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Moorhead Normal School

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The Normal Red Letter

VOLUME V.

State Normal School, Moorhead, Minnesota, November, 1903.

No. 2.

THE TEACHING OF PENMANSHIP IN MINNESOTA SCHOOLS.

A circular was recently issued from the office of the normal school at Moorhead, making certain inquiries relative to the teaching of penmanship in the public schools of Minnesota. The circular contained the following statements and inquiries: "The following systems of penmanship are taught in the public schools of Minnesota: Slant, medial, vertical. In some schools one system is taught, in others two systems are offered, and in others we find the three systems. This very important subject, as it is presented to the children in the public schools of the state, today, seems to be in a chaotic condition. There is general complaint from the business men, and other patrons of the public schools that the schools are not doing what the general public has a right to demand of them in teaching penmanship. What is the matter? Who is at fault? What can be done to remedy the situation? Is it not possible for the educational forces of the state to adhere to one system of penmanship, and thus establish a uniform effort?"

The circular was addressed to representative business houses, professional men, and public school men. The following replies offer a fair estimate of public opinion concerning the subject in hand:

GEORGE B. AITON, INSPECTOR OF HIGH SCHOOLS.

In reply to your timely inquiry I would say:

1. Results are better than they were ten years ago.
2. Poor results are due in part, of course, to inefficient instruction. We still find school rooms in which f's are formed with the loops on the wrong side of the stem, etc., but on the whole, the writing exercise is more skillfully conducted.
3. Some confusion results, no doubt, from changes of systems, but I believe that a mixing of systems is not the fundamental or even a serious evil.
4. A vertical system tends toward back-

hand. The old Spencerian slant falls forward and goes to pieces. It may be that a semi-vertical system will safeguard against these extremes.

5. The evil, the fundamental evil, of these latter days is the prevalent custom of calling for reams of written work. The hasty writing required in the preparation of daily work from the second grade up neutralizes the most careful instruction that can be given.

6. Less reliance on copy books and systems, careful attention to details, a reduction of written work and note books in both grade and high school to one-tenth of the present volume, and neatness at all times, would soon bring satisfactory results.

MERCHANTS NATIONAL BANK, ST. PAUL.

We think the slant method gives better results. The vertical is too slow, and is apt to take away individuality. We notice that many of the high school graduates who apply for positions with us, do not, as a rule, write even a fair hand. We do not know the reason, nor how they have been taught, but such has been our observation. It seems to us that some sort of uniform method would be desirable.

SUPT. C. R. FRAZIER, WINONA.

Penmanship in the public schools is in a chaotic condition, but in my opinion the objection that is made to vertical writing by business men and others is not a fair criterion by which to judge the question for I know that upon presenting the question fairly to business men it is found that a great many business men prefer vertical writing. These are not apt to speak out or go into print upon the subject, but those who are opposed to vertical writing, as taught in the schools, are most apt to be heard. It would seem to me that the fact that many business men who have large business interests and who employ many helpers decidedly prefer vertical writing, because of its legibility, is reason enough why vertical penmanship should not be given up,

until a thorough investigation has been made. Such an investigation would need to take into account opinions pro and con upon the question of writing. I am of the opinion that much of the opposition to vertical writing arises through prejudice, on the part of those who have themselves been taught the slant writing. Certainly from the standpoint of average, the work of children in the public schools is much better, where the vertical system is used than where the old slant is used. As to the modified slant, it is still a question in my mind whether or not it is more desirable than the vertical. It must of course be remembered that publishing houses with systems of writing books to be sold are naturally interested in the agitation of this question, and we need to make sure that whatever discontent there is is due to the real demand of the situation in the business world rather than the interests of publishing houses with copy books for sale. I am still a believer in the vertical system of writing, and, in my opinion, no system of writing can be adopted in the state upon which school men can agree, unless it be a vertical system or a slight modification of the vertical. However, I am open to conviction, and should results in any school using the modified slant convince me of its superiority I shall be ready and willing to fall in line for that kind of system.

You ask what can be done to remedy the situation. Would it not be practicable to have a committee representing the State Association make a careful and impartial investigation of this subject, their report to be subject for consideration at a later meeting? I do not think it would be wise for the school men to get together and try to agree upon a uniform plan without taking testimony from the business world.

THOMAS F. QUIMBY, M. D., MEMBER OF BOARD OF EDUCATION, MINNEAPOLIS.

In answer to your letter, permit me to say that I am now, and always have been, opposed to the so-called vertical writing. It is slow; the drawing feature is too strongly impressed; position unnatural; it degenerates into a back-hand system; is not permanent and destroys all individuality of the child's writing. It will make forgery much easier, and, to my mind it is altogether unsatisfactory. I opposed its introduction by our board of education un-

til outvoted and overwhelmed. I am, and always have been strongly in favor of the slant system of our fathers. Although, perhaps, not as plain, yet it is more rapid and, I believe, on the whole, satisfactory. There are too many systems and not adequate instruction in any one system. Educators are at fault. Let the business men keep up the crusade and demand a decent system and instruction in it, and spelling.

SUPT. C. F. W. CARLSON, ALEXANDRIA.

I believe that there are some just grounds for complaint against the penmanship of our public school products, and that there is more complaint than there is cause for. I also believe these grounds for complaint may be removed quite as effectively by demanding penmanship results in all work, in all grades, at all times, as by changing from system to system.

I think that the vertical system is the most practicable. It is simple and it demands a fullness of letters, which creates a widespread legibility. Hand writing will become individual despite system. A compromise system will in most instances result from natural means; and the adoption of such a system as a basis will tend to prevent the emphasizing of some of the essential guides to legibility, which are so well brought out by the vertical system.

E. E. ADAMS, PUBLISHER OF NEWSPAPER, FERGUS FALLS.

In my opinion, the dearth of good penmen is due to the fact that the importance of writing well is not properly impressed upon the children, while in school. This is the fault of both teachers and parents. The pupil does not realize the necessity of writing well, until he has finished school, and applies for work. When he is refused a position, because his penmanship is poor it is a revelation to him and an awakening, and he goes to some commercial school to learn to write. When a young man applies for work in a bank, a mill, an office or newspaper, the first thing that the employer asks is to see his penmanship. If it is bad, he is not wanted. Any system well done is good. A pupil cannot write well and hurry. In doing their lessons in penmanship, they take time and care, and the work is well done, but when it comes to doing other lessons in

which penmanship figures, they hurry and are careless, and the result is poor writing and untidy work which will not do, when the young man secures employment. Teachers should insist on having all written work done in a neat and tidy manner, and pupils should be allowed time to do the work properly.

Sloppy and careless writing and figures should not be permitted, and the work should be done over, until it is done to the best of the pupils' ability. Parents should watch the work of their children and lend their influence and persuasive powers in making them do better. Too many parents are carried away with the spectacular—that which fills the public eye, but which possesses no substance. If a child speaks a piece well or debates well, wins glory as a center rush, the admiring parents and some educators, are too prone to overlook such seemingly unimportant things as writing, spelling, and arithmetic which the young man finds are the really important things, when he goes out to battle for bread and butter.

W. C. MASTERMAN, EDITOR, STILLWATER GAZETTE.

While I am not fast bound to any particular system of penmanship, I am, and have been for some time past, convinced that to remedy the present situation regarding the teaching of penmanship, some system of hand writing should be adopted, and insisted upon in all of our schools throughout the state. My own preference is the Spencerian, as we used to call it, the slant, I believe, it is now termed. My reason for the preference is that it permits of the so-called wrist movement, and allows the hand, while at work to lie in the most easy and natural position. Once acquired, no amount of devotion to work will tire one. I do not lose sight of the many points of excellence claimed for the other system, indeed some of the most beautiful hand writing I ever saw was "back hand," but it was very slow and very laborious. The present condition of hand writing in this state, in my judgment, is due to the absence of a uniform method. The fault lies at the fountain head, or heads of the public schools of the state, and the one word, system, indicates the remedy.

