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## The Bulletin, volume 13, number 2, December (1917)

Minnesota. State Normal School (Moorhead, Minn.)

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# The Bulletin

STATE NORMAL SCHOOL  
MOORHEAD, MINNESOTA

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December Nineteen Seventeen



They a

# THE BULLETIN

STATE NORMAL SCHOOL, Moorhead, Minnesota

Volume 13

DECEMBER, 1917

Number 2

## ORGANIZATION OF EDUCATION IN ENGLAND

BY MISS MAUDE HAYES, Department of Reading

It is impossible to speak of any of the institutions of England without constantly referring to the arbitrary class distinction, and this is especially true of the school system. What we call the public schools, they call the board schools. They are planned almost entirely for the working classes and for the lower middle classes. The children of the upper middle classes and the nobility secure their education in quite another way. I was familiar, in a general way, with that circumstance, but had no idea of the extent to which it was carried until I saw it in operation. The children of the last-named classes usually have tutors until they are ready to go to boarding schools. These schools are all more or less bad, and all receive pupils of one class only. A girl from the upper classes could, I suppose, get into one of the lower, if she wished, but a girl from the lower classes could not enter the schools of the higher classes, unless a patron stands sponsor.

When I visited one school, the head said to me: "Miss Hayes, the students of my school are of respectable, but not of good families, and some of them may even have to earn a part of their living."

In another school at Oxford, the girls were higher grade, the parents having private means. In still another were girls preparing to enter society. The girls who enter any of these schools must have what they call an "outfit." The cost of this varies with the kind of school.

The boys of this class of society fare a little better, as men fare better than women in every way in England. The schools for the boys are of a much higher grade. The masters have a better and wider education. The boys usually go from these schools to modern universities where they receive a technical education, or they become associated with professional men and learn to do certain things, and so become assistants to these men.

Girls of the very highest middle class and the nobility very seldom go to school at all, but are tutored entirely at home, and, when they are eighteen or nineteen years of age, enter society. Boys of this class have tutors until they are ready to enter the public schools, Eton, Rugby, Harrow, Winchester or a school of equal standing—and then almost invariably enter one of the old universities. They are here prepared to live a life of leisure, or for the army, for the ministry, or for some professional work.

At Oxford there are a few women who are taking the higher courses. They are preparing to be mistresses of the best girls' schools, or, almost

invariably against the wishes of their family, they are pursuing some line of work in which they are particularly interested. Women are never considered members of the university.

As a teacher, I was more interested in the board schools. Practically all the men with whose names we are familiar are from the other schools. But occasionally a man from the board schools rises to prominence, and the notable example of that class is Lloyd George. The English say of him with great scorn, "He was a board school man."

I was very glad to have the opportunity to see the board schools very thoroughly. It came about largely thru the influence of Dr. Weld, who gave me a letter of introduction to a friend of his, who introduced me to the Normal School Inspector to the London County Council. When this gentleman learned that I was interested in the work of that class of schools, he offered to show me a type of every school in England. When an Englishman offers to do a thing for you, he does it very thoroughly. Work along mere academic lines in the board schools is entirely in the lower grades. Beginning with what would be the fourth form—the English use the word "form" where we use the word "grade"—these schools divide into trade schools, where the children of the lower working classes are taught a way to earn their bread and butter just as quickly as possible and in that way be a help to the family, and into other schools where, in addition to the regular work, they teach forms of commercial work, secretarial courses, accountancy, and so on. For these schools there is a fee.

Children of the lower classes have no way of getting into these schools. The father's wages, in many cases, do not exceed from \$5.00 to \$7.00 a week and the fee amounts to about \$15.00 a term. That is about \$45.00 a year for one child, which is an utter impossibility for a parent to meet. There are scholarships offered in these schools, and if a child is considered worthy, he may secure a scholarship and go on up. At the eighth form, the schools divide again. Fees are higher in the schools where they prepare for the regular normal college. In the schools where they prepare teachers, the fees are comparatively very high. I went to the lower schools before I went to the normal colleges, for two reasons. The normal colleges close before the other schools, and then, as the Inspector said, it is better to go through the lower schools first and see the product of the normal colleges. He promised to take me through the types of schools where I might see the product of each normal college, and then he asked me to give my opinion of which was the best. We started in a school in the East End. He informed me, well within the hearing of the children, that they were practically all the children of thieves. He said, "Look at them, and see if they are not very nice looking to be of such parentage." I found that they allow the children to play a great deal, and in that way discover what trade or method of earning their livelihood they are best fitted for. These children must learn a way to make a living, and they must learn it quickly. In regard to that class, it was no doubt a good thing. We went from there to a higher grade school. When we entered, the Inspector said, well within the hearing

