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The College Chronicle

VOLUME I

Friday, January 16, 1925

NUMBER 8

TALAH SIGNIFIES OAKS TAHALI MEANS WORK

So Says John Keaveny Editor,
in-chief of the '25
Annual

What does the word Talahi mean to you? To many of us, it is just a name, often mispronounced; to others, it is the name of the Annual of the St. Cloud Teacher's College; but to any one who is in any way connected with it, the word Tahali means a year of work. Real honest-to-goodness work drawn out over long months with the final goal very distant and obscure. The word Talahi is Indian for white oak leaf, so many of which grace our campus during the fair spring and summer months. But as Shakespeare says, "what's in a name? That, which we call a rose, by any other name would smell as sweet." So to us the all important thing is not the name, but the fact that the name means the year book of our college.

In years to come those of us who are now attending the college will be scattered to the four winds. How refreshing will it be to pick up a well bound volume, to sit in an easy chair and to think back to those wonderful days at college! The football game which you won by a thrilling 65 yard run; the basketball game which you took out of the fire by a well placed shot in the last minute of play; the track meet; the Literary Society that you made and your friends in it; the May Fete; the Class Play; and the girl that you stepped and didn't like; or the girl whom you would have liked to step, but who didn't like you. Many things, indeed, which we shall laugh over then, but which we cry over now are recorded in pictures in this book.

We realize that it is difficult to sell an article, on sight and unseen and we also realize that our pen is much too feeble to describe the Annual and to do it justice, but we shall tell just a few of its outstanding points. The cover is to be a dark brown; the book will be printed in black ink on white enameled paper; the art work is being done by the art classes under the able supervision of Miss Minich; it will contain several pages of cartoons by that peer of cartoonists, Barsone. To tell more would be tedious and would take away a number of pleasant surprises from those who buy the book.

NOTICE!

Don't forget to attend the entertainment consisting of a group of readings to be given in the auditorium this evening at 8:15 o'clock. It will be worth your while.

On last Saturday afternoon the members of the Minerva Literary Society had a sking and toboggan party. The supper which was prepared and served by the freshmen just taken into the society was cooked and eaten out of doors. The freshmen have been enduring indignities of various sorts since making their 1 1/2 point averages.

LIKE TO WIN A PRIZE? LOOK UP ORTHOGRAPHY

Are you an expert in orthography? If so, you will be given an opportunity to show your skill and win first prize and that prize may be the very article that you long for inexpressibly. Do you have difficulty in spelling sexagenarian, historiographer, hypochondriac or orthodiograph? Then you will want to furnish up your memory for all your latent abilities will be called into play in the All-College Spelling Contest, which will be a school event of the near future.

MR. TALBOT COMPLETES CORPS OF SUPERVISORS

MISS LOUISA VAN DYKE IS
LAST ADDITION TO COMPLETE STAFF.

When Miss Louisa A. Van Dyke becomes a member of the St. Cloud Teachers College faculty, January 19, Mr. Talbot's corps of supervisors will be complete. Miss Van Dyke who is a graduate of the University of Iowa is being released from her duties at Ottumwa High School, Iowa, to take up her work here as part-time supervisor and college instruction in Principles of Education.

A total of four new supervisors have been added to take care of the large increase in the number of student teachers. Miss McBride, Miss Budge and Mr. McChesney were added to the college teaching force at the beginning of the winter term. Mr. McChesney has previously been introduced through the pages of the Chronicle.

Miss Marguerite McBride who assists Miss Paul in the supervision of the city cadets has her degree from the University of Chicago and was teaching in the primary grades of Chicago at the time of her engagement.

Miss Lillian M. Budge who has charge of the room and students teachers in grades three and four, comes here from the State Department of Education, Bismarck, N. D. She is a graduate of the Valley City Teachers College and has her degree from the University of North Dakota.

WINTER PHOTOGRAPHY

In order to do effective photography in the winter it is necessary to keep in mind two important things; first, the course of the sun is lower in the winter; and second, the snow makes a decided difference in the appearance of regularity of the ground surface.

There is, of course, an advantage in taking outdoor pictures in that there is more light and a greater range of view. Outdoor scenes can be broader because of the advantage of greater perspective. An artistic picture may be obtained from a view of greater simplicity in winter than in summer, because of the uniformity of surface caused by the snow.

BASKETBALL QUINTET MERITS SUPPORT

Enviably struggle and great
team merit 100% support
of the students.

Basketball is now king. For the next two months one of the major interests of the school will be this most interesting game. Basketball is one of the three great American team games, and when there is a good team to play it and when the team has a good schedule, the basketball season ought to carry the whole school along in a great wave of enthusiasm. The St. Cloud Teachers College has the team and the schedule. The games that are to be played at home are with colleges that "Saint Cloud is most eager to meet; they are teams that always put up a very good fight. The team ought to receive 100% support from the students of the college.

Basketball Schedule.
Home Games for 1925.
State Teachers College vs.
January 10 Sebeka High School
January 15 Saint John's College
January 30 Winona State T. C.
Feb. 13 Rochester Junior College
Feb. 21 Hibbing Junior College
March 5 Mankato State T. C.
Games to be played at the Armory.
Let's Go!

BRUSH MYSTIFIES ST. CLOUD BY HIS MAGIC

THE TRICKS OF THE GREAT MAGICIAN HOLD CROWD IN ASTONISHMENT FOR TWO HOURS.

Last Friday evening at 8:15 o'clock, Brush the famous magician appeared on the stage of the school auditorium to present his mysteries and jokes to a capacity house. His wonders were both varied and mysterious.

