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THE *Normalia.*

MAY, 1898.

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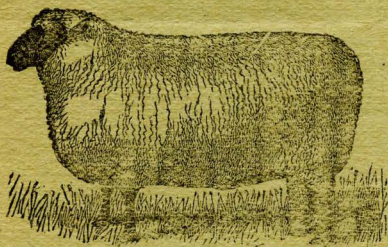
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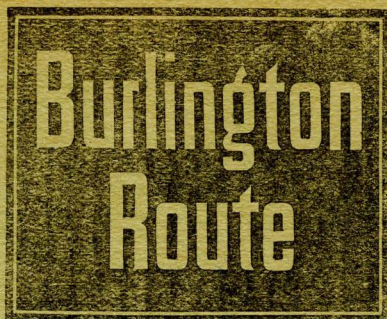
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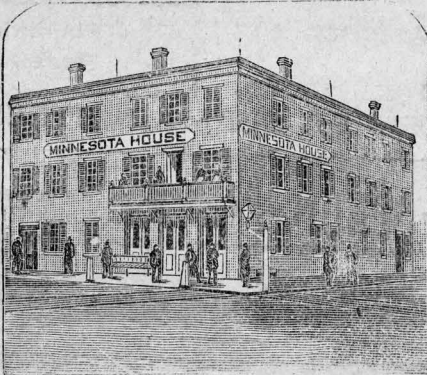
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The Normalia.

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1898.

The greatest date of the century!
The greatest date of three centuries!
Even 1492 or 1776 cannot compare with it. 1897 was the European year and was an exceedingly small kind of a year. The Lord called upon the great powers of Europe to annihilate the anachronism of modern history, the unspeakable Turk. And the common people of Europe heard the voice

of the Lord, and wherever there was such a thing as a public opinion, this was indignantly demanding that the outrages of Armenia, Crete, and Macedonia be stopped and that the organized barbarism of the Ottoman despotism be wiped from the face of the earth. But the capitalists of Europe had loaned Turkey money.

In order that the plutocrat's daughter might dance away the winter in Paris, the Pashas of the Orient must be maintained in their business of selling the last cow and the furniture of the unfortunate for taxes; and if for amusement the barbarian massacres a few hundred or thousand Armenians—well, what are beggars to money! The capitalist controlled the dynasties and the governments. These themselves are arranged in an unstable equilibrium, and fear nothing as much as commotion of any kind. And so came finally the degrading spectacle beginning with the Camperdown guns! Greece, the one nation of Europe that dared to do what was the manifest duty of all, was punished for its heroism, and the five great cowards of Europe had the effrontery to claim that they still were Christian and civilized. Verily, no one could have been blamed in 1897, for being ashamed of being a European.

But in this year, which is truly a year of the Lord, America has redeemed occidental civilization and the world from the disgrace of 1897. The Span-

ish government had proved to the satisfaction of even the most conservative, that it could not and can not govern Cuba. It had proved that the Spanish flag was a curse and not a blessing on the western hemisphere. Here as in Europe, the common people heard the voice of the Lord, and had enough of civilization to wish to obey. But here as in Europe, the rich cowards would have sacrificed humanity for pecuniary advantages. The man of money and money alone, is a peace-at-any-price man. In America as in Europe, the political machines did all in their power to preserve a dishonorable peace. But, thank God! here the similarity ends. The common people of America are, in spite of what calamity howlers say, finally in the supreme moments the rulers of America. They refused to be scared by the opprobrium of jingoism. They faced the politicians of all parties and colors to take up the cause of humanity. The politicians knew that though it was April, there would soon come a November. And thus began the glorious war of liberation. Thus has America made the year 1898 memorable to all eternity as the year when the world discovered a new paragraph in the eternal constitution of the world:—A government that does not govern has no right to exist upon the face of the earth; and it is the duty of every stronger nation to secure to its weaker brethren the blessings of a government that governs.

The NORMALIA feels that it has some right to have opinions on the war. Its business manager, Mr. Getchell, is now line sergeant in the 13th Minnesota, and is on his way to Manila today. Several of our readers and contributors are already among those who have "gone to the front."

The Graduation Essays.

BY P. M. MAGNUSSON.

As usual, the graduation essays of the St. Cloud Normal school presented a high grade of literary ability and advanced thought on social and educational problems. Limitation of space forbids us to publish all the essays. One has been inserted as a specimen, not because of any supposed superiority, but because its author is the editor of this paper, and hence he found it possible to hustle up himself to get the manuscript in the hands of the printer in time.

Miss Eddy's essay on "Training for Citizenship"—presented some excellent practical suggestions to the teacher upon a theme that is perhaps more neglected than any other. She pointed out party prejudice as perhaps the most serious danger to our nation life. It was very gratifying to hear from a graduate of this year of war a warning against that narrow patriotism which sees nothing but good in ourselves and has nothing but contempt and hatred for other peoples and civilizations.

Miss Gidding's paper is a product of the laboratory. It embodies the result of months of patient investigation of children. As a graduation essay it was very much out of the ordinary; for it really fulfilled that traditional but fictitious quality of a doctor's thesis, this being "a new and original contribution to human knowledge." May the time come when such graduation essays become the rule and not the exception. We feel sure that her essay will be printed in a few months.

Next to the neglect of civic education, perhaps no fault of our modern schools is more apparent than the lack of adequate esthetic training, Miss Whitney recognized this and presented

us an admirable paper on "The Influence of Art in Education."