of the children, "Miss Hayes, here you see a better class of children. The fathers of these children earn about 30 shillings a week." He turned to the children and asked them if this were not true, and they frankly admitted it, even with pride. Then he said, "Of course, a lot of the fathers of these children are now in the war, and the mothers receive a separation allowance." He spoke to one little fellow, who was the oldest of eleven, and his age was fourteen years. His mother received a separation allowance of about \$20.00 a week, and you can readily see what that would mean to a family which was accustomed to live on an income of \$5.00 or \$7.00 a week.

After leaving this school, I asked the Inspector to take me directly to a "pay school." We had seen the fifth form in the board school, and I wanted to see a corresponding form in a pay school. We went three or four blocks down the street. Of course, we could see a difference in the children when we entered the room; their faces were cleaner, and they wore better clothes. However, I could see no difference in the teachers or the methods they used.

You will understand that I was more particularly interested in reading, and I visited just as many reading classes as I could. The District Inspector of Reading in Southwest London had gone over the courses in reading in the different forms with me very thoroughly, so I knew something of the work, and what I should look for. In this connection, I have to admit—and I sometimes wonder what I have been doing all these years—that their reading is immeasurably better than ours. These children fairly breathe literature and history; they live it. All the children on the street, no matter how ragged, poor, and dirty they are, can tell you why people go to Saint Paul's; they can tell you where notable men are buried; where great works of art are, and so on. They can talk about those things in the most interesting way. They teach reading much more formally than we do. In order to teach reading it is necessary to have at least one year of experience in formal reading. It seemed to me that they begin their work where we leave off. They take it for granted that the child knows what he is reading about, and they teach much more of the technical side than we do. Of course, being a teacher of reading, I was asked to teach the class in reading, which I did in a number of cases, and so I knew that the lesson was not padded. We visited the sixth form in one school, and found the children reading Henry V. I did not believe it was possible that Henry V. could be successfully taught in the sixth form, and the Inspector laughed, saying, "The proof of knowing is in the doing." We visited several forms, and those children did know, and they knew well.

I tried to keep my eyes open for all phases of the work. Outside of the arbitrary class distinction, it seemed to me that the teachers were working as our teachers are. The teachers know that they must do something to get a point of contact between the social classes, that is, to get them together on points common to all classes. I was interested to find that in some localities they are allowing the children from the pay schools to play with

## A DISCOVERY AND A DISAPPOINTMENT

BY ETHEL PARSONS, '19

"Say, I bet you hain't seen that ghost down in the James house," challenged John of Dick, the new boy visiting his aunt.

Dick turned and looked squarely at John, a small boy with small dark features.

"Huh, do you think I believe in ghosts?" The tall, sandy-haired boy answered with a sneer. His liquid blue eyes looked disgust at his small companion. Sticking his hands in his pockets, and drawing himself up to his full four feet, he edged closer to John and said confidentially, "Why, at home I'm a regular hero. Why, I've caught lots of burglars—huh, ghosts is nothing to me." The last was added with contempt.

"Well, I tell you these ghosts 'round here are mighty tricky. You never see 'em at all—but you hear 'em. The fellow that lives there is a funny sort. People think he's batty, says there's ghosts there but he likes 'em. He told some fellers that they're fine company when you know them."

"Oh, yes, I kinda like them. Say, where is the house—anyway? Let's go up and see it." Dick was becoming interested. Only adventurous prom-isings could rouse him. All the way Dick talked of his adventures and bravery.

At the outskirts of the village they stopped. John pointed to the red brick house set farther back than the other houses. Because of the background of tall, dark pines the red of the brick was brighter. There was no front door except one leading into the second story, which could be reached by a wooden stair leading to it from the outside. High up and near to the stair was a long window partly hid by the branches of the one lone tree in front of the house. John and Dick walked up and leaned upon the wooden gate which creaked and swayed under their weight.

"Funny that guy don't take care of his lawn," thought Dick, noting the long, weedy grass and the untrimmed trees with their thick undergrowth.