The great magician pulled eggs out of a boy's ear, grasped money from the air, produced an aluminum pan full of water from just a piece of cloth. One of his especially interesting acts was to shoot two cenary birds in a paper sack and have them reappear in the bird cage. By mixing the ingredients of a cake in a hat, he produced a guinea pig. He mysteriously produced a duck from a bundle of paper. As a climax to his entertainment, he astonished the audience by finding a prominent local man's watch tied to the foot of a live rabbit that was found in the coat of a local doctor.

The entertainment was one of several sponsored by the Junior class of the Teachers College. Tonight the Juniors will present a group of readings which will well meet the attendance of all who can possibly come.

Florgence Kelly, editor-in-chief of the Chronicle during the fall term, and member of the editorial staff in the winter term, did not return to College after the Christmas Holidays. She accepted a teaching position at Kettle River. The Chronicle was much concerned at losing her.

SENIOR SPOT LIGHT AFFORDS VARIETY OF FUN

You dreamed that? Do you sleep well? Are you restless? Better see a physician; or, better still, let Mabel tell you what's the trouble in "Suppressed Desires" at the Senior Spot Light.

What is the Senior Spot Light? What isn't it? Sh! It isn't generally known yet, but I've heard there will be dancing, music, and several perfectly thrilling stunts. And you just couldn't miss "Suppressed Desires." Imagine it! All those things at the Senior Spot-light, January 31, in the College Assembly Hall.

TEACHERS OPEN SEASON WITH EASY VICTORY

LYNCH MEN DEFEAT SEBEKA
HIGH SCHOOL IN ONE-SIDED
GAME.

The Saint Cloud Teachers College basketball team opened the season with a victory over the Sebeka High School in a practice tilt played at the Armory last Saturday evening. This game was expected to throw some light on the chances of the local quintet in future games, but it is almost impossible to gather such knowledge yet.

Although Coach Lynch's men had little trouble in smothering the Sebeka team under a 40 to 8 score, they were far from displaying the speed and good brand of basketball which they exhibit in scrimmage during practice. Only once in a while did they show good team work, working the ball down under the basket and taking a "pot shot". However, it is expected that when they meet faster teams, they will play the kind of basketball that will render them contenders for the "top berth" in the conference running.

Dave Nickey had quite the edge of his teammates in dropping the ball through the ring, which however does not speak unfavorably for the others. Blaha and Carpenter played a good game, while McDowell, whenever he had to, "broke up" the play of the invaders as they came. Ashbaugh was missing from his pivot position which was held down for the greater part of the game by Smith.

Last night the local cagers tangled with St. Johns, and next Friday, they lock horns with the Rochester Junior College basketball team there.

SOCIETIES USE PROCEEDS

The Minerva Literary Society will use proceeds from the pre-Christmas sale of stationery to establish a student loan fund. The Society members hope from time to time during the year to raise money to increase the size of the fund.

Before Christmas the Waverly Literary Society had a most successful candy sale; in fact, all their wares were sold long before the day was over. The proceeds from the sale were used to give a party to some children who would otherwise have had a very meager Christmas.

TEACHERS EXPRESS VARIETY OF HOBBIES

President Brown says famous
hobby "Astronomy"
in leisure

The faculty of our school is an interesting group of persons. One of the remarkable things about them is that, for the most part, each member has a "hobby"—"an interest or work," as Webster states, "to which he is constantly reverting or referring." Something which, more than other things, attracts his attention. Some of the members of the faculty say that the subjects they teach are the things they are most interested in, while others But we shall see.

President Brown's hobby, as the students know, is astronomy. The talks which Mr. Brown gives on that subject indicate that a hobby need not be a selfish pursuit by any means, but may be a source of pleasure and instruction to those who come in contact with the "rider of the hobby."

A fondness for birds of all kinds is, Miss Dopp says, one of her special interests. Coach Lynch remains loyal to outdoor sports of all sorts. Quite different from these is Miss Quayle's liking for old china, early needlework, and housekeeping. Though Miss Barden acknowledges she has some study, or work or amusement which absorbs her attention, she desired, at the time, not to state it.

Mr. Talbot, finds reading and discussion along lines of applied social ethics and philosophy productive of much thought and interest. Outdoors with all its pleasures and sports appeals much to Miss Booth. Amateur photography, as many have guessed, is Mr. Williams' hobby. The pictures of the May Fete of '24 were an outcome of this interest and were appreciated by the students. It is hoped, however, that Mr. Williams may not become so absorbed in photography as to forsake us for the movies!

Darius Steward states that he has made a hobby of every subject he ever has taught; that he has never lost interest in any of these varied studies. He adds, however, that American history has held his attention more than anything else.

Miss Atkins devotes her time to church work, foreign missions, and the care of a garden. Automobiling has a devotee in Miss Grannis, the librarian. The assistant-librarian, Miss Martin, cultivates a liking for all flowers.

The study of rocks and minerals appeals to Miss Graves as her main hobby. To supplement this she is interested in astronomy and crossword puzzles. Miss Samuels enjoys canoeing, swimming and sewing. Officiating at football and basketball games hold Mr. Adam's attention outside of school. Miss Hill's dog, a Boston terrier, and all other dogs as well are the subject of her interest.

To make students drink a great deal of water is one of the aims of Miss Skewes. Miss Parker's interests make an unusual combination. They are—date cookies and grade lesson plans.

(Continued on page 3.)

THE COLLEGE CHRONICLE

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Saint Cloud, Minnesota

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"What shall I pack up to carry
From the old year to the new?
I'll leave out the frets that hurry,
Thoughts unjust and doubts untrue.

"And I'll pack my choicest treasures:
Smiles I've seen and praises heard,
Memories of unselfish pleasures,
Cheery looks, the kindly word."
—Wells

Our own *Chronicle* received the All American rating at the convention of the Intercollegiate Press Association held at Madison, Wisconsin the last week in November. The All American rating is given to a limited number of school publications of the first class. Other papers receive second and third class ratings; some receive no classification at all.

