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## The Normal Red-Letter, volume 1, number 2, April (1900)

Moorhead Normal School

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THE  
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RED  
LETTER



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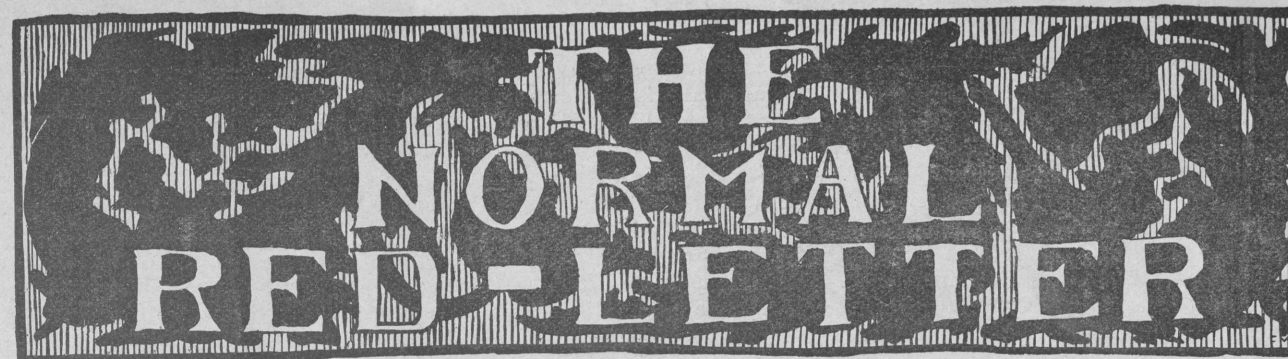
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**The Mother's Part in Education.**

BY MRS. C. W. MICKENS.

The mother's part in education can never be measured in units of lengths, nor weighed in units of weight. Her influence is subtle and strong, and reaches to the deepest depths of the human heart. Withdraw her influence from the child, life and youth would be robbed of its merry rounds of joy.

A mother's influence in the education of the child divides itself into two distinct periods, covering the time before the child enters school, and the period of school life. Each moment of these periods in the life of a true mother is fraught with duties of the utmost importance. The child enters upon the first stage of development without sight or hearing. His senses are most rudimentary and contain at best but unknown possibilities. His delicate membranes are hardly sufficient to bear the strain and stress of the world. The tenderest care must be placed about him to prevent any serious disturbances of the delicate organism. Carefully must he be guided into the great mystery of life. Contemporaneously with his physical development the mental and moral natures begin a growth so complex that it needs the most careful attention that can be given by the most earnest and devoted mother. Nature is kind. She gradually strengthens the little unfolding powers of the mind, supplementing the work of the mother. Science renders efficient aid in many ways, yet scientists assert that many of the physical differences of children are owing to different methods of living. It is said, moreover, that mental differences, as well as moral growth, depend upon food supply.

Since the welfare of the child depends in great degree upon the diet, and since a being is fully developed only when its powers of mind and body are strong, a first duty a mother owes to her child is to secure a scientific and practical knowledge of the culinary affairs of the household.

Right habits of life bear an intimate relation to the education of the child. Habits of cheerful obedience, unselfishness of thought and act, self-control and self-denial are the virtues to inculcate in the mind of the child preparatory to school going.

These years under consideration are the ones for acquiring speech. By the time five years are reached the average child will have learned one thousand, or one thousand five hundred words. How? Largely by imitation from the lips of the mother. How important are correct models of speech in this imitation period. Should not the mother study to use only the purest language? Every wrong pronunciation and each fault of grammar will soon be humiliating to the mother as it is reflected in the speech of the child. Guard carefully and study zealously each expression. None but the purest will suffice for the young child. What is true of speech holds true of action. Never hinder education by putting stumbling blocks along the way which must be removed by the teacher. The child obtains all its education during the first five years of its life, and fully one-half of its education during the next five years, at home. If "well begun is half done" the mother is aiding the teacher very materially, if she has done her duty by her child during those first few years of mental and moral unfolding. The readers of "David Harum" know how the lack of love and sympathy in his childhood days governed and in-

fluenced his whole life. As has been said "It was right that his power should have a keen edge to make itself felt; at least, that was what the rawhide and strap told him in childhood, in welts that remained on his soul."

So imperfectly do mothers understand child life and child culture that many of them err through mistaken ideals. With mistaken love we often do the very things for the child he should do for himself. Self-reliance will acquire strength only when exercised. When a child brings home problems in arithmetic to be solved, it is much easier to work the problems than to help the child understand the fundamental principles, and thus teach him independence. Mental growth is hidden from human eye, and is not measured by report cards. All mothers, however, do not attempt to aid, but some go to the other extreme and manifest absolute indifference to the progress of their children. The school can never attain its highest efficiency until the home and the school co-operate toward a common end.

A mother's estimate of the teacher in the presence of her children should always be of the very highest character, and words of criticism of the methods or manner of the teacher should not then be spoken. When all confidence is lost in the teacher by the mother, it is best that relations cease between them. Children are displeased with the school only when encouraged in their displeasure by the parents at home. Say some good thing or else say nothing at all about the teacher of your child. When children are started to school it is an imperative duty for the parents to see that they are prompt, punctual and regular in attendance. It is absolutely necessary for mother and teacher to be in full sympathy. The mother must recognize that the school sphere is one enlarged as compared with the home sphere; that the child now is subject to certain restrictions not known before; that he has assumed obligations to be met in the various activities of school life.

The mother's part in education, then, is to provide for the development of the child in its early home period, in the best possible way, fitting it for that larger growth found in the school. Here the teacher must guide the unfolding powers, watch the delicate expansion of the mind, guard it from the pollution of the world, and bring it to the highest perfection by the most natural processes.

**The Concert.**

PROGRAMME.