Mr. Stannard's essay was distinguished by its high ethical purpose and elevated moral tone. There is nothing that can be used as a substitute for these in the school-room; and without them the teacher is a failure. His subject was "Some Factors in the Development of Character." The three factors treated were Education, Environment, and Personal Ethical Force.

Miss Mitchell's essay is such a lucid and compact exposition of the work of the kindergarten that we can not resist the temptation to depart from our rule and publish it in full.



Our Federal Government.

• BY W. J. MARQUIS.

At this time when our country is engaged in war with Spain, when the strength of our nation is again being tested, it seems fitting that we should consider the nature of our Republic, and ascertain, in a measure, wherein lies our strength.

We boast of our free institutions, but these are not our greatest pride. Free institutions prospered long before Columbus or 1492. We pride ourselves in our republican spirit, but republicanism flourished long before Washington or the United States. However, there is one institution of which we may justly be proud; an institution that originated and grew up in our own country; an institution that has been tried by the horrors of war, tried by the giddy whirl of financial success and by the depression of financial failure; an institution whose very vitals were gnawed at during the strife of the sixties; but an institution that stands forth today as the model after which all progressive

and freedom-loving peoples are fashioning their political and social forms.

"Everybody has seen, and critics without number have said that our form of national government is singular, possessing a character altogether its own; but there is abundant evidence that very few have seen just wherein it differs essentially from the other governments of the world. There have been and are other federal systems quite similar, while scarcely any legislative or administrative principle of our constitution was new even when the constitution was framed. It is our legislative and administrative *machinery* which makes our government essentially different from all other great governmental systems."

The germs of the written constitution existed many centuries ago. Locke and Rousseau taught that when the first men came together to live in civil society, they made a sort of contract as to what laws they would have and what customs they would follow. While this theory of the social contract was once famous, yet we know that men lived together many hundreds of years with complicated laws and customs, before the idea was ever conceived that affairs could be regulated by contract. We are indebted for this notion to the Romans. They were the first to become familiar with the idea of contract, and they were the first to grant written charters to towns or other corporate bodies. This practice was carried on through mediæval times. The Great Charter, wrested from King John, stands forth in bold relief on the pages of English History, and marks an advance towards modern ideas of freedom. Later, William and Mary were offered the crown of England only on condition that they would subscribe to the terms of the Declaration of Rights drawn up by the English parliament.

In America the first attempt at a written constitution was made in the cabin of the Mayflower before the Pilgrims had landed on Plymouth rock. There they subscribed their names to a compact in which they agreed to enact such laws as might be deemed best for the colony they were about to establish. Although this compact is too vague to be properly called a written constitution, yet it is interesting as it indicates the temper of the men who subscribed their names to it.

The first written constitution known to history was that by which in 1639, the republic of Connecticut was organized. Again, the colonial charters granted by the English government fixed limitations to the powers of the colonial assemblies. Thus we see that for more than a century before the Revolution, the Americans were being familiarized with the idea of a legislature as a representative body, acting within certain limits prescribed by a written document.

The first American Confederacy was that of the New England colonies formed in 1643, chiefly for defence against the Indians. This league was dissolved in 1684, and following there were many attempts to form a federal union. The people gradually acquired the habit of acting in concert, and when the troubles of the Revolution began, we find they were ready to make co-operate resistance. When Independence was declared, the Continental Congress drew up the "Articles of Confederation," which were ratified and unanimously adopted by the states. The Continental Congress and the Articles of Confederation were short-lived. The next step was made in 1787, when the Federal convention assembled in Philadelphia and our present constitution was formed. This as-

sembly came together on a new basis, and the constitution was framed on altogether different principles. Time will not permit us to point out these differences, but we would like to call attention to some of the checks and balances of the federal system as laid down by the constitution. These we give in the terms used by John Adams in 1814, in his letter to John Taylor. "Is there," says Mr. Adams, "a constitution upon record more complicated with balances than ours? Here there are eighteen states and some territories balanced against the national government. The House of Representatives is balanced against the Senate, the Senate against the House. The executive authority is, in some degree, balanced against the legislative. The judicial power is balanced against the House, the Senate, the executive power and the state governments. The Senate is balanced against the President in all appointments to office and in all treaties. The people hold in their hands the balance against their own representatives, by biennial elections. The legislatures of the several states are balanced against the Senate by sexennial elections. The electors are balanced against the people in the choice of the President." "Here," he says, "is a complicated refinement of balances, which, for anything I recollect, is an invention of our own and peculiar to us."

Although the proposed constitution met with strong opposition from many, yet, when it was adopted, not only did active opposition die out, but even adverse criticism ceased, and instead there grew up an indiscriminating and almost blind worship of its principles, and of that delicate dual system of sovereignty, and that complicated scheme of double administration which it established.

As a result of this double government we have to-day not only superior national strength, but at the same time we have secured for the individual that liberty and freedom which is so essential to his advancement and best interests.

The Roman Empire under Augustus; France under Louis XIV; England under Henry VIII and Elizabeth; all three possessed a strong national government, but the conditions were extremely hard on the individual. Taking France at that time as our type, we find the individual had no rights. The country was in a constant turmoil of religious wars. Louis XIV tried to convert the individual by quartering troops upon him. Then obtained the horrors of the Bastille and the starvation of the weaker classes,—all this forming a dark background to an otherwise glorious reign.

As a type of the reverse conditions look at Germany prior to 1871. The German nobles and smaller communities possessed great individual freedom; but there was no central power to control the affairs of the nation. There was constant strife among the petty princes, and we may all recall how Germany suffered as a nation during the horrors of the Thirty Years War.

