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## The Mystic, December 2, 1927

Moorhead State Teachers College

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# THE MISTIC

A weekly newspaper published by Moorhead State Teachers College every Friday of the college year. Printed in the College Print Shop, and issued at the College.

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### A NEW TERM

Again we set out on our second journey of the year. A new host of interesting experiences, duties and pleasures are before us. What an opportunity! We review the past enterprise with satisfaction and regret. We have learned many things but how many we have not learned through our own inappliance and indolence. Perhaps we have lacked thoroughness in preparing our lessons: the kind of thoroughness that makes cramming unnecessary at the end of the term. Or perhaps we have slipped up more often than we realized.

These things all have a definite value. We shall profit by them. Then, too, there is the spur of marks. How are we to make this new journey? The trip and the final destination depends on us. We can make it what we please!

—H. I. H.

### MINNESOTA MOVES FORWARD

With the announcement recently of the action of the Minnesota County Superintendents in convention at Minneapolis, education in the state, and particularly rural education, has taken another step forward. This group has, in conjunction with the state department, decreed that rural school graduates will not be required to take state examinations if the school is accredited. To be accredited a rural school must employ a teacher with two years of professional training, must have school for nine months, and must have equipment such as is required for state aid.

In other words the state has decided that those rural schools which are trying to do good work are to be placed on a par with town elementary schools in accrediting.

This ruling means that rural schools, as time goes on, will come to demand two-year graduates. That these rural teachers with a more thorough training will come chiefly from teachers colleges is evident when it is considered that the state commissioner of education stated recently that he does not favor the extension of high school teacher training departments beyond the one year of post-graduate work which they are now offering. The effect on the teachers colleges in the years to come should be noticeable.

The MISTIC predicts, not on the basis of official or unofficial information, but merely on the constant and widespread tendency to improve the quality of our schools by raising professional standards, that in time rural and elementary school teachers will do their first year of work either in a standard junior college whose faculty will have a master's degree or equivalent preparation in research and professional work as a requirement, or in a teachers college.

It predicts the raising of the standards of the elementary teacher in the years to come so that that teacher will be on an equal plane professionally with the high school teacher with his four years of preparation. The elementary teacher with a degree from a teachers college has forty hours of professional work as compared with twenty-four hours of the high school teacher. In time, probably, institutions which train high school teachers will give a more thorough professional preparation also to its graduates. It would seem strange that the high school teacher should receive any less thorough training in education than the elementary teacher is required to get for a degree. Yet the average Minnesota college, in addition to the smaller requirement, last year had only 1½ people in its education department as compared with an average of five in the average state teachers college, and offered eight courses in education during the year as compared with more than twenty in the average state teachers college.

Education in Minnesota is "looking up."

—B. D. M.

### YOUNG GLORY

"I fear that I don't know America yet," said an English guest of mine at the club the other night. "I have been to America several times. I have listened a great deal more than I have talked. I read your magazines and newspapers. Yet there must be an America which I have not seen". . . .

"You see," my guest continued, "I can not quite put aside a vague but persistent impression that America must be very great, not in size and numbers only, of course, but in quality, in some mysterious power I have so far missed. Yet I must confess that I find everywhere the opposite,—a great quantity of effort and output, but little quality; a great number of notions, but few ideas; a wilderness of prejudices, but few principles. If I went by superficial impression, by what I see and hear and read, I should say that half your people seem to be boosters and the other half blasters. You will forgive me speaking so frankly and fully. I am really asking a question."

"Well?" I replied, then lighted my pipe slowly so that he might take heart and go on.

"But you must not answer my question with another," he answered. Then he took to lighting his own pipe. But Exacticus, the most talkative member of the club, saved me. . . .

"May I remind you, sir," he began, "of a few lines about England by an English poet?"

"If England was what England seems,  
An' not the England of our dreams,  
But only putty, brass, an' paint,  
'Ow quick we'd drop 'er!—but she ain't!"

"Yes, that's quite to the point," replied my English guest. "But, you see, I could tell you what England is; so now, if America is not what America means, then you must tell me what she really is."