- Vocalion Solo..... Mr. Charles Simmons
- Chorus—I'm a Pilgrim..... Marston
- Chorus—Immanuel..... Hawley
- Chorus—By Babylon's Wave..... Gounod
- Duet—Night Hymn at Sea..... Goring-Thomas
- Miss Morrissey and Mr. Moody.
- Chorus—Spirit Immortal..... Verdi
- Chorus—Festival Te Deum..... Buck
- Trio—Holy Redeemer..... Marchetti
- Miss Watson, Mrs. Huntoon, Miss Morrissey.
- Chorus—Trisagion and Sanctus..... Thayer
- Chorus—O, Turn Thee Unto the Lord..... Gounod
- Hallelujah Chorus..... Handel



Miss Morrisey's concerts are always looked forward to with great interest by the music loving public, and unusual interest was evinced toward her annual concert this year. Miss Morrisey was assisted by the best musical talent of the city and her efforts were crowned with success.

The vocal solo, by Mr. Chas. Simmons, was characterized by great care and accuracy.

In "I'm a Pilgrim," by Marston, the solo was taken by Miss Morrisey, with the chorus accompaniment. The harmony and melody of this song are beautiful, and were finely brought out.

The solo in "Immanuel" was taken by Mr. L. A. Huntoon, whose rich baritone voice carried forth the sentiment of the song with great power and ease.

"By Babylon's Wave," by the chorus, was especially strong and suggested very forcibly the intensity and tenseness of feeling contained in the selection.

Of the duet, "Night Hymn at Sea," by Miss Morrisey and Howard Moody, not enough can be said. The harmony of the two voices was very beautiful, bringing out the hush and calm of night and suggesting the effect of the strength of the sea, fretting under the restraint imposed upon it.

The music of Verdi always suggests passion and intensity of feeling. The chorus, "Spirit Immortal," is a characteristic bit of his music, and the strong emotion and harmony of the selection were beautifully expressed. The solos by Miss Morrisey and Mr. George E. Perley gave the initiative, while the chorus came in aptly and strengthened it by echoing back the sentiment of the song.

The theme of "Festival Te Deum," by Buck, contains a note of exultation, praise, and reverence for the majesty of God, which is brought out by the music as well as the words.

In the trio, "Holy Redeemer," there seemed to be a letting down of the previous tension, followed by a calm and relaxation of feeling which was beautifully expressed by Miss Watson, Mrs. Huntoon and Miss Morrisey.

"Trisagion and Sanctus," by Thayer, contained a deep reverence for the Creator, the dignity, strength and grandeur of which were masterfully brought out by the chorus.

"O, Turn Thee Unto the Lord," by Gounod, pictured the intensity of the exhortation and pleading, and the dignity of the situation. Miss Morrisey's solo especially expressed this depth and strength of feeling.

The final selection, the "Hallelujah Chorus," was undoubtedly the most difficult one of the program, and the grandest of all. In it was reached the acme of strength and harmony. It seemed as though a great multitude was trying to express its exultation, gladness and praise. It showed the results of very careful training, and gave strong proof of Miss Morrisey's excellence as a conductor.

Throughout the program the audience were wishing that they might disobey orders and applaud in response to the lofty and noble impulses with which each one was inspired.

Rhetoricals.

The program of the rhetorical exercises Friday evening, February 16, was simple yet very beautiful, consisting of readings from Holmes, Kipling, Tennyson and Eugene Field.

The exercises were opened by a chorus, "O Happy Day," by the school. This selection is an especially difficult one, but its full depth and meaning were strongly brought out.

Two selections from Kipling, "On the Road to Mandalay" and "Troopin', Troopin'," were rendered by Lulu Wagner. The first story, "On the Road to Mandalay," brought out the picture of a British soldier longing for life in India. The second, "Troopin', Troopin'," portrays him as having finished his service in India and longing for home. Kipling impresses us here with his vigor, life and power. He presents his character boldly, as he is, with no attempt at "trimming off edges." Miss Wagner very beautifully brought out the expression and rhythmic movement of the selection.

Two selections from Holmes, "To an Insect," and "Ballad of the Oyster Man," were presented by Kate Southam. These

poems do not bring out the great beauty and power characteristic of many of Holmes' selections, but the charm lies in the lightness and brightness with which they picture life. Miss Southam's rendition of them brought out their attractiveness in a very artistic way.

Mr. Moody's vocal solo, "Dawntide," was thoroughly enjoyed by the audience.

"The Revenge," by Tennyson, was read by Laura Hollinshead and was undoubtedly one of the strongest selections of the evening. Miss Hollinshead very masterfully brought out the force and strength of the selection, and held the attention of all by her vivid pictures.

A group of three lullabys, "Dutch Lullaby," "Lullaby by the Sea," and "Old English Lullaby," by Eugene Field, were very pleasingly read by Hannah Field. Miss Field expressed the tenderness and beauty of the tie existing between mother and child, and the gentle love of each. The earnestness and enthusiasm with which she entered into the selections added much to their beauty.

The evening's program was closed by another solo, "A Dream," by Howard Moody. This was one of the most pleasing features of the program and was heartily applauded by the audience.

THE LITERARY SOCIETY.

The literary meeting Friday evening, February 9, was a particularly interesting one and much credit is due to the members of the program committee for their skill in arranging the program.

The roll call quotations were from Holmes and were especially well selected. It is hoped that each member who failed to provide himself with a quotation for this meeting will hereafter make more extensive researches in the library and consider himself responsible for this part of the program.

Miss Morrisey favored the society with a vocal solo, with piano accompaniment by Miss Watson. The song was in two parts, "Three Roses," by Norris, and "A May Morning," by Denza, and the hearty applause with which Miss Morrisey was greeted and with which her singing was received showed the appreciation of her listeners.

A selection from Kipling's "His Majesty, the King," was read by Mary Tillotson and was thoroughly enjoyed by the audience. Miss Tillotson pictured the pathetic story of the little king's longing for a father's and mother's love, and the result of his lack of paternal affection. All his confidence and trust are centered in his nurse and while he bestows upon her all his childish love, she, too, is subject to his caprices. He holds his parents in fear and looks upon them as the stately and awe-inspiring personages to whom he must pay homage each day. He knows nothing of the bitter feeling existing between them. The story then goes on to show how the little child was finally the means of bringing about a reconciliation between his father and mother, through their very neglect of him.

The poem, "A Wayward Child," was particularly pleasing in that it was composed by the reader, himself. Mr. Earns' effort showed careful thought and study, and he is to be commended for his originality.