We are justly proud that the *Chronicle* while yet in its infancy has won a seat among "the mighty." Already its circulation extends from the Atlantic to the Pacific. Many schools and colleges are the recipients of our paper. Many alumni upon seeing or hearing of it, immediately become subscribers and assure us that it is to them a source of new inspiration as well as another link binding them closer to their Alma Mater.

We shall remember however, the old admonition that "pride goeth before a fall." It might be a temptation to rest on our laurels and let the future take care of itself. We shall try to guard against this tendency. If the *Chronicle* is to become a permanent institution it is necessary that each student of the college regard it as his very own "to have and to hold." We again invite the student body to make the *Chronicle* its medium of expression. No doubt there are many students who could offer us constructive criticism and suggestions for improvement. Our slogan for 1925 is "A bigger and better *Chronicle* which truly expresses the standards for which our college stands."

Do you go to the movies? Some unfortunates feel that they must go every night; other misguided ones never go at all because they think movies are altogether worthless; still others go when they feel reasonably certain that there will be a picture worth seeing. Surely those of the first two classes are extreme; either attitude is unfortunate. The individual who goes to the movies indiscriminately acquires—if that was not the trouble in the first place—a state of passivity in regard to recreation that makes the reading of a good book an insurmountable task. One picture is to him very like another and he remembers none, but he must be entertained as painlessly as possible.

On the other hand, the person who seems all moving picture plays simply is not having the valuable and thoroughly enjoyable experience that he ought to have. We feel that it would have been a great loss to have missed laughing at Harold Lloyd, or to have been deprived of seeing great pictures such as: "The Birth of a Nation," "The Covered Wagon," "Oliver Twist," "To Label David" or "Abraham Lincoln." Some other pictures that we could not have afforded to miss are "Down to the Sea in Ships," "The Four Horsemen of the Apocalypse," "Robin Hood," "Beau Brummel," "The Thief of Bagdad," "The Hunchback of Notre Dame," "He who Gets Slapped," "Scaramo." Some recent releases that we hope to see

seen are "Peter Pan," "North of 36," "Romola," "Romance and Juliet."

Occasionally of course, we are disappointed when we have looked forward to a picture with great pleasure. We were really sick when we saw what had been done to "Selina Peake" in "So Big." The producer, or director, or Colleen Moore, or whoever it is who is responsible for making characters what they appear to be on the screen, apparently had not read "So Big" or had entirely failed to understand Edna Ferber's really great achievement, "Selina Peake." But most of the pictures that one expects to be good are not so disappointing.

St. Cloud offers excellent opportunities to see good pictures; often recent releases are shown here before they are shown in Minneapolis or St. Paul, but let's be discriminating in selecting the ones that we spend our time and our thirty cents to see.

Old Man Time used his wise old head when he gave us a chance to reform once a year in regulation style. He figured that we all wanted to be a little different from what we were even if that feeling lasted for only half an hour on one day out of three hundred sixty-five.

The trouble with resolutions on New Year is that we were up too late the night we made them, and our minds were rather lazy. When we heard those wild midnight bells, we were seized with an uncontrollable desire to reform. Even if we could think of none of our bad habits, we were so filled with 'reform' that we eliminated a few of our good ones. We made resolution after resolution, from promising not to swear to resolving not to laugh in the library, and went to bed praying for a pair of big wings and a little gold harp to wear around the college.

But what has happened? We seem to be doing most of the objectionable old things that we promised ourselves we never would do again. Honestly, how many resolutions did you make, and how many have you broken? It is discouraging, perhaps; but it did us good to make them, and if we are keeping just one we are a little less objectionable to our friends than we were in 1924.

Winter is a gay, old season, full of pep, holidays and cold feet. There is a sting in the cold, brisk air that freshens and quickens the actions of both mind and body. We feel more alive and more confident of our ability to say and do things.

Winty breezes put pep into everyone. Teachers understand this and subject us to open windows in zero weather. A college student is too dignified to hidget and in classes the size of ours there isn't room to. Some form of action must be gone thru and recitation is the handiest even if it isn't the easiest. Some instructors open their windows three feet on a bitter day and then look at the class as much as to say, "Talk or freeze." It always brings a response. It is rather rough on those of us who sit nearest the windows, but even if we congeal, we remember that a few sacrifices must be made for a worthy cause. This method is not recommended for a lecture course.

LITERARY CORNER

MT. SHASTA.

From the car window, I could see looming against the unclouded blue sky, Mt. Shasta with its lofty white peak covered with eternal snows. For, nearly four hours, I sat enraptured in its presence as our train skirted the base of this shining pyramid of white. As we drew nearer, the aspect of the mountain gradually changed and what had seemed smooth gradual slopes now seemed to be craggy precipices rising one above the other. The region about Mt. Shasta suggested a wilderness that only the sturdy pioneer can master.

It was nearing twilight when the train thundered into a little primitive station nestled among the Shasta foothills. I took the opportunity of the ten minutes stop to stretch my cramped limbs and also to gain a better picture of my mountain. The sun was yet lingering on the mountain side though it had set in the valley below fully half an hour before. I drifted into a conversation with an inhabitant of the village. She told me that never were two sunsets on the mountain alike. The villagers loved and adored this mystic pinnacle for hadn't it always been a sentinel against evil?

"All aboard!" cried the conductor and we were once more wending our way in and out the hills. Mt. Shasta in all its grandeur against the fast fading crimson shadows still remained in sight for some time. A star appeared over its summit, looking as if some daring climber had started a fire, dwarfed by the distance. Gradually the mighty Shasta became dimmer, dimmer. Darkness fell like a blanket upon us and though I strained my eyes to catch a parting glimpse, the grandest mountain in California was left far behind.

