was resplendent and appropriate. Every situation was invested with such grace and harmony that it was a delight to witness and left a pleasing picture in the mind. This impression was appreciably heightened by happy strains of music that ran through the play—principally the composition of Miss Watts. To her, and to Miss Remmele, the class is much indebted for the artistic success of the drama, though to the painstaking and high-minded instruction of Pres. Weld some of the stronger characterizations are readily traceable.

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 zie.
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 aret McKenzie, Winnie Marth, Carrie Nelson,
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 Hogelund, Martha Hannaher.
 Knights: Oscar Askegaard, James Bilsborrow,
 Jessie Kempton, Nellie Nelson, Hilma Monson.

complished manner. The next number was the reading of a character sketch "Mrs. McFadden" by Margaret Sutherland. Eva Mark captivated the audience by rendering with dramatic force, "A Sabbath Scene." Flora Tripp sang "Pierrot" and after a hearty round of applause responded cheerfully with "The Cradle Song," sung in a quiet and pleasing manner. An instructive paper on "Wheat" was read by Nettie Eastlund, after which Agnes Stinson recited "An Old Maid's Prayer." Miss Stinson recited the piece in a quaint style of her own, bringing out both the humorous and pathetic side of the story. The program was closed by "Come Where the Lilies Bloom," sung by Minnie Corbett, Ruth Keeney, Erick Allstrom and Conrad Hovden. This number proved one of the most delightful of the evening.

LIVINGSTON SOCIETY.

On February 15th, a large crowd of students assembled in the Auditorium to enjoy a well prepared program, given by the members of the Livingston Literary Society. The meeting was presided over by Margaret McKenzie. After the reading of the minutes a piano duet, by Mathilda Halsing and Lillian Merritt, was rendered in a skilled and ac-

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The Normal Red Letter.

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The centenary of the death of Joseph Priestly, the discoverer of oxygen, was commemorated by the Unitarian Club of Washington, D. C., on February 7th.

The dedication of the new science and administration building of Colorado College, Palmer Hall, occurred at Colorado Springs, February 22 and 23. Addresses were made by Presidents Jordan, Van Hise and others.

During the month of January, three eminent German scholars celebrated birthdays which marked the close of an advanced decade. On the 22d the eminent philosopher, Eduard Zeller passed his ninetieth milestone; on the 17th Professor August Weismann, famous for his researches in heredity, completed his seventieth year; and Dr. Adolph Franck, agricultural chemist, commemorated his seventieth anniversary on the 20th of the month.

The vacancy in the Secretaryship of the Massachusetts State Board of Education caused by the death of the Hon. Frank A. Hill has been filled by the appointment of Mr. George H. Martin of the Boston Board of School Supervisors. Mr. Martin has had a large share in the development of education in Massachusetts, is an investigator and author of recognized ability, and is extremely popular with both his profession and the public. No worthier successor to his eminent predecessor could have been found in the state.

State Superintendent Olson has recently issued a bulletin, No. 3, announcing that hereafter state aid will be issued to only those schools which have installed some satisfactory system of ventilation. Without any exception whatever, this is the most important condition ever attached to the granting of state aid to schools. No abuse is more wide-

spread or more immediate in its effects on school progress and general health than neglect of ventilation. Especially serious is this neglect in country schools.

The legislature of Ohio is struggling with the somewhat difficult attempt to unify the systems of school administration of the cities of the state. At the present time Cincinnati, Cleveland and Toledo have three different types of administrative policy, secured to them by special legislation. These laws have recently been declared unconstitutional, and the legislature is now confronted with the task of providing a plan which shall be applicable to all cities alike. Five bills have already been presented, three of them proposing the systems of Cincinnati, Cleveland, and Toledo, respectively, and two offering compromise plans. It is unpleasant to note that there seems to be a perceptible leaning toward the Cincinnati plan on the part of many of the less enlightened legislators. The Cincinnati plan seems least desirable of all, for it provides, among other features, for a large school board whose members are elected by wards on political issues, and hence exposes the schools to all kinds of political abuses. It is to be hoped that the law finally to be adopted may combine the best features of the Cleveland and Toledo plans which provide for a more centralized and responsible administration and have both worked well in practice.

