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The Normal Red Letter

VOLUME IV.

State Normal School, Moorhead, Minnesota, November, 1902.

No. 2

NECESSITY FOR BETTER FINANCIAL SUPPORT OF NORMAL SCHOOLS.

AMERICAN EDUCATION for October has a spirited and suggestive article from the pen of Dr. Charles De Garmo of Cornell University. Dr. De Garmo has had a long and varied experience in educational affairs. He speaks with the authority of one who has been a close student of educational problems for many years, and, while his article on the support of normal schools was suggested, no doubt, by conditions in the state of New York, yet his statements are equally timely, when considered with reference to existing conditions in many other states. Dr. De Garmo says in part that half a century of experience with normal schools has demonstrated the fact that they can promote the cause of education in the preparation of elementary teachers, better than can any other agency. So far they have had to stand largely alone in securing the means of existence. The time for such isolated struggle for survival should now be a thing of the past, and all educational forces should unite for the adequate development of these schools. Their support should by no means depend either upon their importunity or upon their political influence, but upon their capacity to promote the cause of education; it should originate quite as much outside as inside the schools themselves.

* * *

The first reason why normal schools should be more liberally supported is that they have too few teachers to do their work in the most effective way. Is there any just reason why the students of a normal school should not have as many teachers as an equal number of college or university students? Yet the college or university has twice as many teachers for a given body of students as has the normal school. It is a fortunate normal school that has one teacher for every twenty students, yet almost every college and university in the country has a teacher for every ten students. Again, the work of the normal school is much more intensive than that of the university. There are two especially deplorable results that arise from an inadequate number of teachers. They are, first, the passive, listening attitude of mind engendered by mass teaching; and second, the necessity of a fixed curriculum for all. The evils of mass teaching are too well-known to need discussion. Not even in elementary education is it longer possible for every one to do everything. Besides the common branches, think of music, drawing, cooking, manual training for both boys and girls, decoration and design, nature study, in all sciences for all grades, etc. Moreover, different persons have differing capacities, tastes and educational destinations. It must be evident from these and other considerations, that it is a wasteful public policy to compel the normal school longer to put up with half the teachers it ought to have.

* * *

The second reason why the normal schools should have better financial support is that they may be enabled more rapidly to continue the improvement they have begun in the quality of their teaching force. Correspondence

with some forty of the representative normal schools of the United States shows that in nearly all, the number of college and university-trained teachers has doubled, and in many cases quadrupled, within the last fifteen years. Indeed it is rare to find a school in which for a man, at least, such training is not now demanded as a requisite to appointment. If the best college and university trained men are to be attracted to these schools and kept in them better salaries must be paid. In such a country as ours, \$1,000 a year will secure an unlimited number of \$1,000 candidates, but in the end they must prove to be either inexperienced or in some important respect inefficient. The normal school ought to be able to secure the best educational talent to be found in the United States. These schools are doing all that now lies in their power to improve their teaching force, but they suffer the double affliction of their poverty, for the salaries they can offer are both low in amount and few in number.

* * *

The third reason why the normal school should be more liberally supported is that its present work should be multiplied. Where it now trains one teacher, it ought to train five. To attain this result more than the appropriation of more money is needed, for just as debased coin will displace good money, so cheap and inadequate training for teachers will, if given full credit, displace that which is more efficient, even if the better is only a little more expensive. In the training of teachers, there ought always to be a surplus of inducement on the side of the more thorough preparation. If a teacher can secure a permanent license by taking a training that is brief, cheap, easy, and inadequate, the economic motive alone will keep that teacher away from the normal school, where she would secure a professional education imparted not by one person alone, but by a faculty; not for a year only, but for two or more years. I do not deplore this cheap and inadequate local training as the beginning of a teacher's preparation, but if it is allowed to be her final preparation, the teaching force of the country will never attain half the efficiency of which it is capable.

* * *

Another reason to be urged for more generous support of normal schools, is that these schools should be enabled greatly to extend the range of their work. Whatever concerns the welfare of the best elementary schools, whether in cities or elsewhere, is the legitimate field of the normal school. These institutions should be places where any person may find instruction in any subject that may properly be taught to children. This means that students should have the opportunity of preparing to teach manual training both to boys and to girls in all grades, to become experts in the elements of domestic science, to understand the art of adornment of person and dwelling, to become expert in drawing, designing, moulding, weaving, etc.; as well as to become able to teach the various aspects of nature work in the grades. Such work requires division of labor for the student and multiplication of teaching force in the faculty. Yet if

our normal schools are to be the fertile source of new ideas, if they are to infuse the potent spirit of their unquenchable enthusiasm to successive generations of teachers, these things they must do, this support and extension they must have.

TO THE CRITICS OF CHILD STUDY.

BY W. G. CHAMBERS, DEPARTMENT OF PSYCHOLOGY.

Some years ago it was considered the proper thing among the lesser lights of educational journalism, when material was scarce, to fill up the extra space with attacks on the child study movement. In recent years these attacks have become less frequent, and it is only at long intervals that we find some belated croaker in the backyard of progress waking up and giving utterance in monotonous tones to certain opinions about fads which prevailed among schoolmasters when his intellect went to sleep forty years ago. When these utterances do appear now, they generally take the form of an announcement that the child study movement has at last passed away "just as we said it would," that its remains have just been interred, and that the writer in question has been appointed by himself a committee of one to write its obituary.

During the past year a well-known educational journal of our own state quoted, with comments of approval, such an announcement from another prominent school paper of the Northwest. The quotation showed how the various child-study societies had died out, how the magazines devoted to it had been compelled to cease publication, and how the entire movement had collapsed.

If the writer and quoter of the editorial have not already lapsed again into the torpor of mediaevalism we wish to assure them of the folly of their dream. There never has been a time since the so-called child-study movement began when it exerted a greater influence or enlisted among its workers so many able men, as it does today. Those who express an opposite view only testify to their own short-sightedness or prejudice. They are in a position analagous to that of the rustic, who couldn't see the city for the houses. For the child-study movement has so permeated our whole educational system, and has so modified all our theories of education that it no longer stands out as a separate phase; it has become so thoroughly assimilated that only a careful analysis will reveal it. But it is still with us.