It was left to America to invent a means whereby national strength and individual freedom could be secured at one and the same time. This is, as we have noted, in our dual form of government. By this system the central government controls only affairs pertaining to the nation as a whole. Each individual state has jurisdiction over matters of its own, while to every little locality is delegated the management of its own local affairs.

In France at the present day the people do not manage their own affairs,

but they are controlled by a hierarchy of officials with its head at Paris. All taxes are levied by the central government. This system has gone on without essential change since 1800, and although the people have from time to time overthrown an unpopular government at Paris, yet they have never assumed direct control of their own local affairs.

The American system works much better for various reasons. Every locality is better able to judge its wants than is a central government to judge for it, and it can administer its own business in a more satisfactory way. Our nation, too, has become a great school of civic education; every man is interested in political affairs, and every man's vote and influence count for something. Moreover, we have established a great collection of experimental stations, which give rise to individual trials without resulting in anarchy. Thus some states choose to have Republican leaders and be governed by Republican principles, while other states may elect Democrats. Some localities prefer to experiment with woman suffrage, or with Populistic theories. The prohibition of the liquor traffic is also being experimented with, some states contenting themselves with high license, while others have passed strictly prohibitory laws. Having confidence in the good sense of man we believe that through the ages of political evolution, the "Survival of the Fittest," will obtain, and our country will be governed by those principles that are best suited for the welfare of all.

Already the American plan of government has been adopted by other countries. Mexico, Venezuela, Argentina, Brazil, all have modeled their systems of government after ours. In

local administration we are copied by nearly all our brethren in South America.

The German Empire at present, although not confessedly based on the American plan, is as near it as possible with monarchical institutions. The greater colonies of England, as Canada and Australia, possess federal governments except in name, and the connection between Great Britain and her dependencies is strengthening as the years go by, and may yet lead to the federation of the empire on a basis which will preserve all local rights and at the same time insure a strong and workable central organization.

In the light of the progress already made we may look with confidence into the future and prophesy that there will come a time when the great nations of the earth will be leagued in a world-wide Federation,—thus to stand forth as a mighty constabulary of the peace, as a High Court of Justice, for the arbitration of International affairs.

A Year of Play and Its Place in Education.

BY ELEANOR MITCHELL.

In the north-east corner of this building are two large, sunny rooms, where a group of little children have met daily since last September to play. Are you interested to know whether their play has been to some purpose, or merely for entertainment to keep them out of mischief? I shall try to tell you what we have aimed to do for these little ones, in the course of a year of directed play.

Froebel, in his book entitled "Education of Man," says: "Education should lead and guide man to clearness concerning himself and in himself, to peace with nature, and to unity with God;

hence it should lift him to a knowledge of himself and of mankind, to a knowledge of God and of nature, and to the pure and holy life to which such knowledge leads."

Seeing in each child an individual having this three-fold destiny, we have made a program for the year striving to lead him into unity with man, with nature and with God. These three lines of thought are carried through the entire year, in this Kindergarten program, not as separated and distinct from each other, but interwoven and closely connected so that the children may gain a clear idea of their true relations to their surroundings.

As the family is nearest and dearest to the child, that is first considered. The life of the family is talked of in its various aspects—as a part of the social world, of the industrial world, and finally the position in which it is held by all humanity. This is given to the baby minds by games which name the members of the family and their relation to each other. With the blocks the children build the house, or something used in the house, and the sand-work is also carried on with reference to the family—as they make pictures or models of baby's ball, mother's furniture, or father's tools.

Very soon nature is taken up in connection with this subject—for the resemblance between the life of man, and of bird, beast and plant is strong—and we play, sing and talk of the squirrel family, bird family, and tree family. Soon the spiritual thought can be introduced, for there are eager inquiries as to where everything comes from, and why there is growth and movement in the natural world. In this way the children secure most easily and most thoroughly the germs of spiritual power, and a true conception of God as the

source of life and joy. At thanksgiving time the little ones extend their gratitude to a very wide circle of friends—home, nature, the sky and other workers, and the thought culminates in the "Thank You" song to the Father in Heaven.

This leads to the Christmas thought in which the spiritual side is especially emphasized. We talk of play and making gifts for others, of the gifts of others to us, and finally of the great gift that came at Christmas—the Dear Baby—which brings us around our circle, and to the family again.

Beginning with the New Year, the work of man is taken up once more, and with it the help he receives from nature's supplies. During the winter months we study the snow, the action of the frost and cold, the wood and coal, leading to trade life as a means of getting fuel and clothing,—thus working again from the family needs to nature's supplies, and to the One who made these supplies for our needs.

Human life is the unifying element in this triunity, the link between the unconscious life of nature and the "All Conscious Mind," between the material nature and the spiritual God, as man possesses both the bodily and the spiritual natures. So the study of man necessitates the study of both the material and spiritual worlds.

As spring begins to return, the signs of life in the trees and grass are watched with interest. The family life of the birds is studied again, when they come back and build their nests. This leads our thought again through nature up to "Nature's God." The children plant seeds and so see new life, as well as renewed life. This gives a conception of the greatest of all truths—that they have power to help other life to grow to grander life, and a hint of the crown-

ing thought of the year—the Resurrection and the Life.

Thus the year closes with the study of the beauty, life, freedom, purity, and invisible forces of nature.

