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Monmouth, Oregon
Oregon State Normal School
MONMOUTH

Twenty-seventh Year

The State Normal School at Monmouth was established in 1882 and is now in its twenty-seventh scholastic year. 900 graduates in 26 years shows that the school is doing the work for which the state maintains it. The class of 1908 contained 48 members.

UNIFORM COURSE OF STUDY

Under the new law governing the State Normal Schools of Oregon, a single Board of Regents is in control of all the schools and a uniform course of study is now in force. Students who have completed the Ninth Grade are admitted to the Freshman Class and those who have completed more advanced High School Grades are given credit in all subjects in which they present grades certified to by their instructors.

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School directors and officers are becoming acquainted with the superior ability of trained teachers and the demand far exceeds the supply. Longer terms, higher wages and better opportunities for promotion award the young man or woman who has the enterprise and persistence to complete the course and earn the diploma. Many teachers, realizing these advantages, come to Monmouth, although some of them already hold state papers.

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SECOND SEMESTER BEGINS FEBRUARY 1, 1909.

Instruction is begun in all subjects twice a year, in September and February, so that students can enter to equal advantage in either semester.

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Reliable Merchandise

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Furnishings                     Shoes
O. S. N. S. February '09 Class.

Reading from left to right: Ora Williams, Burns; Shirley Dorsey, Portland; Effie Galbreath, Tualatin; Pearl Simmons, Portland; Daisy Thomas, Mt. Hood; Isla Laughlin, Yamhill.
Symposium By February '09 Seniors.

"THE STATE NORMAL SCHOOL"

I Origin and Growth.

The first suggestion by an American educator as to the need of more thoroughly trained teachers was made in a June number of the Massachusetts Magazine in 1780. It contained an essay upon the importance of studying the English language grammatically and the preparing of young gentlemen for "school-keeping." Yet it admitted that such preparation is not all that is necessary, for the board of examiners must examine them "not only to determine whether they are qualified, so far as scholarship is concerned, for "school keeping," but whether they are able to teach the branches they propose to teach with ease and propriety."

In 1827, James G. Carter, who has been called the "father of normal schools," opened a school for the training of teachers in Lancaster, Massachusetts. His petition to the legislature for state aid was lost by a single vote, but he continued his work for some years.

Mr. Charles Brooks, after years of agitation, during which he traveled throughout the entire state at his own expense, delivering addresses and contributing articles to the newspapers, secured the passage of a bill in 1837, establishing a board of education for Massachusetts. In 1838 the gift of $10,000 by Mr. Edmund Dwight was accepted on condition that an equal sum be appropriated by the legislature for the training of teachers. This resulted in the establishment of the first normal school in America, at Lexington. In June, 1839, Rev. Cyrus Pierce was engaged as principal. He was a teacher of rare ability. For three years he taught most successfully but was forced to resign on account of ill health caused by overwork. Horace Mann, America's greatest educator, at this time was a rising lawyer and member of the legislature. His interest was aroused for education and his activity in establishing the normal school finally led him to devote his life to the cause.

The state normal at Oswego, New York, at the present time one of the leading teachers' training schools in the United States, had its inception in 1853, with the election of Mr. E. A. Sheldon to the superintendency of the Oswego public schools. He worked up
his school into a state of machine-like perfection, regarded at the
time as an ideal condition. Dissatisfied, he began investigations
and devised a plan of methods that attracted the attention of edu-
cators from far and near. The necessity of specially trained
teachers to carry out his plans resulted in the establishment of a
training school and this was eventually endorsed by the state and
organized as a state institution.

Statistics are incomplete, but the most reliable available
data would show that in 1860 there were eleven state normal
schools in eight states. By 1870, the number was 40 in 22 states.
In 1880, fifty-seven such institutions in 29 states were in existence.
In 1890, ninety-four were reported in 34 states. In 1900, there
were 128 in 44 states.

By the year 1907, according to the latest statistics issued by
the National Bureau of Education, separate normal schools have
been established by law and are supported by appropriations in
forty-five out of forty-nine states and territories. Of the four
without separate normals, three, Delaware, Wyoming, and Nevada,
provide for normal training in connection with their state uni-
versities. Tennessee pays tuition in Peabody Normal College.
There are 135 state-supported schools in all. Including also those
supported by city and county, there were at the close of 1907, 189
public normal schools, with an enrollment of 62,428 students. The
value of the property owned by 167 of these schools was estimated
at nearly 35 million dollars. 163 reported an income from appro-
priations and tuition of nearly 7½ millions for the year 1907.