The reading from Mark Twain's article on Christian Science, by Miss Olson, was probably one of the most interesting selections of the evening. The author's idea in this story is to bring out the principles of Christian Science and does so in a very ludicrous manner. The chief character of the story has sustained heavy injuries, as the result of an accident and, there being no physician in the little village of —, he decides to consult a Christian Scientist. He states his case, saying that his suffering is so great that he is unable to find rest. She interrupts him by saying, "there is no such thing as pain; it is merely your imagination." He finds his 'imagined pain' unendurable and, in his agony, summons a horse doctor. He is finally relieved, thanks to the horse doctor. Before long he receives two bills, one from the horse doctor, the other, long

and detailed, from the Christian Scientist. The former he pays immediately and gladly, the latter with reluctance. Finally, he sends her, for her services, an 'imaginary' draft. (She is now suing him for substantial damages.)

To handle a selection involving dialect is by no means an easy task, but Isabel Stewart proved herself thoroughly able to do so in her Scotch story, "The Cunning Speech of Drum Totchty."

Jelmer Bengtson's impersonation was especially well delivered, and gave the audience a good idea of a typical "Georgia Sermon."

Dora Smithson's piano solo, "When You and I Were Young, Maggie," was very well received.

After the critic's report was read, a few matters of business were considered and the meeting adjourned.

Great interest is manifested by the students of the school in the work of the Literary Society, and the program of Friday evening, March 23, was indicative of this fact.

The roll call quotations were from Theodore Roosevelt and were very well selected.

The society was favored with an instrumental selection by Maud Seely, Ida Shafer, Edith Atkinson and Cornelia McGrath, which was well received. The Literary Society is proud of having among its members those who can entertain them in this way.

After the reading of the minutes of the last meeting, Martin Gullickson told the story of, "Jamie Butler and the Owl," in a very entertaining manner. He described Jamie's adventure with the owl in the forest, and all the perplexities with which he met on his way to Dennis'. Mr. Gullickson's delivery was very strong and brought out the humor of the story.

A biography, generally speaking, calls to mind a stereotyped arrangement of dates and events, more as a source of information than of entertainment. Emma Thompson, in her paper on the life of Frances Willard, brought out not only the important events of her life, but also numerous little anecdotal sketches which made it extremely interesting, and held the attention of the audience throughout.

"The Man with the Hoe" has been the universal theme of both poets and artists, and Friday evening it was artistically treated by Minnie Southam. Miss Southam brought out the thought that everyone has allotted to him his particular 'hoe' upon which his success in life depends. He who digs where the good plants will grow and where the weeds of sin will be rooted out makes the best use of his hoe.

Another instrumental selection by the quartette closed the evening's program.

Educational Rally.

The first of a series of meetings, designed to bring the citizens of the city of Moorhead and the public schools into closer touch and more intelligent sympathy, was held in the High School building Friday evening, March 9th.

The program was opened with a piano solo by Miss Tildah Dahl, who showed careful practice, and not a little appreciation of music in her rendering.

Mr. Peterson, president of the Board of Education, spoke on "What the Law Demands of Parents." He referred particularly to the compulsory education law of this state, and to the certainty of its very rigid enforcement in this city in the near future. It is wise to enlighten the people on this subject, that the possibility of their pleading ignorance of the law as an excuse for the failure to comply with its requirements may be reduced to a minimum. Mr. Peterson called attention to the justice of this law in a way that carried force and conviction.

Hon. S. G. Comstock spoke in his forceful and convincing way on "The Value of Educated Citizenship." His remarks were addressed to students, appealing to them on the basis of the argument that they so frequently use, namely, that they cannot afford to go to school, but must stay out to work. He spoke of the money value of an education, comparing the

average salary of the people engaged in professional work—the lawyer, the physician, the teacher, the preacher—with the income of the farm hand, day laborer or housemaid, the income of the latter group, of course, averaging much lower. This kind of argument will do more to inspire young people with ambition than hours of theorizing on the debt of the rising generation to the commonwealth, or civilization.

Rev. J. Beckman, pastor of the Methodist church, spoke of "The Teacher as a Moral Force."

Miss Bray, supervisor of music in the Moorhead city schools, rendered a vocal solo.

Mr. J. L. Sharp followed with a bright and entertaining address upon "Some Reminiscences." Mr. Sharp has long been connected with the public schools in an official capacity, and his anecdotes, relating to the early history of the schools, were greatly enjoyed by those who were familiar with the early days of city affairs, and they were equally enjoyed by the younger generation. Mr. Sharp's address was full of good things, presented in his droll way that always makes a talk by him, or with him of special interest.

Mrs. Mickens read a paper on "The Mother's Part in Education." This paper appears elsewhere in this issue of The Red Letter.

The question of "Child Sanitation" was presented by Dr. L. W. Hyde, whose practical suggestions, urging early retiring, simple diet and general simplicity of living for the growing child, were of special value.

Mr. L. W. Huntoon in his pleasing, entertaining way spoke of "Practical Education." He gave mental training, integrity, and the value of a dollar as the three great points of practical value in education.

General satisfaction was expressed with the program, and there is little doubt that the public school authorities have every reason to feel confident of the fulfillment of their highest hopes.

Debate.

The Forum Debating Section was organized at the beginning of the winter term as an adjunct to the literary society. It was found necessary to do this in order to give the large number of members better opportunities to take part in debates and literary work in general. The Debating Section meets every Saturday afternoon at two o'clock. Debating is the leading feature of the program, supplemented by reading of papers, and impromptu speeches. The aim of this work is to give the members practice in studying questions with the view of discussing them in debate, or presenting them in written discourse. Such questions as Direct vs. Indirect Taxation; The Admission of Island Territories Lately Acquired as States; Educational Tests for Immigrants, and other subjects of general interest have received consideration. The preparation for the debates is not overlooked, and at every meeting there is ample evidence that the disputants have studied their subject thoroughly. The Debating Section has members enough to insure success, yet any student wishing to join will be welcomed. The only obligation a member is under is to fill the allotted place on the program. We would urge our fellow students to take active part in the work of the literary society, or the Debating Section. The training that debating gives is of inestimable value to man or woman. Those who are preparing to teach need this training just as much as those who are studying law. The members of a well conducted debating society acquire the ability to think as they talk, to be self-possessed, and to meet unexpected argument from opponents with composure and effect. When we come to take charge of a school, we will find that this ability will be worth to us the effort that it cost.