—A. B.

CHRONICLE CRUMBS



Miss Fribble (as Mr. Friedrich as he walks past her room) "Go quietly, please."

A fortune awaits the man who invents an adjustable engagement ring. (See Neal Anderson).

"What's that toothbrush on your lapel for?"

"That's my class pin; I graduated from Colgate."—Ex.

Taxi driver (accusing his car): "My heavens, what a clutch!"

Fred Mix from the rear seat: "What business is it of yours?"

Steamboat Captain (who has just fallen overboard): "Don't stand there like a dumbbell. Give a yell, can't you?"
College Student Deckhand: "Certainly, sir. Rah! Rah! Rah! Rah! Captain!"—Exchange.

The Deadly Kind

Mr. Adams: "What types of laws are sure to fail to receive favorable public opinion?"

Earnest student: "Those laws which seat a higher standard of 'mortality' than that to which the people are accustomed."

In one school the instructor in physics was trying to make clear to a certain pupil a lesson perfectly plain to most of the other pupils.

"Now then," he said, when the demonstration had been completed, "What is a vacuum?"
"I have it in my head," said the pupil, "but I can't express it."—Ex.

Forceful, At Least.

A student in an American history class: "The Democratic slogan in 1844 was 'Fifty-four forty or bust!'"

Which One of Our Rays?

Overheard by a faculty member as a crowd of college boys were passing on the other side of the street:

What's the matter with Ray?

He's all right.

Who's all right?

Ray's all right.

Who says so?

Ray!!

Ruth S. overhears the following from two of her sewing students..

One pupil: "I don't see how to sew these two pieces together."

Second: "Oh! Just 'Doodle Do Do It'; there's nothing much to it."

Mr. Zelleny gives a little bit of French and Latin in one of his classes:

For the Latin students: Na-vi-ga-tum; lubet ve-cisum.

For the French students: (Pas de lieu rhone que nous.
(Do you get it?)

In Lawrence Hall.

Some people wash their faces
Each morning in the sink;
I use a drinking fountain.
An do it while I drink.

Cramming is a method of attaining short order mental refreshments.

The Exponent.

ALUMNI NEWS

In a recent issue of the St. Cloud Journal Press there was an interesting article by Mrs. Mary E. Street of Royalton, a graduate of the college in 1876. She tells her actual experiences in obtaining and teaching a school at that time. One needs only to compare her experiences with our present day methods to note the marked improvement.

Mrs. Street states that she applied in person for the school. If some of you think school boards ask queer questions, what should you say if you were told to draw a township? How many could? Mrs. Street had to and she was able to do it because her father had taught her how. The clerk was very much pleased to think they taught that in the Normal School.

The following is a section from one of her articles in which she tells about her first teaching experience:

"Lucy looked at me anxiously as we entered the house until Mr. Gritten said: 'Well, Maw, Miss Harris is goin' to teach our school an' she don't want to board around. I loved she could stay here, can she?'"

"I reckon so, if she can put up with our livin'." She and Lucy can sleep together.

"That meant, to be sure, that Lucy and I were to share the same bed, and perhaps the same towel, but that was before persons' minds were unbalanced with the dread of germs; therefore being ignorant of them, I was also blissful, so I gladly accepted Mrs. Gritten's offer to room with Lucy. No health expert could have found any germs to chase out of Eden Hill. Sanitation consisted in the people keeping their houses and themselves scrupulously clean with soap and water. The dish of home-made soft soap was one of the necessary toilet articles in the home and figured largely in the weekly bath on Saturday night.

"When the children came to school on a cold morning and crowded around the hot stove, the frost that had gathered on their clothes during their long walk to school melted, giving off a steam which mingled with the soapy smell, might have given the stranger coming in the impression that I was running a steam laundry, and putting the children thru the mangle from the noise they were making, shoving and pushing each other from the choice places at the fire.

"We were scarcely thru supper that first evening when the jingling of bells, mingled with shouts of laughter, and barking of dogs, broke the stillness of the evening, as a double box sled, filled with young people and drawn by four prancing horses came to the door. In they rushed, girls and boys ranging in age from twelve to twenty years, and as we arose from our places at the table each one took my hand in turn saying, 'Howdy, Teacher.'

"Well, School Marm, these'll be about all of your school. Great lookin' lot, hain't they?"

"As I looked around, my heart sank, as many of them were older than I was. Two of the young men sported mustaches.

"I say, Teacher, Gil here thinks it

won't be much fun putting a little tegger like you out. You know he put three others out this winter, an' one a man. But you'll be too easy, he says."

"Now, you, Sam Slicker, you know I ain't a'min' to put no woman out. That last teacher just romped out, after the mice got too thick. Gil retorted sharply, while his bright black eyes searched me for signs of weakness, even fear of mice."

CAMPUS CHAT

Miss Cowin spent her Christmas vacation at the home of her brother in Birmingham, Alabama.

New members of the Chronicle staff for the winter term are Fern Cyrus, Constance Bernick, Carl Peterson, and Martin Keaveny.

The advertising posters for the Talahi that so interestingly attract the eye as one goes through the halls are made by the students of Miss Minich's drawing classes. Some very beautiful examples of their skill will be found in the 1925 Talahi.

PENMANSHIP: A CASE STUDY OF THE SITUATION IN MINNEAPOLIS

(Continued from page 4.)

4. Temporary unsteadiness in physical control due to adolescence.
5. Lack of a standard of requirements.

We are at present in these grades engaged in the problem of organizing some definite plan to secure automatization of the writing habit. We feel we are on the path to two solutions, either of which should prove helpful.

