



Minnesota State University Moorhead
RED: a Repository of Digital Collections

The Normal Red Letter

Student Newspapers

5-1900

The Normal Red-Letter, volume 1, number 3, May (1900)

Moorhead Normal School

Follow this and additional works at: <https://red.mnstate.edu/normalredletter>

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

Recommended Citation

Moorhead Normal School, "The Normal Red-Letter, volume 1, number 3, May (1900)" (1900). *The Normal Red Letter*. 3.

<https://red.mnstate.edu/normalredletter/3>

This Book is brought to you for free and open access by the Student Newspapers at RED: a Repository of Digital Collections. It has been accepted for inclusion in The Normal Red Letter by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

May 1900

Miss Aguin



THE
NORMAL
RED
LETTER

DUNCAN F. MACNAB

Drugs and
Stationery

First National Bank Block,

MOORHEAD, - MINNESOTA.

B. F. MACKALL

510 Front Street
MOORHEAD. Druggist, Bookseller and Stationer

A full and complete line of supplies for

Normal School Pupils.

Perfumes and Toilet Requisites. Gunther's
and Lowney's Candies.

L. W. HYDE, M. D.

Office in First National
.....Bank Building. **Physician and Surgeon**

Office Hours, 10 to 12 A. M.
3 to 5 and 7 to 8 P. M.

Telephone 525. MOORHEAD, MINN.

C. A. NYE,

LAWYER.

COUNTY ATTORNEY, CLAY COUNTY. RESIDENT DIRECTOR OF MOORHEAD NORMAL SCHOOL.

MOORHEAD, MINNESOTA

CHAS. B. HILL.

OLOF THORSTENSON

The Columbia Hotel,

First-Class \$2.00 a Day
House.

HILL & THORSTENSON, PROPRIETORS

P. H. Lamb, President. A. E. Clendening, Vice-President.
F. W. Porritt, Cashier. John Malloy, Jr., Asst. Cashier.

MOORHEAD NATIONAL BANK

MOORHEAD, MINNESOTA.

Capital, \$60,000. Surplus, \$7,000.

A General Banking Business Transacted. Interest Paid on Time Deposits. Particular Attention Given to Collections. Correspondence Solicited.

DIRECTORS -- P. H. Lamb, A. E. Clendening, F. W. Porritt, S. J. Vidger, R. Clendening, O. Martinson, V. Fischee, Johnston Wagner.

JOHN LAMB, DAVID ASKEGAARD, LEW A. HUNTOON,
President Vice-President. Cashier.

FIRST NATIONAL BANK,

Moorhead, Minn.

A General Banking Business Transacted.

DIRECTORS -- John Lamb, Wm. R. Tillotson, David Askegaard,
Lew A. Huntoon and John Costain.

C. A. LINDER,

LEADING DEALER IN

Confectionery, : Fruits : and : Stationery

Ice Cream Parlor in Connection.

Front Street, MOORHEAD, MINN.

CENTRAL LAND COMPANY

S. E. HAUGAN and E. M. NICHOLS, Proprietors.

We have 100,000 acres of choice improved and unimproved Farm Lands for sale in the Red River Valley, both in Minnesota and North Dakota, on the most favorable terms obtainable.

Office -- First National Bank Building.

MOORHEAD, MINN.

FOR YOUR MONEY BUY THE BEST

WE HAVE IT!

The McKibbin Hats, the latest styles, in any shade, \$2.50 and \$3.00.
The Selz, Schwab and W. L. Douglas Shoes. None better. Any kind.
Our effects in Neckwear are the very best.

RASMUSSEN BLOCK. **M. T. WEUM,** MOORHEAD, MINN.



VOL. I.

MOORHEAD MINNESOTA, MAY, 1900.

NO. 3.

Northwestern Minnesota Educational Association.

APRIL 6 AND 7.

About three hundred persons were present at the opening session of the Northwestern Minnesota Educational Association, Friday afternoon, April 6. This was undoubtedly better attended than any of the previous meetings of the association, showing that the teachers of the northwest are anxious to progress along educational lines and to seize the opportunity of improving themselves in their profession.

ADDRESS OF WELCOME.

Everyone became thoroughly at home when Mr. F. H. Peterson, president of the board of education of Moorhead, in his genial, hospitable manner, welcomed the visitors to the city. Mr. Peterson said he was glad to welcome to Moorhead the most influential representatives of the educational circles of the northwest. He spoke of what these people have done for the children, how the children have been taught to love, respect, and admire them, and how great is the importance of this bond between teacher and child, inasmuch as the child of today is the citizen of tomorrow. He hoped the work of the assembly would result in great good in Moorhead and elsewhere, by placing before the minds of all higher ideals of teaching. To many Moorhead is an old home because of student life. He welcomed them and urged them to renew their former associations and friendships. Mr. Peterson also mentioned the rapid growth of the Normal school, the increase in the number of students showing that it is a great center of learning. "The next twenty-five years will show a larger growth and a greater development in the educational world than the last twenty-five years have seen. What will the next twenty-five years give to this school?"

PRESIDENT'S ADDRESS.

President S. A. Challman, of Detroit, laid great stress upon the importance of accurate knowledge in teaching. He showed the advancement in the education of the state, pointing out the fallacy of the old saying that the teacher knows no more than the law allows.

"Our knowledge should be truth and nothing but the truth in all details of our work. Truth will not be inculcated where knowledge is wanting. Knowledge must be a living reality with the teacher in order that she may guide the child."

Mr. Challman showed several ways in which knowing the truth helps the child. It inspires him to act from higher motives; it helps him to throttle his animal nature; it arouses his conscience, thus enabling him to distinguish between right and wrong; lastly, it encourages prompt action and lays the foundation for after life.

Mr. Challman strengthened the statement that the aim of all our work should be to accomplish effective results, since we are to build up the character of those to whom will some time be entrusted the future destinies of our land.

MEANS OF IMPROVEMENT.

An interesting paper on "Means of Improvement to the Teacher" was presented by Miss Charlotte A. Bradley of Ada. The style of the paper, together with its delivery, made it thoroughly enjoyable to the audience. Miss Bradley considered the elements of growth within the mind and discussed very ably some of the sources of mental improvement—the training school, county association, educational papers and books, reading circle, good newspapers, and schools of correspondence. "The means of self-improvement lie within the reach of all. Let us gather knowledge, never resting until a perfect mind is the result."

Mr. C. W. G. Hyde, in his discussion on the paper, elaborated upon the work of the summer school; chiefly, its purpose.