SUPT. W. F. F. SELLECK, PRINCETON.

I have your letter relative to writing in the schools, and I have no hesitancy in expressing

my views very emphatically as to the system that has in my schools for the past ten years proven superior to any other I have ever used, and I have tried the slant, vertical and semi-vertical. I believe in one distinct thing and that is the vertical and round style.

My reasons are that experience has taught me that it is easily made, clearly read and that it is rapid. If you will notice the reports of tests of schools of the country, published by Heath, you will see that the Austin schools stood high in speed and legibility. A medial style degenerates rapidly into no style. Likewise a style that is not upright and round does the same thing. Any system of writing must have a good teacher who gives attention to the written work of her class. Too often the writing class is left to shift for itself, and is allowed to write as it pleases. Much writing on the blackboard by the children of the lower grades will aid materially in getting ease and right style of motion in writing. I insist that there is nothing in the purely vertical style that hinders it from being written rapidly, and legibly, and the ease with which it is read likewise commends it to educators. It would take a good deal of persuasion for me to unite on a slant or even a medial style.

MANNHEIMER BROTHERS, ST. PAUL.

Replying to your letter of Oct. 23d permit us to state our views on the subject. In order to turn out better penmen our teachers must become better writers. Only one system of penmanship should be taught in our schools, and that thoroughly. We consider the Spencerian style of penmanship the best for all purposes, because it is the neatest style of writing. We also believe that the changing to the vertical style of writing has spoiled the handwriting of most of our school children. More attention should be paid to the making of good figures, as this seems to be the weakest point of most young men who enter business life.

SUPT. ANDREW NELSON, AUSTIN.

In my judgment the fault does not lie with any one system, but rather with the slipshod, go-as-you-please manner in which all systems are taught at the present time. It is no doubt true that the vertical system is a good deal easier to acquire than the complicated slant system. As a result of this fact, however, many teachers almost assume that the vertical

system is so easy that it teaches itself. Very little, if any attempt, is made by the teacher to correct the cramping of the fingers or any other mistake of position. Here, in my judgment, is to be found the greatest fault with the present system (the vertical); and yet it is a fault not inherent in the system, but rather incidental to its teaching. Personally, I should like to see penmanship emphasized more, and taught more intelligently than is now the case. We should then have fewer pupils and graduates signing their names in the manner of bank presidents before they can qualify as messenger boys. As to system, I favor the vertical or a moderate slant. The complicated Spencerian system is a thing of the past. Moreover, some system should be adopted as the standard for the whole state, if possible.

A. W. RANKIN, INSPECTOR OF GRADED SCHOOLS.

The trouble is that people expect too much of the schools, that is, business men do. The muscles of the child are not sufficiently developed to give good results in rapid writing without too great sacrifice of the health and time of the child. A pupil should be at least fifteen years old before he undertakes what is now called good writing among business men. I think, too, that business men, being trained in the old slant style, are unduly exercised at the sight of vertical penmanship. It is more legible, more compact, and just as rapidly written as the old slant. In my opinion it is more beautiful and sensible. The vertical is much more easily written by a child, and much more easily learned by him. Of this there is not the slightest doubt. As you know, I was at the head of schools under the reign of the old slant, and my experience proves to me that it simply cannot be successfully taught to children. When I began my work of inspection, the old slant was just going out, and the writing was horrible until it went out. Then in four schools out of five the writing was legible and good. Since a slight reaction toward the vertical has set in, I find no exception to the rule that penmanship is spoiled by an abandonment of the vertical, and the taking up of the slant. To put it briefly, the business man expects what the school cannot do, and that which it is not best the schools should attempt. The slant cannot be taught in the grades, and the vertical can. In my opinion

the vertical is better in respect to legibility, rapidity and general utility.

DONALDSON & CO., DEPARTMENT STORE, MINNEAPOLIS.

Answering your inquiry regarding penmanship would state that in our opinion it matters little what system is taught, if pupils were only required to practice more. Only by long, painstaking and persistent practice can good results be obtained. Pupils nowadays are taught the rudiments, and then allowed to drop practice, so that the importance of good penmanship is not realized until a miserable scrawl becomes the confirmed habit which it is impossible to break. An hour a day of practice during the entire period of obtaining an education at the schools is not too much, if the art of writing is to be preserved.

K. W. BUELL, COUNTY SUPT., FILLMORE COUNTY.

It is a lamentable fact that the writing as taught in the schools of Minnesota is in a chaotic condition, and I have for a long time wished that some effort would be put forth to establish something like uniformity in the methods used. Three systems can not be taught in the same school, the same county or the same state without chaotic results. The three systems may be stated as follows: Forward, slant, vertical and backhand. The vertical almost invariably runs into the backhand as soon as the pupil or teacher undertakes to do rapid work, so that the subject may be divided into two methods, the forward, slant and the vertical or backward slant.

In some of the graded schools of this county, teachers write and teach writing (more by example than any other way) in all of the three forms. I have observed that most of our primary teachers are back hand writers. This is especially true, if they come from the normal schools. I have observed in one graded school that the first primary teacher placed her work on the board in a good round forward slant hand; the second primary teacher, in a good round backward slant hand. The next teacher wrote, or rather drew her work on the board in almost perfect vertical forms. This intermixture of methods is found throughout the entire school, and the results are simply chaotic. This school will serve as an example of what prevails generally. Let

us go back fifteen years and we find the Spencerian system with all its imitations and modifications still prevailing and taught in all our schools. It had been the system of penmanship throughout the entire country since Prof. P. R. Spencer taught it in Ohio over 60 years ago. No other system can ever hope to prevail so long as this one has. As enduring as this system seemed to be, the busy world demanded something more simple and easily acquired. It has been well demonstrated that the Spencerian system is too complex, too angular and not as legible, perhaps, as writing could be made. The normal schools took the lead in this state in introducing the so-called vertical writing, and, while they have clung to the change all these years, the business colleges and the business world have strictly adhered to the slant forms. This incongruous state of affairs prevails everywhere today, and if any one can bring about something like harmony of methods in the teaching of penmanship in this state, one very important educational problem will be solved. This conflict of methods has brought about the deluge that exists today. The good that will come out of this deluge will be the doing away with the old complex, angular systems, and the establishing of a business system of penmanship, which will represent neither extreme now in use, but a natural hand, simple in its forms, and one in which the most approved movement exercises can be applied. This system, when it is found, can not be a vertical script, because writing must be a free muscular movement exercise, and movement produces slant, if not forward it must be backward. To try to produce vertical forms under free hand movement is as difficult as to produce the old slant of 52 degrees or for a horse to trot up and down. This natural method may be called "medial," "intermediate" or "semi-vertical." It must be simple in forms. The forms must be such as can be made with the natural movement exercises. I would recommend that the normal schools take the lead in this matter. That they together with the state department inaugurate a movement to establish some uniformity in the methods of teaching penmanship in our schools. Let it be thoroughly understood that the angular backhand is as bad as the angular forward hand, and from an economical reason, if from no other, let some uniform system prevail.

JOHN W. THOMAS & CO., DRY GOODS HOUSE,
MINNEAPOLIS.

We have carefully read your circular letter of Oct. 23rd in regard to penmanship. We agree with you that there is plenty of room for improvement in this branch of instruction. This matter of the different systems has been considered by men who have studied penmanship from a scientific standpoint, and we hardly feel qualified to discuss the question. However, we are perfectly willing to give our own opinion. Our observation is, that vertical handwriting is the easiest read, but we question whether it can be as rapidly executed as the slant writing. We would suggest a round, open hand; we would not object to a slight or medium slant. We would avoid the excessive slant and the close written hand, and would omit all unnecessary flourishes.