Strong limbs may dare the rugged road which storms,  
Soaring and perilous, the mountain's breast;  
The weak must wind from slower ledge to ledge  
With many a place of rest.

—EDWIN ARNOLD.



## The Normal Red Letter.

April, 1900.

Official Paper of the Moorhead Normal School.

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### Our Opening Exercises.

When we think of the benefits which we receive from our school training, we very seldom stop to consider what is known as our Opening Exercises, and yet these exercises, which we all enjoy so much, have, without doubt, a greater influence upon our lives than any of us realize.

We are all very busy people. How much of drudgery and how little of music and rest and lightness there is in almost every day of school work; and we would probably seldom stop to think that "God moves on in a mysterious way, His wonders to perform," if we did not sing that beautiful hymn occasionally. Jerusalem, the Golden; Lead, Kindly Light; Summer Suns are Glowing, and all the others grow more and more beautiful and inspiring as we allow them to become more and more our own. For a moment, too, our minds rest, and we look to "Our Father" and receive help and strength.

There are many things in literature, often spoken of as dry and uninteresting, which are really the best and greatest thoughts of good and great men; and unless our attention was called to them, many of us would never know "Carry a Message to Gracia," "Self-Reliance," "Blessed be Drudgery" and many of the essays of Emerson, Lowell, Higginson, Charles Dudley Warner, John Burroughs, and others. Though we may forget these for a time, the pleasing and forceful way in which we have heard them read has so impressed them upon our minds that when we see them again they will seem like old friends, and we shall be more likely to read and enjoy that with which we are familiar.

How we all enjoy Elbert Hubbard's "Little Journeys to the Homes of Great Women," and we shall not soon forget Jane Austen nor the cheery little mother who met the visitor at the door and told him of the good woman who had once lived there. The story of Charles and Mary Lamb could scarcely be more beautifully told, and in it we get much beside the story, for we get sweet lessons of love, forbearance, patience and good cheer amid the greatest troubles of life. Had we ever known Walt Whitman so well before we visited him a short time ago, and will we not look at his picture and read anything written by him or about him with much more interest and attention than we would have done before?

Many of us can scarcely find time to keep in touch with the works of the day, and although we all know and have enjoyed, over and over again, Kipling's Jungle Stories, Barrack-

room Ballads and Indian Tales, few, if any, knew that he had written "From Sea to Sea" until we heard "How I Went to San Francisco," and "My Visit to an Opium Den." Many new books are brought to our notice in the same way during the year.

Would it be right not to mention Sam Lovell, Huldah and Little Sis? In a geography lesson we may learn something of the people of New England. In "Grantham Hill's Partridge" Robinson makes us see the people themselves.

Space does not allow us to speak of Henry Van Dyke, Eugene Field, Hamlin Garland, Robert Louis Stevenson and many others, but let us remember that we always get the best in literature; and be more appreciative of this part of each day's exercises.

### The Library.

Carlyle, in "Heroes and Hero Worship" makes the statement that "the true University of these days is a collection of books." If this is true, then the Moorhead Normal school has within its walls a true University, for the Normal is the possessor of a very creditable and carefully selected collection of books.

Although the library is, in many ways, not complete as yet, the Normal may well be proud of the books it has, every one of which has been selected with the greatest thought and care. Many new books are being continually added. The additions this year have been chiefly in the department of philosophy—the resources in psychology and sociology being, as to numbers, the most deficient.

The department of history is worthy of special mention, it being one of the most complete historical libraries in the state. The total number of books in the library is two thousand two hundred seventeen, besides which there is a very complete line of Congressional records which, together with the unbound periodicals, exceed the bound volumes in number.

There is an old recipe for cooking and serving a hare, the first of which is to catch the hare. Applying this recipe to the subject of books and libraries, it will be seen that the Moorhead Normal school has complied with the first requirement. It has the library, and the next question of importance is how to serve up this collection of books to the best advantage to the hungry seekers after knowledge—the students of the school.

The system of arrangement, the method of cataloging, the ease of access to the books enjoyed by the readers, and the location with respect to its convenience are all matters of prime importance to be considered in the management of a library. It is with the full appreciation of this truth that the authorities of the Normal school have lately taken a new departure with reference to the library of the school.

The library was formerly located in a small room off from the assembly room and main hall. Its present situation is in a large, airy, well lighted room on the third floor.

Perhaps one of the most important among the many advantages that are expected to result from the change is that of the proper accommodation of the books. They are now all arranged on shelves about the room. Each class of books has a definite place and a librarian is in charge to direct students to them. However, in order to feel at home among the books, the system by which they are labeled should be understood. The system is not a new one, but it had never before been completed. Every book is now neatly labeled and cataloged. In the system employed every hundred represents a main division of the books. Every other number, even as far as three decimal places, indicates some sub-division. Take for example the number 382.82, in which 800 indicates the main division, Literature; 20 indicates English; 3, Fiction; 8, Thackeray's Period, and .02, the author Thackeray. The system is simple and yet very complete.

The attractive appearance of the library, together with the convenience of its arrangement and the quiet of the reading room, should offer great inducements to every student to become thoroughly acquainted with the books found there, and this is certainly the best that the school offers as a place to spend, with pleasure and profit, your leisure hours.

### The Alumni of Winona.

Exercises in celebration of the fourth alumni reunion of the State Normal school at Winona, and the fortieth anniversary of the opening of that institution, will be held during the week ending June 8th.

August 30th, 1894, was the date of the last reunion, and at that time the Winona alumni numbered one thousand one hundred twenty-six, but in June, when their present senior class will graduate, the alumni will number nineteen hundred, an increase of seven hundred seventy-four, or sixty-eight per cent. in six years.

This army of trained men and women have wielded a great influence in Minnesota and other states where they have served as teachers, through their power for the promotion of intelligence and virtue in civil, domestic and public life.

The State Normal school at Winona recognizes the value of the support of its alumni, and therefore proposes to provide a meeting for all its graduates that they may renew old acquaintances, recount incidents of school life, both in and out of the class room, and compare their experiences of later years. May the success of this reunion be all that its promoters desire, and may the interest and enthusiasm in it on the part of the society of the alumni, carry it to a rousing climax during that first week of June.