"The success of the summer school depends upon the attitude of county superintendent and instructors. It should be mainly for teaching subject matter. The work should be intensive rather than extensive. The time to stop is when interest has been aroused and there is a feeling among students and instructors that satisfactory work has been done. Generally speaking, four weeks is the limit. The summer school should be organized for the benefit of rural teachers. City teachers may attend but it is not advisable unless they enter actively into the spirit of the work.

Attendance should be compulsory, except by an excuse from the county superintendent. Unfortunately, those who need the knowledge most are those who most often wish to be excused. Courses of study should not be advocated. The summer school presents only a desultory form of work for the teacher; the Normal school is the place in which to obtain training. It is important, however, since it is the best desultory means of improvement. There should not be a uniform course of study for the entire state, not even for the county, since the conditions are so different in different places. This matter should be left to the discretion of county superintendents. Summer schools should have no reference whatever to examinations that will follow. There should not be many evening lectures. One or two during the course is sufficient. One good feature of the summer school is a round table once or twice a week. Here all are privileged to assemble to discuss improved methods and relate experiences. An institute differs greatly from the summer school. It is a sort of revival meeting, as it were. Teachers are started off on new lines of thought. It should not last longer than a week at the most. The best institutes in the state continue but two and one-half days. Teachers are then full of inspiration when they leave. The subjects treated should be theory and practice, psychology, and the common school branches. Attendance should be compulsory for rural and city teachers. The reading circle is good. Its membership should be voluntary. Some interested person should outline the work and all questions should be purposeful. The reading circle column ought to be introduced into the educational papers of the state."

In closing, Mr. Hyde remarked briefly on self-education.

He said, "Every person who has helped the world to move materially is a self-made man. The doctor and the lawyer are self-made men. Among our best teachers there are many who have not had the advantages of High school, Normal school, or University training. Every member of this Northwestern Minnesota Educational association should strive to make the best of himself. *"Be self-made men and women."*

ADVANCED READING.

The paper by Miss Margaret Ford of Detroit on advanced reading was personal and practical. Miss Ford spoke from her experience in the eighth and high school grades. She has found that there is a lack of time spent on reading in the upper grades. Here many difficulties are met with which must be overcome. In the eighth grade interest begins to fail. Pupils become self-conscious and are ashamed to show their emotion. Their standard of excellence is speed and behind this there can be little thought. Hence, the remedy must be found in reviving interest.

A few practical suggestions were given: Let the reading material be interesting. Give pupils tasks that necessitate thinking. Let lessons be definite. Lead children to understand the significance of figures of speech, comparisons and contrasts, punctuation, and grouping.

The discussion on Miss Ford's paper was led by Miss Edith A. Scott of the Moorhead Normal school. The facts presented by Miss Scott were gathered exclusively from observation. She has found that Miss Ford's pupils are but type pupils. The question which confronts us is how to meet the obstacles of the adolescent period. It is at this stage that the pupil forms his ideal and it is here that his taste for literature grows most rapidly. Children enjoy biography. Here is an opportunity to introduce the lives of Franklin, Lincoln, and other great men. This cannot but instill in them habits of thrift, industry, and power. Children should be taught to love poetry. They cannot learn to appreciate it by themselves, but must be carefully guided and directed by the teacher to see its power and beauty.

It is best to speak in a practical way from experience rather than to theorize and speculate. The first thing to do is to show how to read a lesson. It is well for the teacher to go over the lesson with the pupils. Thought grouping is a very important point because it brings out expression. There is a lack of drill in vocal culture. Good enunciation is necessary. The bashful boy should not be exposed to the criticism and ridicule of his associates. He should receive personal attention and private encouragement on the part of the teacher. Two books which will be of great help to any teacher are Professor Clarke's "How to Teach Reading in the Public Schools" and "Reading—How to Teach It," by Miss Arnold of Minneapolis.

DRAWING IN RURAL SCHOOLS.

Miss Faith Marsh, of the Department of Drawing in the Moorhead Normal school, gave a very complete and systematic outline of the work in drawing, as it should be pursued in village and rural schools. A general synopsis of the work for each grade was given with the purpose of each successive stage in its development. "Drawing is not taught as an end in itself but for cultivating the habit of observation and of accuracy through the senses. It gives skill of hand and the ability to see beauty in nature. Its educational value is inestimable."

EDUCATIONAL SYSTEMS.

Mr. E. A. Nelson of Hallock spoke briefly of educational systems, and discussed a number of important points in regard to which every teacher should have definite knowledge.

LITERARY INTERPRETATION.

The subject of President Weld's lecture Friday evening was "Literary Interpretation." He said that man has three languages—words, tones, and actions. Words manifest reason;

they are the product of man's reason. Words stand more in the foreground of actions; tones and actions furnish a strong background. Man is conscious of words; tones and actions are spontaneous. Words are objective; tones and actions are subjective. Words represent objects of thought; tones and actions reveal mind processes. Words show the relation of ideas; tones and actions show the relation of idea to personality. Words can be acquired and are conventional. Verbal expression can be recorded and constitutes what is known as literature; tones and actions are personal and transitory.

Literature of knowledge is the verbal expression of fact. Literature of power is verbal expression clothed in emotion. The interpretation and appreciation of literature depends upon the voice and expression of man. If literature is to be appreciated we must arouse within us the purposes of the author. Vocal expression is an interpretative art. Even in silent reading the reader must conceive thought as rendered by the voice. Vocal expression furnishes an opportunity of studying the emotions, and is considered by most critics as the best way of developing the imagination. It is the means of creating the thought of the author. It is a test, not only of our understanding of a poem, but of our assimilation of its nature. It shows whether a man's whole nature co-ordinates with the great works of literature. General and comprehensive views are necessary but they are preliminary. There must be intense realization and feeling. Vocal expression furnishes the art of accomplishing this. The rendering of a passage from Shakespeare causes one to feel it. Scientific methods could not be used to teach literature, as they would cover only certain aspects of it. Unless we see for ourselves and not through the eyes of others, we cannot appreciate a great work of literature. All teachers of reading and literature realize the need of artistic method in its study. Speech is the only natural expression. Therefore, a teacher of reading and literature must be a master of some form of expression. Memory and imagination must go along with the reasoning faculties. Imagination is not a wild departure from truth. Truth is its life and soil. Poetry and science are not antagonistic. Neither is imagination antagonistic to reason.

Readings from Shakespeare, Milton, Wordsworth, and Shelley were given to illustrate the different phases of vocal expression.

The musical features of the evening were an instrumental selection by Miss Bertha Darrow and a vocal solo by Mr. L. A. Huntoon.

SATURDAY A. M.