To sum up briefly, we have learned from our study that the only writing movement which actually functions in any situation is a combination of shoulder, forearm, and finger movements; that writing is a tool of expression which misses its purpose if it is not legible; that pencils and fountain pens are decided assets in a business world and as such should be encouraged for use; that to secure proper functioning of the writing habit the requirements should be kept within the degree of the physical control of the children, and of the same nature as the work outside of the writing period.

PRIMARY PENMANSHIP

Muscular Movement.

MYRTA L. ELY, St. Paul, Minnesotans, Supervisor of Writing

I should like to discuss this subject from the following standpoints:

1. Muscular Movement Penmanship in Primary Grades is Physiologically correct.
2. It is Psychologically and Pedagogically sound.

3. The Advantages and Results prove that it is Commercially and Socially the proper way to start the children.

First Physiologically. The child is taught to sit in a healthful posture, straight spine, high chest, feet flat on the floor and head up so that the eyes are far enough from the paper for ocular safety. When this is started early in the child's school life and made a habit, it has much to do with the health and happiness of the child as well as when he reaches mature years and old age. I shall not take time to discuss the probable trouble prevented in after life by the child's

forming the habit of good posture. We can consider only a few of the many ills resulting from crooked spine, cramped lungs, irritated nerves, eye strain, etc., which only another kind of an expert can explain. The Director of Physical training in our school system spends much time, energy and money teaching correct standing posture and does very little for correct sitting posture because the penmanship division takes care of that. This means a saving of time, energy and money to the Department of Education, that may be placed to good advantage elsewhere. Right here is a fine opportunity for the Public Health Division, the Physical Training Division and the Penmanship Division to correlate the work. Health is considered by everyone of prime importance in the present and future life of the child. Teaching the child to relax in the primary grades where it is easier for him to do so is very valuable in the present day stress of business. Many adults can not relax and can not be taught to relax, and are very susceptible to nervous disorders of all kinds. In teaching muscular movement one of the first requirements is to relax—just take it easy.

Second—Muscular Movement is Psychologically and Pedagogically sound. Answers to questionnaires sent out in many of our large cities prove that muscular movement writing is demanded in the commercial world and that there is much interest concerning it. Therefore, in preparing our pupils for the efficient business world we must teach them muscular movement penmanship in the upper grades. We know from the psychological as well as actual experience that it is much more difficult to break up a bad habit and replace it by a good habit, than it is to teach a good habit in the beginning. Why should finger or full arm movement be taught in the primary grades, when we must teach muscular movement in the upper grades? The work of the fourth and fifth grade teachers and pupils is more than doubled trying to break up bad habits and trying to teach muscular movement penmanship. I say trying advisedly because it is almost impossible to make a class 100% muscular movement writers when the pupils have the wrong start.

In a questionnaire sent out to 161 representative business men in Saint Paul in January of this year, 109 answers were received within a week showing much interest in penmanship. Commercial Saint Paul. We asked for suggestions and many said, "Teach muscular movement" or "Keep on with muscular movement." This shows that our taxpayers, for whom we are working and by whom we are paid, expect our pupils to be prepared to write muscular movement. "Eventually, why not in the beginning—in the primary grade?"

It seems to me that all evidence points to the desirability of teaching correct habits in handwriting in the primary grades as a basis for a finished product as early as possible in the lives of school children. This is so obvious to me that I cannot think of any reason why anyone should oppose teaching basic things in handwriting in primary grades, any more than they would oppose teaching of good language, good spelling and basic things in various other branches than penmanship when pupils first enter school.

Third—The Advantages and Results prove that it is Commercially and Socially the proper way to start

the children. There has been surprising progress in muscular movement penmanship in the last ten years. Year by year the number of cities and rural districts teaching muscular movement penmanship increases. This is because the public sees more and more its advantages to the small child as well as to the adult. The happiness the children show when they can successfully write all of their written work with muscular movement in the third, fourth, and fifth grades pays us for the effort expended in teaching them in the primary grades.

We seem to be getting the best results in our platoon schools, where one teacher (a specialist) teaches all the penmanship in all the grades and the other teachers take the responsibility for the "Carry-Over". In one platoon school the same teacher has taught the penmanship since muscular movement was adopted in Saint Paul. This means that she has taught the children who are now in the sixth grade from B1 through the sixth grade. Our daily papers have been running articles explaining to the public what we are doing in the way of muscular movement penmanship and they took some pictures of children at this school to show healthful sitting posture. One of these fifth grade girls wrote me unsolicited the following letter in a beautiful easy flowing penmanship which I wish you to see.

She said—
Dear Miss Ely:
I am going to move to Chicago March 29, 1924. I am writing you this letter to let you know how much I have enjoyed writing the muscular movement way in Saint Paul. I hope I may still keep writing in this way, even though I am to move.

Writing is the subject which I have enjoyed most since B1 grade. I am one of the children who had my picture taken for the Sunday Pioneer Press. I thank you very much for letting me have my picture in the paper.

Sincerely,
HARRIET HANSON, 5 A Grade.

Her teacher accompanied her pupil's letter with a note from which I will quote a few extracts:

"I often wish that people who argue so much whether or not muscular movement should be started in the primary grades could have the privilege of teaching a little child the muscular movement from B1 on.

"The best argument for any method is the result. Truly little children do lead us to see how much can be done when the mind is open to teaching, as theirs is. Such demonstrations as little children give us every day eliminate the necessity of any argument on the subject, for they establish the fact that muscular movement is the only method to teach a beginner."

"I wish everybody opposed could see Harriet write. It would from many a (writing) blunder free them, and foolish notion."