There are three stock arguments used by almost every individual who attempts to demonstrate the demise of child-study. They are: (1) The failure of child-study publications; (2) the dissolution of child-study associations, and (3) the fact that school teachers have ceased to talk about it and to carry on investigations. Now it must be admitted that any one who cannot see beyond the horizon of his own locality can find in his immediate vicinity evidences of the truthfulness of each of these arguments. But to one of broader view they make no appeal. Let us examine them briefly:—

(1) Just one magazine of scientific rank,

devoted chiefly to the study of children, has ceased publication, viz., "The Child Study Monthly." And it was immediately succeeded by "The Journal of Childhood and Adolescence" written by the same editor. The Pedagogical Seminary is more widely read today than ever before and the files of its earlier numbers are completely exhausted. Other psychological, educational, and general scientific journals publish more sound papers on topics related to child-study than ever before.

(2) A few state and many local child-study societies have suspended their meetings. But others have sprung up in other localities. Within the past few years the educators of New Jersey have organized and carried on one of the most productive state associations for child-study that was ever formed. Local societies have increased rather than diminished, and the number of educational societies, mothers' clubs, parents' meetings in connection with primary schools, and similar organizations, which are the legitimate fruits of the child-study movement, is increasing every day.

(3) Any new movement is always beset, and often rendered ridiculous, by faddists, by those who seek cheap notoriety, and by many who are illy prepared for the work. All these have long since abandoned the cause, to its great benefit, and it is now carried on seriously by psychologists and educators who appreciate its true significance and understand its methods. The result is less talk—which is believed by the superficial observer to be a sign of approaching death—and a less voluminous, but infinitely more valuable literature. This does not mean that the teachers in our public schools have abandoned child-study, but merely that they have ceased trying to contribute to its literature. It will never again be possible for a teacher to succeed, who is not a child student.

There are other direct evidences of the permanence of this movement. There are more professors of child-study and genetic psychology in the colleges and universities of our country than at any earlier date; and their courses are ordinarily among the best attended. There is hardly a department of education anywhere that does not devote at least one or two courses to this subject. Our best psychologists who for a time stood aloof, have now accepted child-study as one of the most valuable and fruitful fields for data contributing to their science. Again, the most valuable contributions made to our educational theory and practice in recent years have come from men who are eminent in this field, from such men as Stanley Hall, Earl Barnes, John Dewey, Colonel Parker, M. V. O'Shea. The widespread introduction of music, art, and industrial work in our schools, changes in methods of grading and promoting, improvements in seating, ventilating, etc., medical inspection in city schools, and a dozen other modern improvements have their beginnings in certain phases of child-study.

No, the child-study movement is here to stay. It has already rendered invaluable services to education, and it is yet only in its infancy. It is a part of the general spirit of the times. In the last half century every science has been placed upon a genetic basis. We are interested now not in studying dead or perfected forms, but, rather in examining beginnings and tracing developments. He who looks upon child-study as a fad or an

isolated phenomenon, misses the significance of the evolutionary hypothesis in present-day thought. Prof. Barnes is fond of saying that if the whole child-study movement with all its devotees and literature were suddenly swept out of existence today, it would be completely reconstructed, de novo, within ten years. The spirit of the age demands it. Any man who opposes it simply exposes his ignorance of the trend of modern thought, and of the demands of modern civilization.

EXCHANGES.

Few exchanges have been received since the commencement numbers of last June.

The St. John's Echo, Shanghai, August number, contains an article upon "Chinese Exclusion," which is interesting, since it gives the point of view of a Chinese student. In reply to the mayor of San Francisco, who urges as an objection to the Chinese entering America that the character of the Chinese is non-assimilative, the student writes: "The non-assimilative character of the Chinese is no extraordinary characteristic, for let us glance at the foreigners we have here (in China) and we will not find them readily assimilative." In view of the relative worth of the things offered for assimilation by Chinese and American civilization, the reply is not convincing, but a true note is struck in the conclusion of the argument: "China, through her ignorance attempted to drive out all people, and America, through her civilization has singled out the Chinese. There is yet another difference, and that is, China, on account of her weakness, failed to accomplish the work in driving out the people of the world powers, and America, on account of her power, can exclude the weak Chinese. The consequence may be different, but the principles and fairness are the same."

The August issue of the Normal Journal, Millersville, Pa., contains the addresses made upon a recent visit to the school by Dr. Harris, U. S. commissioner of education, Dr. Sadler of England, and Dr. Butler, president of Columbia university. A single noteworthy paragraph from each speech is reprinted here.

"I noticed that the normal school teachers were about the only ones, who learned anything from other people. You take the untrained teacher, and he sees fact after fact presented with little connection, but the normal trained teacher classifies them. He has receptacles in which to put each new experience, and he achieves much by this method, because of his power of classification"—Dr. Harris.

"I should like to say that there is no work, which in my judgment needs to be done more thoroughly at the present time, than the rigid training of the school teachers for the common schools in the country districts. For the country school you need not the ordinary teacher, but the best. And, believe me, though we are far away, we, too, are facing the same problem, and there is not one single year or month that goes by, in which the work that is being done in the United States is not a guide and stimulus to the teachers of the Old World."—Dr. Sadler, London.

"Let me ask you to carry away from this great school, two convictions. Believe in your capacity for work and your capacity for continued and determined successful effort, under the power of self-control. Then believe in the strength of work, with the conviction that work counts, and that there is something to be done in the world. This belief has been an inspiration to the best things, which are written in human history."—Dr. Butler.

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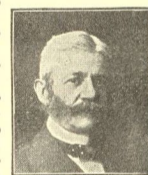
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RHETORICALS.

Rowland Robinson.

The second rhetorical was given at the Congregational Church, Monday evening, November third, and excited a lively interest in the life and work of Rowland Robinson. From Miss Norby's biographical sketch of the author, the following paragraphs are selected:

Rowland Robinson was born in Ferrisburg, Vermont, 1833. He died there in the very room in which he was born. This is in itself a distinction, for it falls to the lot of very few of our race to live a long life and yet draw the first and the last breath under the same roof. Ten families on both the paternal and maternal sides were Quakers. Mr. Robinson's father was an active worker in the anti-slavery cause and a warm friend of Garrison, May, Johnson and other prominent abolitionists. They always found a welcome in his home, which being so near to the Canadian line was a convenient station for the underground railway. He was a forcible writer and his pen was often employed in the service of the cause that was so near his heart.