The two programs of Saturday were condensed into one to enable those who desired to hear Captain Sigsbee at Fargo.

PROFITABLE WORK IN ARITHMETIC.

The program was introduced by Miss Miller of the Moorhead schools. Miss Miller is an experienced teacher and presented many valuable suggestions as to how the work in arithmetic can be made profitable. The importance of arithmetic was dwelt upon; also its functions and fundamental processes. Miss Miller laid stress upon the fact that the various processes in arithmetic are objective; that all material is drawn from environment and it develops the power to see quantitative relations.

Supt. C. W. Mickens of Moorhead and Supt. W. L. Shoemaker of St. Cloud briefly discussed a few points suggested by the paper.

THE VILLAGE PRINCIPAL.

The relation of the village principal to his school was discussed by J. H. Lewis of Hawley. The first point taken up was the relation of the principal to the teachers and pupils of his school. If the principal wishes the co-operation of his teachers he must show them that he has confidence in their ability. Let him always be ready to profit by helpful suggestions from them. As to the pupils, they should be made to feel that the school is a place for work and that

they are responsible to their teacher. They should be made to feel that the principal upholds the teacher in everything.

Mr. Lewis gave a suggestive plan of work to be carried out in a village school. It is difficult for one who has never held such a position to realize the obstacles which a village principal has to overcome.

SCHOOL INCENTIVES.

The subject of school incentives was ably handled by Mr. C. A. Ballard of the Normal school.

"There are two kinds of school incentives; the first consists of devices and methods that are for the best end of education; the second is made up of temporary stimuli and has detrimental results. In order that school work may accomplish good results there must be plan and definite purpose. The child must be taught to want to gain knowledge for what it will do for him in the future; he should desire an education that he may be beneficial to society. These are worthy motives. Where temporary stimuli are used the means become the end. The most common form of the second class is the marking system; there is a tendency to work for marks only. The higher the mark the greater the satisfaction and vice versa. Figures are cold facts and are definite in meanings. This system places a premium on untruthfulness and deceit. There are modifications of the marking system in which approximate credit is given. In all cases, however, there is danger of making the means the end. In most students there is an honest desire to excel. If this does not become rivially the motive is good. Therefore the teacher should make use of those incentives which are highest, purest, and best."

Mr. C. G. Hankey agreed with Mr. Ballard's views and corroborated his statements. Prizes should be those that develop manhood and womanhood, elevate character and cause pupils to look for higher ideals.

GEOGRAPHY

Geography is a subject which, as Miss Dowling said, is literally as big as all outdoors. Its general aim is to aid the child to do original work, see cause and effect, and put him in close sympathy and immediate relationship with his environment. It takes one out of himself and puts him in contact with mother earth. The old text-book definition that geography is a description of the earth has become obsolete; we now go below the surface; we include the air we breathe; we study the earth as a home of man; we learn of his dependence on animal and plant life. In the lower grades a large part of the work should be prophetic. In the upper grades the work is carried along three main lines, original observation, field work, and text-book work. In all the grades there should be a close correlation of history and geography.

Mr. C. W. Porter of Frazee gave a lengthy discussion. He compared geography to a corner-stone in the foundation of natural sciences. The conception of the earth as a sphere is good to begin with. The use of technical terms should be avoided in early work. The text-book may be compared to the text of a sermon. There may be harm in getting material from too many sources but if the teacher has a well defined plan there is little danger. Physical and political geography should be studied together. The value of map moulding, pictures, and curios is inestimable.

NEGLECTED FACTORS OF EDUCATION.

Some of the neglected factors of education were pointed out by Superintendent Mickens. The doors of educational institutions stand open alike to all who will but make an attempt to enter. There are four great recognized factors in civilization—home, church, state, and society and a fifth, the school, may be added. The work of the school is correlated with all. The school has developed along certain lines. Education fails to secure all its high ends, first, by a lack of environment. Our unsuitable surroundings and unsanitary conditions demand urgent attention. The second neglected factor is the child himself. Child study is necessary. Eye and ear defects and nervousness on the part of children

require the personal attention of every progressive teacher. Our courses of study are not practical. Three courses of study might be suggested; the first, one leading to higher educative study; the second, a system of manual training; the third, a business course. There is danger of developing a fine intellect but a blunted conscience. These are what will count in the realities of life. There is a failure in schools to furnish ample opportunities for sense training. A kindergarten with a graduated system of sense training is a moral necessity in every school. There is a failure to gain the hearty co-operation of parents and children. There are many cases where there is a lack of feeling among teachers to prepare themselves for better work. But there are signs of progress. We look forward to a time when education will be the prime factor of the civilized influences of the world.

Miss Bray favored the association with a solo.

THE FIRST YEAR IN SCHOOL.

What the first year in school ought to do for the child is a question worthy of careful consideration and that Miss Hanson is deeply interested in the matter was evident from her paper on the subject. The first thing the child must learn on entering school is to sit still. This should be done by keeping him busy rather than by arbitrary commands. He should be taught the virtue of obedience. This should be brought about without his attention being called to it. He should also be taught habits of politeness and cleanliness and individual rights of ownership. But his first impressions should not be those of irksome work. He can learn to read readily matter suitable for his age. If he does not learn to read here, he will never learn to read at all. The love of animals, birds, and flowers can be taught from observation. In telling his observations the child's expression is developed. As far as number work is concerned there are no certain limits. Enough geography should be given to teach the child to reason, enough astronomy to cause him to appreciate the grandeur of the Solar system. Short history stories can be used to teach facts relating to great men. Music is indispensable. The first year should establish a love of literature. Burns's mother's cradle songs made him a poet. The first year should form the foundation from which the child can reach the highest level.

A number of valuable points were added by Miss Lamphere of the Moorhead schools.

Pupils should look for approval from schoolmates as well as from the teacher. Citizenship is taught by children learning to appreciate the rights of their fellows. Children should be praised, not flattered. A few words of honest commendation will always encourage and inspire. Children must learn the power of concentration. Without this nothing can be done. Miss Lamphere enlarged upon the value of reading, singing, and poem work.

Miss Sheldon's arguments were along the same line as those above. She emphasized the fact that though the child cannot do many things, what he does must be done well.

AN IDEAL RURAL SCHOOL.

Superintendent Torson of Clay county described the conditions existing in an ideal rural school. He urged the necessity of a well equipped, cheerful, and attractive school house, a correct arrangement of seats, the best text-books, a good dictionary, globe, maps, pictures, and a library of carefully chosen books. There should be co-operation between teachers and patrons in striving to improve the rural schools of the state.