"Well," I began, "that's not so easy. There are so many contradictions. The picture is so complicated, so changing—"

"Rubbish!" put in Exacticus with his usual urbanity. "The main picture is consistent enough. Don't confuse us with your red herrings drawn across the trail." Then turning to the Englishman: "The boosters and the blasters do make most of the noise, but we don't take them seriously. Perhaps you do not realize that our chief recreation is exaggeration. We all love a circus in our time off. Mencken with his hell-fire on earth is just as necessary a part of the show as Straton with his hell-fire in the next world. We used to have only boosters,—linguistic fireworks, 'the American eagle screaming for all it was worth.' It was a one-sided show. Now we have the foil to it,—linguistic pyrene, bored cosmopolites hissing for all they are worth. It's a better show, but it's only a show."

"But the reality?" queried the Englishman.

"I was coming to that," said Exacticus. "Just get clear in your mind that Old Glory and Young Shame are merely diversions. The reality is Young Glory. Lindbergh, if you must have a spectacular case; but you'll find the same simplicity and honesty and intelligence in all sorts of plain people. Sinclair Lewis thinks them commonplace, but they're the people who make the world go round. Why, sir, his own Main Street region refutes him: it has turned out those dreadfully commonplace Americans, —Arthur E. Morgan, Lindbergh, and Lewis himself! And if Lewis would get a new pair of glasses,—but there, he's one of the blasters. I'm getting off the track and making the picture as complicated as the Pedestrian started to tell you it was. Just keep your eye on the plain people. They don't break the laws much, they don't often make the headlines, but they make the world go down. They are rather crude still (that's why I call them 'Young Glory'); they're only beginning to understand the arts; and they are sometimes grossly ignorant of Europe,—just as Europeans are sometimes ignorant of them. But they're not the caricatures you put in Punch. They are not without social grace and modesty, even if they are not wholly preoccupied with it, and they are rare good company on an outing or by the club fire. They're so alive and so square". . . .

Talking later to Exacticus, I remarked, "That was a very good reply of yours,—and a temperate one for you, I must say!"

"Well," he answered, "your English guest was so courteous that I had to speak softly. But to the blasters and boosters and the foreign lecturers who think they know what we are, I feel like quoting your seafaring friend, Judah Cahoon: 'Close your main hatch and don't try to unload that cargo of lies on me'."

—The Forum, September, 1927.

and the men of the college give the alumni a right to come? No.

How, then, can Mr. Iverson justify his letter to The MISTIC? Class parties, and this includes the Freshman party that Mr. Iverson had in mind, at times have been listed on The MISTIC calendar as all-school parties. That at once gives us a very logical reason for the presence of alumni at class parties. The fact to be remembered in this regard is that All School Parties and Class Parties are not the same. All school parties are generally sponsored by the Student Council. The Council has taken a very definite action in regard to the alumni. It has provided that all two-year graduates or four-year graduates are invited to all-school functions. Now that may explain some of the troubles that we have had to face.

I can also see a second reason why Mr. Iverson has a complaint. Some of the members of the Freshman class asked him to come to the party. Why shouldn't he come? This leads me to the conclusion that a great injustice or offense has been inflicted on Mr. Iverson. Remember, I do not wish to convey the idea that a great injustice has been inflicted upon the alumni, but on the other hand, individually on Mr. Iverson. He was invited by members of the class to their party. Then they tell him that he cannot stay. Who is to decide? I still maintain that classes are in the same category as other campus groups. Why, then, are the members of the classes denied the privileges that are granted to members of other campus groups? One privilege is that of inviting guests.

—C. NEMZEK,  
President, Student Council.

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### THE OPEN COLUMN

#### THE ALUMNI AND SCHOOL FUNCTIONS

Sometime ago The MISTIC printed an article written by Ralph Iverson. Mr. Iverson seemed to be under the impression that the alumni are not welcome at their Alma Mater. To be more specific, he said that we are driving our alumni away. In short, Mr. Iverson's words are very bitter. The faculty and student body resented his statements very much. This resentment has been brought to me. Therefore I shall endeavor to answer the charges or reproaches of Mr. Iverson, call them what you wish.