As Wordsworth says:

The man who with an understanding heart communes with nature will be "unsatisfied with aught less pure and exquisite and can not choose but seek for objects of a kindred love in fellow natures and a kindred joy."

Nothing less than this have we aimed to give the children in our year of play.

The Leland Stanford Junior University.

BY MARTHA M. WHEELER.

This great university was founded by Senator and Mrs. Leland Stanford in memory of their son and only child, Leland. The corner stone was laid May 14, 1887, the nineteenth anniversary of the birth of Leland Stanford, Jr. The university was formally opened to students Oct. 1, 1891. Although such a short time has passed since that time, the enrollment for the present year has exceeded twelve hundred.

The university is located on the Polo Alto estate in the Santa Clara Valley, about thirty miles south-east of San Francisco. On the grounds are the residence of the founders and an extensive arboretum. The bay of San Francisco lies about three miles east of the university buildings, and across the bay the Monte Diablo range rises to the height of over four thousand feet. The Lick observatory, on Mount Hamilton, the highest of the range, is visible. To the southwest, between the valley and the ocean, is the Santa Cruz range.

The university buildings are one-story structures of a buff sandstone, and the

roofs are covered with red tile. They are in the style of the old Spanish missions of California. The plan provides for a series of quadrangles, besides detached buildings for miscellaneous purposes. The central group of buildings will form two quadrangles, one entirely surrounding the other. At present only the inner quadrangle, with the exception of the chapel, is completed. Its twelve low buildings are connected by a continuous open arcade, facing a paved court which contains three and a quarter acres.

Approaching these buildings for the first time, one is apt to feel disappointed, as their appearance is not at all imposing. But a closer inspection dispels this feeling, and at last one comes to believe that nothing else could be as beautiful.

Of the detached buildings now completed, the shops, foundry and power houses are at the back, the dormitories and gymnasiums at the sides, and the museum at the front. Board in the dormitories is twenty-five dollars a month. In the villages of Polo Alto and Mayfield good board can be obtained at from eighteen to twenty-five dollars a month.

The object of the university, as stated in its charter, is "to qualify students for personal success and direct usefulness in life." Tuition is free, but a small registration fee is charged. A great variety of courses is offered, and all are elective. Students are of course advised about their courses, and must have the approval of their major professor. The criticism is often made upon the elective system that it encourages or permits too early specialization, but this far, experience shows that com-

paratively few students neglect general culture.

In the government of the institution the greatest liberty, which is consistent with good work and good order, is allowed. It is believed that self-government is the best government, and therefore there are no rules as to conduct except the supreme one, "Do Right." Students are expected to conduct themselves properly not only within the university, but also without, and failure to do so is sufficient cause for their removal.

Voluntary chapel exercises are held daily, and a sermon or address is given every Sunday morning. Tuesday evening of each week is devoted to a lecture on some topic of current interest, given by some one invited from abroad, or by some member of the faculty.

Because of the elective system, the sharp distinction between classes, and consequently the strong class feeling existing in most colleges, is not so pronounced here. To be sure, freshmen are subjected to some "annoyances," but these are mild, as "hazing" and "rushing" are not allowed.

The dominant spirit of the university is that of earnest work. Original investigations are encouraged. For this work excellent facilities are provided in the laboratories. The library, although not large, numbers thirty-eight thousand volumes and eighteen thousand pamphlets. Other libraries, both public and private, are accessible to students. The reading room is supplied with all the important periodicals.

A description of Stanford University with no mention of its president, Dr. Jordan, would be like the play of Hamlet with Hamlet left out. It would be

difficult to find a man more universally admired and respected than he. His influence is great, and goes far toward making the institution what it is. Students have the opportunity of coming in very close contact with him, for, besides the regular courses which he gives, he often addresses the Sunday morning and Tuesday evening audiences, and one evening each month his home is opened to all students who care to accept his hospitality. As teacher, as lecturer and as host he is equally great.

Much might also be said in praise of the other members of the faculty, who so ably support Dr. Jordan in his plans for the good of the students, and in the cause of higher education. The inspiration gained from them will be a great power in the world.

In undertaking to write about Stanford, I have realized that a short article is inadequate, and will give but a superficial view of the real university. But perhaps a volume would have the same fault, as, after all, the greatest good of the institution comes from the contact with great minds, and that could not be adequately expressed in words. Any reader of the Normalia who wishes to pursue a college course, and is willing to go so far from home, cannot, in my estimation, do better than come to Stanford.

Athletics.

(Under this heading we publish a paper from Mr. Jas. H. Maybury, one of our St. Cloud boys, but now of University of Wisconsin. Maybury has been for two years the champion western sprinter, and holds a world's record

at the 100 yards and 220 yards run.—Ed.)

In compliance with your request for an article explaining my methods, and more particularly my ideas, of training for the 100 and 200 yards sprints, I gladly offer the following: You will pardon me if I drop at once "in medias res."