Rowland's school training was one of the average school boy sixty years ago; he attended District School, taught in winter by college students and in summer by a succession of schoolmistresses, young girls who did their best to drill the unruly urchins in the rudiments of the three r's. He afterwards went to Ferrisburg Academy, but did not make the best of his opportunities there. He was, however, a persistent and omnivorous reader and read with increasing interest the books in his father's library, among which were the Waverly Novels, Lady of the Lake and Marmion. Many of these he read the second and even third time, with ever increasing delight. From his mother, he inherited an artistic temperament and thus found employment, at one time as a wood engraver in New York. Many of his drawings appeared in the popular magazines.

He married Anna Stevens, a young lady of great executive ability and much talent in the direction of both art and literature. She was his helper and inspirer; and it was through her encouragement that he wrote and illustrated "Fox Hunting in New England" for Scribner's Magazine.

In 1888, a series of sketches written for Forest and Stream was published in book form, under the title of "Uncle Lisha's Shop." Another of like character, "Sam Lovell's Camp," appeared in 1890, followed by "Danvis Folks," "Uncle Lisha's Outing," "Vermont: A Study of Independence," "In New England Fields and Woods," "A Danvis Pioneer" and one or two other books. His last story, "Sam Lovell's Boy," in which Sam teaches his son many a secret of the hunter's craft has lately been given to the public.

This list of works is a long one, indeed, when one recalls the fact, known to so few of his readers, that all these books, with the exception of "Uncle Lisha's Shop," are the work of a blind man. For in 1887, his eyes began to fail him. Gradually but steadily, the light grew dimmer and dimmer, then flickered and went out, leaving him in total darkness. He wrote by means of the grooved board, which enabled him to guide and space his lines; and his loyal wife afterwards revised the manuscript and prepared it for the press. She was

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2. Biographical
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3. Reading—The School Meeting in
District No. 13
May Kinyon.
4. Duet—"O Wert Thou in the Cauld
Blast" Mendelssohn
Dora Hanson, Bessie VanHouten.
5. Reading—Two Shots
Millie Wessberg.
6. Solo—Dear Heart Mattei
Dora Hanson.
7. Reading—Gran'ther Hill's Pa'tridge,
A story in three parts.
Part one—Lucy McGuire.
Part two—Louise Luther.
Part three—Pearl Sweet.

THE M. E. A.

Attractions for December Meeting.

President David Star Jordan will give two addresses; President James J. Hill will give one address; Senator Chauncey M. Depew has been secured for one address, and Prof. Phelps will tell how to provide for one's self after the wage earning period has been passed. Dr. Kiehle will discuss "Home Studies of University subjects."

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Venus and Mars are the morning stars for the rest of this year; Jupiter and Saturn, evening stars.

The "rushing" of students in preparatory schools by fraternities at the university has been stopped.

The National Educational Association will hold its next annual convention at Boston, July 6 to 10, 1903.

The only words in the English language that contain all the vowels in their regular order, it is said, are "abstemious" and "facetious."

Booth Tarkington, the young Indiana author, had a comical attack of stage fright recently in attempting to make his first political speech before a meeting of voters in an Indianapolis engine house.

A curious instance of the extremes in nature exists in Alaska. A glacier 40 miles long and from 500 to 1,000 feet thick lies along one side of the Stickine river, while just across from the glacier are numerous boiling springs, one of which is eighteen miles in circumference.

President Northrop in an address to the students expressed a hope that some day the University of Minnesota would be as handsomely housed as the large eastern universities. On account of the rapid growth of the University of Minnesota, the legislative appropriations for its needs have been sufficient only to keep roots over the heads of the students. But private munificence might well be applied, as it had been to some extent in the past, in adorning the solid worth of such a great institution.

The public schools of Washington, D. C., have again broken into print. A no less reputable paper than the Boston Advertiser has published articles charging those responsible for the management of affairs with conduct which, if revealed, would occasion serious scandal. Such a condition, however, is not surprising to those who remember the occasion of the removal of Superintendent Powell several years ago. Personal prejudice dominates the system, and chaos reigns in the schools.

Whatever may be said for or against the change of *The Forum*, from a monthly magazine to a quarterly review, none will fail to appreciate the inclusion in its table of contents of the educational department. Both the gentlemen who are responsible for this department are well known in educational journalism; Mr. Rice through his papers on educational topics, which have appeared at intervals in *The Forum*, and Mr. Lang through his various monographs and editorial services in the Kellogg publishing house. The papers

in this department in both the summer and autumn numbers are admirable.

No one has ever expressed a higher or a truer conception of the function of higher education than did President Roosevelt in his address at the dinner of the alumni of Harvard last June:

If a college education means anything, it means fitting a man to do better service than he could do without it. If it does not mean that, it means nothing; and if a man does not get that out of it, he gets less than nothing out of it. No man has a right to arrogate to himself one particle of superiority in consideration of his having had a college education, but he is bound, if he is in truth a man, to feel that the fact of his having had a college education imposes upon him a heavier burden of responsibility; that it makes it doubly incumbent upon him to do well and nobly in his life, private and public.

Since the last issue of the *Red Letter* went to press four well-known universities of our country have celebrated the inaugural ceremonies of their new presidents. The exercises at Clark University are noted elsewhere in this number. The other institutions referred to are the University of Kansas to the leadership of which ex-President Strong of Oregon was called; Northwestern University, whose affairs will henceforth be directed by Edmund J. James, formerly of the universities of Pennsylvania and Chicago, and Princeton who inducted her favorite son, Woodrow Wilson, into the position left vacant by the resignation of the eminent President Patton. All of these occasions were dignified by the presence of many renowned scholars and administrators. At Princeton, ex-President Grover Cleveland delivered the main address, and immediately after the services the new president of the university broke the sod for the erection of a fine new dormitory to be presented by the class of 1879. Verily, these are days of great and significant events in the field of education.

The friends of educational progress, who realize the incalculable loss suffered by the country at large, and especially by the School of Education of the University of Chicago, in the death of Colonel Parker, will receive with approval the announcement of the appointment of Professor Dewey to fill the vacancy. Professor Dewey, though enjoying a world-wide reputation, is yet a young man, and should be able in the years before him to bring the School of Education to a higher degree of efficiency than could have been hoped for under his aged and revered predecessor. The educational public may have occasion, however, to regret the appointment of Professor Dewey to the headship of this school, if it result in the closing of his Elementary School or its absorption in the larger institution. The problems which he has set himself to solve, and whose solution is being impatiently awaited by schoolmen, are such as can be best worked out in a small school, under close personal attention. It is to be hoped that this interesting little school may be preserved intact, as a sort of experimental laboratory in connection with a School of Education. It would be nothing less than a calamity, if the details of administration, or the duties incident to the training of a large body of teachers, should result in the withdrawal of Professor Dewey's attention, even temporarily, from the phase of educational philosophy to which he has already

contributed so much, but in which so much has been expected from him for the future.