The record of a few typical states for the year 1907 may be
of interest. Massachusetts appropriated for maintenance, $329,374;
New York, $705,942; Illinois, $360,479; Wisconsin, $264,888; Califor-
nia, $202,930; For building and improvements, Pennsylvania ap-
propriated $150, 167; Oklahoma, $63,000; Missouri, $90,000; Monta-
ana, $81,177; California, $373,204. Comparing the last annual
appropriation received by Oregon's four schools with that of her
nearest neighbor, Washington, with three schools, the record
stands as follows: for maintenance, Washington $323,000; Oregon,
$58,500; for buildings and improvements, Washington, $44,500; Or-
gon, $7,000. For the six years ending 1907, Washington schools
received for maintenance and buildings a grand total of $697,630;

There is no available record showing how early in the history
of Oregon its educational institutions made any provision for the
training of teachers. Two of her colleges were founded before
1850, but the first state supported institution was not opened until
1888, when the Agricultural College was established. The State
University was chartered in 1872.
The first Normal schools began as private institutions and it was not until 1882 that state recognition was given Monmouth and Ashland. At this time there were more than 60 state normal schools in the United States. In 1885, the schools at Drain and Weston were organized as state institutions. It was not until 1891, however, that the state assumed control and appointed a board of regents to direct the management. The first appropriation for Monmouth was made in 1893, $22,382.76 for two years maintenance. Before this date, 34 states had been supporting 94 schools for the training of teachers.

In 1895 an appropriation of $16,000 was given Weston and one of $26,526 to Monmouth. In 1898 these two schools again received an appropriation. It was not until 1899 that Drain and Ashland received their first state aid of $7,500 each. At the sessions of 1901, 1903 and 1905, all four schools received support, the largest total for all being $160,000, the smallest $62,000. In 1907 the bills for Monmouth and Drain were vetoed, leaving them without state aid. Both survived the first year, through voluntary contributions of friends. On the recommendation of the board, Drain has been closed during the present year.

Heretofore, the appropriations have been secured with great difficulty and from a reluctant Legislature. The invoking of the Referendum in 1905 and the veto in 1907 not only weakened the schools affected but destroyed much of the confidence they had gained by faithful years of effort.

The Legislature of 1907 reorganized the management of the schools, abolishing the old boards and creating a new, single board of control. For a year and a half this board has directed affairs and made a thorough investigation. As a result a report has been made, recommending the continuance of the schools at Monmouth, Ashland and Weston with a definite policy and a definite support.

It is to be hoped that this report will receive the favorable attention of the Legislature and that “once for all”, Oregon’s Normal school question will be settled.

Ora Louise Williams.

II. Course of Study.

The Normal School is a professional school for teachers. As in every other profession, there must be specialized knowledge. Personal opinion, hearsay, common report and unsystematic experience will not suffice. Just as the body of knowledge required by the lawyer or doctor must be selected from the mass of all knowledge, so must the facts and ideas regarding education. This knowledge must be organized and arranged upon fundamental
principles, in a word built into a science. Teaching is therefore a specialty.

Experience and expert opinion agree that professional training is best secured in an institution devoted solely to that purpose. Students wishing to follow the profession of law do not go to an ordinary school or college, but to a law school where all the advantages necessary to a knowledge of the rights of men are at their disposal. Again, professionally, theology can scarcely be studied in any but a divinity school.

The medical student's curriculum includes more than the mere knowledge of disease and remedies. It embraces all the subjects that lead up to the practice of medicine, including a thorough study of the human body, its care and conditions necessary to good health. Such training is given only in medical schools. Should we endanger the mental growth of our children by non-professional teachers any more than we would their lives with non-professional doctors? Just as it required experience to demonstrate the superiority of the specially trained lawyer and doctor, so the specially trained teacher has had to win his place on merit.

The demand for professionally trained teachers grows greater each year. Indeed, in some states, laws have been passed which make it compulsory for a teacher to have a normal training.

In the organization of the normal school, two distinct theories arose in regard to the course of study to be adopted. The first the professional, consisted of two elements: one the theoretical and fundamental, presenting the science and philosophy of teaching and the other, the practical side, designed to give some training in the art of managing and teaching a school. The second theory was that the academic should work concurrently with the professional. It should have two aims in view: namely, thoroughness in scholarship in every subject studied and the use of best methods in teaching by the instructor. Students will teach as they have been taught, rather than from simple theorizing.

The idea of an academic department combined with the professional has grown rapidly. None of the spirit of the professional department is lost. It raises the standard of the normal schools and places them among the schools of higher education.

Again in the organization of the normal school, after it had been determined that there should be both professional and academic work, the question arose as to how much academic and professional should be undertaken. The teacher of the public school must necessarily know the subjects he is going to teach. These, of course, are all the common school branches, but to be able to teach these properly, he must be familiar with the higher branches which have to do with the common subjects.
For instance, to be able to teach grammar, the teacher must be familiar with good literature, must know rhetoric and have some acquaintance with the laws of thought and expression. To be able to teach arithmetic, a knowledge of geometry and algebra is absolutely necessary. Much of this knowledge may be called academic, but there is a great difference between this knowledge and the indefinite if not inaccurate, academic knowledge of a high school graduate. It can be obtained only in normal schools.