The idea seems to be quite prevalent among those interested in athletics, that fast sprinters are born, not made. This is undoubtedly true in a large measure, yet for my part, I believe that conscientious training is the great factor in bringing forth a thoroughbred, for but few of our great sprinters have sprung forth on the track and then maintained a high standard of work, even though endowed by nature with the gifts of Mercury unless they had worked with themselves, and worked patiently and hard; worked mentally, morally and physically; in season and out of season; in season, mentally and physically, out of season, morally. Conscientious training takes an average sprinter of eleven seconds and turns out a 10:1-5 man; while for a man of marked ability it finally places him in the front rank. On the other hand, take an 11 sec. man who does fretful training, and gets discouraged because he does not become a "crackerjack" with three or four weeks' work; or take the born athlete who does a minimum of work in pre-preparing for his races, and that only in season; in the case of the 11 sec. man he will never get out of that class even though he keeps his ambition fired to fever heat all the time, or has lithographed his imagination with all kinds of finishes in which he figures most prominently. Again, in the case of the

born athlete, he may win public favor, but I vouch it will be short lived, only long enough to turn his head. For, finding that he has speed, he will imagine he belongs to the so-called "born athlete" class, and all he must do to win is run. He will not hesitate to tell you that a few days always puts him in shape. If you watch his career, you will be surprised to find how soon he reaches the end of it; that shortly he lacks in endurance; that he is not a sure man; and that he is unable to repeat. The golden rule of compensation is always at work in the career of an athlete, and the one who does not observe it will eventually suffer the deserved humiliation of being called a "has been" without a standing among the honored and retired athletes.

To the beginner let me say, do not get discouraged if you do not prove to be a champion in your first season. Some trifling defect may have hindered your development, which, under care and work, may be unconsciously worked out, and much to your surprise you will suddenly "spring a yard," or even more.

To attain the best results one must know and understand himself. This is true more particularly in sprinting than in any other event; that is, he must understand his mental and physical qualities thoroughly, or have someone else who is competent to guide him, show him wherein he is strong and where weak. By competent person I mean a trainer, in whom he can place confidence; one who recognizes that there is some latitude allowed in preparing for the sprints; one who does not believe in fixed, rigid rules, and whose ideal is flexible. Again, a good trainer is one who never outlines the same

course of work for two men training side by side. For sprinters differ in shape, size and physical energy; then too, we find them differing in their mental temperament and in their digestive peculiarities. I might advise athletes of my size, build and disposition by describing how I train, but so few are intimately acquainted with me, that I fear it would be harmful to them.

There are some traits and practices that nearly all conscientious sprinters endeavor to develop and follow. It is conceded that in racing the mental faculties control the physical, and a strong will combined with a sturdy determination to win, is frequently the determining factor. Again and again, in my own case have I, almost exhausted, when I did not feel as though there was an effort left in me, been forced on over the line to victory, because I was trained not to give up. The athlete must ever be watchful of himself, and he will thus learn to control himself.

Another important consideration is regularity in habits of living. It is the very key-note of success. Let him eat, sleep, study and exercise with the regularity consistent with nature. Serious errors are committed in dieting. The athlete has, perchance, read an article on training written by a big, strong, mature athlete, an all-around champion, one who naturally avoids potatoes and conforms to a so-called "dry diet." For him the diet is proper, but for an athlete who is young, small and not very strong, it would result in a loss of weight, if not sickness. The converse of this is equally true. Here again the athlete is referred to himself. It is essential for him to be strong, and carry as much weight as possible, for in ad-

ditional weight, up to the point where it becomes a burden, every ounce means stored up energy, in a word—strength. The more strength he can exert in a race the better will be the result. Consequently, he should, as a rule, build up for strength. The athlete should learn to throw every bit of his energy into his race, should come out of his race with all his force expended. He does not need to reserve his strength as do the men in the long distance runs. The most successful sprinters exhibit no spurt in the dashes, it is one continuous exertion, a natural straining of every muscle in perfect action.

Some men are nervous when they come to the “scratch,” especially beginners. To remedy this the runner should keep his mind only upon the starter, should listen for the report that is to start him down the track—remember “a race is never won until it has been run”—keep everything else out of mind, and when the pistol fires, throw every particle of force into action.

A good start is very essential, and one should practice with the pistol until he can get off readily and with speed, for unless a man is sure of his start, he is frequently defeated by his inferiors. There are many starting positions, and the question which one to adopt is an important one. For my own part, I believe in experimenting with the different starts and then, after selecting one, stick to it until you can find a better one. While not a very fast starter myself, I have improved every year, and confess that I have changed my position in the start four times, and each time feeling as though I had improved. One should aim to perfect a start that will give him the utmost freedom and

ease, so that at the crack of the pistol he moves freely forward with force and gradually upward attaining speed and form as rapidly as possible. In coaching men to start, the skillful trainers gain the best results by merely suggesting to the athlete the different positions, and after a trial of each, allowing the athlete to select the one that gives him the greatest ease and freedom. The following “down starts” are used by successful sprinters:

Draw a straight line across the track, place both hands on the mark about eighteen inches apart, and one foot on the mark and the other in an almost straight line about two feet back. If this position seems cramped, change to suit. Separate the hands, move the front foot back, and also change the other until you can rest on the mark with perfect ease. Raise the head so as to be able to look down the track to a point about thirty yards distant. Shift the weight of the body until you find a position that seems natural to you. Some sprinters divide their weight equally on all fours, others rest entirely on the hands and front foot, while still others allow the front foot to be almost free, and throw the weight on the hands and back leg. Try the different positions, and when you find one that gives you ease and steadiness without hindering your speed, adopt it. Keep it for a season, and by no means change it after you have worked up into racing condition, for it is dangerous to “swap horses in mid-stream.”

The carriage of the body often gives a runner much annoyance. It is unprofitable to imitate others to any considerable degree in the hope of remedying the trouble. It is far better to

improve your own natural style, unless your form is very bad, for the natural style gives the runner greater freedom and ease, while the acquired style has a tendency to divert the runner's attention too much to himself. He must, in a race, be beyond a consciousness of the form in which he is running.