### ATHLETICS.

"A sound mind in a sound body" is the end in our educational system; but too often the necessity of the "sound body" in the realization of the above result is overlooked. Of course, in an institution such as this, the first consideration is the cultivation of the mind, strengthening its faculties, developing its powers and directing them in ways that lead to the highest usefulness in life. But the physical side should not be entirely neglected.

As yet we have no special department of physical training. There is no gymnasium. The school owns a fairly complete equipment in the way of apparatus for one, but at present there is no available room in which it can be set up. The fact is to be lamented, but there seems to be no immediate remedy. However, we hope for better things.

Some work in physical culture is given to the school as a whole; but the crowded condition of the assembly room at such times necessarily precludes anything like what we could wish.

Hence we must look to athletics as the field in which the most can be done along this line. Something has been done in the way of outdoor sports, and we hope for more in the future. An athletic association has been in existence the past two years, and under its guidance baseball nines have flourished, and last fall a football team was for the first time organized. To the record of the latter we point with justifiable pride. Although losing to the Fergus Falls High school and the University of North Dakota, the Moorhead Normal team won from both the Moorhead and Fargo High schools, Fargo college and the Valley City Normal school, and in the last game of the season, on Thanksgiving Day, defeated the North Dakota Agricultural college at Fargo, though beaten by them earlier in the season. This last game decided the championship of Moorhead and Fargo.

These have done a good work in physical development, but the benefits have been confined to the few. Now as the baseball season opens, let every man in the school get out for an hour each day, not so much with the idea of getting on the nine, although all trying will insure the best possible team, but for the exercise. The necessity for exercise increases as the school year nears its close.

More interest and enthusiasm is needed in athletics. The ladies should take part. Why can they not have basket ball teams? Lack of room? Unfortunately, yes. But something can be done even under the adverse circumstances.

### EXCHANGES.

The oldest college in the world is Mohammed College, Cairo, Egypt, 1,000 years older than Oxford.—CARLETONIA.

A patriotic boy gave this sentence: "The sun never sets on the United States, and no other nation dares sit on it."—THE NORMAL BADGER.

THE LAFAYETTE says that there is an increase of twelve per cent. in the graduate department of Lafayette college over that of last year, while the under-graduates number three hundred thirty-nine against three hundred five last year.

A successful editor recently made the assertion that it was a rare occasion when a college professor, or a prominent public man, who had enjoyed the privileges of college training, sent in an article which could go to press as received.—NORMAL EYTE.

The Executive Committee of the National Educational Association announces the unanimous selection of Charleston, South Carolina, as the place of meeting of the National Educational Association, July 7 to 13, inclusive, 1900. A complete local organization has already been perfected.—STATE NORMAL MONTHLY.

It is hereby agreed that it will be considered an act of unfriendliness for anybody, and any member of the faculty in particular, to cast any inquiring glances under the covers of the exchange editor's desk, for they might be led to suppose that desk was a waste paper depository rather than a worthy editor's desk. Signed—"Enchange editors of all important school papers."—THE NORMAL POINTER.

A venture in journalism, contemporary with our own, is that of "Polaris," a monthly magazine published by the students of the Fergus Falls High school. Aside from being neat, attractive and newsy, the most commendable feature of Polaris is the business-like atmosphere that is present on every page throughout the periodical. This alone predicts its success. May its endeavors be realized in full.

We notice a growing tendency upon the part of students to regard eight-thirty instead of eight o'clock as the proper time to make their appearance at public entertainments. This custom is very annoying to both the audience and the persons giving the entertainments and should not be tolerated. Can we not reform? Iowan Wesleyan.

So say we at the Normal school.—NORMAL EYTE.

So do we.

### In the Model School.

Teacher: "Children, this is a picture of Robert Louis Stevenson whom we have been talking about. Don't you think he looks kind?"

Little Boy: "Yes, he looks just like my papa."

Teacher: "When we go to Holland we should visit Amsterdam, Hague, and Rotterdam. Why?" Pupil: "We should visit Amsterdam, Hague, and Rotterdam, because the railroad goes that way."

The teacher was trying hard to get the answer to a problem. Almost in despair she asked: "Now, Mary, if you bought some little things at a store and gave the clerk \$5, how do you know how much change you should get?"

Mary, calmly: "I'd ask him."

The word "scrawl" was in the spelling lesson.

Teacher: "What does scrawl mean?"

No response.

Teacher, a little sarcastically: "I have seen a good many scrawls to-day. Where do you suppose I saw them?"

Children, in concert: "Up-stairs."



## ALUMNI.

- '99 Minnie Malloy is at Two Harbors.  
 '98 Ida Hancock is teaching in Philadelphia.  
 '99 Fannie Lincoln is teaching at Barnesville.  
 '99 Marion Dumble has the first primary at Perham.  
 '96 Ada J. Still has a position in the Crookston schools.  
 '98 Inez Lord is attending the University of Minnesota.  
 '97 Mary Hill is working in the public schools of Fargo.  
 '99 Laura E. Stinchfield is teaching at Thief River Falls.  
 '99 Jennie F. Pinney has a position in the Point school.  
 '99 Clara Bradley is employed in the city schools of St. Cloud.  
 '98 Joseph F. Marion is principal of the Lake Park high school.  
 East Grand Forks.  
 '99 Nellie Mulcahy has charge of the third grade in the Barnesville schools.  
 '99 Amanda Shellman is working in the intermediate grades at Battle Lake.  
 '99 Clara Dickey and Nina McGonigle are both teaching in the schools at Duluth.  
 '99 Jessie Neal has charge of the first primary in the Washington school, Fargo.  
 '99 Blanche McKay has charge of one of the fourth grades in the Fergus Falls schools.  
 '99 Annie Borge has the fourth grade in the Central school in East Grand Forks.  
 '97 George B. Bilsborrow is studying medicine at the Ohio Medical College, Cincinnati.  
 '99 Tryphena F. Chisholm is located at Stillwater. She is teaching in the fourth grade.  
 '99 Martin Lewis, Bernt Aune and Clara Dickey have been made honorary members of the literary society.  
 '99 Jessie M. Beach has entered a conservatory of music at Cortland, Ohio, where she will take up advanced work in her chosen profession.