In the first place, what is the bone of contention? What was Mr. Iverson harping on? He seemed to be offended because of the stand taken concerning the admittance of alumni to the Freshman class party. This party was held a few weeks back in the College Gym. The announcement of the party in part read: "The Freshman Term Party will be held in the gym this evening. All the Freshmen, the faculty, and the student body are invited."

It seems very clear to me that the alumni are not invited. Why should they come to a class party when they are not invited? The meaning of a class party may throw some light on that question. First of all, where has the meaning originated? In the second place, when did it originate?

A class party, as I see it, is the same as a party given by any of the other campus organizations. The class party is less formal; the number of guests is usually larger; and the method of inviting is somewhat large in scope. There is no doubt in the minds of the members of the social organizations on the campus concerning who is to come to the parties. On the other hand, the class parties are more indefinite. The invitation is more or less in the nature of a general announcement. The fact that classes are not thought of as campus groups leads one to believe that his presence at a class party is of not much consequence. As I observe the situation my last statement is the gist of a traditional idea that has passed from class to class and from year to year. That traditional idea has been handed down by the alumni. They formulated the principle.

Now have I a right to place classes in the same category as other campus groups? When a person registers, he is classified as to which year he belongs to. This means that he belongs to a definite group. Each group elects officers; they pay dues; and they carry on functions and meetings as other campus groups do. Why then shouldn't they have a right to hold private social functions? Does the fact that they invite the faculty

Continued Col. Five,

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**Berenson, Bernhard:** Venetian Painters of the Renaissance.

**Casey, W. C.:** Masterpieces in Art.

**Montague, C. E.:** Right Off the Map; A Novel. It is a remarkable tribute to "Right Off the Map" that it was given first place in October by all the members of the selecting committee of the "Book-of-the-Month Club." It was characterized by this committee as a satiric "debunker" of war and of the methods by which war is brought about. "The author (although mature in years and a hater of war) enlisted as a private in the British army because he preferred to fight rather than to philosophize about it. This story, then, is the product of the crucible of conflict. It digs below what people say and think about war and gets down to what we call 'the inside story.' It is a brilliantly interesting story—a real book, lucid, original, challenging." (Book-of-the-Month Club News.)

**Moore, A. C.:** Cross-roads to Childhood. A new book, uniform with her "Roads to Childhood" and "New Roads to Childhood," by America's foremost authority on children's books.

**National Geographic Society:** Cumulative book index to the National Geographic Magazine, 1899-1925, with a supplement for 1926. There is no magazine in the Library that has a wider use than the National Geographic with its authentic accounts of geographic subjects and its splendid picture materials. The new cumulative index fills a long-felt want for a handy reference guide to the set, which is complete in the bound magazine section of the Library.

**Oswego Normal School:** Outline Course of Study in Geography.

**Robinson, E. A.:** Tristan. The poet tells anew the age-old story of Tristan and Isolde.

**Watson, J. B.:** Behaviorism. This is the first popular presentation of the new behavior psychology. "Dr. Watson, whose experiments at John Hopkins University are famous the world over, is America's most distinguished scientist in the field of psychological research. By means of this series of 'Lectures-in-print' he now shows how practical behaviorism has become in guiding human life."

**Weston, H. E.:** A book on paper, giving in a non-technical way information on present-day practice in the manufacture of pulp and paper as well as something of the history and importance of the industry.

**BOOK DIGEST**

**RURAL LIFE AT THE CROSSROADS**

(By Macy Campbell)

Rural life today is at the crossroads. It has reached a critical period. Either the farm group must learn to co-operate successfully or it must go down into economic servitude. The hope of rural America lies in the education of its youth. Better education and better organization are the only hope of saving American life from peasantry, which many students of history declare to be the inevitable end of every agricultural people. If the American farm people are permitted to descend into peasantry they will eventually pull down the nation after them. This, too, is the warning of history. The hour is struck. Which way rural life?

The American people have the financial power, when it is rightly harnessed to the task, to educate properly both the children of the urban communities and the children of the rural communities. We must take this wealth from where it is and use it to educate the children where they are.