Having adopted his start for the season, having settled upon the best time to practice, and having determined the kind of work and the amount he intends to follow, it is then the duty of the runner to settle on his diet and adhere strictly and conscientiously to his schedule, if he expects to attain even a moderate degree of perfection.

Perhaps it would not be amiss for me to describe, in general terms, the manner in which Ed. W. Moulton undertakes the performance of his duty, to coach. "Dad," as he is generally known, has been eminently successful in handling sprinters, and is justly recognized as one of the best trainers in this country. He has been an athlete of remarkable ability, and his wide experience, united with an observing mind, has enabled him to become proficient in his line. Upon meeting his men for the first time he endeavors to become acquainted with them individually. "Dad" has an easy way with the boys, and with his fund of good stories he shortly gains their confidence. It is not long before he knows his man. He sizes the man up mentally. He finds out what he has done, as well as whether the fellow is ambitious, and finally he has him to a turn. With this knowledge as a working basis, he starts the man to work, and if he has any defects, as most runners have, "Dad" will find them out and will begin at once to elim-

inate them. He believes in correction by suggestion rather than by harsh rule, and thus gets a man interested in his work, starts him to thinking by giving him two or more methods to experiment on, and in a word he makes him choose for himself so that he can become self-reliant. The athlete is encouraged to let him know just how he feels every day, and if he is laboring under a disadvantage, there is no more interested a father than "Dad." After the experimental days have passed, he fixes a trial date some three weeks in the future, and all the men are worked hard for this event. They are "keyed up" for the trial.

If the athlete travels any considerable distance, he will find it wise also not to make a hard trial within three days of this event, but he should do some light jogging the day before so as to get his cramped muscles loosened up, followed by a brisk rub. What the athlete wants, before his race after getting in condition, is rest for that short time, so that nature can store up energy.

If the athlete has been conscientious in his work, and has made time in his trials, there is no reason why he should not go to the track about two and a half hours after a good dinner and a brisk rub, feeling like a fighting-cock and prepared to "do or die," for he possesses not only the accumulated strength of weeks of conscientious and regular training, but he has a knowledge of himself and his ability.

JAS. H. MAYBURY.

Mr. H. W. Getchell has been transferred from the NORMALIA staff, to the staff of the 13th regiment of Minnesota.

Commencement Week.**Class Night Program.**

The following were the events during commencement week:

Kindergarten Closing Exercises, Monday, May 23d, 9:30 a.m.

Model School Closing Exercises, Monday, May 23d, 3:00 p.m.

Class Night Exercises, Tuesday, May 24, 8:00 p.m.

Field Day Exercises, Wednesday; May 25th, 9:30 a.m.

Faculty Reception to Alumni and Graduating Class, Wednesday, May 25th, 4:00 to 6:00 p.m.

Annual Meeting of Alumni Association, Wednesday, May 25th, 8:00 p.m. Address by Prof. C. W. G. Hyde, St. Paul.

Commencement Exercises, Thursday, May 26th, 9:30 a.m. Address by Prof. W. S. Pattee, Minneapolis

Commencement Day Program.

Grand March—Merry American.....Hall
Voelker's Orchestra.

Sanctus.....Gounod
Chorus

Invocation.

The Chimes.....Macy
Double Quartet.

Essay—Our Federal Government..W. J. Marquis
Essay—Art as a Factor in Education

.....Joella Elsie Whitney
Great Dagon has Subdued.....Handel
Chorus.

Essay—Some Factors in the Develop-
ment of Character.....George Stannard

Essay—Training for Citizenship.....Edith Eddy
Selection—Cluster of Peaches.....Clark
Voelker's Orchestra.

Essay—A Study of Children's Interests
in Science.....Guida Giddings

Essay—A Year's Play and Its Place in
Education.....Eleanor Mitchell

The Red Scarf.....Veazie
Chorus of Men's Voices.

Address to the Class and Presentation
of Diplomas.....

.....Hon. W. S. Pattee, of Minneapolis
Unfold, Ye Portals.....Gounod

Chorus.
Benediction.

Selection—Echoes of Gayety Hall.....Beyer
Voelker's Orchestra.

PART I.

Class Song.

Mock Faculty Meeting.

Cast of Characters—

Pres. Geo. R. Kleeberger.....Roy E. Sperry

P. M. Magnusson.....A. F. Nelson

Mary Helen Smith.....Edith Ostrander

George Hubbard.....N. J. Oredson

P. P. Colgrove.....S. A. Zimmerman

Isabel Lawrence.....Clara Small

Gertrude Earhart.....Nellie Mahoney

Elsie Dopp.....Elsie Lawson

N. J. MacArthur.....F. B. Hoar

Margaret Jerrard.....Edna Gibb

Gertrude Cambell.....Anna Whiting

Sarah Goodman.....Laura Betts

M. D. Avery.....G. A. Voss

B. B. James.....G. A. Stannard

Winifred Kenely.....Alvira Flint

Mrs. Lovejoy.....Merlin VanEtten

Mrs. Woodword.....Mae Sadley

Mary Glidden.....Laura Pool

W. H. MacCraken.....Dan'l Setchfield

Trio.....Misses { Merritt
Carnihan
Deuel

PART II.

Class History.....Alice Mossford

Class Will.....Bessie Whitney

Prophecy of Faculty.....Maud Betts

Class Poem.....Ida Sweet

Class Prophecy.....A. F. Nelson

Address.....Pres. W. J. Marquis '98

Response.....Pres. Ed. M. Gans '99

Instrumental.....Florence Ehrlich

Class Picnic.

