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JANUARY, 1895.

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NOTICE.

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Editorial.

The NORMALIA readers are indebted to Mr. F. E. Mitchell for the article on Geo-

graphy which appeared in our last issue.

We are pleased to be able to present to our readers outlines of the Philosophy of Education and of Reading prepared by the teachers of those subjects in this school. In a future number we hope to publish discussions of some of the suggested questions, as presented by some members of the classes now studying those subjects.

The recent meeting of the Minnesota Educational Association was perhaps the best attended and most successful in its history.

The Association is a unit in favor of the township system of schools and of adequate provision for compulsory education, and will ask the legislature to provide for both. The legislature invariably consults lawyers for advice concerning legal measures, physicians concerning sanitary legislation, etc., and if it pursues a consistent policy and will listen to the advice of school men concerning school legislation, these measures will be adopted.

Sir Launfal left his home and familiar environments to go in search of the Holy Grail. After a fruitless search throughout foreign lands, he returns home and there finds the precious object of his long search.

The subject of *correlation* has been receiving a great deal of attention of late in pedagogical circles. The phase to be emphasized, a prerequisite of a teacher's preparation, is correlation *in* the subjects of instruction.

While we have seen some excellent presentations of the subject, we have yet to find a more concise and pointed statement of the truest meaning of this most essential phase,

than the following which has appeared in the catalogue of this school for several years

"A teacher must have a conscious mastery of the science of each of the common school subjects of instruction. He must know each fact, and know it in relation to every other fact of the subject, and know the relation of all the facts to the general truth which distinguishes a given subject from all other subjects. True knowledge is thought in the mind corresponding to the thought in things. If the thought in the subject studied exists in an organic form, true knowledge discerns the inherent relations existing between the parts of the subject and sees the relation of each part to the general truth which explains the part and determines its place in the subject. The particular and the general act and react upon each other. The general truth must be discerned in the particular fact, and the general truth is the explanation of the fact. In true knowledge each explains all and all explains each."

Literary.

CORRELATION.

BY ISABEL LAWRENCE.

Education has to do with the development of self, and attention is the self developing activity. "Attention," says Dewey, "connects all presented elements into a whole according to their ideal significance." The sole function of discrimination and analysis is to improve wholes, to emphasize in the whole the parts in their relation to each other and to the principal unit. The widest abstract whole is not necessarily the goal. It may be empty. Wholes rich in relations clearly comprehended, general truths synthetically connected with hosts of particulars whose relations to the whole and to each other are distinctly grasped;—these are the units, the making of which tends to self-realization.

Since even the simplest wholes are com-

posed of relations, all attention is correlation. Just in proportion as the new idea is related to all other elements of the present world of knowledge is attention perfect, or in other words, is apperception complete.

Since every voluntary act of knowledge is an act of correlation—a making of a whole by uniting relations, it is the first business of pedagogy to determine what are the wholes which lie within reach of the child in the first years of school, and in what order do higher and more perfect wholes become possible to him. To this end child study may be most profitably directed, and doubtless future investigation will add much to our present knowledge of this point. The most valuable contribution psychology has so far made is the determining of the general succession of these units from time and space wholes, concrete *things*, to ideal wholes based on relations of *force* or cause, and later the highest conception of all, universal wholes, or *law*.

Having determined as far as possible what the child's circle of knowledge is, the teacher must see that the horizon gradually recedes, so that the child today lives in a wider world than yesterday, at least in a world comprehending more distinctly-seen relations. School work, even if it is a whole in itself, must not be at any time a strange new element unconnected with home or life, for this would make school-work a dead element. The child or man who leaves unrelated ideas lying side by side in his mind becomes scatter-brained. Such ideas die and the mind stagnates under the mouldy crust they form. An idea needs to come to the light often if it is to live, but its chance of reappearing in consciousness depends solely upon its relations. Both the number and the vitality of the ideas to which it is consciously related are important. If an idea is related to forty other ideas, it will have twenty times the probability of appearing in mental life that is possessed by the same idea related to only two others, provided of course that the things to which it is related are equally im-

portant as factors in psychical life. In proportion then as an idea is extensively related, is it active and significant, able to seize on the new and assimilate it, thus becoming a vital force in the mind. Fleeting impressions are the bane of school knowledge. The remedy is more extensive correlation.