SUPT. J. A. CRANSTON, ST. CLOUD.

In my judgment the vertical system is doomed. I have worked faithfully and long to secure good results, and while I have been successful in getting legible writing, I have failed to secure anything like a free, easy movement. I believe it is only a question of time, when we shall be obliged to return to at least a medium slant in order to secure a free movement, and meet the demands of patrons and business men. I don't believe it is possible, at present, to get the educational forces of this state to adhere to one system.

J. W. MASON, ATTORNEY GREAT NORTHERN
RAILWAY CO., FERGUS FALLS.

I am in favor of the "slant" system of penmanship, because it is better adapted to general business purposes, and particularly book-keeping. I know a high school graduate who was refused a position in a bank, because of his "vertical" penmanship. The vertical system occupies more space, and seems like an affectation. I do not consider it any more legible than the slant system if the same amount of care is used in each kind of writing. With the advent, and almost universal use of the typewriter, penmanship is becoming neglected, and, perhaps, of less importance, but in book-keeping and records nothing has been found to take its place.

SUPT. A. J. SMITH, ST. PAUL.

I sympathize with the feeling which prompts the inquiries that you make, and can

find much justification for the complaint of business men and patrons of our public schools respecting the matter of penmanship. I am unable to answer the questions that you ask, and wish light upon the subject quite as earnestly as you do yourself. I do not believe that it is possible for the educational forces of the state to teach or adhere to one system of penmanship. I find here in our own schools a great difference of opinion among the teachers as to what system of penmanship is best, and what is found in St. Paul would probably be true of the entire state of Minnesota. Personally, I believe that it was unfortunate that the question of a change in the style and form of penmanship was ever raised. We were doing very well under the old system and certainly there has been infinitely more complaint since the adoption of the new. The principal objection to the medial or vertical system is, probably, that the letters are deformed and unattractive in appearance. There is not that grace of movement or beauty of form that there was in the old system, and the adoption of the new system seems to have led to an utter abandonment of all attention to movement and pen-holding and such practice as rendered penmanship easy and beautiful. However, I do not offer this as conclusive, and have no suggestion to make that will probably be of much advantage to you in this matter. It seems that it is one of the questions that must right itself, and, it will probably take time to do so.

SUPT. A. J. JONES, REDWOOD FALLS.

The trouble with our writing, in my opinion, is that we do not make it a business. We are not enough in earnest, but contented to let it slide along anyhow. There are several reasons back of this. One is the lack of stability in our system of writing. Teachers go out to teach and in one school they may learn slant, in another vertical, etc., etc. The system in any school may be changed frequently. Another reason for this apathy is that very few know how to teach writing. The first can be overcome only by a united effort on our part to secure some uniform system. The second can be remedied in part by proper instruction in our normal schools by an expert teacher of penmanship,—not merely a good penman, but a teacher of it. To reach the older teachers instruction should be given in the summer

schools. We should make a fair degree of penmanship a part of our school requirements as well as reading, spelling, etc. I believe that vertical writing is for most people entirely incompatible with an easy, flowing, rapid hand. I believe that it is physically impossible for the majority of persons, if not for all, to write a vertical hand, and use the arm movement, in fact, use anything else than the finger movement, unless the whole arm is free. I also, believe that it is equally nonsensical to suppose that any two persons will write with the same degree of slant. The time is ripe for a revival in writing. Our business men demand better writers, and they must have them, as well as better readers and spellers. There is not sufficient attention given to the subject, and superintendents and school boards are at fault.

FIRST NATIONAL BANK, MINNEAPOLIS.

We feel there is a crying necessity for improvement in our public schools in the matter of penmanship. We should be perfectly satisfied to have the old system, commonly called the slant or Spencerian system, thoroughly taught.

J. A. MARTIN, CHAIRMAN STATE BOARD OF CONTROL, ST. PAUL.

Permit me to sincerely thank you for the interest you take in this subject. From the first paragraph of your letter, I assume it is admitted by you, and I hope by all who are interested, that there is no doubt as to the subject being in a "chaotic condition." However, I am not prepared to admit that a wrong of such magnitude as to be termed a "chaotic condition in our public school" cannot be remedied; nor do I believe that the most ardent and intelligent advocate of either of the three methods now employed is willing to make such concession. I wish also to preface what follows with the statement, that I am quite partial to the so-called "slant" system, for the reason, principally, that the business world demands this style, and that so far as speed, legibility and execution is concerned, this system is at least on a par with any other. Either of the other systems, when poorly executed, is at least as abominable as any other attempted penmanship that I have ever seen. It is the poor medial or poor vertical, or the attempt to write differently than in the slant hand,

coupled with a lack of uniformity, that we have in mind when we speak of the "chaotic condition" which now prevails in our public schools. And while there are those who might prefer a slant system over either of the others, it has been my observation that these individuals do not make so much complaint about the well written medial or vertical; the parents, patrons of the schools and the business public complain that their boys and girls have no system; and it is not uncommon for a parent to see in his own child all the faults resulting from an attempt at so many systems, all systems being embodied in the one hand writing of his child. And it has been my observation, too, that those who make this complaint are not poor judges of penmanship, but that as a rule they are persons who have given the subject careful and intelligent consideration. You ask "What is the matter?" It occurs to me that the principal mistake which contributes to our misfortune is in the attempt to impose upon us a so-called new system or systems of penmanship of insufficient merit. For the sake of argument only, I will grant, if you please, that the vertical or medial is, in *all* respects, a little better than the slant, but the point I make is this: these systems do not present sufficient merit as compared with the old established systems to entirely supplant the old. It cannot be said either, that the trial has been entirely unfair. The one fact remains, that if the innovation is not meritorious enough in the minds of the majority of the educators, and of the business world, to entirely displace the old, then we have a "dual system," which is of course, the fault we complain of. An invasion of a new system upon the old, well established and very good slant system of penmanship, which is not generally, nor by the large majority of educators and business people, conscientiously admitted, after fair trial in the public schools, to be far superior to the old system, cannot in my judgment supersede, supplant or displace the old. The introduction of these so-called systems, new to us, have been in my judgment, a gigantic undertaking, which have not been born or nurtured in poverty, and which have been sprung upon an unsuspecting public in such manner and under such circumstances as ought to have satisfied the most ardent and sincere advocate that the results would be not much short of what has really happened. I do not entertain

the idea that it is fair to the present business public to charge them with being knowingly or carelessly unjust in their criticism of these systems. Our present business world is composed of a class who are always alert to every new device, and seem to appreciate the details and changes in business methods and enterprises. If the so-called new systems possess equal or greater merit than do the old, and to such a degree as to warrant the adoption of either of them to the exclusion of all other systems, then I have to learn of the first effort having been made to satisfy the parents and those outside of the schools of this fact. The people just referred to have been permitted to judge by the product, both as to the efficiency of those practiced upon, and as to the number who became efficient. I apprehend that in both of these respects the advocates of these new systems have of late met with rather severe rebuke, and perhaps from the standpoint of merit of their respective systems that has been somewhat unfair—all due, however, First, to the fact that the new systems and not the old were on trial; second, that more than one system was being taught, and, third, that in some instances, there was, in fact, no system being taught. This latter proposition is unfortunately true in some of the grades of the very best schools of our state. As to your second question, "Who is at fault," I do not care to discuss this phase of the subject. Those who enjoy the public and private confidences of the people of this state, and who are charged with the very important responsibility of moulding the character and the minds of the present and future generations of this state and nation, are well enough equipped to understand the nature of such barriers, as interrupt successful performance of educational and skillful work; and I have abundant faith in the ability of these esteemed gentlemen to correct this wrong when once the situation is well understood. This brings me to your last inquiry, "What can be done to remedy the situation?" In reply to this question, I beg to respectfully submit that it is my best judgment that careful, conscientious inquiry and publicity and exposure of the present condition of affairs will right the wrong that has been done. The present condition of affairs will not bear investigation, and continue thereafter for any great length of time.