The following officers were elected for the ensuing year: President: Superintendent Angus, of Warren. Vice president: Supt. C. W. Mickens, of Moorhead. Secretary: Mr. H. M. Stanford, Moorhead Normal. Treasurer: Mrs. C. W. McCauley, of McCauleyville. State Superintendent J. H. Lewis of Minnesota and State Superintendent Halland of North Dakota made interesting remarks, and the meeting adjourned.

The - Normal - Red - Letter

MAY, 1900.

Entered as Second-Class Mail Matter at the Moorhead, Minnesota, Post-office, April 16th, 1900.

OFFICIAL PAPER OF THE MOORHEAD NORMAL SCHOOL.

EDWARD PARKHILL, '00 Editor in Chief
 ANNA SWENSON, '00 Editorials
 MILLICENT THOMPSON, '00 Editorials
 MATILDA WESSBERG, '01 Literary
 AMANDA NORSGARD, '00 Locals
 MARY CONNOLLY, '01 Locals
 D. J. GAINEY, '01 Alumni
 CLYDE GRAY, '01 Exchanges
 LEONARD ERIKSSON, '00 Business Manager
 JELMER BENGTON, '01 Assistant Business Managers
 JOHN CLAUSON, '01 Assistant Business Managers

ADVISORY BOARD.

MR. STANFORD. MISS OLSON. MISS SIMMILKIER.

A Monthly Magazine Published by the Students of the State Normal School, Moorhead, Minn

Subscriptions, 75c per Year in Advance; Single Copies, 10c.

Subscription Continued Until Stopped by Order of Subscriber, and all Arrears Paid.

Official Reports.

The question of finance seems to be a very difficult problem just at present for the Athletic Association to solve. At the annual meeting of the association, when the reports of the president, secretary, treasurer, and manager were called for, it was found that all these inconvenient and bunglesome offices had been consolidated into one, and that the association would be delayed, or rather entertained, with but one report. To the astonishment of everyone, this strongly centralized, consolidated, economical, and all important official department, through the proper officers of course, gave out as its report on finance that the association was twenty-three dollars in debt. Such questions as "Who to?" "What for?" "By what authority," etc., were quickly disposed of by touching and eloquent appeals to the dignity, honor and integrity of the members of the association, with the result that the association assumed the debts. About one hundred fifty dollars were spent last fall on athletics and the association comes out twenty-three dollars in debt. The problem is to pay the debts and raise enough money to run the base ball team successfully. The Literary Society, having some money to spare, kindly consented to give all but five dollars to the Association. The faculty and the boys have all contributed quite freely, and the finance committee seems to be confident of success. This not only speaks well for the athletic board of control, but it also shows that the association knows how to profit by past experiences, and that it means to work upon a sound and reliable basis in the future. This is as it should be, and every student in the school should take a personal interest in this work.

Juniors and Seniors.

At the beginning of the present school year, no one would have dreamed of the remarkable manifestations of class spirit, which have been shown during the past month. Never before in the history of the school have the Senior and Junior classes been so large, and never has class spirit been so strong. This probably follows naturally from the old adage, "The more the merrier." The first marked indications of the rivalry, which was destined to assume such majestic proportions

appeared immediately after the organization of the Junior class, when the purple and lavender were so conspicuous; but, although at the time this attracted a great deal of attention, the green and white, long before chosen as the favorite colors of the Seniors, held their own. It is hardly necessary to mention the enthusiastic class meetings, the loyalty of each member to his own class, and the interest manifested by outsiders in the doings of both Seniors and Juniors.

Right here let us mention that the Juniors, though comparatively young in years and few in numbers, are to be admired for the amount of work they can do, and their wonderful ability to keep secrets. Many minds have been puzzled as to the meaning of the whispered consultations, the unfinished suggestive sentences heard now and then, and the quantities of purple and lavender silk seen in strange and secluded places. Shall we soon forget the strife over the flags? How the hearts of the Seniors beat with pride, when, one day, they beheld their colors flying from the flag pole. Not so, the Juniors, who took hasty steps to remove it. In its place, at daybreak, appeared a black—something, strangely suggestive of mourning. Now the battle was on. Again the Senior flag appeared, and again it was torn down, after which a much worn and dilapidated emblem, labeled "Juniors," was raised, which, all concerned seemed willing to leave in peace. Through the mind's eye we can see how, in future years, these opposing forces will meet, like the blue and the gray, upon the field of battle, and shake hands in firm and undying friendship.

The Model Schools.

The model schools are essentially for the purpose of giving students in their Senior year some work in practical teaching. It would be hard to estimate the true worth of the work, and we can only point out a few of the ways in which practice teaching may be of permanent value to us. We all know the "force of habit," and can easily see how important it is to form correct habits at first in the work that we have chosen. In the model schools, mistakes in the method and manner of presenting subject-matter are corrected, and good points are commended—in short, good habits of teaching are formed. The value of thorough preparation and of having a definite plan of work are learned. This is valuable, not only in school work, but in every phase of life. Self-confidence is gained. The school rooms are scenes of life. There is always someone coming in, and the teacher who has been "frightened to death," when she has had visitors, finds after a time, that she can go on with her lesson in perfect peace, even though the room is full of people.

There are few things so helpful in broadening character as coming into contact with other people—getting into sympathy with lives and ways different from our own. There is ample opportunity for this in the model schools. We observe, and see the teacher from many different points of view. Everyone has faults, as too, everyone has some strong point, and no matter how poor a lesson may seem, something good can always be said about it, and something can be learned from it.

The practice teachers become familiar with some of the best books to use in each grade, as well as apparatus, games and exercises, so valuable, especially, in primary grades.

It is always good and elevating to know people who are superior to ourselves. In knowing and working with our critic teachers, students must, both by effort and unconsciously, develop ideals and aspirations; and become broadened and strengthened in character.

Keep in Mind.

"In the spring a young man's fancy (and well might we add a young woman's fancy) lightly turns to thoughts of—tennis, wheeling, and, in short, all outdoor sports,

BASE BALL.

NORMAL SCHOOL VERSUS AGRICULTURAL COLLEGE.

The base ball season opened in earnest Saturday, April 21, when our team was pitted against the strong men of the Agricultural college. This was the first game of the season, and one of a series which is to be played by the "Big Four"—the Fargo and Moorhead league. Our team was far below normal condition, but, in as much as the game was scheduled, it was not practicable to call it off. The game was non-interesting from the start. In the eighth inning Pitcher Bergh was injured and compelled to retire. Short-stop Wagner took Bergh's place, and the "Farmers" soon convinced him that he was not up in the pitching business. Ten men crossed the plate in this inning. Mackall took Henn's place, and Henn assumed the duties of short-stop. The appended score tells the remainder of the sad, sad tale:

SCORE BY INNINGS.