"Well, let's go. Nothing to see here," said Dick sullenly. Then, glancing again toward the house he grabbed John by the arm, half whispering, "That him"? The face at the window could be seen only very dimly, but it aroused Dick.

On leaving, the boys walked a short way together and then as John went down a by-street, Dick went alone on his way, thinking deeply.

"Course I don't believe in ghosts, but it is a funny house. What can all those funny sounds be anyway?" Dick was in the habit of talking to himself. He had always wanted to do or discover something that would give him notice. His mother always said he let his imagination run away with him. Before he had reached his aunt's house where he was visiting for a few months, he had decided to solve this mystery.

That night he got permission from his aunt to go over to see John, but instead he hurried up the street and passed the James house several times.

It was a dark night and the forestlike growth of trees behind the house made it still darker. The wind swayed the trees with a low murmuring sound. In the one long window there was a candle burning, its light flaring up and dying down at short intervals as if some one were breathing very heavily close to it.

"It certainly is quiet around here," commented Dick in an undertone, looking around suspiciously. His own voice sounded hollow and far off. He looked again at the flickering light. A hand reached up and pinched it out. Though Dick waited a long time, nothing unusual happened and so he went home, just a little disappointed.

The next morning as soon as he met John he told him there were no ghosts in that house.

"Why, I watched it for two hours straight last night. I couldn't see nothing. Can't pull any old story off on me." He was somewhat angry.

"Well, Mr. James went away on the train yesterday. Of course the ghost wouldn't be racing around when he wasn't there," explained John.

"Why—," Dick stopped short. He wouldn't tell John. Perhaps there was something in it. What about the candle and the hand putting it out?

John looked at him curiously, then, "what?"

"Oh, nothing. Only—," and he went off on some common place theme, but all the time his mind was far away.

Nine o'clock found him again by the haunted house. He crept quietly through a hole in the fence and sat down by a large bush. For a long time he neither heard nor saw anything that he would call "spooky." He heard a door slam with a muffled sound. Again the light in the window was pinched out by the hand. Tonight he was closer and he thought the hand looked slim and bony. Just as he was about to go he heard a creaking sound. Some one was coming out of the door at the top of the stair! It was a white figure, too! For a full five minutes it stood very still—then turned and walked slowly into the house.

The one thing that puzzled Dick was that Mr. James was gone and yet someone was in his house. It was certain that no one else lived in the house, John had told him.

Dick's visits became almost nightly. Often he would ask the other boys to go with him. They did not know that he went at other times and thought it was only natural for him to want to watch for the ghosts.

But Dick no longer watched for ghosts. He felt sure that a man—a mysterious man—lived there and he determined to find out what the man was doing. The next night he would find out. He must not let the other boys learn of his suspicions. He alone would have the glory of solving the mystery of the James house. How proud his mother and aunt would be of him! How envious the other boys!

When evening came the boys were going skating.

# EDITORIAL

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Pres. Weld, Dr. Durboraw, Miss Edna Benson, Mr. Frederick

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## OUR PURPOSE

For those who wonder why The Bulletin was reorganized in this new way, it might be well to state that it was not the intention of the editors to give a few people an opportunity to do a great deal of writing. The chief purpose was to give all a chance to express themselves in a way that would seem fit for publication. The present staff organization is for the purpose of centralizing the work and bringing the efforts of the student body to an efficient system. With this in view, let us all pull together in an effort to make the new Bulletin a success.

## NORMAL SCHOOL DURING WAR TIME

The atmosphere which prevails around old M. N. S. during this time of uncertainty is one of earnest work and hopeful waiting. But thru all the daily routine of school work there remains time to think of and work for those who are doing a different task in the great work of today. Let us not forget that we are doing a work here now that will show much more in the coming years than it is evident now.

A Red Cross Society has been organized among the students of the school. The officers are president, Flora Lewis; secretary, Marion Marshall; treasurer, Alice Bondy. The girls have taken much interest in this society as can be seen by the knitting and sewing that have been going on.

The Chapel and chorus periods on Wednesday, Nov. 21, were given over to the Y. W. C. A., for the Student Friendship Fund campaign. The services were very impressive. Miss Thornton acted as chairman; Miss Marie Ross explained what the campaign was for, and Mrs. Nye and Miss Hayes gave interesting talks on the war work. Mrs. Nye talked on "The Military Necessity of Keeping up the Morale," and Miss Hayes on the work she had seen and helped with in the Y. M. C. A. huts. President Weld made the appeal to the students. The response was generous and over \$600 was pledged for the war work.