As might well be expected from the character of the man, the first report of President Nicholas Murray Butler of Columbia University is suggestive and fearless. He insists that, while the university is extremely rich in buildings and lands, the present demands upon it make it imperative that land and funds be provided for further expansion. He boldly names the sum of ten million dollars as the amount by which the endowment must be increased in order that the institution may be properly housed and placed in a condition of greatest efficiency.

But the scholastic side of the report contains a more startling suggestion than the administrative side. Here we find the radical recommendation that the college course, leading to the degree of Bachelor of Arts, be shortened to two years, and that two additional years of study lead to the Master's degree. President Butler argues that such a course is rendered imperative by the long and arduous course of training required for the various professions. At present twenty-one or twenty-two years of scholastic training are required of young men, entering any of the learned professions. Mr. Butler is in favor of having every candidate for a profession spend two years in college instead of four, receive his Bachelor's degree, and then proceed to the technical or professional school. By this plan young men would be enabled to enter upon their professional careers two years earlier, and still be adequately prepared for their work. While any scheme that would bring about this result should receive an impartial consideration, it should be asked on the other hand how it would react upon the quality of college work and the value of the college degrees.

One of the most significant events of our educational history for this year, if not for this generation, was the opening, last month, of Clark College to receive its first class. The college is located at Worcester, Massachusetts, and is in close affiliation with Clark University, which enjoys a world-wide reputation through its contributions to pedagogy and genetic psychology, and through the high standard of its graduate work. The new college begins its career under most favorable circumstances, having an ample endowment, and an entering class of 80 students. That the trustees have determined to make the standard of the college comparable to that of the university is conclusively shown in their selection of a president for the institution. The man selected for this exalted position is the Honorable Carroll D. Wright, United States Commissioner of Labor, "the trusted counsellor of five presidents," and an eminent authority in economic and statistical science. With Dr. G. Stanley Hall at the head of the university and Colonel Wright at the head of the college, who would hesitate to predict for the institution a most remarkable career?

The installation ceremonies of President Wright, on October 9th, were rendered impressive by the addresses of some of America's best known statesmen and scholars. The address of Senator George F. Hoar, as president of the board of trustees, that of President Stanley Hall of the university, that of Senator Henry Cabot Lodge, representing the state of Massachusetts, and the inaugural ad-

dress of President Wright were all such as to fire the enthusiasm of their hearers with the spirit of progress, while impressing them with a sense of profound scholarship. It is not often that such an array of talent can be gotten together, much less heard, on a single occasion. The climax of the day was reached when Dr. Hall, in behalf of the board of trustees of the university, bestowed upon Senator Lodge and President Wright the degree of Doctor of Laws, these being the first Americans upon whom Clark University has bestowed that honor.

That perplexing question, as to what sort of a civilization we will develop, if women continue to encroach upon the hitherto masculine professions, and enter into competition with the supporters of families, is furnishing food for reflection in more than one sphere of life. It is a question which we like to push from us and to relegate to the distant future when it will compel solution. Some insight into at least one of the causes of the growing neglect, if not dislike, on the part of educated women for domestic life is gained from the report of Professor Mary R. Smith of Stanford University before the Lake Placid Conference on Home Economics, recently convened. Miss Smith had investigated the teaching of home economics in one hundred colleges and universities, where women are educated and her conclusion in her own words was:

In general, it may be stated that women's colleges, with a single exception, offer no courses for training in home economics, except more or less superficial ones in personal hygiene. Thus it appears that those colleges which have been supposed to 'conserve womanliness' in the highest degree provide no theoretical, much less technological, training directly preparing women for anything except professional life. Their courses are either purely cultural or prepare women for self support, chiefly by teaching.

Is it any wonder, in view of such a condition, that we have this problem on our hands? Home life is regarded by most college-trained women as teaching was regarded a generation ago,—as a condition to be escaped from as soon as possible. No profession or sphere of life can ever be regarded with respect or invite enlightened membership, unless it demand as a condition of entrance some serious conscious preparation, some considerable consumption of brain tissue. Is it not about time that the social consciousness be aroused in reference to the dangers of present conditions, and be brought to exert a much needed pressure on institutions which aspire to train the wives and mothers of the coming generation?

It appears that Professor W. O. Atwater of Wesleyan University, who for a number of years has been carrying on a long series of most careful and scientifically accurate experiments on the nutritive value of alcohol, and, who some time ago published the conclusion that, when taken in small quantities by those accustomed to its use, alcohol improves the appetite and assists in the assimilation of nitrogenous foods, is to be added to the long list of martyrs for truth-telling. All of Professor Atwater's labors and utterances have been in the interest of the cause of scientific temperance, rather than against it. But he believes that the evils of intemperance should

be taught on moral grounds, and that only harm can come to the cause through exaggeration of the evil effects of alcohol on the body. Truth can harm no person or cause, least of all the cause of temperance which can cite so many revolting examples of the effects of over-indulgence in strong drink.

But Professor Atwater, like many earlier pioneers on scientific frontiers, has fallen under suspicion of certain leaders of the church to which he belongs, who threaten to make trouble for him. He is accused of heresy and—what must be infinitely worse in his estimation—of scientific inaccuracy, though no proofs have yet been offered in support of the latter accusation. And it is safe to predict that no such proofs will ever be found. He has done all that any man can do—earnestly seek to find the truth and then fearlessly tell it. If it is heresy to tell the truth, as one discovers it, then it were time for a second Luther to arise and lead a second reformation in the church. No greater intemperance has ever been indulged in anywhere, than in the cause of so-called temperance. A recent utterance of Bishop Potter gives ample support to this statement: "You will gather from all this how superficial, how utterly inhuman, inconsiderate, and unreasonable I regard a great deal of that doubtless often well-intentioned zeal which seeks to make men and women virtuous and temperate by a law of indiscriminate repression. I do. I do. And if I am sent here of God for nothing else, I am sent here, men and brethren, to tell you that, and to entreat you to discern that most of our methods for dealing with the drink evil in our day and generation are tainted with falsehood, dishonored by essential unreality, and discredited by widespread and consistent failure."