HON. J. W. OLSEN, STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION, ST. PAUL.

Answering your favor of the 23d inst. concerning the penmanship of our schools, I beg to state that the matter with our penmanship as taught in our public schools is that, during the unrest of the last decade the pupils have been compelled to change from term to term and year to year, from slant to vertical, or vice versa, as the whim of school board, superintendent or teacher might require. As a general proposition, it is safe for those in authority to leave the details of instruction to the teacher, unhampered by too many restrictive rules to crush his individuality. However, in case of penmanship this cannot be done. One, and only one, system should be taught throughout all grades, and permanently established, so that no pupil, after learning one will need to change to another. You ask, "Who is at fault?" Educators will probably not agree in designating an antecedent of your interrogative pronoun. Without regard to the merits or demerits of vertical penmanship, as such, the stronger advocates of this system have urged many advantages for the same which are unsound. I believe that some uniform system should be taught that does not impose either vertical writing or any arbitrary slant upon our pupils. I believe in the theory that the slant, if any, of a person's writing will be determined by the length of arm and other natural conditions. It seems to me that the quickest and best way to bring something like order out of the present chaotic condition is for the normal schools, after conferring with and enlisting the co-operation of educators throughout the state, to agree upon some uniformity of plan and system of teaching penmanship, that it may be carried by their hundreds of students into common practice throughout the schools of the state. Such a movement, when inaugurated, should reach the general teaching body of the state through systematic and uniform instruction in our institutes and training schools.

FIRST NATIONAL BANK, STILLWATER.

Whatever may be the cause for criticism, there is a crying need of some change in this particular branch of instruction. It is very difficult to find a young man who has finished a course of instruction in the public school,

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who has acquired a handwriting that fits him for commercial work. Frequently a course in that particular branch in one of the commercial colleges will suffice, but why not take up the course in penmanship in the schools? It would seem as if there is a lack of interest among the pupils in this particular branch of instruction. Possibly the typewriting machine has had something to do with this condition. It further occurs to the writer that the large amount of writing to be done by the pupils in preparation for their examinations, etc., has induced rapidity and sacrificed symmetry. I never was in sympathy with the vertical system used in our schools, principally for the reason that it destroys individuality, one of the essentials of penmanship, and that the system so far as I have been able to see, will never be used commercially. It would appear to me that the fault lies with the same authorities that the defects in any other branch would lie, namely, those who have it in charge. I am one of those who believe that great improvement has been made in the methods of instruction, but in this particular branch I must confess I fail to see any improvement—in fact, it has been the reverse. The remedy would appear to be to give more attention to this branch of education, and an endeavor to arouse an interest in it. The system which appeals to me is the one you term "the slant," for the reason that it is more symmetrical—possibly not as legible, until one has become an expert, but certainly more graceful, and admits of greater rapidity.

TO AMEND THE STATE HIGH SCHOOL LAW.

At the October meeting of the state high school board, Hon. C. A. Morey, offered a resolution providing for certain changes in the present high school law. The resolution was laid on the table for further consideration, and to give the public school men of the state an opportunity to discuss its merits. The full text of the resolution follows:

To amend article 2, section 225, Olson's compilation, 1901, so as to read as follows:

Requisites. In order to be entitled to state aid as a state high school, such school shall have first fully complied with the following conditions, viz.:

First. It shall have maintained for the school year next preceding that for which aid is granted, at least nine months' school.

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Second. It shall admit students of either sex from any part of the state without charge for tuition, provided, that they shall pass an examination if required, in arithmetic, English grammar, geography and United States history, so far as the same are pursued in the 8th grade of the graded schools of this state.

Third. It shall have regular and orderly courses of study embracing all the branches pre-requisite for admission to the collegiate department of the University of Minnesota and to the graduate courses of the state normal schools, and including special instruction in reading, writing, spelling, geography, arithmetic, English grammar, United States history and civil government.

Provided, That in all state high schools an optional or business course of study shall be offered and maintained in addition to the course or courses of study required to be taken for admission to the state university and the state normal schools, which said course of study shall be entirely under the direction of the local board of education.

Fourth. It shall be subject to such rules and regulations, not inconsistent with law, as may be prescribed by the state high school board, and such school shall be open to visitation by any member of said board or the high school inspector at all times.

PERSONALS.

Miss Mary Keeney, '01, visited classes October 10th.

G. E. Moffat of Hancock called on friends October 7th.

Roy Curtis of Fergus Falls visited his sister October 12th.

Mrs. Probstfield, nee Clara Head, visited school October 27th.

Nellie Brown of Chaffee, N. D., visited with friends October 27th.

Frank Sellner of Fosston visited his sister-in-law, Ella Staples, on October 6th.

Henry Larson of Ulen visited his daughter Henrietta October 27th.

E. D. Clough of Minneapolis called on friends October 25th and 26th.

Grace Plowman, '03 of Halstad, spent October 8th and 9th at her Alma Mater.

Otto Benson of Fergus Falls dined with his sister Mary at the Hall on October 17th.

Ruth and Helen Lincoln of Fergus Falls visited their sister Beth October 7th and 8th.

Nora Carr and Josephine Reid spent November 1st and 2d at their homes in Detroit.

Miss Clara A. Vivian, '92, who has spent the last two years in California and is now

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teaching in Fargo, called the first part of the month.

Prof. Van Cleve of the Barnesville high school was present at chapel on Saturday October 10th.

J. P. W. Browse, instructor in the Valley City normal, was a guest of the school October 17th.

Mrs. G. J. Norby of Detroit was the guest of Mrs. M. Mark and of her daughters the first days of November.

Miss Fannie McKenzie and Mrs. Brown of Wild Rice were guests of Jessie and Margaret McKenzie on October 27th.

Supt. E. E. McIntyre of Crookston called at the normal October 20th on his return from a week's tour of inspection of the public schools of the state.

H. E. Johnson who graduated from the law school of the State University last June, is a junior member of the firm of Lee and Johnson at Velva, N. D.

ALUMNI NOTES.

Leslie Fuqua, '03, is principal of schools at Winnipeg Junction.

Miss Johnson teaches at Warren and Miss Hagen at Crookston.

Anna McKenzie, '01, has charge of sixth grade at the Central School, Fargo.

Henry Mackall, '02, has joined the Sigma Alpha Epsilon fraternity at the State University.

John Clausen, '01, is at St. Vincent, Minn., where school teaching, football and real estate occupy his attention.

Ethel Bell, '02, visited Mr. and Mrs. Bal-

lard at the close of the month. Miss Bell has charge of third grade at Fergus Falls.

Elba Johnson spent two weeks of her summer vacation at the home of Thora Hagen at Crookston, where the two happy '03's found life most entertaining.

Martin H. Gullickson, '03, is principal of the graded schools at Stephen, Minn. He reports a most successful beginning and entertains high hopes for the future.

Dora Johnson, '03, was married last June to Mr. Lars Solberg, of Fargo, and the happy young people now enjoy domestic felicity in a neat cottage on the banks of the Red River.

O. E. Roning, '03, attended the N. E. A. meeting in Boston and the summer session of the Emerson College of Oratory during the vacation. He is now a student at the State University.