Agricultural College.....	3	4	2	0	8	1	10	—31
Normal School.....	0	0	0	1	0	0	5	—9

NORMAL SCHOOL VERSUS FARGO COLLEGE.

What's the matter with Pitcher Berg? Five "strike outs," one "put out," five "assists," and only six safe hits, to twenty-nine of the opposing pitcher, is Twirler Berg's record in the second game of the league series. The game in which all this happened was played Monday, April 23, against the Ministers from Fargo college, a gentlemanly aggregation of young fellows. Our men were out in full spirit, and went after the college men with the same determination that won the foot ball game from the weighty farmers last fall. It was evident from the very start that the Ministers were no match for our men. Lindboe started the ball rolling with a lusty two-bagger. Wold followed with another of the same kind, and, before one had time to say "amen," the first baseman had crossed the home plate. Pitcher Kinne did not like the way Berg gripped the bat, so he graciously gave him a base. Clauson followed with a single, sacrificing to Berg, who was caught on second. Clauson was given a free pass, so was Malloy. Wagner, however, found the ball for two bases, scoring Clauson and Henn. An error and a free pass scored Malloy and Wagner. Ambs and Lindboe were struck out. This ended the scoring for this inning.

It was now the Ministers' turn, and Cleveland, the agile catcher, was the first victim, and he sent a hot grounder to Malloy, who fielded it beautifully to Lindboe, and the Minister went to the bench. Brown was next, but Wagner was equal to the occasion. By a phenomenal one-hand catch, and a swift and accurate throw to first base, Wagner stopped his man. Briggs made a safe hit, but Beaton, the next man, was unable to find the ball. Thus the Ministers were treated in the second, fifth, seventh, eighth, and ninth innings.

During these innings many brilliant plays were made. Berg's pitching was superb, and his support was fine. Malloy, Wagner, Ambs and Henn played elegant ball. Clausen's base running was a feature of the game. Wold makes an excellent back stop, and Lindboe is sure at first base. Gullickson made a fine debut in right field, putting two men out.

In the third inning, we were limited to one, while in the fourth, sixth, and seventh innings the college men treated us in Chicago fashion by brilliant plays and good pitching. Orchard, Simmons, F. Shepard, Kinne, and Cleveland carried off the honors for the college team.

SCORE BY INNINGS.

Normal school	6	7	1	2	0	0	4	7	x	27
Fargo college	0	0	2	1	0	1	0	0	0	4

How hard it is to restrain that spirit within that leads to those active outdoor enjoyments, and doubly hard it is to arouse our languid minds and concentrate our thoughts upon long, difficult lessons. However, let us make a determined effort to improve the flying moments, for "not e'en pleasure to excess is good," and remember that but a few weeks remain before we shall be at liberty to roam at will.

The importance of exercise and recreation in connection with regular work should not be belittled, but, while we are out of doors for enjoyment and exercise, can we not even then be improving ourselves along other lines? Let us be awake and watchful and endeavor to be in touch with all the beauties of nature, with everything waking and growing so eagerly about us, and we will doubtless find that Bryant speaks truly when he says:

"To him who in the love of nature holds
 Communion with her visible forms, she speaks
 A various language; for his gayer hours
 She has a voice of gladness, and a smile
 And eloquence of beauty, and she glides
 Into his darker musings, with a mild
 And healing sympathy, that steals away
 Their sharpness, ere he is aware."

* * *

ATHLETICS.

The Athletic association held its annual meeting Saturday, March 31. The question of an efficient management of athletic affairs was finally solved by adopting a new constitution, which makes various changes, both as to officers and their powers. Regular annual and monthly meetings are provided for, but the executive business is transacted by a board of control, or by such officers as said board may appoint. The President, vice president, and secretary of the association, three other students, two members of the faculty, and one alumnus constitute the athletic board of control. The following are the officers and members of the board: Otto Bergh, president; D. J. Gainey, vice president; Martin Gullickson, secretary; Clyde Gray, Julius Skaug, James Billsboro, Mr. Stanford, Mr. Huey, Wesley C. McDowell. Other officers, which have been chosen, are Edward Parkhill, manager; Henry Mackall, treasurer; Joseph Henn, custodian.

The board has taken hold of things in a way that should make every student feel proud of the Athletic association. It authorized the manager to enter into a baseball league with the base ball teams of the Fargo Y. M. C. A., the N. D. Agricultural college, and the Fargo college. These four teams are to play a series of games, in the Y. M. C. A. base ball park in Fargo, during the remainder of the school year. Our base ball team is doing excellent work under the able direction of the captain, Otto Bergh, and we hope to see the fruit of this in a great number of "games won." Let every player get down to hard and persistent practice, and the rest of the students turn out in large numbers to see the games and cheer our boys on, and we are sure of success.

Messrs. Huey, Stanford, and John Clausen have been appointed a committee to make the necessary arrangements for the opening of the foot ball season in the fall. There will be no lack of material for a strong team, and with proper training we will have no trouble in pushing the pigskin across the goal line.

Some interest is also shown by a few of the young ladies in tennis. This is encouraging to those who are interested in school athletics, and it is to be hoped that the ladies will take a much more active part in such work. There seems to be a lack of support and enthusiasm on the part of many of the students, especially among the ladies, in what the base ball team is doing. This should not be so, as the team is deserving of hearty support and great encouragement from every student in the school.

Rhetorical Exercises.

The evening of March 30, was devoted to Walter Scott and Robert Burns. Miss Smith gave a few introductory remarks, telling of how Scott was born in an ornamented garden land, near Edinburgh, into a family distinguished for culture, of how he lived amid old-fashioned characters and became familiar with quaint stories and songs and martial music. The first sound he heard was the music of the bag piper. The martial side of his nature is reflected in the war songs of the Edinburgh dragoons and the audience felt this all the more strongly as the selection was delivered by Mr. James Fay.

A Lullaby to a Young Chief, and Wandering Willie, which pictures a youth, who on his return from an adventurous career is welcomed home by his betrothed were well rendered by Miss Myrtle Henry.

The interest manifested by Scott in the stirring was between the English and French and Scott's devotion to his country are illustrated in *The Dragoons*, read by Miss Hazel Robison.

Miss Mary Mackin then recited the most popular of Scott's lyrics, Jack O'Hazel Dean and the Jubilee Song, Carl, Now the King Is Coming. The audience was then entertained by Miss Smith's reading of Burns's well known poems "A Man's a Man for A' That," "The Banks O'Doon," and "John Anderson, My Jo, John."