“AN UNTHRIFTY HOUSEWIFE.”

There is perhaps just one phenomenon in the universe more ridiculous, than the attempt of a pedagogue to instruct a capitalist in the best methods of running his business, and that is the spectacle of a layman telling teachers how to run their schools. The conception in the mind of the average business man, who has not read the educational literature of our day, as to the aims and methods of education is just about as complete and illuminating as Mrs. Malaprop's knowledge of English. And yet it is the hardest thing in the world to convince these well-meaning citizens that a man, who devotes his life to a study of educational problems, should know more about their solution than they. They cannot understand why the same amount and kind of intelligence, and the same methods, which they apply to their business should not correct the ills of the schools. They are accustomed to reduce their own stock in trade to terms of dollars and cents, and they insist that school values be reduced to the same terms.

And so it comes about that every once in a while when the city school funds have run short, or when some other circumstance has brought the schools to the focus of social consciousness, some city father, who has made a signal failure in managing the affairs of the city, breaks loose with a theory for running the schools. It is generally the theory of his great grandfather, but that doesn't matter. If anything, age only makes it the more valuable, for the city father loves tradition. Was not he educated under the old regime?—and

behold what a man is he! When he left school he could at least read and write and cipher, and that, he takes delight in telling us, is more than the school boys, who enter his office, can do today! We are told that we are faddists, wasting the people's money in frills and foibles, teaching the children how to sing and draw, how to bow and shake hands, encouraging them to rave over sunsets and paintings, to talk sentimentally about birds and flowers, instead of preparing them to earn a living and be satisfied with the life their parents lead. And we poor servile creatures can only hang our heads, admit our guilt, and confess our inability to rise to an appreciation of the high ideal of education set by these tradition-loving fathers.

* * * * *

The latest outbreak of this kind comes to us in the form of an editorial in the Minneapolis Tribune of Sunday, September 28th. The writer is greatly distressed because, forsooth, the Minneapolis board of education has turned out to be an "unthrifty housewife," wasting her lord's substance in the purchase of bric-a-brac, while the hungry children are crying for bread. The picture of the agony endured by the 2,000 little children, who can go to school only half the time, because there is no money to hire more teachers, is really enough to move to tears readers less hardened to the woes of the little sufferers than teachers. This improvident housewife, it seems, could not resist the temptation to invest a portion of her allowance in some handsome bric-a-brac in the shape of a superintendent of drawing, a superintendent of music, a superintendent of manual training, and various other articles which contributed to "higher education," art, and nature study. Then, when the poor hungry babies of this cruel mother—some 2,000 of them—cry for food, she asks the man of the house for more money; he investigates, finds that terra cotta and china ornaments are not good food for toothless babies, accuses his wife of heartlessness and pride, and is seriously considering the advisability of cutting off her allowance, and taking charge of the household funds himself.

From the point of view of the irate husband we would probably have to admit that he would be justified in regulating the household expenditures himself or at least in placing the housewife under a board of control. But perhaps the question may look slightly different from the standpoint of the wife and children. In the first place, is it not likely that the housewife is a better judge of the diet suitable for her children, than the man of the house, who seldom sees them except on Sunday? She has nursed and fed them from birth. She has studied their needs and compared notes with other mothers. She has prepared their food and clothed them, when well and when ill, and it does seem as though she might know more about what is best for them than her husband. Again, for the same reasons, might she not be in somewhat more sympathetic relations with them than he; and would she not be more considerate in her expenditures than he has given her credit for. Possibly, the good woman began to realize that the lives of the children were very barren and prosaic, and felt that they would be happier with more ornaments and toys to cheer their lives, even if they had to get along with less of the old stale food. Would she or he

be the better judge as to the proper balance to be maintained between mental and physical health?

* * * * *

That, says our critic, would be all very well, if it were not for the 2,000, who have to go on half rations. The purchase of the bric-a-brac has reduced them to half fare: they can go to school only half the time. It looks bad, we confess, but let us see. Is it not possible that the kind of food, which her allowance forced her to buy was of such a quality that the children were benefited by it in an inverse ratio to the amount they consumed? There are foods of that kind. And this stale old combination of reading, writing, and arithmetic was mixed up and baked away back in the early years of the Reformation, and too much of it is likely to give little folks intellectual dyspepsia. No doubt, then, the housewife reasoned that if she spent a part of her allowance for other things the little folks—whose stomachs are tender—would be benefited because they would not be burdened by so much indigestible stuff, while all would have their lives beautified and enriched by the nice things, which she would bring them. If she only had a larger allowance, she could give them still less of the old stale food and more wholesome and palatable articles of diet, which would make the old diet both taste and digest better. What is needed is a larger allowance, not a taking away of the present one. But the man of the house cannot understand this. He sees so little of his children. Only when one is sick or when something else is wrong, does he pay much attention to them. He can not know their needs. He has forgotten the cramps and colic of his boyhood due to eating this same food, and he thinks it was rather wholesome diet; at any rate he survived it, and he doesn't see why his children can't. He didn't have any of this nonsensical bric-a-brac about his house, when he was a boy and he doesn't want to spoil his children with it now. That is, unless his wife can pinch it out of her allowance without curtailing the traditional amount of 3-r hardtack per child. He insists that the little stomachs shall be disciplined whether they get any nourishment out of the process or not.

* * * * *

Would it not be well to ask the father of this family to consider well whether the allowance he has made his wife for the bringing up of the children is adequate. How does it compare with his whiskey and tobacco bill? How does it compare with his expenditures for clubs, picnics, politics, cards and races? After all, may not the housewife be right about the value of the bric-a-brac? At any rate, hasn't she thought more about it, and may not she be the better judge? Wouldn't it be well, then, to give her the benefit of the doubt, and so increase her allowance that she may make up that deficit to the 2,000 little folks, who are on half rations, with a better quality of diet? What does a man know about housekeeping, anyway? And what does a newspaper man know about schools?

PERSONALS.

Gertrude Braman is teaching near Comstock.

Rina Finstuen has charge of a school near Ulen.

Walter Campbell has returned to the Normal.

Earl Barnard came back to Moorhead in early November.

May Kinyon was the guest of Flossy Neal in Fargo for a few days.

State Librarian Nelson visited the school on Tuesday, Oct. 28th.

Elva Duncanson has left for her future home in Centralia, Wash.