The long struggle in the state of New York between the Board of Regents, in charge of higher and secondary education, and the state superintendent, in charge of the elementary schools, has been happily ended by the adoption and approval of a law which unifies these two hitherto antagonistic departments. After April 1st of this year, the offices of both state superintendent and secretary of the Board of Regents are abolished, and the new office of Commissioner of Education, which combines the duties of both those offices comes into existence. The law provides that the first commissioner shall be elected by the state legislature in joint session and that his successors shall be chosen by the Board of Regents. The length of the Commissioner's term of office will be six years. Andrew S. Draper, formerly State Superin-

tendent of New York, has been elected by the Legislature as the first Commissioner. He has accepted the call and will enter upon his new duties April 1st, tho his resignation from the Presidency of the University of Illinois does not become fully operative until fall. President Draper was one of New York's most famous and progressive superintendents, and his recall to the headship of educational interests of the commonwealth augurs well for the future of the Empire State. In commenting on his appointment, the Educational Review makes the prophecy: Under Commissioner Draper the New York schools and colleges will enter upon a period of great prosperity, absolutely free from direct or indirect partisan or ecclesiastical interference. Regents whose terms expire will almost, if not quite, uniformly be re-elected, regardless of their party affiliations. The subordinate officials will be chosen for merit and for merit only, and the state will get rid of the educational politics which are as blighting to the schools as any party politics can possibly be.

NEWS COMMENT.

Lincoln's birthday did not pass without due commemoration by the pupils of the Model School. During the afternoon of the Saturday following the birthday of "Honest Abe" the pupils of the eighth grade rendered a short program in his honor. It consisted of some of Lincoln's favorite poems, sketches of the different phases of his life, patriotic songs and anecdotes dealing with the humorous side of his nature. The blackboard sketches, made by the pupils, pictures of Lincoln, of his home and other phases of his environment, served to increase the interest. After the program had been rendered, the valentine box, in which Cupid lay imprisoned all day, was opened and his missives distributed.

* * *

A Washington program was rendered by the pupils of Miss Dean's room on Tuesday afternoon, Feb. 23rd. The program was given chiefly by the pupils of the seventh grade and was largely the outgrowth of their work on the Revolutionary War. The program consisted of several talks on the boyhood, the home, and home life of the "Father of

Our Country," of poems, patriotic selections and songs, and was closed by an impressive flag salute. The room was tastefully decorated for the occasion and the exercises were heartily enjoyed by the pupils and many visitors.

* * *

A merry company accepted the invitation of Blanche Loudon, Eleanor Rushfeldt, Ethel Shave and Edith Stalley to play progressive flinch on Friday evening, February twelfth, at the home of Miss Loudon.

The clever hostesses omitted to announce that the guests of the evening were the members of the "A" class, the class counselor, two seniors, and one junior. Consequently a surprise awaited some of the guests in the form of score cards which were capital A's ornamented with bows in the "A" class colors—lavender and white.

In the games of flinch the members of the class loyally assisted their counsellor to win the first prize, a dainty box of bon-bons; while Irene Remmele, without assistance, captured a weary looking donkey—by some thought to be an emblem, but this insinuation is haughtily resented by the "A's." Dainty refreshments were served and with greetings to the "best of hostesses" the party ended on the stroke of twelve.

* * *

One of the most genuinely enjoyable of the parties given in the gymnasium was the one tendered the young ladies of Wheeler Hall by the gentlemen who usually attend the Hall parties. All entered into the spirit of the occasion and made it a thorough success.

* * *

Two members of the senior class have charge of classes in the Normal department. Wallace Butler is teaching history to a class of first year students, while Clara A. Nelson performs a similar service for a class in arithmetic.

* * *

On Friday evening, February 26th, an interesting program, arranged by Miss Sanders, was given in the Normal Auditorium. An oratorical contest, in which a dozen little tots participated, opened the program. Mrs. Smith, Miss MacLane and Mr. Perley, who acted as judges, awarded the prize to the sixth reader, a little girl, who had rendered

"The Hired Girl and the New Minister" with appreciation of humor quite beyond her years. The children's readings as a whole showed excellent training. "Little Sylphs in Feather," a beautiful exercise, and two pantomines, closed the first part of the program. The second part consisted in Greek statuary, represented by several young women, who assumed the emotional poses with charmingly artistic effects.