Mr. Porritt's piano selections added much to the charm of the program.

The Literary Society.

Though the work of the Literary Society has been somewhat handicapped lately by the infrequency of its meetings, the program of Friday evening, April 20, was one of the most interesting and helpful that has been presented during the school year.

The inaugural address of Syvert Kjelsness, the new president, showed what a literary society should do for every school, and what it has done for our school. Not only has it given us higher literary standards and developed the power to discuss public questions of the day, but it has been a valuable opportunity for self-improvement, and for acquiring a broad education. In closing, Mr. Kjelsness thanked his friends for the confidence shown him by his election to the presidency, and hoped the society would prosper during his term of office.

A vocal solo, "There, Little Girl, Don't Cry," was given by Bessie Van Houten in a very pleasing and attractive manner.

Mr. E. B. Huey, of the faculty, delivered a very pleasing address, in which he gave the members of the society many strong suggestions and helpful criticism in regard to their work as students. Mr. Huey said that the results accomplished in school depend upon the way in which students make use of their talent. For the most part, they do not put themselves in right relations with their environments. There are four ways, especially, in which Normal students fail. First, they think of the Normal school as the main source of education. They do not think of it as the place in which to learn how to obtain an education, and that it is merely a help and an inspiration to attain this end. They must, therefore, not consider the school course the end of life's purpose. Second, Normal students fail to have high ideals. When they graduate they feel that they have reached the height of ambition. They have not formed high ideals which it is their purpose to realize. Emerson said rightly, "Hitch your wagon to a star." Everyone should make it his fundamental principle to do all he can to make the world move along. Third, students do not have faith. There is a withering of the faith-side of the soul; a lack of faith in self. This element in character should be more fully developed. Fourth, there is a failure to live in helpful environments. Students must seek the best environ-

ments, and surround themselves with great expectations and ideal companions. What the average Normal student needs, then, is a broader view of education, higher ideals, faith, and the most helpful environment. "You have brains, are industrious and teachable—three essentials. You can secure them if you wish; they are within your reach."

"A far-away Melody," by Mary E. Wilkins, was well read by Cecelia Busness and enjoyed by all.

Myrtle Henry recited "Brother Ire's Singing" in a lively, enthusiastic manner, which did not fail to express the sentiment of the story.

An instrumental selection, by Agnes Lewis, closed the program. Miss Lewis's music is always appreciated by her fellow-students.

The Forum Debating Section.

The last meetings of the Forum debating section have been interesting as well as instructive, the meeting of March 24 especially so, and was well attended even by the lady students. The most interesting part of the meeting was the debate on the question: "Resolved, that the United States shall favor England in the Boer war."

The debaters were: Martin Gullickson and Leonard Eriksson, on the affirmative; and Leslie Fuqua and Christian Wold, on the negative. The debaters had studied the question thoroughly and handled it skillfully. A paper on Dreyfus was given by Otto Bergh. The last two meetings have been given to discussions on Reed's Rules of Order, and Parliamentary Practice. The next and last meeting is looked forward to with interest by the members of the section. An address, on City Government, will be given by Lawyer Peterson of Moorhead. There will also be a debate. The members are justly proud and well satisfied with the work they have done this year, and now gladly lay aside the essayist's pen and orator's manual, to join the boys in base ball, and to get more time to enjoy the pleasant May evenings of the Red River Valley.

A Conference of Science Teachers.

A conference of the science teachers of the state was held in Minneapolis, Friday, and Saturday, April 13 and 14. Mr. C. A. Ballard of the Normal faculty was elected secretary of the conference. The various sciences which should be taught in the secondary schools of the state were discussed. The following points were taken up: First, what sciences should be taught in the High schools; second, the time to be devoted to each science; third, the time that any student should be allowed for the study of sciences; fourth, the best methods of presenting the subjects.

Many of the prominent science teachers of the state took part in the discussion. The views of the conference as a whole are embodied in the following motions which were carried with slight opposition: First, that botany, zoology, physics, and chemistry should be taught in the High school. The opinion prevailed that they should be given in the order mentioned. If time and equipment permit, however, other sciences may be added to the curriculum; second, that at least one year's time should be devoted to each science taught in the High school; third, that there should be an open list of sciences from which the student, upon the advice of the teacher, may choose; fourth, that no student should be allowed to devote more than one-third, nor less than one-sixth of his time to the study of the sciences.

The remaining time of the session was devoted to a discussion of the best methods of teaching science in the High school, the following subjects being discussed in the order given: Physics, chemistry, physiography, zoology, botany, and physiology.

At the close of the session a committee of five was appointed for each of the foregoing subjects; each committee

is to prepare a syllabus of the subject assigned to it. These committees are to report at the next meeting of the M. E. A., which is to meet in St. Paul during the holidays.

The committee on organization met and an organization, the Minnesota Botanical Society, was effected, the members of the committee becoming fellows of the same. The society will have two classes of members. In the first place anyone who so desires may become a member. The second class is that of fellows. This class consists of members elected by a board of directors. The literary work of this society will be done by the fellows. The object of the society is partly scientific and partly social. There will be publications from time to time of matter suitable for nature study work in the schools of the state. In connection with the meetings there may be once in a while a banquet, an excursion, or perhaps a picnic. There will be no dues to pay in this society. Two meetings will be held each year, one in connection with the M. E. A., and one in connection with the University Summer school. A meeting will be held at commencement time at the University at which the committee on constitution will report. The committee consists of the following: Prof. Conway MacMillan, of the State university; Prof. Chaney, of Carlton college; Prof. Holzinger, of the Winona Normal school; Miss G. Gills, of Faribault; Mr. E. F. Smith, of St. Paul, and Mr. C. A. Ballard, of this school.

The society will undoubtedly have a large membership and become an important instrument in disseminating botanical knowledge.

ALUMNI AND EXCHANGES.

Many readers of the Red Letter may wonder why the Alumni and Exchange columns have been omitted in this issue. Of course these items are essential parts of a school paper, and could space have been found they would have been inserted here. This brief notice must suffice for this issue, with a guarantee that they will not be slighted in the next.

The Alumni will no doubt be pleased to hear that seventy-five new members will be added to that august body, on June 1. The class of '00 will certainly be a valuable addition to that veteran force of teachers, for even the Juniors admit that the Seniors have a few good qualities. If this rate of increase continues, these gentle wielders of the rod will be a mighty factor in the mist dispelling struggle, by the close of the coming century.

LOCAL

Ask the Prep. class why we have no rain.

Rose Liedl, who has been ill for over a week, is in school again.