Syvert Kjelsness, '00, wears the badge of a U. S. mail clerk and has charge of a mail car between Fargo and Duluth. When not on duty he holds down a homestead claim up in the northern woods.

J. D. Mason, '01, continues at the head of the Twin Valley schools. His plans for the future are not definitely known but it is rumored that he is likely to be the next superintendent of schools for Norman county.

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PENS

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The inauguration, on October 15th, of Dr. Francis L. Patton, formerly president of Princeton University, as president of Princeton Theological Seminary, should not be overlooked in a chronicle of notable educational events.

Our readers will be glad to join the Red Letter in extending congratulations to our congenial and efficient inspectors of high and graded schools, Professors George B. Aiton and A. W. Rankin, who were recently reappointed at a substantial increase of salary.

An international congress of school hygiene, to be held at Nuremberg, Germany, next April, should tend to focus the attention of educators more than ever on the great importance of physical and mental hygiene in school life, as well as to make some substantial contributions to our knowledge of hygienic conditions.

The appearance of cases of trachoma in St. Paul has led a resolution of the school board of that city excluding from the schools all pupils with inflamed eyes, until treatment has restored them to normal condition. This and numerous other conditions render the services of a competent medical inspector in every city school more imperative every day.

Most disgraceful disclosures are being made through an investigation of the management of school affairs by the Kansas City school board. It seems that "concessions," "rebates" and other devices practiced by criminal politicians in awarding contracts have been freely resorted to by the members of this board. The revelation is all the more astounding because coming from a city whose schools, through the masterly administration of Superintendent Greenwood, have stood for years as models of all that is best in public school methods and results. When—oh, when!—will the soul of

the child be sacred, and the development of that soul be unimpeded by the dwarfing and distorting touch of the self-centered politician?

The recent action of the State High School Board in declining to grant state aid to a high school on the ground that its principal was employed at a salary less than seventy-five dollars a month, should receive the approval of every citizen. The only justifiable motive for granting state aid to a school is that it may improve the standard of the school. Unless it produces such a result the appropriation should be withheld. Improvement seldom comes in the payment of starvation wages. In the present stage of educational progress in Minnesota, any high school paying its principal less than seventy-five dollars, should not only have its appropriation withheld, but should be dropped to the class of graded schools.

The movement for unification of the various educational systems of the state is being advanced by the recent suggestion that the high schools should adopt their courses of study to lead to a normal school course as well as to a university course. There is the danger everywhere that the high schools shall be completely dominated by the state university. Primarily, the high school should exist for itself, its own immediate results should justify its existence. But in so far as its course is shaped to lead to any higher course, it should be adjusted to lead equally easily to the courses of all higher institutions. And in a state where the demand for trained teachers is so imperative as in Minnesota, the step from the high to the normal schools should be made as short and easy as possible.

A proposition of the city superintendent to introduce cooking into the grades in St. Paul was recently tabled by the school board on the ground that people are objecting to so many fads in the schools. A question asked by a member of the board,—“Are children in the graded schools large enough to learn to cook?”—shows plainly the attitude of the unthinking public toward all kinds of industrial work. With them the emphasis is on the quality of the product rather than on the effect of the activity on the pupils. With the educator the only question should be “Will it

benefit the pupils?" not "Will the product be fit for anything?" The justification of any pedagogical innovation must be its psychological necessity—in this case the demand for self expression—rather than its economic utility.

The visit to this country of the Moseley Educational Commission is nothing less than a conspicuous compliment to the high standards and efficient systems of education in the United States. It recalls the period, nearly three quarters of a century ago, when Prussia was the Mecca of all pedagogical pilgrims, when her school system was attracting the attention of all civilized countries. There is no longer any doubt that the United States is the most progressive nation in matters educational, as is evidenced by the almost continuous stream of visiting committees and individuals from foreign countries on tours of inspection of our schools. The Moseley Commission is composed of more than thirty English educators. They arrived in New York early in October and will spend three months in observations of our systems of public and higher education in different parts of the country. All expenses of the visit will be paid from the private purse of a philanthropic English gentleman, Mr. Alfred Moseley.

Some years ago the so-called vertical system of penmanship was recommended by prominent school authorities for use in the schools of the state. The system was adopted by many schools. The transition from the slant system to the vertical system gave rise to a "mongrel" kind of penmanship. The schools, generally speaking, have not been able to get away from the transition period. In many of our city schools one may find in the sixth grade, for instance, excellent results in penmanship; while in the same school, in an eighth grade, most deplorable results may be observed. Little or no attention is given to penmanship in the high schools of the state. The time has come when the school authorities of the state should take the matter in hand, and do one thing or the other. The normal schools, the high schools, and the graded schools should adopt either the vertical or slant system of penmanship. The attempt to teach three so-called systems of penmanship can but lead to unfortunate results, and

bring upon public school effort in this direction the just criticism of the state at large. The normal school board and the state high school board would render great service, if they would undertake to establish some order, and uniform and purposeful effort on the part of the school authorities in the matter of teaching penmanship.

That popular education should not apply to children alone is becoming more commonly understood, especially in our larger cities. School buildings are at last coming to be regarded as belonging to all the people all the time, and not only to the children for nine or ten months out of twelve. The time is not far distant when the vision of the school as the social center of the district will be realized everywhere, and the education and socialization of the adults will continue there as long as they possess the possibilities of growth. Many of our large cities have made marked progress in this direction, and one of the most effective pleas of the reform party in the recent municipal campaign in New York City for the support of the people was the magnificent record of Mr. Low's administration in opening up the school houses of the city as social centers for the inhabitants of the neighborhood, and in extending to all beyond school age the opportunities of enjoyment and development through lectures, lessons, use of libraries, gymnasium instruction, and the like. The director of the free lectures in New York City, in a recent report, after speaking of the necessity of keeping the working people informed concerning the newest and best things in science and art concludes: "For this reason it is hoped that at no distant day two or three well-equipped science halls, where experiments can well be made, will form a feature of the educational plant of the city, and to these halls shall come the very ablest scientists to expound to the thinking people of our city the great principles of science, and elaborate on the great discoveries that are constantly being made. Such lectures will be of inestimable value in improving the intellectual condition of the workingman."

What a hope does such a movement hold out to the common people for fuller and richer life, and to the nation for a more intelligent understanding and better adjustment between capital and labor!

NEWS COMMENT.

One of the most charming of Hallowe'en parties was that given by Mrs. Stanford to a company of about thirty normal girls, each of whom represented the ghost of some particular character. The legends posted at various points about the house will suggest the atmosphere of the occasion: On the outer door, "The fatal hour has come; he who arrives hereafter may enter as best he can;" on the parlor door, "All speech abandon, ye who enter here;" on the dressing room door, "The course of mortals here must end;" on the stair landing leading to the grot of the oracle, "None but spooks may pass below." The girls were divided into groups, each of which performed some peculiar feat. The tall girls bit at suspended apples; the matrimonial girls blew out candles set in a row; the athletic girls ran a unique race; the musical girls sang different songs at the same time; the sober girls "never smiled again;" the studious girls tried to spell through Webster; the hungry girls fed one another pop corn while blindfolded, and the sweet girls sucked at opposite ends of stick candy. All the appointments of the party were in keeping with the occasion.

* * *

On Tuesday, October 13th, Rev. Gilbert Wilson of Mandan, N. D., addressed the school at chapel upon the subject of Indian Mythology. Since going to Mandan Mr. Wilson has made a deep study of the myths and legends of the Indians, but more especially of those of the Sioux, and, as the reverend himself confessed, has gone so far as to be able to converse intelligently with them in their own outlandish gibber. It is rumored that he is soon to publish a book—the result of his study—and his many friends in Moorhead wish him the best of success in his venture.