* * *

On February 8th Miss Charlotte Urness died of consumption at her home 622 Tenth Street South, after a long illness. "Lottie," as she was known to her friends and classmates, was a member of the Senior class of 1904. She was born July 16th, 1883, in Fargo, her parents afterwards moving to Moorhead. At the age of six she entered the grades of the Moorhead Public Schools and later, when her parents moved to a farm south of town, attended the district school. When fifteen years of age, she enrolled at the Moorhead Normal School and was a constant attendant until the beginning of her illness. She was a member of the Norwegian Trinity Lutheran church, and for the past five years has been a member of its choir and a teacher in its Sunday-school.

The Senior class met February 9th, and passed the following resolutions:

Since it has pleased our Heavenly Father in His infinite wisdom to remove from among us our beloved classmate Charlotte Urness; and since a home has been bereft of a loving daughter and sister, and the Class of 1904 of the Moorhead Normal School of a faithful co-worker and classmate; therefore be it—

Resolved, That the Class of 1904 extend its heartfelt sympathy to the bereaved family and friends who have been called upon to mourn this loss,—

Resolved, That these resolutions be published in the Red Letter and that a copy be sent to the parents of the deceased.

* * *

Friday evening, February 12th, the young people of the Presbyterian church held a Valentine social at the Walker home. Though the night was stormy a goodly crowd assembled and joined in playing games, old and new, of the Valentine order. Tiny valentines,

cut in two, were passed around the crowd and when the severed halves were again united, the owners wended their way to the upper region of the house where a strange medium told their past history and cast a wierd light on the future. Refreshments were served, and a "search for hearts" was the closing game of the evening.

* * *

Longfellow's birthday was appropriately celebrated in the Model School Saturday forenoon, February twenty-seventh.

* * *

Over a hundred applicants for teachers' certificates took the state examinations which occurred at the High School February fourth and fifth. Among the Normal students who secured first grade certificates were Hulda Olen, Charlotte Williamson, Albert Younger and O. S. Gunderson. The following received certificates of the second grade: Alberta McCharles, Florida Hunt, Sylvester Johnson, Bertha Hunter, Alice Waite, Ragna Gunderson and Alma Larson.

* * *

Edward Eklund received a prize and Emma Kuhfeld honorable mention in the patriotic essay contest recently conducted under the auspices of the Sons of the American Revolution. The contest was for the entire state, and these young people have reflected credit both on their instructor, Miss Roberts, and on the Moorhead high school, of which they are members.

* * *

Frederick Joseph Ambs, a graduate of the normal school, in the class of 1901, died at the home of his parents in this city on the morning of March first, profoundly lamented by all who knew him. He had been sick for some time with typhoid fever and had manifested throughout his illness a sweet spirit of resignation that looked with clear-eyed courage to the end. As his life had been gentle and kindly, free from self-interest or blame, his death was quiet and worthy. He walked among his fellow men without reproach or guile; simplicity and frank goodwill were flung about him like a mantle, and his manner was a constant invitation. To normal people, whether students or faculty, he was a loyal and honored friend, and participated in all the public functions of the school. His untimely death is deeply

mourned, and the sympathy of the school goes out in largest measure to the devoted parents, the sisters and other relatives of this lovable young man.

* * *

The visit of President Morey of the State Normal Board, in connection with the association of March third, was a notable event in the annals of the year. His splendid personal presence, his acute but kindly interest in all the activities of the school, and above all his solid and eloquent utterances to students and faculty, made his brief stay at the school both a benefit and a delight. Incident to his visit, the faculty gave a dinner in his honor, which was served in the reception room of Wheeler Hall.

* * *

The University Band will give a grand concert at the Auditorium on Monday evening, April fourth. The Minnesota Band is the best organization of its kind in the country, and the concert should meet with the most loyal support and patronage on the part of all students and friends of the normal.