Farmers of America, the challenge to you is to wake up and gird yourselves for battle! The call to you is to stand up and be men among men, business men among business men, statesmen among statesmen. Your opponents are organizing; they are schooling their youth to win the great game. They have made great progress. Will you continue to let them out-think you? Will you continue to send the youth of the farm into the fight under the hopeless handicap of the hardest task and the poorest schools?

Landlordism, farm mortgages, excessive taxes on farm property, and the depreciated buying power of the farm are now robbing those who labor on the land of more than half the new wealth they produce from the soil each year. These farm evils are steadily increasing. How long can this continue? What will the outcome be?

Intelligence and business acumen cannot be created by legislation. Legislation can only provide the ma-

chinery which helps to put into effect the sound business principles upon which an enlightened people have agreed to co-operate. As long as farmers are neither able to think their way clearly through their business problems nor to agree on the course to be pursued, legislation can do little for them, and the decay of rural life must continue.

It is not only necessary to produce on the farm, but the produce must be marketed. The practice of the farmers in individual marketing teaches him nothing. "He cannot become expert in merchandising by following a plow and looking at the hind end of a horse all his life."

In the early history of our national life we found it necessary to educate the common man to co-operate intelligently with his fellows in carrying out the civic purposes of the new republic. Education must now prepare the farmer to co-operate intelligently with his fellows in making a success of group marketing. By this means he will be able to preserve his economic freedom.

The overcoming of the inability of farmers "to stick together" must begin in childhood. Theodore Roosevelt stated: "If you would do anything for the average man, you must begin before he is a man. The hope of success lies in working with the boy and not with the man."

With this challenge to the rural educator and to the farmer Macy Campbell goes into an interesting and intelligent study of the practical application of educational movements. His discussion of co-operative marketing is tersely written and is supplemented by a generous supply of vivid illustrations.

Homer H. Seerly, president of the Iowa State Teachers College, says: "The developing and inspiring of the coming generation of farm owners, farm operators, farm tenants, farm laborers, and farm children are the ends sought by this vital, practical, thought producing contribution to rural sociology, economics, and education. As the head of the department of rural education in Iowa State Teachers College for eleven busy years, as a worker in rural public schools all his life, as a student of rural conditions in all parts of the United States, as an authority on rural problems because of the thoughtful and persistent attention he has given to the conditions underlying the problems, no one has a better right to be heard with confidence that this man of the common people, Macy Campbell, this man of sincere devotion to the service of humanity and of the genuine accomplishments in the field of education in which he has won conspicuous recognition at home and abroad."

—H. J. S.

(Editor's Note: Dr. Archer worked with Macy Campbell from 1920 to 1923.)

**DR. ARCHER CHARACTERIZES MACY CAMPBELL**

Macy Campbell was the most outstanding example of self-sacrifice I have ever known. He gave of his time and energy as few have done. Most of the time he would walk three or four miles to his office and arrive at five or six o'clock in the morning. He often traveled all night to deliver an address in the interests of rural schools. He also sacrificed his own money by investing it in research in the interests of the country child and as a result died a poor man.

Whatever he did, he did with all his might. During his college days he won outstanding honors in debate, oratory, and track work.

Those of us who worked with him could not help catching the fire and enthusiasm of his dynamic personality. I sat and talked with him for the last time at Dallas, Texas. He

was as idealistic as ever. He was full of fight for the rights of the rural classes and more especially for the rights of the sons and daughters of the farmer. In two months he passed away in a hard fight in Georgia last winter where he was leading the battle against forces which were trying to prevent the rural child from having a fair chance in education. In the death of Macy Campbell, the nation lost a man who was keen, idealistic, farsighted, energetic, and a friend of all, most especially of the rural child.

—C. P. Archer.

**COLLEGE TRAINING SCHOOL ACTIVITIES**

The 7-A class is preparing a two-act play, "A Peep Into a Chinese Home."

Mr. Bordsen's 7-B class in history is doing interesting work in Indian life. The boys are making an Aztec temple in clay while the girls are making an Iroquois Long House. They are studying the symbolism of different Indian tribes, adopting the designs to decoration for ink stands for their homes. They are also working out a large map in which they are showing the location of different Indian tribes. They are making sketches and cartoons to show the life of the Indian and incidents showing the relations of the white man to the Indian.