* * *

The members of the zoology classes, during the past few weeks have been collecting specimens for their own and for class use. The young ladies of the Hall have been the most diligent searchers. Some of them maintain that certain "specimens" may be found in Moorhead, but others are positively not to be secured outside of Fargo.

* * *

Mrs. Cora McCollom Smith, preceptress of

Wheeler Hall, and director of the new department of physical training, lectured in the auditorium, October twelfth, on "Physical Education." The lecture was exceedingly frank and practical. Its conclusions were based on Mrs. Smith's own fruitful experiences as a student under competent physical authorities, and as a director of gymnasiums. She covered a wide range of topics in a positive and stimulating manner, and heightened all her points by personal illustrations. Mr. Moody concluded the evening with one of his delightfully rendered solos.

* * *

Hon. George E. Perley, of this city, has been elected director of the Minnesota Congregational Home Missionary Society.

* * *

A portion of the new gymnasium apparatus has arrived, and as soon as practicable the regular physical training under Mrs. Smith's direction will begin. During several days a carpenter was engaged in putting up brackets and supports for the different pieces of apparatus. Now the rows of Indian clubs, dumbbells, fencing masks and breast protectors make a goodly show, and suggest a varied program of exercises for the future.

* * *

The officers and teachers of the Congregational Sunday School gave a delightful sociable and reception to all the members and well-wishers of that church, on Saturday evening, October tenth. Miss Henderson, of the High School, and Mr. Reed, of the Normal, took part in the literary program. Music was furnished by the Imperial Quartette and by a chorus of fifteen under the direction of Mrs. Burnham.

* * *

The work in English Literature has been very interesting lately. Pres. Weld has read "Gorboduc," an English tragedy, written and acted before Shakespeare's time, and Spencer's "Epithalamion," the noblest marriage song in any literature. In addition to these refreshing exercises the class was divided into two sections and debated on the following question:

Resolved: That Bacon's character was symmetrical and that he was a victim of circumstances.

Dr. L. C. Davenport is now comfortably settled in his new dental offices at 66 Broadway, over Crusoe's drug store, Fargo, where he is welcoming old and new patrons with the gracious affability that has made the doctor so general a favorite.

* * *

A handsome tribute to President Weld's teaching of the subject of English literature, which appears in the November School Education, is one of the consequences of the visit of Editor C. W. G. Hyde, who was the guest of the school and of his son, Dr. Hyde, during the closing days of September.

* * *

Convince the public that you are doing the best possible with the facilities they furnish you, and they will give you better facilities.

* * *

The ladies of Fargo College entertained at the dormitory October twentieth, from ten until noon. The tables from which the refreshments were served were beautifully decorated with purple and white chrysanthemums. Over one hundred ladies called during the morning.

* * *

Mrs. James H. Burnham entertained a large number of her friends, in honor of her mother, Mrs. Morrissey, on October fifteenth, from three until six o'clock. A musical program was rendered by Mrs. C. A. Nye, Bessie Van Houten, Mr. Perley and Mr. Burnham. Schirman's orchestra played during the afternoon. The house had been beautifully decorated for the occasion with carnations and smilax.

* * *

On the evening of the game between the Fergus Falls High School and the Normal, the two teams and their friends assembled in the gymnasium and spent a very delightful evening. The Normal people were very glad to have this opportunity of becoming better acquainted with the Fergus boys, whose good fellowship in society is no whit below their good generalship in athletics. At train time the visitors were escorted to the station by the Normal team.

* * *

On Thursday evening, October twentieth, the authorities of the public schools gave an informal reception to the public in the Sharp school. Four hundred people shared

in the delights of the occasion and listened to a refreshing program presented by members of the school, assisted by the artistic accomplishments of Miss Henderson, reader; Miss Taylor, pianist, and Mr. Nesheim, violinist.

* * *

The following is an outline of the work of the Fargo Unity Club for the month of November. The club meets Sunday evenings at the Unitarian Church:

Nov. 1—Origin of the drama. Readings from Aeschylus' "Prometheus Bound."

Nov. 8—The meanings of the drama. Readings from Shelley's "Prometheus Unbound."

Nov. 15—The development of the drama in Greece. Readings from Sophocles' "Antigone."

Nov. 22—The ancient drama as compared with the modern. Significance of Euripides. Readings from Browning's "Balaustion's Adventure."

* * *

The 10:15 bell tinkles; there is a sound of rushing feet in the hall, and groups of pushing, jostling students crowd up to the bulletin board. The girls slip between their mates, trying to get as near a view as possible, while the boys, seeing the hopelessness of the thing, back up against the other side of the hall. Senior meeting again—a sneer; another book lost! No chemistry today—a murmur of delight. A letter! and the girl rushes off, making her way down the hall to the library—there to have to wait until seemingly all the others have had their turns before her coveted billet is passed indifferently over the counter.

* * *

Among those who went to Minneapolis on the thirty-first to cheer the maroon and gold during the big game, were Mr. Stanford, Miss Olson, Miss Wagner, Miss Whitney, Mr. Mackall, Mr. Burnham, Mr. Moody, Mr. French and Mr. Eastlund.

* * *

The new manse of the Presbyterian Church has been completed, and Rev. and Mrs. Lattimer are now comfortably settled within its walls. Through the thoughtful consideration of their people, they found, on moving in, that the larder had been bountifully stored with provisions.

* * *

On the evening of the first Livingston meeting, after the conclusion of the program, there

sauntered to Wheeler Hall one lone caller, who was "all there," not in a manikin, but a "bodkin." Wheeler Hall not being far from the main building, he kept his Way without difficulty. After a quiet entertainment in the reception room, he was more royally entertained by a band of serenaders who sang such songs as "If You Like-a Me and I Like-a You," "Those Dreamy Eyes," and "Good-Night, Beloved." Scarcely had the singers reached the second floor when the bell rang, and warned the caller to take his way home—which he thought he had already done.

* * *

Thanksgiving Day is drawing near, and students are looking forward to it with great rejoicing,—probably not so much because it is a day set apart for public celebration of divine goodness as because it is the beginning of a brief vacation to be spent at home with friends and relatives.

ANNUAL RECITAL.

A charming recital by Miss Watts and Miss Remmele, assisted by Mrs. Shattuck and Mr. Stout of Fargo, very happily inaugurated the normal lecture course on Monday evening, October 26th. A lively audience comfortably filled the auditorium, and listened with delighted attention to the eight numbers on the program, each of which was cordially encored.

Mrs. Shattuck began the program with Schubert-Tausig's Military March, and her imperial power over the piano made the ringing cadences and soaring melodies of this noble selection quite vocal with the martial spirit. Decisive applause brought her back for another selection,—as delicate in mood, and tenderly appealing, as the first was triumphant and compelling.

Miss Remmele was greeted with a flutter of applause as she made her first appearance, and read, with cultivated charm and clear enunciation, the two melodious lyrics from Longfellow—"The Day is Done" and "Sandalphon." In response to a hearty encore she gave a captivating little darky lullaby that created a lively ripple of approval throughout the house.

The welcome of an assured friend was extended to Miss Watts on her entrance for the vocal solo, "Berceuse de Jocelyn," by Godard,

to which Mr. Stout played the violin obligato and Mrs. Shattuck the piano accompaniment. A distinguishing richness of tone, a wealth of emotional shading and a smoothness of control that kept the listener always confident and secure, were among the many graces that gave this solo (and the others, too) so rare a beauty and so persuasive an appeal. A shower of applause went through the house, and Miss Watts acknowledged it by singing "Come Out and Greet the May" with a happy vivacity that scattered its charm like a breath of fragrance. "It Was Not a Success" was the title of the selection with which Miss Remmele concluded the first part of the program; but in point of fact, as an interpretation it was emphatically a success. For she had nicely gauged the several situations in the piece, and whether she were impersonating the jealous and mistaken groom, the tearful bride or the irate passenger, she put just enough energy into the reading to bring out all its humanity and spontaneous mirth.