Saturday, May 7th, was a gala day for the Normalites. The class of '98, determining to surpass all previous records, arranged for a picnic at Pleasant lake. They were to thus honor the class of '98, and in no other way could they have done better. By 8 o'clock the two classes and the faculty were on their way to the lake—the wagons being profusely decorated with flags and bunting—and all hearts light and joyous.

Arriving at the lake, we found everything to be in readiness for a "big day."

Plenty of boats, plenty of games, and plenty to eat! Dinner was served in the large pavilion, and judging from the good substantial victuals provided, we aver that the girls of '99 have learned the art of catering to the likes of '98.

After dinner a program was given. President Ed. M. Gans of '99 made a neat opening speech. Mr. Hibbard "pun"-ished the members of '98 in a way by no means 'pun'-y, and Miss Coutour read a prophecy of the class. Short speeches were also given by Mr. W. J. Marquis, president of '98, President Kleeberger, and Dr. Magnusson. The afternoon passed delightfully, and all returned home with a feeling of gratitude to the class of '99.

Planting the Class Tree.

Friday morning, April 29th, dawned bright and clear. By five o'clock the class of '98 had assembled on the Normal campus, and proceeded to plant their class tree. This was done in regular form, according to ancient rites and ceremonies. The tree was dedicated to Prof. B. B. James. The class marched to the residence of Mr. James, and there, after morning greetings, sang their tree-planting song, and gave their class yell. Mr. James was not sufficiently awake to make a response, but proved his ability to do so after chapel exercises, when he presented to the class a ponderous speech, to be opened and read after graduation.

Field Day.

Entries were made in all the inter-collegiate events for "Field day," May 25th. 100 yds. dash, 220 yds. dash, 440 yds. dash, half-mile race, one-mile race, Hurdle 120 yds., Hurdle 220 yds., walking one mile, running high jump, run-

ning broad jump, pole vaulting, putting shot, throwing hammer, one-fourth mile bicycle race, one-half mile bicycle race. In addition to these, a number of events were arranged for the ladies. Prizes were contributed for all the events by the business men of the city.

Class Song.

I.

Earnest souls have upward risen,
Have o'ercome by toil and strife
That which tends to hold them fettered,
And to mar a useful life.

Chorus—

Working, waiting, ever striving
That our work may be well done,
True as ever to our motto,
"Work, though finished, just begun."

II.

We, too, by our earnest efforts
If we wait not till too late,
May become the truest heroes,
Though we be not known as great.

III.

We have yet to learn, though finished,
That our work is just begun,
For we still have much before us
Ere our goal shall be well won.

PERSONALS & LOCALS

Hoo, Rah,
We're wide awake,
Ric-a-rac-a Boom-a-lac-a,
Class of '98.

The '98's are not so many but that they can be counted.

Many of the students prefer to take their physical culture down the river. Trouble is they put in more time than is required by the school program.

Why not take one of those folding Gem cameras home with you? Call and see them at E. P. Long's.

Miss Irene Lowey came down from Brainerd to graduate.

Bum—Get a rat-trap bigger than a cat-trap

Bum—Get a rat-trap bigger than a cat-trap

Boom! Cannibal, Cannibal,
Zip, boom, yah!

'99, '99, Rah, Rah, Rah!

When the '99's "evolute" for another year, they will probably adopt a "civilized" yell.

One of those sterling silver spoons with a cut of the St. Cloud Normal School in the bowl would be a good souvenir of your "Alma Mater." These may be had at E. P. Long's.

Teacher in Botany—"What do we call the sweet projections on the columbine?"

Mr. S—e—"Lips."

The faculty sent forth a decree about two weeks ago to the effect that all students were expected "clear up" about the premises. Needless to say that all has been put in good shape.

We think that Roy might have given us a speech, when he was so heartily applauded.

Miss Mary Chaney came up from St. Paul to graduate.

Ed. M. Gans went to Little Falls for Sunday, 22nd.

Miss S—"Mr. R., what is the meaning of allegretto?"

Mr. R—"A little faster than slow."

Teacher—"Review the first twenty-five theorems, as far as parallelipeds."

Dan's Notes—"Review the 1st 25 theorems 2 || o pipe-heads."

Teacher—"In early stages man had three eyes."

Bright Pupils: "Was the third eye situated in the soft spot of the head?"

The chorus period on Friday, April 29th, was given to the singing of patriotic songs, and to hand-shaking with our boys who were to leave the next day to recruit at camp Ramsey. We were sorry to lose them from school, but we admire the loyal, patriotic spirit that urged them to go. The next day the school marched in a body to the depot, and there President Kleeberger presented each of the boys with a souvenir, that had been provided by "those who stay behind."

This is our last issue. Do not leave town without paying up your subscription and renewing for next year. Fifty cents a year is very little and the NORMALIA needs all the help it can get from the members of the school and the alumni. To the graduating class we would say, take the NORMALIA and be in touch with your Alma Mater.

Friday evening, May 13th, President and Mrs. Kleeberger gave a very pretty reception to the graduating class, the faculty of the school, and those city teachers with whom Normal students had done practice work. Those receiving were President and Mrs. Kleeberger, Mr. and Mrs. W. B. Mitchell, Miss Isabel Lawrence and Miss Kelsey. An orchestra furnished music during the whole evening. Refreshments were served, and after a good laugh, some singing and a general good time, the happy crowd dispersed expressing their appreciation of a most enjoyable time.