Besides this knowledge the teacher must know child nature, the laws of mental growth of the child, and something of how it is controlled. He must know principles of education, the method of teaching, and the lives of great teachers and how they failed or succeeded. This work is strictly professional and all will agree that it is the function of the normal school to provide this for the student.

If the professional and academic are to be combined in one school, some course might be suggested by which they can be successfully used. A model course, as suggested by C. H. Nash of the South Dakota State Normal School, includes in the first year's work nothing but academic studies, as algebra, Greek and Roman history and English. In the second year, art of teaching and school management are introduced, all other subjects being academic. In the third year, the subjects have more of a bearing on the common school branches. This prepares the way for the entering of the teacher upon her practical duties in what is commonly called the Training Department. The next two years fit the teacher for a five year state certificate, giving professional reviews of the school subjects. Public speaking is also included. The sixth year is a post-graduate course and has not been adopted by many schools.

Four year high school graduates are admitted to the fifth year of the course. Provision is made for several electives, including Latin, German and French. Of course this outline of the course of study is merely suggestive and must be accepted as such.

The course of study for the Oregon Normal School is constructed on precisely these lines. There is less academic work prescribed and about an equal amount of professional. A strong feature is the practice teaching in the Training Department, where the equivalent of three hours per day for five months is required. Thus every student who receives the benefit of this training under the expert supervision of principal and critics becomes at once an "experienced teacher."

The standard of admission has been raised and now requires completion of the ninth grade for entrance. Students who have completed academic subjects in high schools are allowed full credit. Graduates of secondary schools must take all the professional sub-
jects, which require from a year and a half to two years for completion.

Not alone in the course of study thus outlined, may it be seen that the normal school is a professional institution. There are no distractions from other interests. The atmosphere is pedagogic. Teaching is in the air. By precept, by example, in ideals and in inspiration, the student is directed towards the goal which he must deliberately have chosen upon entrance to the Normal. If he has within him the native qualities which go to make up a teacher, these opportunities will enable him to reach in the shortest and most direct way the maximum efficiency. Thus the Normal School not only performs a valuable service for the State but also confers upon the individual the priceless boon of elevating him from the ranks of the unskilled and placing him in the company of expert workers.

Isla Laughlin.

III Management and Maintenance.

One of the most important considerations in the operation of any institution is the management and support. In fact these material concerns form the foundation upon which the superstructure of the edifice must rest. Without support, there is no way of procuring management and where there is no management, there can be no real institution.

In normal schools the usual form of management and control is through a governing board, president and faculty. The governing board is chosen either by election or by appointment and serves for a term of from four to twelve years. This board consists of from five to nine members. In some states there is only one board controlling the various schools, in others each school has its own board. California has a local board of five members for each of its state schools and also a joint board for the several schools. New York has local boards who hold their office for life. Wisconsin has one board for her Normals.

The real function of the board is to attend to the financial and business management and to give general supervisory attention to all professional management. The board should know the plans of the internal management so that it may be of help to the faculty. This aid should be given by discussion or in the form of a suggestion. A faculty is greatly hampered when not allowed entire professional management in such affairs.

The president usually has complete control of the internal affairs and assumes the official responsibility for the conduct of the work in all important particulars. In some states the president shares his responsibility with the faculty.
Most of the normal schools are supported by appropriations made by the state legislature. In Wisconsin the annual revenue of the normal school system is nearly $300,000 of which about one-third is derived from invested funds and two-thirds from taxation. The Colorado Normal School is supported by a tax of one-fifth mill on the state assessment. A study of the actual expenses of the conduct of typical schools throughout the United States shows an average of about $40,000 annual spenditure per school. We may safely conclude under ordinary conditions no Normal school of from one hundred fifty to two hundred fifty students can be put on an efficient basis that for less than $30,000 for current expenses.

In determining the amount necessary to maintain a normal, two things must be taken into consideration, the standard of the school and the number of pupils. It is clear that a school with a five year course will require more funds than one with a two year course. The additional subjects taught will demand additional instructors. The higher the standard of the school the better qualified the instructors will have to be, therefore the salary higher. If the attendance is large enough to require divisions in the various classes, more instructors will be needed.

The salary schedule is determined by the law of supply and demand. The same tables quoted in regard to annual expense for maintenance show the average salary paid the president to be $3000, while instructors receive from a minimum of $800 up to $2000. The number in the faculty is determined by the number of subjects to be taught and the student enrollment. Twenty recitations per week and thirty students per class is the average arrangement.

Other fixed expenses are supplies and apparatus for the laboratories and class rooms and books and magazines for the library. For the latter, $1000 per year will be sufficient if the library is fairly well supplied with the standard works on education. From $2000 to $3000 per year should be provided for apparatus and supplies. Every year the buildings must be repaired and as the needs of the school require it, new buildings must be erected such as gymnasiums, dormitories, etc.

Geographic conditions as well as population influence the policy regarding the number of normal schools. The problem of transportation must be considered. One fact has been clearly established, the school must be brought to the people. Even the greatest universities draw the majority of their students from their immediate locality. The normal school, just as the high school, is useful and effective in proportion as it is available to those who need it.