It is a common occurrence to be teaching a class of small children and have one suddenly get control of his muscular movement muscles and exclaim with delight, "I did it, Miss Blank." In contrast, one of the most discouraging and pitiful sights I see in my visits is the unhappy face of the new pupil who can not write muscular movement as he sees the rest of the pupils in his room writing their lessons.

There is a peculiar condition in Saint Paul about which I must tell you before I conclude my remarks. The Catholic parochial schools have

taught muscular movement all through the grades for about twenty years. The public schools have taught finger movement up to about seven years ago. Therefore, no children have yet been graduated from our public schools who started muscular movement in the primary grades. The questionnaire to which I have referred showed in many instances that the business men preferred the penmanship of pupils from the parochial schools to those of the public schools, and one man, when he signed, wrote after his name, "Not Catholic."

I was driven to muscular movement when I was teaching in a seventh grade in Saint Paul before it was adopted into the public schools. Children from the parochial schools who came to my grade wrote noticeably better than the regular public school children. I asked them about it and sent for their kind of manual and learned to write it myself, teaching my class as I learned. However, I was not successful because an old habit of finger movement had been established and had to be broken up before the new habit of muscular movement could be formed.

I have with me for your inspection penmanship papers of grades 2-5, inclusive, that were sent to my office two weeks ago for our award plan. The teachers of grades 2-8 and high school send to me twice a semester only "Correct Process" papers. I have withheld no papers from two schools. We teach penmanship in this order:

1. Position. 2. Movement. 3. Speed. 4. Form. So the Form of the letters may not be what you might expect, because it comes last in developing good muscular movement writers. "The proof of the pudding is in the eating." The proof of our muscular movement in the lower grades is in the results. See these papers for yourself.

I have proved by actual experience and observation that muscular movement in the primary grades makes children happier, healthier, and more efficient than finger movement or full arm movement. What more can we want?

QUESTIONS ASKED DR. FREEMAN, OF CHICAGO UNIVERSITY AND THE ANSWERS.

After reading his paper, Dr. Freeman offered to answer any questions the supervisors wished to ask. The questions and answers are given below.

1. What do you consider a good length of period for primary practice?

Answer: Fifteen minutes seems to be the prevailing practice, and those who devote fifteen minutes seem to get as good results as those who devote more.

2. Do you advocate whole arm movement in the primary grades, provided the desks admit of adjustment?

Answer: The child will probably adopt a kind of compromise. If he writes on a desk that is fairly low, or fairly high, he probably will slide his arm a bit on the desk. I don't think we need to try to develop consciously any particular type of movement. If the desk is high, it is too fatiguing to ask the child to keep his arm off the desk.

3. Do you believe in a short daily period, or a lengthy period less frequently given?

Answer: I don't know any direct experiments on handwriting, but there have been some experiments in rather similar kinds of learning, in which every day fifteen minutes have

been compared with every other day a half hour. I am inclined to think that at least up to the intermediate grades, fifteen minutes every day is better than half an hour every other day. I am inclined to think that half an hour is too long.

4. Do you favor departmental instruction in penmanship?

Answer: If we have departmental teaching in other subjects, we can introduce it in handwriting. There is one difficulty with departmental teaching of handwriting. It is that the teacher of other subjects does not have the responsibility of seeing that the pupils write well in other subjects. If this difficulty can be overcome, I think it is desirable to have a special teacher of writing. In the ideal every teacher should be prepared to teach penmanship. As it now is a great many teachers do not study handwriting. The normal schools have not taught the teaching of handwriting as they have taught the teaching of other subjects, and until they do, we shall have difficulty in finding teachers who are properly prepared. I hope that condition will be improved.

TEACHERS EXPRESS VARIETY OF HOBBIES

(Continued from page 1.)

Miss Paull laughingly declared that housekeeping and driving a car might be named as her hobbies. All kinds of outdoor sports find a follower in Mr. Bemis. Miss Minich is a follower of art in all its forms. The hobby which Miss Root is at present working at is the urging on others the necessity of fresh air.

Mr. Vander Velde said of his hobby, humorously—"It is the counting of money—when I have any!" Outdoor sports attract Miss Aikin. Miss Pribble, after reflecting a few moments decided she does not possess a hobby. Boy Scout work interests Mr. Zeleny. He aims "to make older scouts make good scouts out of younger scouts." We believe that Mr. Zeleny is to be envied, for Mrs. Zeleny declares that her hobby is cooking.

Miss Robinson states that her hobby has become her profession. Penmanship had always been of especial interest to her; now it is the subject she teaches. A liking for reading magazines of all kinds from radical to conservative, a liking for his pipe, and a liking for the subjects he teaches, comprise Mr. Friedrich's list of interests.

Mrs. McChesney makes a hobby of "The Century Handbook of writing". The hobby which Miss Davies would follow were she able to do so is attending operas, concerts, and the like. She enjoys reading of and following through the magazines, the careers of singers, actors, and musicians. Miss Gertrude Campbell specializes in facts about graduate students. Mr. John McCrory follows up news concerning psychological phenomena relating to unusual mind states, e. g. dreams, spiritism, hypnotism, spirit photography, mental telepathy and so forth. Finally Miss Jorgenson delights in hiking though she says she has little chance to hike.

It is of interest to note, in conclusion that many of the faculty express a love for the great open spaces. Probably they would all enjoy living, at least for a time in the wonderful West "where men are men, and women are governors."

FACULTY COLUMNS

The material has been collected by Miss Iella M. Robinson. The papers were read at the last meeting of the National Association of Penmanship Supervisors.

PENMANSHIP: A CASE STUDY OF THE SITUATION IN MINNEAPOLIS

By ELLEN C. NYSTROM, Supervisor of Writing, Minneapolis.