## THE WOMEN'S LEAGUE

The Women's League is an organization of the State Normal School consisting of three branches: The Student Government Associations of the two Halls, The Neighborhood Association, and The Resident Association. Through the union of these various associations in The Women's League, a greater spirit of co-operation, loyalty, and comradeship can be maintained and released for worthy ends.

The Women's League is organized, therefore, with the two-fold purpose of enlarging the knowledge concerning the individual woman and her needs, and of broadening and deepening her knowledge of her environment.

The nature of the programs during the fall term was in keeping with the purpose. The first meeting was held Sept. 21; the leader was Miss Thornton, and the topic, "Our Relationships."

Various and many were the other lectures given. Miss Coffland gave a talk on "Health." Miss Deans told us "How to Live on Twenty-four Hours a Day;" Miss Metcalf talked on "Business Sense, or Budgets and Expense Accounts." An illustrated lecture on "Dress" was given by Mrs. M. B. Rindlaub of Fargo. Mrs. H. L. Bolley, also of Fargo, lectured on "The Business of Being a Woman;" Miss Leonard talked about the "Two Level Campus;" and Miss Hayes on, "The Art of Living, or The Mobilization of Personal Resources."

The program for the winter term has not been made out as yet, but we know the officers will have to work hard to have as interesting a program as they had for the fall term.

The officers are: president, Stella Kenney; vice president, Lois Zickefoose; Secretary and Treasurer, Gladys Barke; and the faculty committee, Miss Thornton, Miss Metcalf, Miss Coffland.

### THE INTER-URBAN FAIR

On Saturday evening, November the tenth, occurred "The Inter-Urban Fair," a most enjoyable all-student-faculty party. The party was held



delphia, Salem, and West Point, were each represented by one member of the faculty in costume depicting some industry or event of the city. Fargo also was very well portrayed. Our dear "Normal Cradle," the Garrick, and Pirie's were very much in evidence during this part of the performance. Because of the throngs of people going to and coming from the two most popular places, namely, the Garrick and Pirie's, traffic-cop Martin was kept awake at his post, picking up the injured of the ever crowded "cradle," arresting such careless drivers as Banta and Meyer, making a path through the crowd to permit the Cradle to rock peacefully to its destination, and keeping peace in general.

in the gymnasium which was decorated for the occasion.

The first part of the evening was devoted to stunts given by the students and members of the faculty. The stunts given were as follows:

"New York," which was represented by a shipload of immigrants coming into N. Y. harbor.

"Detroit," the well known "Ford" city, was aptly represented.

The "Board-walk" of Atlantic City was represented by a number of girls and children in costumes suitable to the beach in summer time.

The next stunt was one of the very successful ones. The name of this stunt was "The Pathetic Weekly." Different cities such as Boston, Phila-



Other stunts that were given and that also deserve special mention were: San Francisco, Honolulu, Minneapolis, and Chicago.



LIEUT. HOLGAR C. LANGMACK. The Danish Army

### NEW MEMBERS OF OUR FACULTY

In the department of Physical Education Lieut. Langmack comes this year as a member of the faculty to take the place left vacant by Mr. Rusness's leaving. In addition to his training in the Military Academy of Denmark, Lieut. Langmack has had four years of successful experience in the schools of Minnesota. He has entered upon his work enthusiastically and his work has progressed rapidly among the students of the normal department and of the model school. His spirit has pervaded the classes and the effects of his work are visible thruout the school. The work among the boys of the school has aroused much interest and appears to be progressing finely.



MISS RYAN

Miss Eunice Ryan comes as an addition to the department of Home Economics. She is a graduate of Wisconsin University and has had additional work at Teachers' College, Columbia University. She has for two years been head of the domestic science department at Devils Lake. Harley E. Mitchell, who for the past year has been taking graduate work in Columbia University towards the degree of doctor of philosophy, is a new teacher in the department of education. He holds two degrees from the State University of Iowa. John T. Frederick is the new head of the Department of English. Mr. Frederick's collegiate training was secured in the University of Iowa. He has for some time been editor of *The Midland*, a literary magazine of the middle west, taking high rank among similar publications of the United States.