* * *

On Feb. 24th the Livingston Literary held a meeting for the purpose of electing officers for the spring term. The new officers comprise a strong body, under whose guidance the society will continue to flourish. Hannah Boe was re-elected president, Emma Perley Lincoln, vice-president, Casper Bergh secretary, Margaret Elliot treasurer, and Henry Bodkin doorkeeper. The Red Letter representatives will be Henry Bodkin and Eva Mark.

* * *

Miss Dow proved herself the most generous of class counsellors Saturday evening, February 27th, by providing a delightful ride for the "A's." The class on meeting at Pres. Weld's, found a big, roomy sleigh awaiting them. It was soon alive with mirth and excitement, and the party were being whirled through the streets of Moorhead and Fargo. About nine the driver stopped at Pirie's and

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the lively band followed their counsellor into a room where a long table was spread with tempting refreshments. An undignified rush from the door to the sleigh was the result of a stampede by the boys who had taken possession of the long loop of doughnuts carefully strung by one of the girls. Amid the excitement that followed, Miss Dow appeared laden with bon bons. It was then that the most hearty cheer was given her, and with spirits and voices now at their highest pitch the merry party drove home.

* * * * *

The Normal will be represented in the state educational exhibit at the St. Louis World's Fair. An exhibit consisting largely of descriptive matter relating to the work of the different departments of the school was prepared by a faculty committee during the early part of March. Very adequate exhibits of the work of the students in the English, Child Study, and Training departments are supplemented by comprehensive descriptions of the work with special emphasis on the side of method. The graduation theses of five of this year's class,—George Barnes, Flora Tripp, Elizabeth Lincoln, Josephine Kaus and Ethel Shave,—were also included. Excellent views of the buildings and of classes in the gymnasium and model school, form an attractive feature of the exhibit.

* * *

A summer school similar to the one conducted at the Normal last year will be in session here this summer, opening probably about June twentieth.

* * *

In this age of rush and tumble it is necessary to economize in space as well as in time. Hence it has been deemed necessary to write down a few "don'ts" in order that the bulletin board may be freed from all its superfluous notices, and that there may be room for all the essential ones.

Don't put up a "Lost" notice for a watch when you have it in your jacket pocket.

Don't put up a "Lost" notice for a pin which you have placed point uppermost in your neighbor's chair.

Don't be so absent minded as to put up a "Lost" notice for a mitten that you have already "given" it to some comely, broken-hearted youth.

Don't put up a "Lost" notice for a geo-

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graphy, arithmetic or any other book when that book is lying just where you threw it last night.

But—if you want to see the largest possible number of people that can be crowded on the least possible space —“Do” look through the whole mail list to see who else were as fortunate as you in getting a letter. If your name is not on the list, stand just where you are and meditate. The rest have all day to scan the bulletin board.

* * *

It makes a difference whether you are trying to have things beautiful from a motive of vanity or from a motive of ethical culture. The first is the expression of a little mind; the second, of a noble aspiration.

* * *

People who have a purpose in life, and whose energies are swayed by the magnetic touch of conscience, are little disturbed by the prattle of gossips or the carpings of the envious.

THE YELLOWSTONE NATIONAL PARK.

A large audience listened delightedly to President Weld's lecture on Monday evening, February twenty-second, and viewed with constant interest the series of beautiful pictures of the Yellowstone. In spite of the rigorous weather, the lower floor of the auditorium was crowded with students, and the balcony was well filled with citizens of the two towns. The entertainment was distinctly one of the choicest of the entire normal course, and excited enthusiastic admiration.

The lecture was not only varied and dignified—as the subject and the personality of the speaker would imply—but was replete with kernels of ripe good sense and eloquent with emotion. It carried the listener through an interesting introduction that involved the history of the Park's discovery by Lewis and Clark, its early Indian inhabitants, the origin and significance of many of its chief names, and the setting aside, by act of Congress, of this wonderful tract as a national pleasure ground. By the aid of a series of enchanting views, it then took the listener (who had now also become a beholder) on a tour through the highways and byways of the Park—past its somber ranges and sub-

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lime mountain peaks, into its dipping valleys and along its lofty cliffs; by moonlight among its resplendent geysers, thundering like an eruption and playing in snowy columns to the skies; by moonlight still along the solemn shores of Yellowstone lake, lovely as a sapphire and articulate with meaning; and at last to the awful fascination of the Grand Canyon itself and the mightily majesty of Yellowstone Falls.