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The Courier

The Staff.

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Second Associate
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Alumni
Locals
Exchanges
Athletics
Society
Music

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Erwin Montague, '11
Mary Whitney, '09
Ruby E. Shearer, '06
Luella Daniel, '10; Lester Lindsay, '12
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The Courier is published four times during the school year, in the months of December, February, April and June, by the students of the Oregon State Normal School, at Monmouth, Oregon. Subscription price, fifty cents a year; single copy, fifteen cents.

Meritorious contributions are solicited from all students, members of the faculty, alumni and friends.

Address all communications to The Courier, O. S. N. S., Monmouth, Oregon.

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"THOSE CAN CONQUER WHO THINK THEY CAN."

Since the year 1901 the O. S. N. S. of Monmouth has graduated a February class, and so, as mid-year draws near, we once more prepare to send out from the old Normal another class who shall uphold its name throughout the state.

The class of February '09 is rather below the average in numbers, there being but six members, but they are six in whose hands the reputation of our school may safely rest.

It will have been observed that the special contributions to this number made by the senior class all bear upon the work of the normal school. At the present time, while the meeting of the legislature is bringing to a close the anxieties of the past two years, no theme could be more fitting.

It is to be hoped that some of the members of the legisla-
tute may read these articles upon the origin, growth, course of study, control and support of normal schools, and that they may thus be lead to realize, as never before, the importance of the question which they are settling.

This is an age of specialties. No one is thought competent to fill a responsible position unless he has made special preparation. There are schools provided throughout the state where the doctor, the druggist, the engineer and the farmer may prepare for his life work before entering upon his duties.

What has been done for the normal school, the school where the teacher—that one to whom is intrusted the training of the mind and molding of the character of the citizen of tomorrow—may get his professional training? For two years the slender appropriation before allowed has been withheld and there are those who would withdraw it altogether. Every year we have appeals for more teachers and the makers of our laws now have an opportunity to answer that appeal by making permanent provision for the only approved source of supply.

The Board of Regents recommend sufficient appropriations to enable the normal schools of the state to elevate their work so as to compare with that of other state institutions. Is this not our just due? Is it right that a school system that has already done so much good in the state, which has so appreciably elevated the profession of teaching, should be allowed to perish?

We await, with what patience we can command, the answer of the legislature and we confidently expect a favorable one.

M. R.

In every movement of the entire universe, the importance of punctuality is taught. Reliability and punctuality furnish the foundation upon which the whole structure of creation rests.

In order to accomplish the highest purposes in life, rules must be adopted for the guidance of conduct, and when good rules are once adopted they must be adhered to with fidelity.

Punctuality on the part of a boy or girl when first attending school adds materially to the comfort and profit of all who attend in the same room. The laggard who enters the school room late not only suffers a personal loss, but inflicts a wrong upon the teacher and entire school. Very early in life we form habits good or bad, which go with us to the end.

There is no line of life work where punctuality is not a necessity. However lofty may be the aims and aspirations of individuals, in ninety-nine cases out of a hundred they cannot be realized without this cardinal virtue.

Just a little may be accomplished without method. The mis-
fortunes which arise through want of method and punctuality are recorded on almost every page of the world’s history. For the want of it, battles have been lost and national banners have trailed in the dust. Both history and observation bring to our attention the awful results of being a moment too late. We should all be possessed of an ambition to do much, not a little, with life’s opportunities.

R. F.

An important element of our school work today is the literary activity which, if engaged in enthusiastically, results in a host of benefits to the recipient.

Among the various branches of literary work, perhaps the most beneficial is the Literary Society. Every graduate of Monmouth should go forth with a thorough knowledge of parliamentary rules and manner of conducting a literary society, to be at least a passive if not an active part of our future work.

The benefits spoken of are some of the essentials of success. The debating work increases a person’s confidence in himself, provided of course, that this confidence has not already reached its maximum limit. The ability to express one’s self clearly and intelligently before a large audience is acquired only by practice. The importance of this ability need hardly be mentioned and in no other way is this ability developed better than in the literary society. Who knows but that he may be a Demosthenes or a Cicero until he makes an attempt.

The students of a number of Ogegon local schools enjoy the privilege of entering a state oratorical contest. What a splendid opportunity it is, to earn fame for your school and to cover yourself with glory. The question involuntarily asserts itself. Why do not more students of the O. S. N. S. take a part in the contest? When the golden plum is offered you, why do you not accept it?

Not the least of the benefit of the society is the fraternal tie that binds the members to one another as with “hooks of steel.” The close association in an organization that is entirely under student control, the union of minds and hearts in interests that appeal to the higher good, the comradeship in fierce parliamentary battles, the echoes of forensic contests in debate, the memories of happy evenings in the old society—all conspire to implant an undying love for alma mater. Truly our literary work presents a splendid opportunity to gain knowledge and power of a kind that may be acquired in no other way.