Mr. George A. Stout of the Fargo College Conservatory opened the second part of the program with an appealing violin solo, "Fantasie Brillante" from the opera William Tell, by Osborne-deBeriot. Its impression was deep and pleasing, and excited sincere applause. As an encore Mr. Stout played Raff's "Cavitana." He was accompanied on the piano by Miss Redmond of the Conservatory.

In her second appearance Miss Watts sang Martini's delicious "Plaisir d'Amour" and Thomas' impressive "Le Soir" with a variety and richness of expression, together with an admirable restraint that made them profoundly affecting. In response to generous applause she gave Rubenstein's "The Asra" with marked sweetness and dramatic power.

In her concluding selection, "The Crime of Count Nicholas of Festenberg," from Anthony Hope, Miss Remmele gave her most ambitiously dramatic interpretation. Striking an intense note from the start, she held the keenest attention of her hearers throughout. She employed rather more gestures and attitudes than is common with modern readers, and in full, deep tones and with rapid transitions swept through the changing activities of the fantastic story. She was roundly applauded, and responded with a graceful little poem called "Good Night."

In a beautiful solo, "Dost Thou Know that

Sweet Land," from the opera *Mignon*, Miss Watts brought to a fitting close this program of exceptional charm.

COURSE OF ENTERTAINMENTS.

President Weld has arranged an entertainment course of eight high-class attractions that promises to afford much profit and enjoyment not only to normal people but to the cultivated people of the two towns in general. Each of the entertainments given thus far has been a pronounced success. The auditing committee consists of Mr. Comstock, Mr. Ballard and Mr. Chambers. Tickets for the course are one dollar, for single entertainments thirty-five cents. The ushers are James Bilborrow, Henry Bodkin, Erick Allstrom, Eugene Askergaard, Curtis Pomeroy and George Wardeberg. Following is the list of entertainments:

Recital, Oct 26.—Monday evening, Edith Allen Watts, soprano; Ida M. Remmele, reader.

Lecture, Nov. 2.—The Making of a Nation, U. S. Senator Moses E. Clapp.

Concert, Nov. 18.—The Riedelsberger Quartet. Carl Riedelsberger, first violin; Olaf Hals, viola; Frank Hines, second violin; Carlo Fischer, cello.

Lecture, Dec. 5.—Illustrated. Color in Nature, Prof. William H. Dudley.

Lecture, Dec.—Did Man Make God, or Did God Make Man. Dr. John P. D. John, ex-president DePauw University.

Lecture, Jan.—Illustrated. The Yellowstone National Park, President Frank A. Weld.

Concert, Feb.—The Chicago Lyceum Ladies' Quartet.

Lecture, Mar. 4.—The Slum Districts of a Great City. Jane Addams of Hull House, Chicago.

LIVINGSTON SOCIETY.

The Livingston Literary Society initiated the literary programs of the year on the evening of October 19th at the auditorium. The president, Hannah Boe, welcomed the audience in behalf of the society and expressed the hope that their work would receive the encouragement and support of all. The first number on the program was a pleasing piano solo by Margaret McKenzie. Irene Adler, in a sweet voice and with modest manner, sang

"The Bird and the Rose;" she was followed by Grace McKenzie who read Kipling's stirring ballad "On the Road to Mandalay." A piano solo by Matilda Haling and a selection by the normal orchestra concluded the first part of the program.

The second part consisted of a series of tableaux: "The Reveries of a Bachelor," which were carried out with a fine semblance of dreamy unreality. As each of the pictures passed before the musing eyes of the comfortable bachelor, and faded as he mused, it was greeted with a delighted rustle of hands; and as the bride appeared, resplendent in her veils, and the bachelor stirred himself out of his fire-side reverie, the house vociferously cheered. The following students took part in this performance: Bachelor, Henry Bodkin; country girl, Ida Landbloom; summer girl, Dinah Benson; Scotch girl, Ivy Curtis; seashore girl, Emma Lincoln; athletic girl, Grace Walker; musical girl, Flora Tripp; girl with a degree, Stella Holton; society girl, Leonora Norby; Japanese girl, Ruth Keeney; Quakeress, Elizabeth Lincoln; bride, Elizabeth Way.

The normal orchestra closed the program.

RHETORICALS.

The first rhetorical exercises of the year, which occurred on the evening of October 24th at the auditorium, were heartily enjoyed by a houseful of people. The readings were devoted to Henry Wadsworth Longfellow, whose "Tales of a Wayside Inn," were interpreted in a graceful and absorbing manner. Addie Rice read the Prelude to the Tales with appreciative sympathy, and was followed by Mary Coliton, who with much feeling and in distinct tones, related the "Sicilian's Tale" or the Bell of Atri. Ethel Brophy read "The Ballad of the Carmilhan" with a dramatic power well suited to the wierd and ghostly narrative. Ruby Pilot, in a bright and spirited style, told the poet's tale, "Lady Wentworth," and Mary Curran concluded the readings with the noble story of "King Robert of Sicily," which she related in a dignified and effective fashion.

The musical numbers gave evidence of some natural talent and much careful training. The opening chorus, "My Redeemer and My

kicked goal, leaving the score 12 to 0 in favor of the home team.

The work of the home team was highly satisfactory and a marked improvement upon that of previous games. Captain Babst directed the plays in a consistent, determined way, which inspired his men with confidence and almost invariably gained the desired distance. Askegaard smashed the line for big gains with his usual aggressiveness. Hanson's defensive work was of a high order and Pomeroy at quarter passed the ball with a precision worthy of a veteran. Bodkin plays a capital game and is developing into one of the most heady players on the team. Barnes at right end showed up well in defense, his sure and low tackling being especially noticeable.

* * *

Fargo College 11, Normal 12.

The game with Fargo College was played at the Broadway Athletic Park in Fargo on October 22nd. A large and enthusiastic crowd of students and members of the faculty helped win the victory for the Normal, the systematic rooting of the megaphone brigade being especially effective.

Fargo scored during the first few minutes of play and also succeeded in keeping the Normal from scoring during the first half. But during the second half the Normal offense took on new life which resulted in two touch downs and two goals. Fargo scored again on a trick play and kicked goal, closing the game with the score 11 to 12 in favor of the Normal. The boys played good football and deserved their victory.

* * *

Moorhead High 0, Normal 5.

October 28th the team lined up against the Moorhead High School. The High School boys displayed their usual pluck and aggressiveness and held their heavier opponents to an exciting finish. During the last few minutes of play, however, the Normal team rushed them off their feet, carrying the ball from the center of the field over the goal line for the

only touch down in about three minutes of play.

* * *

Rev. H. S. Webster has refereed all the games on the home grounds for the Normal team. Just and consistent as well as determined and painstaking, Mr. Webster makes an excellent official.

* * *

The second eleven from the State University defeated the A. C. on November second by a score of 11 to 0. Our good friend Spellicy played ball part of the time and sputtered like a catherine wheel the rest of the time. Spellicy is always interesting.

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KODAKS.**Mother.**

Mother! What volumes are expressed in that one word! We know of no life apart from her. All our childish memories are centered about her. Her influence guides our lives today and will continue to do so until the end of our time. As when we were children we went to mother for comfort in our childish griefs and joys, so now, when undecided what course of action to take, we turn instinctively to her for counsel and advice. Even though she may have passed out of our lives, as it were, her teachings are so deeply rooted in our hearts; that is, "her thoughts are our thoughts, her ways our ways," that we can but follow in her footsteps. We feel as if she is always present to guide and direct us, ever drawing us nearer and nearer to her until at last we meet to be together always. "There is, there can be none like mother."