All through the lecture there were pertinent and curious facts to divert the attention for a moment, and many significant observations by the way—as for example where the picture of the rude ferry across the Red River between Moorhead and Fargo brought out a compact and striking analysis of the development of these two towns.

PERSONALS.

O. D. Cannon of Frazee, visited the Normal March fifth.

Rev. Wilson of Mandan, visited at the Normal March third.

Otto Bergh spent the fourth and fifth of March with his brother.

James Bilsborrow, Sr., visited his son February twenty-eighth.

Mrs. Steel of Marion, N. D., spent a few days with her daughter the last of February.

L. Neome Hoefling and Ada Cockroft of Fergus Falls, visited their sisters during the convention.

Bertha Hunter left school at the close of the winter term to take charge of a school in the town of Maine, Otter Tail County.

Madge Chappel and Laura Hoefling spent Lincoln's birthday at Fergus Falls, and Nora Carr and Irene Norby at Detroit.

Grace Plowman of Halstad, visited her sister May, during the convention and remained to see the class play February fifth.

R. A. Hill of Halstad, attended the association, and remained to see the dress rehearsal of the class play on the evening of the day following.

Miss Watts gave a recital of her original songs at one of the Sunday afternoon meetings of the Socialist Society of Fargo, and was most cordially received. Her lyrics were the subject of hearty and delighted praise.

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CHRONICLE.

Feb. 1. City council authorize tax to support public library; Woman's Club donates site.

Feb. 2. Rhetorical exercises at 3:30.—Students attend Bostonian performance in Fargo.

Feb. 3. Mr. Chambers addresses public school teachers on "How Words Get Content."—Committee to arrange for World's Fair exhibit appointed.

Feb. 4. Miss Remmele ill; students have charge of her classes.

Feb. 6. Debate in civics: Resolved, That the American colonies were not justified in revolting against England. Affirmative wins.

Feb. 8. Augustine society meets.

Feb. 9. Girls at Wheeler Hall come down for breakfast.—Seniors meet in biological laboratory.

Feb. 10. "Curfew Bell" at Congregational church.

Feb. 11. Leap year party at Fraternity Hall.—Fargo High Dramatic Club presents "Mr. Bob."

Feb. 12. Lincoln's birthday; no school.—Seniors rehearse all day.—Valentine social at Walker's.

Feb. 13. Dr. Dickenson speaks on Lincoln.—County Supt. Turner attends chapel.

Feb. 15. Livingston society meets.—Dwight Buckingham wins first place in Fargo College oratorical contest.

Feb. 16. Miss Remmele speaks to geography classes on "A Trip Across the Pacific."—Congress organized in civics.

Feb. 17. Miss Mears visits Itasca county.

Feb. 19. Views for World's Fair exhibit taken; Red Letter board "won't take."

Feb. 20. Party at the gymnasium.—Miss Mears returns.

Feb. 22. One hundred A. C. students visit Huntoon farm.—President Weld lectures on Yellowstone National Park.

Feb. 23. Oratorical contest at the Agricultural College.

Feb. 24. Election of officers for literary societies.

Feb. 26. Red Letter distributed.—Young Men's Social Club party at Fraternity Hall.

Feb. 27. Roll call in chapel; several surprises.—World's Fair exhibit sent to St. Louis.—"A" class sleigh ride.

Feb. 28. Bishop Morrison of Duluth, at St. John's church.

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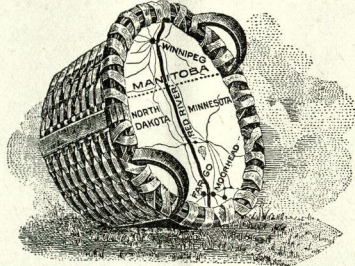
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