E. J. M.
ALUMNI NOTES

W. L. Arant '06, who is the principal of the Nehalem High School has his school in a flourishing condition. In connection with regular school work, Mr. and Mrs. Arant are conducting a large class in vocal music, and they have also expended no little time and energy in amateur dramatics.

Laura Snelling '05 is devoting her time this winter to the violin. She is pursuing her music in Salem under able instructions of Le Roy Gesner.

Lora Foster '05 is teaching at The Dalles. Miss Foster reports a very pleasant position with profitable work.

Rebecca Clifton '06 is teaching in a Mission School in Portland.

Julien Hurley '05 is in the office of Judge Wheeler in Vale, Oregon. He has decided to become one of the "learned profession" and finds his work very interesting.

G. A. Hurley '03 is the editor of the Oriano, a weekly paper printed in Vale, Oregon. It is a "live" paper and remembers the old O. S. N. S. on every occasion possible.

Vara Stewart '05 is teaching in Hood River where she has been for several terms.

Marie Church '05 has the sincere sympathy of her Alumni friends in the death of her father which occurred on December 17. Miss Church is now employed in the High School department of the Independence Public School.

Paul Johnson '05 is very satisfactorily filling the position of High School principal in Waitsburg, Washington.

J. R. Bidgood '04 and Mrs. Bidgood '04 (nee Maud Cox) are
both teaching in Carlton, Oregon; the former is principal—the latter is the intermediate teacher.

Nettie Rankin '08 is teaching in Salem, Oregon. Miss Rankin is getting along very nicely and is enjoying her work.

Edna Jensen '03 is teaching in Klamath Falls, Oregon.

Anna Overholzer '03 is teaching near Portland.

Mrs. W. F. Fargo '91 (nee Ida Schofield) who has heretofore been employed in the high school work of the state is this year enjoying a well earned rest from her school room duties. She does however occasionally assist Mr. Fargo in the laboratory in which she takes great pleasure.

Willis Le Masters '05 is now a student in the University of California.

Among the Alumni who spent the holidays in Monmouth were: Dean Butler '05 who is attending the law department of the U. of O. in Portland; Harry Stine '06 who is a freshman in the U. of O.; Dora Murdock '08 who is now teaching at Bridgeport; Mary Murdock '08 who is at Seaside; Louis J. Murdock '08 who is principal at Mt. Hood; Agnes Campbell '08 a student of O. A. C.; David Campbell '08 a student at Whitman College, Walla Walla, Washington and Will Smith '06 who is attending school in Portland.

George Murcock '05 is attending Willamette University and is also teaching in Capital Normal School in Salem.

Ada Aldrich '04 will return to resume her position as teacher in Portland in February. For the past year and a half she has been teaching in Los Angeles, California.

Minnie and Alice Marhart '06 are living in Eugene and are attending the University.

Edward Pierson '06 is very ill at his home in Portland.

Maude Yoder '07 is teaching at her home school in Hubbard.

W. R. Rutherford '04 sails for California this month where he will become a student at Stanford.

Olive Rodlin '06 has been promoted from a 4th to an 8th grade position in one of the Portland schools.

A. G. Thompson '99 is now a member of the firm of Thompson & Strong, Lawyers, with their office located at Portland.
The "Yamhill County Educator" is a new publication under the editorial management of Co. Supt. H. H. Belt, '04, W. W. Wiley, '02 and M. F. Hanville, '97. Under such control its success is assured and it will doubtless prove of great value for Yamhill teachers in whose interests it is issued.

The following is gleaned from the Polk County Observer of January 12, one of the staunchest friends of the Old Normal. We take much pleasure in quoting it: "Miss Agnes Campbell, of Polk county, a student of the Oregon Agricultural College, has been elected to the Class Department of The Orange, the College Junior Annual. The Annual is one of the most important college publications, and it is considered a great honor to be elected on the staff." Miss Campbell was for some time a member at the Courier Staff of O. S. N. S. and it was in this position that she received the training which fitted her for this position.

May Goode '07 and Hubert Goode '08 were up to the Senior Reception on Dec. 5. Their old friends took much pleasure in welcoming them back to the old Normal.

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On the evening of Jan. 9 the Vespertine Society entertained the Delphian and Normal Societies with an "At Home" in the chapel. Invitations had been sent and with these "Admit One" tickets to be presented at the door. The first feature of the evening was a musical and literary program. Next came the bean contest, containing beans in a bottle. The prize was awarded to Miss Alice Rasmussen. Another very interesting feature of the evening was a smelling contest. Small quantities of various extracts had been put in unlabelled bottles and each one guessed what the bottles contained. This prize was awarded to Mr. Erwin Montague. The last and most unique feature of the evening was the "Irish Art Gallery". On entrance to this, each guest was given a catalogue containing the names of fifty-five of the world's masterpieces. These were all numbered and the guests were to find the numbers which would give the represented pictures. e. g. Horse Fair was represented by a handful of oats.
SOCIETY

During Christmas holidays those who remained here were entertained in various ways. December 29, a pleasant evening was spent at the Normal School Chapel. The games played were ping-pong, pit, Sherlock Holmes, flinch and others. The refreshments, consisting of apples and popcorn, were greatly enjoyed by all. There were also many basket-ball games at the gymnasium played by O. S. N. S. vs Independence, Alumni vs Students, and by local teams.