\* \* \*

## The Glacial Lake Agassiz.

BY ELIZABETH LAMB.

A glacial lake is a body of water bounded in part by a barrier of land ice. The lake may be hemmed in by a glacier or by a continental ice-sheet, as was Lake Agassiz.

Among the most important geologic records of the Pleistocene period in America are the sediments and shore-lines of former lakes of great extent which are now represented by lakes that occupy a small part of their ancient area.

Lake Bonneville, in the basin of Great Salt Lake, Utah, and others in Nevada are good examples of one class of the Pleistocene lakes formed by increased rain fall, where now a mild climate limits the lakes to small areas. These are south of the glaciated area of the continent, but appear to have owed their existence to the change of climate by which the ice sheet of the glacial period was formed. Lake Agassiz belongs to another class of these, caused directly by the barrier of the ice sheet where it was accumulated on a northwardly sloping land surface.

The five principal evidences of the former existence of glacial lakes are: First, their channels of outlets by way of the rivers; second, cliffs erected along some parts of the shore by the lake waves; third, beach ridges of gravel and sand; fourth, delta deposits, mostly gravel and sand, formed by in-flowing streams, and fifth, fine sediments spread widely over the lacustrine area.

The time of existence of Lake Agassiz is thought to have been somewhere from 6,000 to 10,000 years ago. It occupied the valley of Red River of the north and Lake Winnipeg district, one-fifth of the lake being in the United States and the remainder in Canada. This lake was named in 1870 in memory of Louis Jean Agassiz, the first prominent advocate of the theory that the drift was produced by land ice. Through the greater part of the duration of Lake Agassiz, its southern

outlet, the river Warren, now known as the Minnesota river, remained constantly the same.

The other outlets of the lake were, Assiniboine and Su Appelle rivers on the west; Sheyenne and Nelson rivers on the north, and various small rivers on the east.

Its boundaries were, on the west, Porcupine Hills, Duck, Riding and Pembina mountains; on the south, Height of Land; on the east, Leaf Hills, and on the north, Laurentian Highlands.

The length of Lake Agassiz was nearly seven hundred miles, its area one hundred ten thousand square miles, exceeding the combined area of the five great lakes tributary to the St. Lawrence river.

Levelling along its highest beach shows that Lake Agassiz at its earliest and highest stage was nearly two hundred feet at Moorhead and Fargo, and a little more than three hundred feet deep at Grand Forks and Crookston.

The entire duration of Lake Agassiz is estimated to be 1,000 years. Lakes Winnipeg, Manitoba, Rainy Lake, Red River of the north, Lake of the Woods, Rainy River and various other lakes and rivers have had their origin from this lake, and the soil which was formerly the bed of Lake Agassiz is now fertile and well adapted to agriculture.

## LOCAL.

R. A. Hill is teaching at Winnipeg Junction.

Miss Olson went to Minneapolis for the vacation.

Annie Dale left for her home in Climax, Feb. 24th.

Many Normal students witnessed the play, La Tosca.

The Junior colors have appeared—purple and lavender.

Miss Grover spent a few days in St. Paul and Minneapolis.

Edward Hulett, who attended school here last year, has returned.

Mabel McKusick spent the vacation with Miss Rhodes, of Verndale.

Addie Emerson spent the vacation with Henrietta Shiflett at Detroit.

Dora Smithson, spent the vacation with Anna Tripp at Barnesville.

Miss Willis of Staples, Minn., is visiting Grace Toms, Wheeler hall.

Mae McLaughlin was called to her home in Bismarck, N. D., Feb. 27th.

The seniors are making preparations for their commencement exercises.

Beatrice Butz spent the vacation with Edna Mickleson, Pelican Rapids.

Mr. Ballard conducted the morning exercises during Pres. Weld's absence.

Ella Morgan of Stillwater entered school at the beginning of the spring term.

Matilda Wessberg taught in the Public schools of Moorhead for a few days.

The Preparatory class has charge of the Bulletin in the Training Department.

John A. Fridgen will be busy at carpenter work around Millerville this spring.

Alice Foley spent a portion of the vacation with Cornelia McGrath at Barnesville.

Mary Fairbairn visited several days with Miss Orma Hoefling of Fergus Falls.

Anna O'Brien, having completed her year's work at school, is now teaching in Detroit.

Amanda Norgard substituted several days in the city schools during the past month.

Miss Marsh and Miss Dowling spent the vacation, visiting at Mr. and Mrs. S. G. Comstock's.



A class of beginners has been organized in the primary section of the training department.

Miss Kirk was called to her home, Fairbault, by the sudden death of her brother-in-law.

"The basis of all mathematical reasoning lies in seeing the relations." Most exquisitely original.

Supt. O. J. Hagen and Miss Hagen, of Richland county, N. D., visited classes on the 23rd. of March.

Pres. F. A. Weld attended the National meeting of superintendents, held in Chicago, Feb. 27 to March 2.

The ladies at Wheeler Hall have the privilege of keeping their lights on half an hour longer than usual.

Pres. Weld attended the meeting of the State Normal Board held at Winona, the third week in March.

Bernt Aune, president of the class of '99, will graduate from the advanced course, with the class of 1900.

Misses Dowling and Simmlkier spent a few days in vacation with Esther Cole, at her home in Fergus Falls.

Miss A. E. Kent, Miss Butter, Messrs. Burch and Childs, all teachers in the Fargo High school visited classes Feb. 23d.

Mrs. Comstock gave a dinner, Saturday evening, Feb. 24. Eleven guests were present, Miss Morrisey being the guest of honor.

Lectures on school economy are given to the graduating class by members of the faculty on Monday and Friday afternoons.

L. R. Mackintosh, of Stevens county, while on his way to Fergus Falls, visited Monday with his niece, Miss Isabella Stuart.

Ourspring term of school began Tuesday, March 13th, and nearly all the students were in their places, ready to begin earnest work.

A number of the students from Wheeler Hall, attended the social gathering at Mr. Peterson's, Monday evening, February 26th.

Long tables have been placed in the zoology room and almost every day a supply of insects is found on them waiting to be dissected.

Several students and members of the faculty attended the supper given by the ladies of the Episcopal church at the old church building, Feb. 22.