The Junior High School Club met Tuesday at 1:15 P.M. The following were named assistants to Chief Marshal William Winquist: Leonard Hendrickson, 10th grade; Loren S. Pierce, 8th grade; Edgar Olson, 9th grade; Clarence Schied, 7th grade.

The following program committee was appointed: Olga Stusiak, Margaret Winquist, and Virginia Crank.

The fifth grade has begun the publication of a newspaper called "The Messenger."

The third grade has made peep shows illustrating the Norse feast hall and a trip to Iceland.

The third and fourth grades have made silhouette drawings of the poem, "Thanksgiving Day," by Lydia Maria Child.

The fourth grade pupils received letters from the fourth grade pupils of the Mayville State Teachers College.

The 1-A class has started new reading books. They are making health magazines for reading class.

(Editor's Note: The MISTIC staff regrets that they were unable to print these notes in the last issue of the paper.)

**GUS AND BESS**

Moorhead, Minn.,  
Dec. 2, 1927.

Dear Bess:

I sure am sorry I couldn't come home over vacation but I went home with another kid. He owed me 6 bits and I wanted to be sure to get it back, so I ate up that much in groceries. And don't you believe a word about me having a date while I was there. That is all bologna. I did ask a girl if she would go out with me but I dropped a big chunk of wood on my foot and then I couldn't go see her and really I didn't want to any way, cause I only did it on a dare, so won't you forgive me? These are the true facts of the case and I don't care what anybody else says.

Gee, it seems tough to get back at the old grind. I feel worse than I did last fall, but then I got good marks, anyway—3 D's. Everybody around here looks sleepy and tired and all are grouchy and I am afraid to say anything for fear someone will crown me. By the way there is another set of twins in school by the looks of

things, but these are boys. Vinz says that he wishes these were girls, too. I don't believe I will be able to get a date with any of the Sophomores, as they are all practice teaching and when you say something to them they look at you with a vacant and wearied stare and dash off with an armful of books. If just practice teaching affects them this way what will real teaching do?

I have been out for basketball three days. The first night I was bawled out, the second night I was tired out, and the third night I was kicked out. I don't know how long I will stay at it but I will tell you more of it next week.

Now listen. Remember that girl is a mere incident in my young life. I

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(Continued from Page One)

Just to be mean, the Swedes gave a terrible, sinister, malicious sneer, and proceeded to count up 23 points to their opponents 20.

The lineup for the different games are as follows:

### First Game.

Norskes		Swedes
Lindbloom	LF	G. Simson
Vinz	RF	Fridlund
Bielfieldt	C	Erickson
1384—MISTICE		SEVEN
Oraas	RG	A. Simson
Baldwin	LG	V. Anderson

### Second Game.

Swedes		English-Germans
Anderson	LG	Edwards
Bielfieldt	RG	Christian
Erickson	C	Vinz
Simson	LF	Zech
Baldwin	RF	Wambach

### ARE YOU INTERESTED IN THIS ART CONTEST?

James Montgomery Flagg, dean of American illustrators, has consented to criticize and make personal comments to artists who submit drawings of exceptional merit to State Teachers publications and College Humor in their \$2,000 art contest. For more than 37 years Flagg's illustrations have appeared in the leading magazines in America. His comments and criticisms, impossible to be obtained in any other way, should be invaluable to the fortunate artists.

Undergraduate artists may submit as many drawings as desired—on any subject—in black and white, before January 15th. Two other famous artists, Arthur William Brown and Gaar Williams, will decide with Flagg on the winning eighty-one drawings.

Three original drawings by these three artists will be presented to the comic magazines or publications on whose staffs the grand prize winners are regular contributors.

### MANY OF ALUMNI NOW IN SOCIAL SERVICE WORK

Recent information has disclosed the fact that many alumni are now in social service work. Among them are:

Mrs. Virginia Bennett Whitehead, advanced graduate of 1910, was for several years in charge of girls' schools in Chile and Bolivia, and later superintendent of all Indian Mission Schools in Bolivia, South America. Her work was carried on under the Methodist Board of Foreign Missions, 150 Fifth avenue, New York City. Recently she has returned to the United States.