The first of the class receptions was by the Senior class on the night of Dec. 5. The chapel had been beautifully decorated in evergreens and mistletoe and in the center of the room was placed a large "W-e-l-c-o-m-e". About the stage in a semi-circle, were placed six trees, on each one was placed a lantern made in such a
way as to form a letter of the word "S-e-n-i-o-r". A program had been very carefully planned which was much enjoyed by all. It consisted of music—address of welcome by class president and a Greek play given by seven senior girls. The rest of the evening was given up to marches and to yelling of class yells and singing of class songs.

Another one of the Students Dances was given in the gymnasium by the Freshman boys on the evening of Dec. 17. Excellent music was furnished by a six piece orchestra. During the evening punch was served. Needless to say everyone present enjoyed themselves to the fullest extent. Mr. and Mrs. L. R. Traver chaperoned upon this delightful occasion.

Before the Senior reception much class spirit was shown. Nearly every night some class or classes would go out in the country near by and practice songs and yells.

The societies are all doing good, or perhaps we might say better, work than any year before. Much interest in the debating line has been shown and programs for the three societies have been very good each one trying to excel the other. The new officers for various societies are as follows: Vespertines: President, Mrs. P. M. Stroud; Vice President, Incy Baker; Secretary, Mary White; Treasurer, Louise Huber; Organist, Lelia Spencer; Sergeant-at-Arms, Clara Hartzog; Choristers, Effie Shore and Bessie Weston. Delphians: President, Shirley Dorsey; Vice President, Esther Larson; Secretary, Susie Hoffman; Treasurer, Adele LaLonde; Sergeant-at-Arms, Ruth Fugate; Organist, Esther Spillman; Chorister, Hazel Dunahoo. Normal: President, P. M. Stroud; Vice President, F. M. Phelps; Secretary, George Grounds; Treasurer, Ray Chute; Sergeant-at-Arms, George Dunham.

Tryouts for the inter-collegiate debate were held before the Christmas holidays. There were six contestants, three from the Vespertine and three from the Normal Society. The three successful ones are as follows; Leila Spencer, Hilda Olsen and D. C. Henry.

Delegates from McMinnville College, Oregon Agricultural College, State Normal School and Albany College met in Albany Saturday, Jan. 9 to decide upon question and time and place for the ladies' debates. Miss Jean Kuykendall was our delegate.
LOCAL NOTES

The Normal Glee Club has been re-organized with Mr. Traver as its leader.

The regular tests came the latter part of the week following Christmas vacation.

The tryout for the oratorical representative will take place some time during the month of January.

G. A. Peterson has purchased the Acorn Bookstore and has changed the name to the Monmouth Normal Bookstore.

The Sunday School lecture at the Normal chapel Sunday evening, January 10, by Rev. Phipps, was greatly appreciated.

The Normal Club was organized in Portland December 14, with a good membership. President Ressler was in attendance at its organization.

Lloyd Dunahoo, a former student of the Normal, paid a visit to the school just before the Holidays. He was on his way to California where he intends to get work.

On New Years day, Miss Blanche Goodwin, a former student of the O. S. N. S. was united in marriage to Mr. Alexander McKay. We wish them a long and happy life.

For the benefit of the students who were excused to go home a few days before school dismissed for the vacation, written lessons were given on the subjects they missed.

Hugh W. Sparks, a student of Pacific University, gave an interesting Chalk Talk and impersonation in the Assembly Hall December 14. The entertainment was given for the benefit of the Courier.

The boys and girls in the upper grades in the Training Department are practicing on a cantata, to be given during this month. Mr. Traver, with the assistance of Miss Bowden, is directing it.

We extend our best wishes to Darrell Stump who was forced to leave school on account of his father's ill health. We also wish
Dorothy Prescott, Grace Thompson and Incy Baker all the good luck possible.

Mrs. Ellen M. Pennell, Assistant Dean of Women at the University of Oregon, and who taught for eight years in the O. S. N. S. spent a few days in Monmouth during the vacation. We were all pleased to have Mrs. Pennell with us again.

On New Year's Eve there were several watch parties in different parts of the town and at twelve o'clock there were plenty of young people out to ring the Old Year out and the New Year in. Everybody then made good resolutions for the New Year.

The following members of the faculty have given Chapel Talks which have proven intensely interesting as well as instructive; Mr. Briggs, "A Pound of Iron;" Mr. Fargo, "Conservatism or Working in a Rut;" and Miss Tuthill, "The New Thought."