Emma Lindquist and Elba Johnson visit Fergus Falls from October 12th to 15th.

Armandine Page returned from Crookston October 13th, after a short visit at her home.

Etta Chase and Josephine Barke visited their homes in Fergus Falls from Oct. 24th to 27th.

Mr. Bushnell of Minneapolis was in town Oct. 30th, arranging for the proposed visit of the University Band.

Superintendent Elford of Perham and his assistant, Mr. Henn, were at the Normal on November first.

Florence Montein resumed her duties at the Normal on Oct. 29 after an absence of nearly two weeks due to illness.

Mr. and Mrs. Hillyer entertained the orchestra Friday, Oct. 24, and made the occasion a most delightful one for the participants.

Mary Keeny, '99, of the Fargo public schools visited her Alma Mater October 18th.

Stella Holton, Winnefred Jones and Bertha Norby entertained their Detroit friends Saturday, Oct. 18, at the Hall.

NEWS COMMENT.

Both Fargo and Moorhead are making arrangements to repave their main business streets in the spring.

* * * * *

The new addition to the main building is now fully enclosed, the windows fitted and work on the interior well under way.

* * * * *

The street car situation still looks promising, though no material operations have yet been begun in either of the two towns.

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* * * * *

The new Perley residence on Garroway street and the McCubrey residence on Eighth street are both nearing completion, and add much to the charm of their respective neighborhoods.

* * * * *

Since its defeat by Nebraska the Minnesota eleven has won two decisive victories—that over Iowa by a score of 34 to 0, and that over Grinnell by a score of 102 to 0. This is an instance of what can be done by united and strenuous effort.

* * * * *

A circus, so wonderful, that none but invited ladies had the honor of seeing it, was given by the Wheeler Hall girls Saturday evening, Nov. 1, to celebrate Halloween. The grand procession of animals, such as human eye has never seen, and beautiful chariots containing the wonders of the globe, headed by the world renowned Holton Band, paraded through the halls at 8 o'clock. One of the most dangerous animals escaped during the

parade and it was only by the great presence of mind of the noble guards that a panic was prevented.

The side-show with its strange features, and the menagerie with its wild animals, were well patronized, after which the crowd poured into the big tent to see the biggest show on earth. Among the entries were marvelous tight-rope walking by a Japanese princess, skillful juggling, and swift horse and chariot racing. Clowns and trained animals performed many difficult and heretofore unheard-of feats. The benches were well filled with the typical circus audience—the hayseed with his best girl and Uncle Reuben with his numerous children and enthusiastic wife. Peanuts, popcorn and pink lemonade were not forgotten, but were there in quantities. The small sum of ten cents was charged for admission to the beautiful concert, which followed the big show.

* * * * *

The Augustine Literary Society met on the evening of October twentieth. Members and friends of the organization thronged the music room to enjoy the first literary program prepared by either society this year. President Hill made an opening address briefly reviewing the organization and past work of the society and offering encouragement for the work of the ensuing year. Other numbers of the program were as follows:

Vocal Duet Misses Child and Jones
Piano Solo Miss Kaus
Recitation Miss Hagen
Recitation Miss Tillotson
Vocal Solo Miss Van Houten

After a five minute intermission, the chair announced the question for debate:

Resolved, That all tariff legislation be taken out of politics by placing it in the hands of a non-partisan tariff commission. Judges were chosen, by the affirmative, Miss Hagen; by the negative, Mr. Anderson; by the chair, Mr. Tungseth. Mr. Skaug and Mr. Butler urged the advantages of a special tariff commission independent of party control. Mr. Fuqua and Mr. Casey contended that to take any legislation out of the hands of the direct representatives of the people was unconstitutional in spirit. Two of the judges cast votes for the affirmative; one, for the negative.

* * * * *

The Livingston Society brought on its first program as soon after the Augustine's as events would permit. The widely advertised diversions under way at Wheeler Hall seemed to detract but little from the size of the audience or the enthusiasm with which it received the various numbers on the program. Alta Kimber, president of the society, opened the exercises of the evening by a thoughtful and sincere address. She then announced in succession the following numbers:

Music—Mandolin and Piano.....Eva Mark
Margaret McKenzie
Reading—Two of a Kind.....Addie Rice
Recitation—An Advice to Teachers.....

Mary Curran
Reading—The Country Church...Grace Adler
Vocal Solo—SelectedFlora Tripp

Debate: Resolved, That Combinations of capital should be subject to government inspection. Affirmative, O. E. Ronningen, Mary Brosted; negative, Lewis Larson, Hannah Boe. As judges, the affirmative chose Margaret McKenzie, the negative, Paul Tungreth, the chair, Stena Henderson. The decision was two for the negative, one for the affirmative.

The walls of the new addition to the main building are now entirely finished and the roof is fast nearing completion. The structure is an end addition extending directly east from the main block, and having two floors above the double basement.

The ground floor or basement is given up entirely to a great room, high-ceiled and well-lighted, with baths in connection, that will be used as a gymnasium. The second floor includes an ample library and biological rooms on the south, with an art room, a drawing room and a small lecture room on the north. A striking feature of this floor will be the main corridor that will extend nearly three hundred feet straight away through the whole block. The assembly room, with its deep, well-equipped stage, occupies the entire top floor. Around three sides of the room extends a balcony suspended on steel rods from the iron roof-girders; it is of graceful proportions and will be encased in oak. Two rows of windows, one below, the other above the balcony, let daylight into this big room. Its noble outlines are already beginning to emerge out of the rough carpentry, suggesting that the days and years of waiting for this much-needed auditorium are soon to meet with their rich reward. Altogether we shall have a building nearly three hundred feet long by eighty wide, three stories high and containing upwards of forty rooms—one of the finest school buildings in the state.

ATHLETICS.

Game with Valley City.

The Valley City Normal team came down from Grand Forks early on the morning of Monday, Oct. 20. Their fine showing against the University, as compared with our own of two weeks earlier, put them in the light of formidable opponents. In the line, at least they were fully as heavy as our own men, and they appeared to be well able to handle themselves on the field. The day was ideal, and a good crowd turned out to witness the game, which was called promptly at 2:30. Mr. Hartman for Valley City and Mr. Stanford for the normal were the officials of the game, which was divided into twenty minute halves.