AGNES BROHAUGH.

The Autumn Revel.

Scarce has the last bundle of wheat yielded its golden treasure, scarce has the hum of machinery died and the huge engine pulled off, sending fiery sparks against the dark clouds, before the quick hands of the eager boys hold matches to the soft, loose piles of straw. But a moment, and the work is done! Higher, higher shoot the flames, ever increasing in intensity under the breath of the rising wind. The boys pull their caps further down, snatching torches and whirling them high. Ho! but such a bonfire; such a treat; 'tis so bright and warm! The rain doesn't seem half so cold here! Who dares run closest on the black smoky side? Tonight it is worth while being a boy! What if the sparks leave their tell tale marks on the lad's clothes, what if he does smell smoke and his eyelashes do not curve as usual? Tonight mother will not reprove. Tonight father will not frown.

Ottilia Westlund.

Moonrise in a Swamp.

It is dark, very dark, over in the tamarack swamp. In a pool somewhere a chorus of frogs croak dismally; back there a little way an owl can be heard and another sets up an answering cry; over across the meadowlands

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a thousand fire-flies show their twinkling lights. Night hawks fly past, darting swiftly here and there, and now and then a big, lazy June bug tumbles with an extra buzz into the tall grass and ferns. Around is the cool damp smell of the marsh. And then slowly in the east comes a tinge of grey that spreads across the sky a pale sheet of light. Then the moon rises steadily over beyond the tamarack trees until they are outlined in bold relief. Tall and straight they stand with here and there a tuft of branches. Gradually the silver light creeps over them drawing their shadows back and flooding the meadow beyond. Then slowly from the lower marshland a mist creeps up and covers it over—a white mist that rises and falls and thickens. Over head the moon has reached the fringe of clouds and passes under. The light slowly fades and it is dark again. The frogs are still, the owl gives only an occasional hoot and the rested June bug in the grass rises and booms heavily about his business.

EUGENIE KELLOGG.

My Home Coming.

What thought is more delightful than that of going home, especially in spring, when you have worked hard all year, and your studies have kept you indoors when you wished most to be out with nature! My thoughts are never so busy or my heart so light as when I have left the train and am walking up the street toward home. The first things I can see are the tall trees towering above the house tops, but as I approach, the lawn, the flowers, and the bushes come into view,—how fresh a welcome they seem to give me. As I come to the gate I see the house which the thick branches and heavy foliage of the trees have thus far hidden from view. It is a broad, frame building and faces the east; on one side is a porch covered with vines where my mother stands to welcome me. What a thrill the sight sends through my heart, and I cannot help thinking how incomplete the scene would be without her.

Clara Aabye.

Maude Muller in her summer home
 Raked her head with a fine tooth comb;
 The judge rode by in his roundabout
 And advised the maiden to smoke 'em out.
 Maude tossed her head and said, "Oh, fudge!"
 And told her beau, who licked the judge.—Ex.

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HOW TO KILL A COLLEGE PAPER.

Do not subscribe. Borrow your neighbor's paper. Be a sponge.

Look up the advertisements and trade with the other fellow. Be a chump.

Never hand in a news item and criticise everything in the paper. Be a coxcomb.

Tell your neighbor that you pay too much for the paper. Be a squeeze.

If you can't get a hump on your anatomy and make the paper a success, be a corpse.

—Ex.

CHRONICLE.

Oct. 1. Student editors of Red Letter meet in the evening.—Requisitions sent to Board of Control.

Oct. 2. Showers.—Names of seniors to take part in second rhetorical exercises announced.—No football practice.

Oct. 3. Miss Dahl plays inspiring piano solos in chapel.—Drenching rain and consequent drop in attendance.—The "Owls" hoot.—New apparatus for "gym" arrives.

Oct. 4. First snowfall, followed by sunshine.

Oct. 5. Football team leaves for Barnesville. It comes back.

Oct. 6. "A" class meets.—Oscar Askegaard registers.—Fargo High defeats the College 24 to 5.—Normal team acknowledges "comps."

Oct. 7. More rain.—Football team meets in Red Letter room.—Beefsteak for dinner at Wheeler Hall.

Oct. 8. U. S. History class turned loose in library; much wisdom devoured.—Bulletins of fair weather in the sky; red sunset, full moon.—Brisk football practice.—Mail distributed from general library.

Oct. 9. The weather makes good—Juniors meet.—Normal team practices with the College on the college campus.—Fergus girls put on their war paint and prepare to root for their team.

Oct. 10. The A. C. pommels Barnesville, and Fargo High defeats Fergus Falls at Broadway park.—Seniors meet in biological lab.—Miss Watts leads in practicing football songs.—Why didn't Skaug call at the Hall?

Oct. 11. Sunday "handouts" at Wheeler Hall.

Oct. 12. A tie game with Valley City.—Rooters follow the team.—Mrs. Smith lectures on "Physical Education."

Oct. 14. Rev. Wilson entertains students

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with Indian myths.—Fargo College practices with Moorhead high on normal field.

Oct. 15. Badges for Fergus-Normal game in evidence.

Oct. 16. Junior meetings too frequent to chronicle.—Fergus team arrives, and the Fergus girls have callers.

Oct. 17. Fergus boys attend Chapel; many light hearts.—The game: Fergus girls root hard. The “infernal machine” appears; it makes a hideous din. Our game by 12 to 0.—Reception in gym to visiting team.

Oct. 19. Livingston literary program; the “bachelor” sticks to his “bride.”

Oct. 20. Pres. Weld urges students to support Red Letter. They do it plenty. You are “off side” if you’re not a subscriber.

Oct. 21. A beautiful day; the spell is broken.—Faculty meets.

Oct. 22. We win from Fargo College at Broadway Park. The College girls make a pretty chatter on the side lines. Our rooters roar a little.—Bessie Van Houten holds tete-a-tete in English Lit.

Oct. 23. The Red Letter greets its friends—there are no enemies.—Eric Allstrom dictates themes to a private secretary. Next stage?

Oct. 24. Seniors meet.—Hamline falls before A. C.—First rhetorical exercises.

Oct. 25. Pres. Weld dines at Wheeler Hall.

Oct. 26. Fargo College sends comps to team for its game with Hamline “U.”—Recital by Miss Watts and Miss Remmele receives a hearty hand.

Oct. 27. Members of sociology class learn that bread, soap and work are the elements of civilization.

Oct. 28. Miss Stinson tumbles down stairs.—Laura Wright proclaims herself absent.—Red Letter board meets.

Oct. 29. Moorhead high holds normal to one touchdown.—Oscar Rustad does the honors for the team.

Oct. 30. Grace McKenzie has characteristic luck in chemistry—Unique spelling match in methods in grammar.—Students who will take part in third rhetorical exercises announced in chapel.—Pres. Weld speaks on Senator Clapp, inviting all normal students to attend his lecture free of charge.

Oct. 31. A new song and a mass meeting.—Chemistry class off duty.—Fargo College downs Red River University.—Fargo high plays Valley City; no score.—Minnesota 6; Michigan 6.—Hallowe’en. Girls celebrate in the gym. Mrs. Stanford entertains. The boys go a-cheering in lock-step. The aurora borealis blooms. The finest weather ever!

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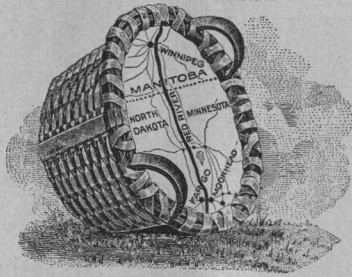
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