Mrs. Gudrid Lundeby Ekeland, advanced graduate of 1914, spent several years teaching in the mission schools in China. She returned to the United States last spring and spent the summer studying at the University of Minnesota. Her home address is 475 West 152nd street, New York City, where she acts as part time assistant in the Child Welfare and Research Institute of the Teachers College at Columbia University.

Miss Emma Lindholm, advanced graduate of 1914, did home missionary work at Hilltop, Ark., then went to Ellada Orphanage at Asheville, N. C., up to June, 1927. Her present address is Crown Point, Ind.

Miss Pauline Redden Woolworth, of the advanced graduates of 1916, is a foreign missionary in Turkey. She was on leave of absence last year and spent part of the time in Moorhead.

### FACULTY MELTING POT

#### PILGRIM AND PURITAN

Among those who speak and write very glibly of the influence of the Puritans in shaping American life and thought a very common error is that of confusing the Pilgrims and the Puritans. A proper understanding of these terms may free us from the danger of misconception and misstatement.

The Puritans were a group of people in England who believed that the middle ground adopted by the Church of England between the Catholic position on the one hand, and the thoroughgoing protestantism of the Calvinist movement on the other was altogether unjustifiable. They insisted that the church must be "purified" by substituting for the ritual carried over from the Church of Rome a greater emphasis upon preaching. The separatists were a group who rejected entirely the Church of England and its organization. They particularly objected to the authority of the bishops in the church as not in conformity with the teachings of the Bible. Instead of this authority, they insisted upon the control by the local congregation of its own affairs through the vote of its members. To this body of Separatists belonged the group who came to Plymouth in 1620, and who are known to us as the Pilgrims.

Another common error is to assume that the Puritans in coming to America became the founders of our American religious liberty. Freedom in religion is largely of American origin, but it can not be said that it was to any appreciable extent transplanted from England. It is true that these people came to America, the Pilgrims almost entirely, and the Puritans, largely, for the sake of freedom to follow their own religious inclinations, but they brought with them also the idea that the government should take upon itself the responsibility of compelling every one to support and attend the services of the church which they established. In this respect they were not different from the established church in England, or the Church of Rome. Only two leaders of note in the early history of English settlements in America, Roger Williams and William Penn, made any conscious contribution to the cause of religious liberty. As proof of the attitude of New England in general one need only refer to the fact that complete separation of church and state did not take place until 1833 in Massachusetts.

Both Pilgrims and Puritans have contributed to American life and character a great deal that is of value, and for that contribution is only that of men of vision of a future and of faith in the ultimate triumph of right and justice. American history furnishes many examples of such contributions.

—Samuel G. Bridges.

### THE CAMPUS RUNABOUT

Last week I heard a wise bit of implied philosophy when Myrtle Nelson was being registered.

"You have a choice of two electives, 'History of Ornament' or 'Argumentation and Debate.' Which do you prefer?" the advisor asked.

Myrtle replied, "Well, I don't see any use in taking 'Argumentation and Debate' since I am not going to get married. I'll take the other, thank you."

Gowenlock claims of all the kinds of tests there are he prefers to give intelligence tests. "You see there's no remedial work needed in that case. If the marks are low all you have to do is "use the axe on them."

I can tell you why Miss Frick appeared so thoroughly disgusted the other morning. You see she was cautioning her first hour students to be sure to refer to the gym course as Physical Education 255 when a Freshman spoke up, "But, Miss Frick, we don't have it at that time."

There has been so much talk about teaching "this period," "that period," and "those periods" that even the streetcar conductor inquired of me, "Say, who's teaching question marks

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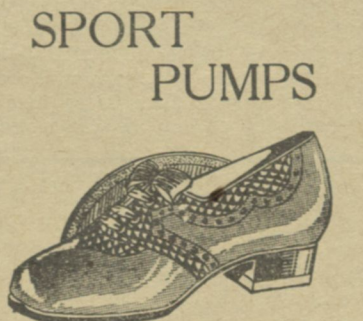
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