Before outlining briefly the course of study in use at present in Minneapolis, I think it only fair to tell you the reason which precipitated its formation.

In my first interview with the superintendent of schools, now a little over six years ago, he said, "The Minneapolis Board of Education is employing a writing teacher. We could hire any one of several penmanship systems and be relieved of teacher training as well as of organization, but, I repeat, we are employing a writing teacher in acknowledgment of a request of the teachers for such help."

In the conversation which followed he made it very clear that the "methods" previously used had proved unsatisfactory in that they had not accomplished their purpose.

You can imagine how disconcerting this was to one who had been trained in a certain "method" and ready to recommend the same for adoption. I wasn't sure that I was ready to take this responsibility and so I went back to my room to think it over. In the end, I decided that with the help of the teachers, principals, and superintendents, including the research department, we should be able to organize a course in writing which would meet the needs of the rest of the curriculum.

In taking stock of the situation we were confronted by two problems:

1. Why should the "carry-over" of the writing habit be so difficult to secure?

2. Just what are the demands made upon the writing habit by other activities in life?

We were forced to the following conclusions:

1. We had been teaching a writing movement which really did not, (and most often could not) function outside of the writing lesson period. It only takes a little thought to realize that the occasions outside of school for adequate equipment for muscular movement writing are very few.

2. We had provided wrong material for practice (too much of the "setting-up" type of drill and not enough actual writing).

3. We had emphasized method whereas it should have been the results (movement instead of legibility and rate).

This cross-examination led us to the following vital changes in the underlying principles in the teaching of handwriting:

1. Vitalize the situation for the child by considering as handwriting, not formal penmanship drill, but daily written work in spelling, language, and arithmetic.

2. Provide known goals to be reached.

3. Individualize instruction to meet individual needs through diagnosis of difficulties and provision of specific remedies for these difficulties.

These underlying principles are governed by the history of the writing activity; the nature of the writing activity; the physiological adjustments necessary to the writing activity; and the demands made upon the writing activity by other activities.

For this reason, an extensive study was carried on to determine just what should be the goals or objectives for the different grades, with the following result:

Grade I

Visualization

Grade II

Posture

Grades III-VI (Inc.)

Legibility and rate

Grades VII and VIII

Automatization

Grades IX-XII (Inc.)

(a) Expertness beyond general needs for certain vocations.

(b) Remedial work for those below the standards set for general purposes, due to non-attendance in the lower grades, or temporary lack of physical control because of adolescence.

Normal class and new teachers.

(a) Psychology and pedagogy.

(b) Practical work for demonstration purposes.

Special courses for the blind, sight conservation, deaf, crippled, and subnormal classes.

In considering the situation, which a first grade child faces, we are forced to acknowledge the following facts:

1. The needs of the grade for writing as a means of communication. Due to modern theory in the development of reading and number work, there is no occasion for formal written spelling and written number in the first grade. Language sense and the recognition of number are developed in an oral and rather informal way.

2. The child's desire to write. The study of this point has brought out the fact that too often the child's desire to write is really the child's desire for him to write. If left to meet his own needs a young child usually reverts back to the instinctive in expression—the sign language with the fingers. After that his experience repeats the experience of the race. He finds that he can express himself freely in picture representation. We haven't made enough of this mode of expression for little children. There is a joyous fearlessness about it which means power. In Minneapolis the art department has given almost invaluable help in providing a working plan for this mode of expression.

In the meantime the work in reading has developed a consciousness and understanding of printed word forms, so that when the need arises for writing, the teacher has a means for identifying the written forms for the children. And this brings us to the next point.

3. Writing in the first grade should be given from the standpoint of word consciousness, and not letter consciousness. This consciousness of words and sentences has been developed in the reading and the oral language to such a degree that the names of the individual letters are not necessary, at least not until the end of the first year. Spelling, which can scarcely be dissociated from the act of writing, should be motion-pictures of word-wholes from the beginning. Only in such procedure can the writing activity have meaning to children. In other words, the spelling and writing content in the first grade should be identical.

When this is the case there is very little danger of tearing down in the spelling period what is being built up in the writing period.

4. Another point which is most often overlooked is that of the physiological adjustments necessary. The work in first grade can be done without strain or fatigue of the child's nervous system if kept within his de-

gree of physical control. Experience has shown that blackboard writing of correct size, accomplishes this, and that if enough practice of this kind is provided, the child, without any stress on speed whatever, develops of his own accord, a rhythm fluent enough to meet the requirements of the second grade.

In order to secure easily the proportionate heights of the letters in the word forms, the blackboards should be ruled horizontally with lines about three or four inches apart.

Space does not permit here a detailed account of the development of word consciousness, but the keynote is a code count. This count is always used as a very temporary device for developing the word picture. As soon as the children recognize and can write the word, it is given from dictation as a spelling exercise, and not as a writing drill. The children should count with the teacher.

At the end of first grade, the children can write at the blackboard from dictation, any of the standard first grade spelling lists; short sentences, and short paragraphs, original and from dictation; their names, and all of the capitals necessary.

In addition to this is a finger drill which prepares directly for second grade work. We have found that most of the difficulty in teaching correct pencil holding is due to the fact that the children cannot easily control the separating of the first two fingers from the third and fourth fingers. It is often difficult for adults and so we have included a game, with the children's knowledge of its purpose, for strengthening the control of these fingers. The game consists simply of closing the hand, then opening it and separating the first and second fingers widely from the third and fourth. This is repeated for a minute at a time at different intervals through the day when there is opportunity for it. After a month the children can control the fingers easily and curve them into any desired position.