The first half fully sustained the expectation that the game was to be a hard, fast battle. The ball went back and forth across the gridiron by heavy rushes or sharp runs. At first Valley City appeared to have as many chances as the Normal for scoring. At length, however, Eastlund made a brilliant run and got the ball over for a touchdown, Babst kicking the goal. Valley City again got vigorously into the game and made a splendid showing during the greater part of this half. The Normals were pushing them hard, however, making brilliant dashes on the offensive and breaking through on Valley City's formations. At the end of the half the Normals' aggressiveness had reached such a pitch that the visitors were rushed back for losses on their own plays. When the half closed, with the score 6 to 0, the crowd on the side lines had no further anxiety as to the result of the game.

But Valley City went into the last half with renewed vim, and kept up a determined defence until time was called. The Normal was now playing a faster and more open game—the best it has played this season. It started every play with a distinct formation, and made

all its gains on effective team work or long runs. Hovden, Tungseth, and Gunderson, besides Eastlund, made spectacular spurts for long distances. Six touchdowns were scored in this half, Gunderson making one, Larson two, Gullickson one and Hovden two. The final score was 38 to 0.

Babst and Larson took turns calling the signals, and each ran the team more judiciously on this occasion than in any other game of the season. Hetherington made a very satisfactory center. The best feature of the game was the feeling of mutual confidence and good-will that existed between the teams.

The Wahpeton Game.

The game with Red River Valley University occurred on Oct. 27 at Wahpeton. The day was unusually cold and rainy, but just before the game the downpour ceased and the two teams lined up at 3:30 under quite favorable conditions. But the inclement weather did not seem to dampen the enthusiasm of the supporters of the crimson; for a large crowd had collected on the grounds in anticipation of a hard game. The Normal team defended the north goal the first half, and kept the ball in the Wahpeton territory during the first twenty minutes of the game. Wahpeton gained ground slowly and laboriously by sending heavy tandems through tackles, but was repeatedly held for downs. The Normal offense was characterized by long runs around the ends followed invariably by fumbling. The first half ended with a score of 0 to 0. An unfortunate fumble during the first few minutes of the second half near the opponents' goal line resulted in a touch-down for Wahpeton. Gamble failed to kick goal. After the kick-off the Normal again got the ball and advanced it to within four feet of the opponents' goal. Here they were held for downs. Wahpeton punted out of danger, and managed to get the ball to the Normal 25 yard line. Gamble carried the ball over the goal line for the second touch-down. The game ended with a score of 10 to 0 in favor of Wahpeton.

Game with Fargo High.

After the game with Wahpeton, the team got out for practice but once before the game with Fargo high on Nov. 1. Two reasons are assigned for this fatal negligence—the wet weather and the injuries received in Monday's game. However valid either of these may have been, they do not cover the case. The actual reason is indifference—indifference on the part of the team to the serious responsibilities it carries, and on the part of the student body to the signal duty of exerting every energy to uphold the team and make it do its best.

Babst, whose injuries from the Wahpeton game had developed into something serious, was still kept at home and his absence required an unfortunate rearrangement of the team. McCubrey, half-back, took his place at quarter; Hetherington and Larson played halves, and Askegaard took center.

When the two teams lined up on the field the difference in weight was not so marked as was expected. Fargo was freer and more active in its movements. Coach Burd for Fargo and Mr. Stanford for the Normal were the officials, while the halves were thirty and twenty-five minutes.

Fargo got the ball from the kick-off and kept it during all but the closing five minutes

of the first half. Her boys played fast, steady ball, and began to make gains at once. Her chief points of attack were between tackles and ends, and through skillful interference she almost invariably swept a hole in the Normal line and got the ball through for a good gain. The Normal opposition seemed too much huddled together to make an effective resistance. About the only encouraging features in the first half, from the Normal point of view, were Eastlund's work in breaking through to stop the ball, and Gullickson's superb tackling in the back field. Throughout the game no runner succeeded in getting past him. When the Normal finally got the ball near the end of the half, it seemed to be making solid progress; but time was called too soon to make the advantage count. The half ended with the score 16 to 0 in the high school's favor.

In the second half the Normal rallied some, and fought fiercely to change the score. But the high school boys were still confident and fit. They knew so well the few plays they employed that they seldom failed to gain. However, a single touchdown was all they got in this half, and at the close of the game the Normal had the ball and was plunging up the field.

The game was a good square contest, and the score means what it says; the high school distinctly outplayed us. The only ground for regret is the fact that the team did so much less than its best, and seemed to have fallen clear back to the clumsy form of its opening game.

The girls of the institution interested in basket ball have sent in the following communication:

"This year the girls of the school do not intend to allow the boys to carry off all the honors of athletic victories. They have organized a basket ball squad and have commenced enthusiastic practice, which is to result in the selection of a team. They are convinced that they have every prospect for a winning team, and hope before long to be making arrangements for games with neighboring schools. Through the kindness of the Athletic Association they are well equipped with baskets, a ball and other necessities for practice, and they wish to thank the association for its favors, and solicit its support in their cause. They also invite the encouragement of the school at large."

This sounds like the real thing, and the Red Letter hereby puts itself emphatically on the side of the winning team. It would seem that if there was any school below the university where a successful girls' basket ball team could be maintained that school should be a normal.

CHRONICLE.

Oct. 1.—President Weld addresses classes on the value of active membership in the literary societies.

Oct. 2.—Lewis Larson elected captain of the football team on the gridiron.—Juniors complete their organization: Wayne May, president; Elizabeth Lincoln, vice-president; Julius Skaug, secretary; Margaret McKenzie, treasurer, and Mr. Ballard class counselor.

Oct. 3.—Parliamentary agitation results in new election of senior class president. Bertha French gets the office.

Oct. 4.—Augustine and Livingstone societies elect editors for the Red Letter.—

Thalia arrives.—Football squad goes to Grand Forks.—Members of Wheeler Hall give an informal party.

Oct. 6.—James Whitcomb Riley rhetorical at the Congregational church.—University club meets in Fargo.

Oct. 7.—Wayne May returns to work.—Call from the governor.—Manager Gullickson announces schedule of football games.—Faculty committee elects additional members to the Red Letter board.

Oct. 8.—Fargo High plays Fargo College. Neither scores.

Oct. 9.—Ada cancels game for Monday.—Second faculty meeting.—First meeting of the board of local editors.

Oct. 10.—Mr. Skinner and three Fergus boys pay a visit to Wheeler Hall.—Students attend Congregational social at Costain's.