Alumni.

On Wednesday, May 25th, from 4:00 to 6:00 p. m., the faculty gave a reception at the Normal Home to the members of the Alumni and the graduating class. The Home was prettily decorated with flowers and class colors, and an orchestra furnished most ex-

quisite music during the two hours. Refreshments were served in the large dining hall. Everyone was made to feel free and happy, and the '98's now appreciate the fact that they are full-fledged "alumni et alumnae."

In the evening Prof. C. W. G. Hyde, of St. Paul, addressed a large and appreciative audience in the Normal hall. His subject was "Books, Reading and Libraries." Although a time-worn topic, Prof. Hyde made it very new in many respects and very interesting. He added to the pleasantness and strength of his address by quoting many choice and beautiful extracts from various poets and authors.

The efforts put forth this year by the Alumni were indeed most successful, and we trust that in future years as much or even greater interest will be taken in this association.

Union Summer Training School

at the State Normal School, St. Cloud, Minn., for the counties of Stearns, Benton, Sherburne, Douglas, Morrison, Kandiyohi and Crow Wing, July 12 to Aug. 19, 1898.

Conductor: Geo. R. Kleeberger, Pres. St. Cloud Normal School.

Assistants: Waite A. Shoemaker, Dr. P. M. Magnusson, M. D. Avery, Geo. C. Hubbard, P. P. Colgrove, W. H. MacCracken, N. J. MacArthur, Miss Elspa M. Dopp, Miss Winifred Kenely, Miss Gertrude Earhart, Miss Margaret Jerrard, Miss Sarah B. Goodman, all members of the Faculty of the St. Cloud State Normal School.

THE COURSE OF STUDY.

All branches required for second and third grade certificates, and such other subjects as will be most helpful as prepar-

ation for teaching, will be included. A limited opportunity will be afforded to those who have had satisfactory preparation to take up first grade subjects. The professional work will include Psychology, Pedagogy, Methods, Child Study, Nature-Study, Vertical Penmanship, Physical Culture, &c.

INSTRUCTORS.

The teachers will all be members of the Normal School faculty, and the instruction in both subjects and methods will be as thorough and as practical as regular Normal School work.

MODEL SCHOOL.

Several grades of the Model School will be in operation, furnishing the best possible chance for observing good methods of class-teaching and school management. A limited opportunity will also be afforded to those who are thoroughly prepared to teach classes under the supervision of trained critic teachers.

KINDERGARTEN.

The Normal Kindergarten will be in session, and lectures upon kindergarten-ing will be given daily.

LECTURES.

It is hoped to have a series of lectures and other entertainments specially helpful to teachers.

SPECIAL FACILITIES.

Members of the Summer School will have the use of all the excellent facilities afforded by the St. Cloud Normal School, —its large, airy, well-equipped recitation rooms, laboratories, and gymnasiums, the apparatus, the libraries, the bath-rooms with hot and cold water, the material for out-door games, such

as tennis, hand-ball, foot-ball, base-ball, &c.

CREDIT FOR WORK.

Certificates of attendance and work will be given, and all credits earned will be accepted for their equivalent in the courses of the Normal School.

For further information apply to Geo. R. Kleeberger, State Normal School, St. Cloud, Minn.

Bachelor Brother-in-law—That accounts for it.—Ex.

Teacher—Name six animals of the frigid zone?

Pupil—Four seals and two polar bears.

Teacher—How far out have you been?

Pupil—Out of sight.—Normal Offering.

“The parcel postman has just called at the Twickenhams’, next door, and left a football, a bicycle, two cricket bats, a package of sweaters, a pair of spoon oars, and a bundle of golf-sticks.” “Then their daughter must be home from college and her education finished.”—Ex.

EXCHANGES

“If you want to spoil all that God gives you, if you want to be miserable yourself, and a maker of misery to others, the way is easy enough. Only be selfish, and it is done at once. Think about yourself, what respect people ought to pay you, what people think of you, and then to you nothing will be pure”—The College Days.

One of the leading Czechs rejoices in the name of Czwrezek. “Say I recognize that. It’s the machine the dentist bores out the cavity with.”—Ex.

“I didn’t want to keep you waiting, Mr. Westand, so came down just as I was,” said Miss Darlington, sweetly, as she entered the parlor.

“Oh, what a whopper!” exclaimed the small brother. “You know you only had on”—

And then Tommy was violently hustled out of the room.—Ex.

Young Wife—I wonder why the birds don’t come here any more. I used to throw out bits of cake I made and”—

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No. 3 daily 4.00 pm.	No. 4 daily 4.00 pm.
No. 111 Ex Sunday Willmar at 4.05 pm.	No. 8 daily 4.50 am.
No. 5 11.10 a. m.	No. 6 arrives 3.50 p. m.
No. 7 daily 10.55 pm.	No. 112 arrives from Willmar 11.00 am. Ex Sun
No. 128 way freight Sandstone 7:00 a. m.	
No. 127, from Sandstone arrives 2:30 p. m.	
No. 8 runs via Clearwater.	
No. 128 makes connections at Milaca for West Superior and Duluth arriving Duluth at 1:15 p. m.	

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H. R. NEIDE, Agent.

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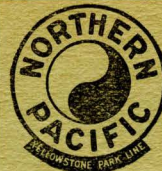
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WEST BOUND.

*No. 5 Fargo Local.....11:22 a. m.
No. 1 Pacific Mail.....4:20 p. m.
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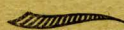
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