In all the first grade work the teachers work with the group idea in mind. Repetition is not stressed with children whose first attempts are invariably correct. This enables the teacher to give the necessary attention to the children who need it. The pupil teacher plays an important part in helping the weaker children.

In considering the situation which a second grade child faces, we encounter the following facts:

1. There is actual need for writing as a means of expression in the formal spelling and number work of the grade, as well as in the reading and language.

2. The second grade child has from his first year's blackboard practice, a large vocabulary of written forms which he has already experienced in the actual making. It is not a question any more of visualizing but rather of writing what he already knows with the new medium. In other words, the work of the second grade, is really the accomplishment of correct posture habits with the new tools necessary to meet the requirements of the grade.

3. The work should be kept within the child's degree of physical control. This can be done by placing the entire emphasis on posture, keeping the writing large, and avoiding the strain of speed.

Almost all the children in the second grade assume correct posture easily. The problem becomes one of retaining correct posture. For this reason the work is arranged in units

of increasing difficulty. Children who are able to do the work of the first unit correctly and without help are assigned to the next. At the end of six weeks most of the children are able to write the spelling of the second grade with correct posture habits. Up to this time the teacher may have as many as six or seven groups working; some during the writing period, others in the spelling period, and still others in the number period. The figures are first taught at the blackboard in connection with the number work. By the end of the first term of second grade the children are able to write the spelling and number work of the grade with correct posture and with very little direct help. The book work necessary to silent reading assignments is then taken up during the writing period.

In the second term of second grade there is often very little use for the writing period as such. The time is used for re-enforcement of problems of any kind which come up, or for those children who are immature and who need much time in the development of physical control.

The capitals which were not taught in the first grade are included in the second grade.

In order not to distract the child's attention and effort, all problems of visualization should be cared for in blackboard work.

At the end of second grade the children are able to write the spelling, number, language, reading, and music requirements of the grade with correct posture and at a rate of about twenty-five letters a minute.

In considering the situation which faces children in grades three to six inclusive we find:

1. An increasing need for writing as a means of expression or communication. In other words the problem becomes one of legibility.

2. Age and individuality differences. It is just as important to keep the work within the child's degree of physical control in these grades as it is in the first or second. It is clearly obvious that a third or fourth grade child has less experience than a sixth grade child. For this reason the speed and size requirements should fit the age and physical development of the child; and for this reason also, pen and ink is introduced in the third and fourth grades only as the work of the children warrant it.

Before outlining the problems of legibility we found we needed to define legibility. What is legible writing?

An experiment was conducted to determine this. We found in a test of several thousand papers that those in which the writing was of correct color, uniform size, slant, letter spacing, beginning and ending strokes, word spacing, and alignment, the work was far easier to read in spite of errors in individual letter forms, than those in which the letter forms were correct but lacking uniformity of other points.

This experiment led to another discovery. It was found that errors in size caused errors in j, b, f, h, and k. Errors in slant caused errors in j, g, y, z, and q; and also m, n, v, r, a, x, h, and k. Errors in letter spacing caused errors in v, w, b, o, and also in the compound curve joinings of gh, ju, gr, etc. Errors in beginning and ending strokes caused errors in the final t and d, and often in the l, b, f, h, k, and t.

We carried the study farther, and found that errors in color were due to incorrect pen holding; errors in size were due to incorrect pen holding (causing either all finger move-

ment for all arm movement); errors in slant were due to incorrect paper posture; errors in letter spacing were due mainly to incorrect slant; errors in beginning and ending strokes were due to lack of fluency across the page (caused by incorrect pen holding); errors in word spacing were due to lack of beginning and ending strokes; and errors in alignment were due to incorrect paper posture.

In some cases there were mistakes in individual letter forms due directly to a lack of consciousness of the rhythmic unit parts of the letter.

It is clear that this study of legibility would mean but little without a means of diagnosis. This was provided by research department in the form of a timed dictation test and also in a composition test. It was necessary to keep the conditions of these tests as nearly like the conditions under which the children's daily work is done as possible.

To complete the diagnosis, a measuring device was necessary. This device developed into the Minneapolis Penmanship Scale. This is really a set of three scales: one to measure the work of third and fourth grade children; one the work of fifth grade children; and one the work of sixth, seventh, and eighth grade children, as well as of adults. These scales are made up of specimens with a percentage grading, and also with a statement of the errors and their causes. In addition a suggestion indicates to the teacher the remedial work to provide for each.

Next came the problem of the frequency of testing and scoring. It was found that a period of six weeks allows the child not only the time for making the necessary correction but also for retaining it.

The test specimens and rating for each child are kept to show his progress. Any child in any of these grades who consistently keeps all his written work up to the standard is exempt from practice.

It is clear that the diagnosis would accomplish little unless the remedial work were given with correct procedure. A study disclosed the fact that a procedure which really functions is one in which the daily work in spelling, language, or arithmetic is returned to the children in the writing period for correction of the point under consideration, first; the remedial device, second; capitals which fit in with the point under consideration, third; and figures which fit in, fourth. As each point is taken up, the results determine the next day's lesson.

The left handed child has received definite attention. A truly left handed child should not be asked to use his right hand. It is our experience that left-handed children write just as well as right-handed children when they understand their situation. A child who is not truly left handed may be changed in the first grade, where the blackboard writing requires the least stress of nervous tension. This can only be determined by a study over a period of time of the individual child.

So far the most difficult of all the objectives to attain is that of the high schools, junior and senior. This is due to the following factors.

1. Poor blackboard writing on the part of teachers not actively engaged in the teaching of writing.

2. Consideration of writing as a special subject rather than as a tool for all subjects.

3. Lack of unified efforts to retain correct writing habits because of difficulty of organization of the daily program.

(Continued on page 3.)