MR. MITCHELL



MR. FREDERICK

### THE OWL GET-TOGETHER

On the evening of November 12th, the Owls, past and present, met at the home of Prof. Eck on Tenth Street south, where they enjoyed a very delightful dinner furnished by Mrs. Eck and Mrs. Martin. After the dinner they adjourned to the Normal School where an initiation was held at which two new members were taken in. First they were taken over to the halls where they amused the inmates by song and dance. Later they were taken to the secret chamber where they were acquainted with the mysteries and traditions of the Order. Philip Monson was to have been taken in at this time, but on account of his leaving for Chicago his initiation was held Nov. 9th. The initiates for Monday were Charles Lein and Terry Sharpe. There were twenty-one present.

### THE NEW LITERARY SOCIETY

During the early weeks of the present school year a plan was initiated for the formation of a literary society in the school. After the plan had been carefully considered by a committee of the faculty, it was presented in a meeting of those students for whom the society was primarily intended. The suggestion was enthusiastically received; and a committee was chosen to outline a definite plan of organization. This committee consisted of Lillian Chandler, Florence McDowell, and Lillian Harker, who in consultation with a committee of the faculty, drew up a constitution which was submitted at a subsequent meeting and un-animously adopted. The constitution provides for the usual officers, who are to serve for a term of nine weeks. Membership is limited to young women of the school below the rank of Junior; and the maximum active membership is placed at fifty, which number has already been reached. The society chose to be known as the Maria Sanford Literary Society. It meets on Friday evening of each week for an hour's program. The present officers are: President, Lillian Harker; vice-president, Lillian Chandler; secretary, Emma Feda; treasurer, Miss Terry.

### SNOW WHITE

On Thursday evening, December 6th, the operetta "Snow White" was presented in the auditorium under the direction of Mr. Powers. The dramatization was under the direction of Miss Hayes, while Miss Coffland directed the dances. At the first part of the program a chorus of women's voices sang "Fleecy Clouds" and "Ave Maria," which made a delightful introduction to the main part of the entertainment. Each of the scenes was introduced with a reading by Elsie Young. The fine rendering of the story in this manner added greatly to its interest. The part of "Little Snow White" was daintily taken by Florence Quick, while the character of the queen was well represented by Florence Chilson. Lucile Cram sang the soprano solos of "Snow White," and Virginia Gage took the solo parts of the queen. One of the most appreciated parts was the fine duet in the wicked queen scene. Much praise is due to Mr. Powers for the preparation of this fine production, and also to Miss Hayes and Miss Coffland.



tor's thesis in International Law at the law school in Columbia University. In 1915 he graduated from the Texas University where he received a scholarship for graduate study.

Marie Lovness, class 1910, is an instructor in the department of Rural Education, Teachers' College, Columbia University. The following item appears in the last number of the Teachers' College Record: "Miss Lovness, instructor in this department (Rural Education), was engaged during June in teaching a model country school at Hagerstown, Md., with forty city children with whom to demonstrate to a large class of teachers. She rendered similar service at Ocean City in the latter part of August."

Frank E. Weld, class of 1917, is attending the Agricultural College, N. D. The following item appeared in the Courier News: "Initiation ceremonies were held at the Alpha Kappa Phi fraternity house, when four 'rookies' became full-fledged 'A. K. P.'s." Frank Weld was one of the new members. He is a sophomore in the general science course.

Many of the graduates of 1917 are teaching in the Duluth Schools. Among these are Florence and Ruth Compton, Jennie Anderson, Janet Johnson, Hazel Palmer, and Ruth Martz.

Miss Sanders visited the schools in Alexandria on Nov. 10. Here she observed the work being done by Alice Anderson, Helen Frankoviz, Olive Collins, and Emma Rodberg.

Miss Sanders said that Alexandria had a new high school building; that the schools were equipped with up-to-date text-books, and that the teachers had a reasonable number of children in each room. The superintendent of schools spoke highly of the graduates of the Moorhead Normal School.

On Nov. 11, she also visited Genora Thompson, Rosalind Dye, Ann Brown, May Tweeton, Hulda Langvick, Marie Sannes, Irene Custer, and Miss Powell of the Fergus Falls schools. Superintendent Norby spoke favorably of their work.

Frances Frazier, 1917, was married Wednesday, November 10th, to Lieutenant George Comstock of this city at Fingal, North Dakota. They are making their home in Fargo.