Oct. 11.—A gala day for the Fergus girls.—Team sees the A. C. Hamline game.—Miss Eaton gives the girls of Wheeler Hall a hay-rack ride.

Oct. 12.—First snowfall.

Oct. 13.—Faculty entertains for University Club at Wheeler Hall. Mr. Chambers and Miss Leonard sing.—Game with Ada cancelled by Ada's action.

Oct. 14.—Test in History of Education.—First copy of "Blue and Gold" out.—Philosopher's Club meets with Mr. Mickens.—Oscar leaves the hall, and William takes charge.—Lucy Weld carries the mail.

Oct. 15.—Meeting of Athletic Board of Control; bills allowed.—President Weld talks to seniors of the advanced courses concerning theses.

Oct. 16.—Eclipse of moon from 10 to 12.—Mrs. A. L. Moody entertains at Music Hall.—Practice scrimmage with the high school.—Mr. Stanford coaches the team.

Oct. 17.—Athletic Association appoints Martin Gullickson a committee to buy basket ball outfit.—Committee appointed to entertain Valley City delegation.

Oct. 18.—Mass meeting at recess to advertise Valley City game.—Poster contest, 13 entries. Garda Carlander wins prize; Ray McCubrey and Curtis Pomeroy get honorable mention.—High school girls play Detroit at basket ball on high school grounds; they win by a score of 13 to 9. Minnesota loses to Nebraska.—Normal boys practice briskly before the game.—Valley City holds U. of N. D. to a score of 5-10. Fargo high beats Grafton 74-0.

Oct. 20.—Valley City arrives early.—Two instructors, Messrs. Hartman and Brause, arrive on later train.—Hall invites team to lunch, but the coach declines.—Game called at 2:30 by Valley City's request.—First half 6-0 in our favor; final score, 38 to 0.—Augustine Society meets.—Mr. and Mrs. F. H. Peterson receive for Presbyterian church.

Oct. 21.—Carleton wins over Fargo college 12-0.—Miss Osden's classes make extempore speeches.—Margaret Walker's parents move to Moorhead.—President Weld is ill.—Faculty of Fargo college entertains for Carleton football team.—Cynosure appears.

Oct. 22.—Junior class meets in room 36.—Committees for colors and motto appointed.—Catholic supper, our girls serve.—Mrs. Howard Moody gives a musical in Mrs. Kimball's honor.—Boys make standards for basket ball and lay out grounds on the west campus.—Literature classes not in session.

Oct. 23.—Heavy rain; consequent tardiness.—President McFarland writes letter of appreciation from Valley City.—President Weld reported better.—Pink teas by candle

light, room 17 Wheeler Hall; refrain, "Remember those jelly tarts."

Oct. 24.—General literary committee meets with Mr. Hillyer.

Oct. 25.—Moorhead High's football and basket ball teams go to Barnesville.—Extras at lunch at Wheeler Hall because of rain.—Red Letter board meets.—Football team meets to consider Wahpeton game.—Mystic meeting, room 33, sharp eight; "girls remember that peanut candy."—Radiators at the hall give the inmates a roast.

Oct. 26.—Still raining.—William has left the hall; new janitor begins.

Oct. 27.—Team at Wahpeton.—First club party at Fraternity Hall; a number of Wheeler Hall girls attend.

Oct. 28.—President Weld is with us again.—Social science class deep in political reform problems.—Gallant full-back returns with an extra in the way of a bandage.—The boys not all on duty.

Oct. 29.—Miss Mears gets a fruit shower surprise.—There are doings at the "Fergus brown stone front" (painted gray) at nine thirty.

Oct. 30.—Girls commence practice for basket ball.—Football squad poses for its picture.—Rector's Guild of St. John's church gives a supper.—Miss Parkinson goes to St. Paul.

Oct. 31.—Red Letter out at recess.—R. A. Hill goes to Crookston to electioneer.—Katherine McNeice has charge of the primary room.—Room 36 is the busiest spot in the building.—Miss Kenyon attends the Assembly.—Class picture of 1902 arrives.

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UPLIFTING THE COMMUNITY.

The following little incident actually occurred in a small town in southern Minnesota. The local minister was making strenuous efforts to arouse more enthusiasm for things divine in his congregation, and was especially desirous of interesting the young people and children in the work for the world. He tried many new devices with varying success; but one of his attempts in this line ended in an abrupt and highly spectacular fashion.

For a Sunday evening service, he had secured a stereopticon and views to illustrate the text for the lesson. The machine was of the ordinary magic lantern type, though gas was used for light, instead of kerosene. The gas for the evening was stored in an elastic bag. From this, a tube extended to the lantern, allowing a sufficient quantity of the gas to pass through in order to give the necessary light.

The machine proved a good drawing card, and a large audience collected in anticipation of something unusual. The Sunday school children occupied the front benches and were visibly elated over the prospects.

A slight difficulty arose, when the apparatus was unpacked. The bag containing the gas showed a most irrepressible and bewildering tendency to ascend. The Sunday school superintendent, a good man and one of the pillars of the church, was asked to sit on the bag during the service so that it might be kept in place. This he did, and the service began.

The minister read his text and called the attention of his auditors to the added impressions, and conceptions they would derive from the pictures. He then opened the valve and ignited the jet in the lamp. Instantly a terrific explosion occurred. The Sunday school superintendent was lifted into the air with a velocity that would have sent him to far greater heights had not the ceiling interfered with his progress. The lights were all blown out, and in the total darkness that followed, the terrified people scrambled for safety through doors and windows. They all escaped without injury, except the man on the gas bag. Even he sustained only a few slight bruises on the head, as a result of his violent contact with the ceiling.

Julius Skaug, '04.

A MORNING CONTRAST.

The dew lies thick on the grasses
And the morning air is still
When from the shadowy woodland
Pours forth a robin's trill.

At once the woods are wakened,
Every bird joins in the song;
'Till wood and meadow echo
With music sweet and strong.

The folded flowers open
Their heavy lids to see
From whence beyond the oak trees
Comes this swelling melody.

To the brown bee's little chamber
The tones now softly steal
And grumbling loud he rises
To seek his fragrant meal.

But a shadow darkens the woodland,
There's a flutter and a cry,
And, pierced by cruel talons,
A thrush is carried high.

And for me the flowers are scentless,
The bee flies to his den;
The joyous song is ended,
'Tis the same old world again.

—Ottilia Westlund, '05.

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