On Jan. 8 Prof. Briggs went down to Newberg to act as judge for a debate between Newberg High School and North Yamhill High School. After a very spirited debate the judges decided in favor of Newberg. Mr. Briggs reports having had a very enjoyable trip.

It is to be hoped that many of the Normal students will enter the Monmouth Herald contest. The winners of this contest will have all expenses paid for a trip to the Seattle Fair. This is the second contest for Monmouth students given by the Herald. The winner of the first contest was Mary Murphy.

Miss Loretta Smith, librarian and critic of the third and fourth grades in the Weston Normal, spent her Thanksgiving and Christmas vacation at her home in this place. Miss Smith was for many years Critic teacher in the Training Department of the O. S. N. S. and we always appreciate having her with us.

Erwin Montague was chosen by the Student Body, as a delegate to go to Albany for the purpose of helping decide on the question for debate for the State Debating League. The question decided on was "Resolved that the United States should Subsidize Her Merchant Marines." The Normal was given the side of the affirmative on the question.

There is snow at last and as a result many studies have been neglected for coasting. This is the first snow that has made good coasting for two years so that everybody was anxious to go up on the knoll to try it. The knoll is one of the best places in the vicinity on which to coast and on a sunny Saturday afternoon you may see fifty or sixty people watching those who are enjoying the sport.
Nearly all the Faculty with the exception of Mr. Briggs remained in Monmouth during the Holidays. Mr. Briggs went to his home at Cottage Grove where he said he spent a very happy Christmas. Mrs. Pennell one of our old instructors who is now teaching at the University of Oregon was down during the Holidays paying a visit to Miss Buckham. Mrs. Pennell will long be remembered as one of the best instructors the Normal ever had.


We have noticed a tendency of late among our students, of failing to appreciate the efforts of those who are seeking to entertain—both in musical and oratorical lines. This is but the growth of a habit begun perhaps years ago but one which has increased until it is almost impossible to secure the services of those especially talented because of the lack of appreciation. We could scarcely call it discourteous because it is not intentionally done, but it is thoughtlessness in a marked degree. It is said that to be a good listener is a talent fully as valuable as being a good speaker, so if we lack musical or conversational powers, we can at least cultivate the habit of appreciating the efforts of others. We little realize what this means to us as students of a normal school. We go, perhaps, after graduation, into a rural district where the teacher is expected to set the social standard and serve as an example. How will we be able to meet this responsibility, if, during our school days, we have allowed the habits of thoughtlessness and carelessness of the rights of others to become firmly fastened upon us? Let us pause and think. There is another practice, which, while we do not denounce, we certainly do not approve—that of allowing the members of one literary society to infringe on the rights of the others. This is a practice which, as yet, has done no harm, but one, which, if encouraged may grow. If we have a candidate to initiate, let us do it within our own domain that the time of the other societies may not be claimed, or if we adjourn earlier than the others may we leave our respective halls in a manner becoming ladies and gentlemen, so that the other societies need not be disturbed.
The Girls and Boys Basket Ball teams set forth Dec. 11 on a series of tests with Silverton and Woodburn High Schools. The girls were victorious on both occasions though the Silverton supporters contested until the very end. During the last three minutes of the game, Mignon Burt of the Normal team, threw two baskets in rapid succession, changing the balance of 7 to 7, to 11 to 7 in our favor. The boys played very poorly, being outstripped in size and handicapped by the court.

Even so, there was a most pleasant surprise for them after the game, in the form of a banquet given by the Silverton loyalists. Each and all forgot both victory and defeat and partook of the delicacies to the tune of the pleasant chatterings of the newly made friends.

At early dawn on the following morning, the boys went to Mt. Angel. The forenoon was spent in viewing some of the many treasures buried there, finding those of greatest interest in the museum. All were ready for the dinner that was served after the pleasant tours.

On the basket ball court, an exciting game was played in which Mt. Angel led by a score of 16 to 7 the first half. But coming back refreshed, our boys left the score standing 21 to 16 in favor of Mt. Angel. To these young fellows of Mt. Angel we attribute the very best of hospitality and good manner of entertainment.

Driving from Mt. Angel to Woodburn we witnessed the game between the girls of that town and the Normal girls. True to our expectations the latter won by the score of 25 to 3. Twenty-one of these points are attributed to "our Mignon" who can manage the placement of the ball when the other members—crudely speaking "feed her."

To grant the request of the Woodburn Club, the boys donned their Crimson and Grey suits, and though they had played at
2:30 that same afternoon, played their hardest game of the trip; the final score stood 25 to 15 in favor of Woodburn.

The boys, though they met with three successive defeats, expect to turn the table in our favor in the return games.

On Saturday, Dec. 19, Prof. Wiley escorted the Newberg H. S. to the Normal gymnasium, where in a fast game of basket ball, they met defeat at the hands of the Normal boys. Tho they did excellent work, they were unable to make the baskets, which gave to the Normals the game with a score of 40 to 8.