The following appeared in the Courier-News: "Moorhead Normal basketball team played its first game of the season yesterday, being defeated by the alumni five, 26 to 14. Monk, Sharpe, Ryan, Berrigan, and Austin played on the Normal five, while the Carlander brothers, Iverson and Reed represented the former players. The game was played in the school gymnasium."

Frances Burgum, 1917, is teaching at Winkelham, Arizona. Her sister, Elizabeth, who was graduated at the end of the summer session, is teaching the lower grades in the Salt River Agency School, near Phoenix, Arizona. In November Miss Deans received a letter from them in which they told about picking roses and enjoying warm weather.



Perfect Stranger: Do you support your school paper?

Student: No, sir; it has a staff.

THE FIVE MINUTE INTERVAL.

Who ever has thot how much could be done,  
How much can be written, how many stairs run,  
What notes can be taken for Theo. of Ed. I,

In an hour, ah no, in five minutes.

Oh the lessons which have in that time been prepared,

Oh the notes that then are so quickly compared

And the answers all white hot and readily shared

In an hour, ah no, in five minutes.

The hurrying steps from one class to the next,

The frantic search in McMurry's red text,  
The mental gymnastics in solving for X,

In an hour, ah no, in five minutes.

When fifty long minutes have slipped to their close,

There still remain five for pushing our nose

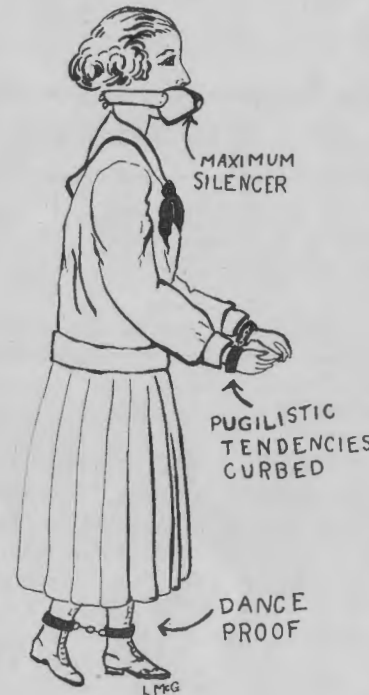
Through fifteen long pages of intricate prose—

Those short, but blessed five minutes.

—J. I. B.

Student: Is my James Psychology here?

Librarian: You'll find James among the Angells.



LATEST APPLIANCES FOR GIRLS THAT STAY AT NOONS

In Literature class: George Eliot died 50 years ago, leaving a wife and four children.



It is easy enough to be pleasant  
When nothing at all runs amiss,  
But the man worth while  
Is the man who can smile  
When he reads a bum verse like  
this.

After this the editors request that  
the jokes all be written on tissue pa-  
per so we can see through them.  
Staff.

Heard in Geography class:  
A kaiser is a small stream of wa-  
ter springing up and disturbing the  
earth.

What the Bulletin Staff knows:  
That although we can't always  
laugh at the jokes of the age found  
in the Bulletin box, we can generally  
laugh at the age of the jokes.

Lucile at Operetta: "The sun is  
setting on the bottom of page 36."

### OF LOCAL INTEREST

The Witches entertained their  
rushees at Comstock Hall, Sunday  
afternoon, Nov. 25th.

Lottie Sanner who has attended the  
Normal School before, returned Mon-  
day, Nov. 26, to resume her course  
of study during the winter and spring  
terms.

On Saturday evening, Nov. 10th,  
Philip Monson left to take up work  
in the quartermaster's department at  
Northwestern University. Formerly  
he was a member of Battery F and  
a student of this school. Mr. Monson  
is a conscientious worker and a very  
good student. Judging from his past  
work Mr. Monson will be a very  
great success in this department.  
The school wishes him the best suc-  
cess.

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HAS IT

The "A's" in Wheeler and Com-  
stock Halls presented the first stunt  
at house meeting, Oct. 30. It con-  
sisted of a mock wedding. The  
charming bride was becomingly at-  
tired in a white gown; her flowing  
veil was an exquisite, discarded lace  
curtain. She carried a beautiful brid-  
dal bouquet of dainty green cab-  
bage. The lucky groom was dressed  
in conventional black.

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The "B's" of Comstock Hall presented their stunt Nov. 13, representing the Dilworth Symphony Orchestra. The members were attired in many elaborate costumes. The instruments consisted of a coffee pot for a drum and a violin.

The musical numbers rendered were of the most classical kind and all those present went away with the feeling that they had heard their money's worth.

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