Mrs. Opsahl (nee Miss Clara Swanson) of Felton, who graduated from this school in '97, visited friends at Wheeler Hall during the past month.

Mary Fairbairn taught in the Sharp school during the absence of Miss Laird, who was called to her home by the sudden death of her brother.

The Catholic Order of Foresters gave a supper at their hall, Feb. 27th. Many of the students attended and all report a good supper and an enjoyable time.

The grand concert given by Miss Morrisey at the Normal school Friday evening, Feb. 23rd, was repeated Thursday evening, March 1st. at Fraternity hall.

The following young ladies have charge of the library during the course of the morning: Pearl Dixon, Bertha Curtis, Estella Houston, Edna Mickleson and Grace Toms.

The class in drawing is to be commended for their skill in making posters. These posters were not only unique and attractive, but showed considerable application of the psychology of advertising.

A meeting of the juniors was called Thursday, March 15th. for the purpose of organizing. The following officers were elected: President, Mary Tillotson; vice president, Eva St. John; secretary, John Clauson; treasurer, Anna Tripp; class counsellor, Miss Olson.

Officers were elected at the last meeting of the Literary society held Friday evening, March 23rd. The election resulted as follows: President, Syvert Kjelsness; vice president,

Amanda Norgard; secretary, Emma Thompson; treasurer, Minnie Southam; critic, Mr. Stanford.

Edward Parkhill has almost completely recovered from the painful operation to which he was compelled to submit several weeks ago. The operation was altogether successful, and Mr. Parkhill's many friends will be glad to learn that his general health will be greatly improved thereby.

About 50 of the Normal students attended the Rhetorical exercises of the High school, Feb. 17th. The principal numbers of the program were scenes from "Merchant of Venice." The music was highly commendable, and the excellency of the program speaks well for the faculty and students of the High school.

Jelmer Bengtson met with a serious accident Saturday morning, March 10th. While splitting a board a nail flew out and struck him in the eye. Mr. Bengtson was taken to Dr. Rindlaub's office and was immediately sent to the Darrow hospital. Some doubt was entertained as to whether his eye could be saved.

By far the greater number of students of Wheeler Hall left, at the close of the winter term, to spend vacation at their homes. However about twenty five, whose homes are at a considerable distance, remained at the Hall. These enjoyed themselves as best they could and undoubtedly received more rest and benefit from the short vacation than those who spent the vacation at home.

The following students finished their work in the Training Department at the end of the winter term: Laura Hollinshead, Alice Stinson, Teresa Whalen, Dora Smithson, Edith Atkinson, Marion Corbett, Roberta Stuart, Grace Toms, Christine Williamson, Ivy Mitson, Maud Skeoch, Maria Costello, Isabelle Schirmann, Ivy Wagner, Anna Swenson, Leonard Eriksson and Geo. E. Parkhill.

The following students left school at the end of the winter term: Charlotte Hicks, Hattie Widing, Martha Anderson, Petra Anderson, Margaret Walker, Tillie Hiller, Annie Carlson, Rose Keeping, Christine Hovern, Mabel Brown, Henry Peters, Edward Kolstad, Knute Hawkinson, Jacob Jacobson, Frank McKenzie, Marten Casey, Maurice Freeman, John Fridgen, Nils Halvorson, R. A. Hill, Clarence Natwick, Isabel Nybo and Mary Robinson.

The spacious and beautiful home of President and Mrs. Weld was the scene of gaiety and merriment on Saturday evening, March 10. It was an "at home" given for the students, who remained in town during the vacation. Many of Fargo's and Moorhead's young people were present. The evening was pleasantly spent in viewing shadow pictures, and playing games, but one of the brightest features of the evening was the series of readings given by Miss Smith.

Miss Grover entertained Wednesday evening, March 7, for the young ladies, who remained at the Hall during vacation. About fifty young ladies and gentlemen were present. The evening was delightfully spent in playing parlor games, and in dancing. Light refreshments were served, and the merry party broke up at a late hour, satisfied that the genial hostess had given them a "right smart" time. Among those present were the following: President and Mrs. Weld, Resident Director Nye and wife, Mr. and Mrs. Ballard, Messrs. Young, Nichols, Parkhill, Berns, Turner, Edwards, John and Guy Woolidge, Brown, Gray, Price, Henn, McDonald, Sabin, Bottenfield, French, Colgrove, Gainey, Fuqua, Bengtson, Wagner and Dr. Hyde.

The chapel exercises are impressive and attended with much interest. The alumni and others who have attended school here will be interested to know that they are conducted as formerly; when the march is played, the faculty first take their accustomed places on the platform; the children of the model school then file in; a song follows—the students' hymnal is still used—after which the Lord's Prayer is repeated; Another song is sung; President Weld then either reads, or talks to the school. Among the many interesting



things that have been read during the past few weeks are sketches from Rowland Robinson's charming books entitled "Danvis Folks" and "Uncle Lisha's Shop;" Orison Marden's essay, "An Unwavering Aim;" Dr. Van Dyke's essay, "A Haven of Work;" Rudyard Kipling's "Impressions of America;" Elbert Hubbard's "Message to Garcia" and his essays on "Walt Whitman," "Jane Austen," "Charles and Mary Lamb;" and extracts from Max Nordau's work on Degeneration.

#### A Good Time.

When the first issue of The Red Letter was ready, the young ladies of the editorial staff issued quaint little invitations in response to which the members of the editorial board assembled in the president's office, at the Normal School for one of the most delightful occasions of the year.

The presence of the Advisory Board and President and Mrs. Weld made the party complete and everyone felt that here indeed was an assembly which had the interest of The Red Letter at heart.

Conversation and games, together with a general reading and admiration of The Red Letter with once and a while a criticism from a fault finding editor, occupied the time until refreshments were served in The Red Letter office. The walls of this room were made very interesting by being decorated with the posters made by the drawing classes to announce the first issue of The Red Letter. But the most interesting feature that here presented itself to the hungry editors was the table beautifully decorated and laden with a bounteous repast and all agreed that the ladies of the Editorial Board were quite as proficient in the culinary art, as in editing a paper. When the members of the Editorial Board finally bade each other good night it was with the opinion that they were a very charming board.