During the vacation, games were played by the students and Alumni, the principal one being played by Old Normal Stars —Stine, Murphy, Craven, C. Butler and F. Butler, when, on the Dallas floor, they defeated that team 26 to 16, the first victory won on the Dallas floor in the past four years.

To begin the New Year the Normal boys played the Walnut City Club team on their floor. The game was closely contested and though the boys met with defeat, it was not due to their own playing, which excelled that of the McMinnville locals. Altho the score stood 15 to 7 the first half in favor of W. C. C. the final score which stood at 18 to 14 still in their favor, showed how the boys can raise a score, even though playing against players of mature age.

The girls are practicing for the game with their old rival—Chemawa, to be played in the near future.

Mr. B— in History on Education. "Miss W. do you like ‘mother’s boy’ or do you like other boys better?"

Miss T— in Literature. "Of what state was Charles Brockden Brown a native?"

Miss C— Philadelphia.

Girls discussing English Literature:-
1st girl, "We have Tobia Smollet (to buy Smalllet) tomorrow.
2nd girl, "What are you going to buy it with?"
3rd girl, "Why sense (cents) of course."

Girls discussing school discipline.
Miss R— "I believe in shaking. It doesn’t hurt the pupil half so much as slapping.
Miss S— "Well I have heard of pupils getting their legs broken by shaking. You can’t slap a pupil hard enough to break his leg."
Miss R— surprised "Can’t you?"
Mr. B. (in Modern History) "What are the chief characteristics of the plays now-a-days?"
Joe B. "Love affairs, mostly."

Girls talking about the classification of animals in Zoology—
"What class do you belong to, Jean?"
Jean K. "Junior."

Dignified February Senior (at society) "Then we could have one of those little toy mouses—"

Mr. B. "What important event is going to happen in 1912."
Freshman: "I’m going to graduate."

Lost: Somewhere between Cupids Knoll and the city, three Juniors. Anyone finding these students please return to the Junior class and receive reward.

Erwin M— "You have a pretty bow, Miss O."
Miss O— Indignantly (Thinking he said "You are pretty bold") "What do you mean?"
Then Erwin had some apologizing to do.

E. M. (after the reception) "May I have the honor of accompanying you home tonight, Miss C?"
Miss C— "Yes, if Miss E. can go along."
Miss E— (aside) "I would never have forgiven him if he had said no."

Burton, in the library working algebra problems for Mary. Said another girl, "Oh! that isn’t the right answer!"
Burton, "I’m not working for answers. I’m working for Mary."
Mr. B— Between the rising and sitting sun—now what was the sun sitting on?

One of the six, "Oh dear, I don't like that 'T. D.' one bit, I like 'D. C.' lots better."

Miss T— in American Literature "Can you tell anything about Emerson's ancestors?"

Mr. M— "Why one of them prayed every night. I have forgotten now what he prayed about."

Continued from Page 12.

Until the past two years, no serious, concerted attempt has been made to work out a system of normal training in Oregon. The experience of the several institutions working independently has accomplished certain results. The peculiar needs of the different localities have been determined, the cost of maintenance has been ascertained; a course of study adapted to Oregon conditions has been evolved.

Two years ago Oregon legislature enacted a law placing the management of all the state normal schools under a single board of control. This board has caused a thorough examination of the individual schools to be made and has investigated the practice in other states and made the application to conditions here. It has adopted and recommended to the legislature a policy for Oregon.

In the first place, the three schools, at Monmouth, Ashland and Weston, are to be maintained in order to accommodate the citizens of the great natural districts into which the state is divided. In the second place, adequate maintenance is provided in the sum of $28,000 annual support for each school. In the third place, additional buildings are ordered for better equipment.

This action of the board is deliberate and conservative, but is a long step forward in the final solution of the problem. Should the legislature act favorably upon these recommendations, it will mean much for the adequate training of teachers and thus for the betterment of the public school.

The method of control, through the one board, the professional spirit which is characteristic of the Oregon State Normal, the course of study embodying so many of the desirable features found in the courses of the best schools, all make it possible to develop a superior system in our state. May the reasonable expectations of true friends of normal training in Oregon be speedily realized!

Daisy Elizabeth Thomas.
EXCHANGES

"The beautiful and interesting Christmas Thoughts given us by "The Lens" are anticipated by the artistic cover.

The Troubadour offers some jingling rhymes worthy of any one's notice.

We agree with you "Nuggett" on the subject of "Music." We love old friends and old music.

"The Boomer's" little rhyme of "The North Wind" takes us back to last week's blizzard. We would have enjoyed seeing your school present "The Taming of the Shrew" as spoken of in your locals.

We had to laugh over "A Night at Dooley's, and "The Modern Courtship of Miles Standish," found in the "Mascot."

Such articles as "Rabbi Ben Ezra" in "The Collegian" give a good tone to a school paper.

"The Whims" has an excellent football story. We also enjoyed their character sketch of Milton.

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