Marguerite Vannett went home for a visit of four or five days.

Miss Katheryn O'Laughlin entered school during the past month.

The Zoology class has just finished the study of the class Insecta.

Superintendent Smith of the Fargo schools visited the school, April 9.

Edna Mickleson spent a couple of days visiting at her home, Pelican Rapids.

Mr. John Embertson visited with his sister, Matilda Embertson, for a few days.

Esther Cole, who was called to her home because of ill health, has returned to school.

Henrietta Shifflet spent Saturday and Sunday, April 21 and 22, visiting in Fertile, Minn.

"When is an aim not to be criticised?"

"When Miss Critic aims at a tennis ball."

Many of the graduates have already secured positions as teachers for the ensuing year.

Matilda Wessberg, made a flying trip to her home in Fergus Falls, for two or three days.

Several of the young ladies at Wheeler Hall spent a day at the Agricultural college in Fargo.

Miss Sanna Albergh will spend the remainder of the term with her sister, Miss Anna Albergh.

Elizabeth Du Rocher has secured a position as a teacher at her home, Oak Park, a suburb of Stillwater.

Mrs. Weld, Mrs. Ballard and her mother, Mrs. Bell, of Fergus Falls, visited school Monday, April 16.

Mrs. Bell of Fergus Falls visited her daughter, Mrs. C. A. Ballard, one week during the past month.

Miss Holden of the Columbia School of Oratory, Chicago, will assist Miss Smith in preparing for the commencement exercises.

Mr. Will Sten, a graduate from the West Superior Normal, and Mr. Landblom, a former student, visited classes March 30.

On Tuesday, April 17, a test was given the class in Physics on the subject of light. They are now studying electricity.

Christine C Coetzinger, of the class of '95, was a visitor at the Normal during the week of the meeting of the Northwestern Teachers' association.

Miss Sella Mehus and Miss Ida Tisdell, teachers in the Wheaton schools spent a few days with Louise Tisdell. While here they visited classes in the Fargo and Moorhead schools.

On April 2 the graduating class listened to a paper on *The Aims and Tendencies of Modern Education*, read by Miss Senn, professor of Household Economics at the Agricultural college in Fargo.

It behooves the members of the psychology class to have "Titchener well in mind," "To know what Titchener has to say upon the matter," and "To give Titchener's opinion," if they value their own success.

Miss Schaefer, editor of *School Education*, spent a week here visiting schools, in the interest of that paper. Miss Schaefer has long been connected with this journal and is well worthy of the position she now occupies.

Several members of the Alumni association were seen here April 6 and 7. Those present were: Ethel Qually, class '99; Joseph Marion, class of '98; Jessie Neil, class of '99; Christine Goetzinger, class of '95; John Wold, class of '96.

Among those who came up to attend the Northwestern Educational association were the following: Mr. George B. Aiton, state inspector of High schools; C. W. G. Hyde, of Minneapolis, and A. W. Rankin, state inspector of graded schools, of Minneapolis.

Miss Grace Carlson, a member of the class of '97, died on March 28, at Grand Forks, where she was teaching in the public schools. Miss Carlson was an earnest student and successful in all her school work. Her many excellent qualities gained for her friends, wherever she went.

We desire to call the attention of our readers to the neat and attractive advertisements that are found on the front and back pages of this magazine. This generous support given us by the business men of Moorhead should be recognized by the students, and wherever possible we should patronize these advertisers.

W. D. Cramer, who taught in the Department of Natural Science here last year, has been appointed to the very responsible position as head of the Department of Natural Science in the Michigan State Normal college, at Ypsilanti, acting in place of the present head of that institution, who has gone to Europe for advanced study.

President and Mrs. F. A. Weld entertained the members of the editorial board at their home Friday evening, March 30. The members of the board were given an opportunity to display their artistic ability, and the prizes were awarded to Mr. Ballard and Amanda Norgard. Mr. Weld read one of Gilbert Parker's mining stories, which added much to the enjoyment of the evening.

The class in Philosophy of Education has just finished Ethics and has now begun the work in Philosophy of Education proper. The ultimate ground of moral obligation aroused considerable thought and discussion. The work to be accomplished during the remainder of the term has been outlined. The accomplishment of this necessitates reading extracts from and becoming familiar with such great educators as Spencer, Froebel, Pestalozzi, Comenius, Barnett, and Hanus.

The following members of the graduating class have secured positions for the ensuing year: Edith Atkinson will teach at Barnesville; Jennie Barlow, East Grand Forks; Marie Chilton, Detroit; Pearl Dixon, North St. Paul; Elizabeth Du Rocher, Oak Park; Edna Mickleson, Canby; Anna O'Brien, Detroit; Roberta Stuart, Wahpeton; Emma Thompson, East Grand Forks; Millicent Thompson, Fergus Falls; and Christine Williamson, Hillsboro, N. D. A number of others have been recommended, and are now awaiting the election.

Supt. C. W. Mickens of the Moorhead schools addressed the students of the Normal school Wednesday morning, April 18. He said that every department of life demands education. Specialization is a good thing in many ways. It is well to be able to do one thing, and do it well. President McKinley in addressing some boys at his home in Canton, said "you should strive to do some one thing, which you can do better than anyone else; the world is looking for such men." And so each one of us should make it our aim to become master of at least one thing. Few of us realize, or appreciate the value of time. We have but a very few short years of our life left. As an illustration, let us say, the average man lives to be about seventy years of age. He spends the first twenty, or twenty-five years in preparation, the last ten are given up to rest, etc., and only about thirty are given to activity, and so it behooves us to be up and doing. While one of the essentials of life and education is economy in time, yet there is something else one should seek, and that is the development of one's character. "Character is the only coin worth having, it will always pass." A noble and good character is the first essential of a good man.

Rev. J. H. Rood and wife, of the Congregational church, Moorhead, visited school Monday, April 23. Mr. Rood spoke briefly on what we need as students and scholars. He said, that if we are going to be students and scholars we need capacity. The teacher cannot give brains to her pupils. We should begin our education early. Someone has said if you want to be a smart man or woman begin by educating your great grandmother. Yes, our education begins thousands and thousands of years before we are born. We should make the best possible use of the gray matter, which has been given us. Even a small brain can do a great deal. We are here to get command of that potential power, which God has given us. Apply yourselves diligently, come to school for business, to study, and to think. Use what capacity you have, for whatever it may be and stick to it. You have often heard it said that a man who digs ditches, or who is merely a common laborer, does not need an education. This conception of the value of education is too low even to be mentioned. Whatever a man, or a woman, is going to do, the better education he has, the better fitted is he to accomplish that task.