#### Forum Debating Section.

The Forum Debating Section has, from the time it was organized, discussed only such questions as are of vital interest and importance. Some of the questions debated at the last meetings are Women's Suffrage and Corporal Punishment in schools. Other interesting and instructive parts of the programs were: Readings from Elbert Hubbard, G. E. Parkhill; paper, "Find Your Place and Hold It," Geo. Wardeberg; paper, "Irresistible Tendencies," Leonard Eriksson; Humorous Remarks, Ole Ronningen; Digest of the Proceedings of the Present United States Congress, Syvert Kjelsness; paper, "Obvious Evolution," L. M. Mithum.

Great credit is due the last program committee for the somewhat novel proposition of turning the Debating Section into a class for the purpose of making a systematic study of our rules of order (Reed's.) Each member of the Debating Section is to be assigned a particular part of the rules of order, upon which he is to report at a given meeting. In connection with this two members are to be appointed to propose subjects for parliamentary practice. It is their duty, also, to try to carry these measures through. In this they will be opposed by two members whose object it is to defeat the measures. The other members of the Debating section may, at their pleasure, take sides for or against the measures.

#### Good Cheer.

The evening of February twenty-sixth was made memorable to those present by as pretty a dinner as it is seldom one's privilege to see. The dinner was given at Wheeler Hall. The occasion was one of wishing happiness and all things good to Miss Morrissey and Mr. Burnham, whose plans for the near future are to leave such a vacancy in the Normal school.

About seven-thirty the guests began to arrive, and at eight dinner was announced and the guests were shown into the reception room where covers were laid for fifteen, and the artistic table decorations invited attention. Prominent among these decorations was the center-piece, a large heart pierced by Cupid's dart, so lodged as to show most skillful marksmanship.

Another unique feature was the dinner cards, which were in the shape of hearts and bore on one side the guest's name and a spray of orange blossoms, artistically painted, and on the other, quotations appropriate to the occasion. These, with the pink and white hyacinths at either end of the table, completed the decorations and produced a most attractive appearance.

The dinner was most excellently prepared and daintily served, Kathinka Anderson, Lucretia Baker, Estella Houston and Louise Tisdell serving as waitresses. At the close of the dinner the health of the bride and groom elect was drunk from a loving cup which was handed around the table after the ancient custom.

It was then announced that the large heart in the center of the table contained a number of possibilities—a ring that was to bring its receiver within a year to the point which the guest of honor had reached; a button and a bean which were to doom their receivers to lives of single blessedness; a ten cent piece foretelling wealth and luxury, and a thimble presaging poverty and labor.

After the fates of all had been decided the merry company rose from the table to spend the rest of the evening in telling stories and listening to songs by Miss Morrissey and Mr. Burnham, reading by Miss Smith, and a story in rhyme and music by Mr. Dill.

It was a surprise to all to find that the hours had been flying so rapidly, and that morning was at hand. The guests departed with best wishes for bride and groom elect, and the hearty appreciation of a royally good time.

#### Northwestern Educational Association.

The Northwestern Educational Association will hold its spring meeting at Moorhead, Friday and Saturday, April 6th and 7th. The program follows:

FRIDAY, APRIL 6th., A. M.

Visiting State Normal School and City Schools.

2:00 to 5:00 P. M.

Assembly Room, Normal School.

Address of Welcome .....  
 ..... F. H. Peterson, Pres. Board of Education, Moorhead.  
 President's Address .....  
 ..... S. A. Challman, Supt. of Schools, Detroit.  
 School Incentives .....  
 ..... C. A. Ballard, Dep't of Science, Moorhead Normal.  
 Discussion led by C. G. Hankey, Prin. of Schools, Halstad.  
 Advanced Reading .....  
 ..... Miss Margaret Ford, Detroit High School.  
 Discussion led by Miss Edith Scott, Moorhead.  
 The Teaching of Drawing .....  
 ..... Miss Faith Marsh, Dep't of Drawing, Moorhead Normal.  
 Business Meeting—Election of Officers, Etc.

8:00 P. M.

Assembly Room, Normal School.

Lecture, "Literary Interpretation," .....  
 ..... Frank A. Weld, Pres. Moorhead Normal.  
 Readings by Miss Smith.

SATURDAY, APRIL 7th., 9:00 A. M.

High School Building.

Profitable Work in Arithmetic .....  
 ..... Miss Corinne Miller, Moorhead City Schools.  
 The Village Principal and His School .....  
 ..... J. H. Lewis, Prin. of Schools, Hawley.  
 Means of Improvement to the Teacher .....  
 ..... Miss Charlotte A. Bradley, Supt. Normal Co. Schools, Ada.  
 Discussion led by C. W. G. Hyde, Minneapolis.  
 Geography Work of the Seventh Grade .....  
 ..... Miss Ruth E. Dowling, Dep't of Geog., Moorhead Normal.  
 Discussion led by C. W. Porter, Prin. of Schools, Frazee.  
 Some Neglected Factors of Education .....  
 ..... C. W. Mickens, Supt. of Schools, Moorhead.  
 Discussion led by R. W. Hitchcock, Supt. Schools, Crookston.  
 Educational Systems, What We Should Know About Them  
 ..... E. A. Nelson, Hallock.

2:00 to 5:00 P. M.

High School Building.

State Examinations in Graded Schools .....  
 ..... A. W. Rankin, Inspector Graded Schools, Minneapolis.  
 Discussion led by U. S. G. Henry, Ass't Supt., Otter Tail Co.  
 Schools, Perham; R. S. Dewar, Supt. Schools, Barnesville.  
 Rural School Equipment .....  
 ..... Thomas Torson, Supt. Clay Co. Schools, Moorhead.  
 Discussion led by J. F. McGee, Prin. of Schools, Hendrum.  
 The Teaching of History in the Grades .....  
 ..... Hon. J. H. Lewis, State Supt. of Public Instruction.  
 What the First Year in School Ought to do for the Child.  
 ..... Miss Mary Hanson, Supt. Becker Co. Schools, Detroit.  
 Discussion led by Eleanor R. Lamphere, Moorhead City  
 Schools; Edith M. Sheldon, Detroit City Schools.  
 Some Obstacles in Teaching .....  
 ..... J. A. Vandyke, Supt. of Schools, Fergus Falls.