Rev. Wm. Horton and wife, of the Episcopal church, were visitors at the Normal Monday, April 23. Mr. Horton, speaking to the school, said that it seemed very natural to be standing on a platform before a school like this, and the

first thought is what a lot of you there are—what a lot you are learning and what a lot of good it will be to you when you leave your school life. Ten years hence perhaps, you will not remember one thing you have learned—you have been told not to learn to know things, but to learn how to know things. Do not live for the sake of a minute. Knowledge, like time, is slipping through our minds. We have grown from infancy, and can not remember very many things we have learned. I doubt if we can give an account of what we learned during ten days of our last year's life. Yet they have made their impress upon our minds, and we are different persons than we would have been without that learning. So with knowledge, some things seem so perfectly useless, yet some day you will want that knowledge, and even though you may have forgotten it, it will sooner or later come to light again. Somewhere in your brain cells it is stored away for future use.

* * *

The Conflagration at Wheeler Hall.

(BY A WHEELER HALL GIRL.)

It behooves me now, while the incidents are still fresh in my mind, to put in writing my reminiscences of the Wheeler Hall fire, which occurred the night of April 19, 1900. Everyone was studying quietly, when, "all at once and nothing first, just like bubbles, when they burst," a great commotion arose and, on looking out of the south windows, it was found that our sixty-dollar wood pile was enveloped in flames. The afore mentioned wood pile being very near the hall that we were in great danger was perceived at a glance. What to save—that was the question. Rings, thimbles, work-boxes, and minor articles were gathered up, as well as dresses, hats, coats, and shoes. "Take your pocketbook." "Got your watch?" "Oh, my pictures, will they all be burned?" "I will save my zoology note-book." "Oh! my beloved Titchener." "Will they never come?" Such were the remarks heard through the halls. The above 'they' referred to were the fire company, who were not slow in arriving. With the fire company came a number whose 'satiated curiosity' would not allow them to remain away. Many of these, however, went away sadly disappointed, for, in a short time, the fire was well under control. During the day the janitor had been burning the lawn. Though we appreciate his efforts toward cleanliness, we lament the calamity which so nearly laid Wheeler Hall in ashes.

* * *

A Valuable Collection.

In the summer of 1890 two prominent scientists, Frank S. Bourne and Deane C. Worcester, both of the University of Michigan, were sent by the Minnesota Academy of Natural Sciences to the Philippine Islands with instructions to make an extensive and critical examination of the fauna of that region. The expenses of the enterprise were borne by Mr. Lewis F. Menage of Minneapolis, and the expedition was known as the Menage Scientific Expedition. During about two years and a half, seventeen of the principal islands of the group were explored. Many species new to science were discovered and much light thrown on the subjects of geographical distribution and specific variation.

The material collected by the expedition became the property of the Minnesota Academy of Natural Sciences, and much of it has been prepared for exhibition and placed in the academy's rooms in the public library building of Minneapolis.

There is much duplicate material in the store-rooms of the academy, and the Moorhead Normal school has had the good fortune to secure some of this material for exhibition in its museum. This collection consists principally of a series of typical corals. The consignment will arrive in a few days, and as soon as possible will be cleansed and prepared for exhibition and displayed in the museum.

This very valuable collection was secured through the efforts of C. A. Ballard of the Faculty of this Normal School.

Drs. L. C. & L. A. Davenport

: Dentists :

Tel. 256-4. Moorhead, Minn.

T. I. LEWIS

Watches, Clocks
Jewelry
and Silverware

Watchmaker and Jeweler

Repairing a Specialty.

First Nat'l Bank Bldg., Moorhead, Minn.

WE SOLICIT YOUR

GROCERY BUSINESS

PACIFIC GROCERY COMPANY,
MOORHEAD, MINN.



Bachenheimer Bros.' Shoe Dept.

MEN'S, BOYS' AND
YOUTHS' SHOES.

We always carry a full stock of ATHLETIC AND TENNIS SHOES. We are agents for Florsheim's celebrated Men's Shoes. For those who have worn this shoe no words of praise are necessary.



O. MARTINSON,

Dealer in Staple and Fancy Groceries, Crockery, Glassware, Wood-
enware, Salt and Oil.

CORNER FRONT AND FOURTH STS. MOORHEAD, MINN.

Moorhead : Pharmacy

DRUGS, STATIONERY,
BOOKS AND
SCHOOL SUPPLIES.

W. M. Nesheim & Co.

JAMES M. WITHROW,

General
Law Practice in All
Courts.

City Attorney. MOORHEAD, MINN.

Residence Lots !

Residence Lots for sale
Near Normal School.

S. G. COMSTOCK, Moorhead, Minn.

SEND FOR LISTS AND
DESCRIPTIONS OF

Red River Valley Farms
and Farm Lands.

A. H. WIJE, Moorhead, Minn.

ZERVAS & KIPPELS,

DEALERS IN

Fresh and Salt Meats, Game and Oysters

IN SEASON.

Telephone 191-2. Moorhead, Minn.

EDWIN J. WHEELER, Pres. FRANK WHEELER, V.-Pres. JOHN M. DAHLBY, Sec.

Farm Lands

Buy and sell Farms and Farm Lands in the R. R. Valley.
Make Farm Loans on a New Plan at Low Rate of Interest, and Write Insurance.

Farm Loans

Wheeler Land Company

Insurance..

Long Distance Telephone 522.

Write or Call on WHEELER LAND COMPANY
MOORHEAD, MINNESOTA.

O. E. FLATEN

Largest and Most Complete Gallery
in the Red River Valley.

Artistic Photographer

SPECIAL RATES TO STUDENTS.

Front and Fourth Sts., MOORHEAD, MINN.



C. L. JUDD,

PHOTOGRAPHER

... 56 1/2 Broadway ...

Special Rates to Students.

Fargo, North Dakota

Glasses that Fit the Eyes

We not only have the facilities, but the knowledge necessary to successfully fit the eyes, and our work is the best evidence of our success. Eyes Tested Free. Our stock is complete in

Diamonds, Watches, Jewelry, Silverware, Cut Glass
and Musical Goods.
Fine Watch Repairing a Specialty.

A. SWENINGSEN,

Graduate Optician.

Jeweler.



...A...

juicy lamb or mutton makes a nutritious and appetizing dinner when it is cut from our prime meats. If you prefer a prime rib roast or nice cut of beef, or choice breast of veal, we will cut and trim it ready for your table in an expert manner. Our steaks, chops and roasts are unexcelled for tender succulence.

BORGES & SMITH.