The new movement in education called correlation can never be distinguished by that term, for all teaching is and has ever been correlation. It must substantiate its claim to be new upon a difference in degree rather than in kind. The difference must lie in the extent and richness of the wholes which the teacher expects the child to make, or in the character or number of the relations the child is expected to unify.

Herbart proposes no less a unit than the child's entire world of knowledge and feeling and will.

Is there anything new in this? Have we anything to learn from it? In answering these questions we must rid ourselves of the attitude of the egoist "who values men and things in universe ratio to their distance from himself." A farmer at the World's Fair saw only wheat, and could truthfully say that he saw nothing new in that great exhibition of human art and industry. Educators are sometimes found in a state of arrested development, because they can see nothing new, and hence further progress is impossible. Let us avoid prejudice in examining what we have done in the line of correlation.

The following program of primary work, first grade, such as might have been made by a Normal graduate not so very long ago will serve us for study:

Reading—10 min. about a boy and a kite.

Science Lesson—10 min. about a frog.

Spelling—10 min. "fish," "dish," "wish," etc.

Writing—10 min. The letter "x."

Recess.

Language—10 min. The color red.

Geography—10 min. Use of preposition

"between." The pencil is between the book and paper, etc.

Drawing—10 min. Molding a cube.

Number—10 min. 4 and 2.

Busy work at seats—Cutting out paper camels, drawing horses, and making "any words they know" with alphabet cards. Children sing "Hear the patter of the rain" and a sleighing song, while the hot June sun shines into the windows. They repeat the opening stanza of Hiawatha's childhood before being excused.

The exercises have been brief because "children cannot pay attention long." Let an adult take work fitted to his capacity according to a similar program. Could he pay attention? Attention is the combining of presented elements into a whole.

No wonder the primary school seems a strange place to the little ones from the kindergarten where a central idea is worked out through weeks and months according to the wise insight of Froebel in his demand for continuity. It is the attempt to make the transition from kindergarten to primary school less abrupt which has called the attention of primary teachers to a wider correlation.

But to return to our specimen program. Doubtless a teacher's instincts would ordinarily protect her from quite so gross a violation of all unities; but is there any explicit violation of what she has been taught to do in method? This teacher has studied each of the subjects represented on her program as distinct and separate wholes. She has correlated the facts within each unit and has analyzed the whole down to simple beginnings in the relations first grades "ought to" comprehend.

The number lesson, $2\frac{1}{4}$, is not out of relation to the subject. It follows a lesson on $5\frac{1}{2}$ and is to be followed by $3\frac{1}{3}$, a correlation of the facts within six. She will on no account teach any number but seven next.

The ideas of relations of place belong in the first grade of geography. They will finally correlate in the whole subject.

The letter x was the seventh of the one-space letters, taught in the order of their development.

In drawing, the sphere had been taught before, and the cylinder is to follow the cube, as a connection between the previous contrasts.

In everything done, it transpires that the teacher has in view large, well-correlated wholes, the different subjects taught being so many large units having no interrelations.

This correlation of each subject within itself is the most valuable feature of modern pedagogy. It is what Herbart emphasizes as "length" in education. Any neglect in this line must be disastrous to teacher and pupil alike. Still the program we are discussing is quite possible with a teacher who has sufficiently considered this aspect. Herbart adds another dimension to education, breadth, the correlation of those things which are taught side by side. This makes possible the correlation into one life whole.

The distinction in the two methods is that Herbart would have the child continually combine into one unit all the elements of his life and thought, and the teacher we have discussed would have the child combine only such elements as will make a branch of school study, and would have him make these several units without connecting them with each other.

Correlation of subjects is no child's play, but Herbart's correlating of all the elements of life, unifying all knowledge "from the inside," and adapting such unification to the little child, so that his world is not violently broken into, but is harmoniously widened from many sides, must be the work of a master mind.

The ideal is so high few have attempted its realization. It is not wonderful that those who have, have made many mistakes.

The most prominent of these is the giving of breadth to programs at the expense of length, which is practically to make a day instead of a life, the unit. Another mistake is seeking extensive correlation through external relations of space, time,

and symbol instead of unifying by means of vital internal relations.

But the movement towards a higher unity will survive these mistakes, and may confidently be expected to make some essential changes in our programs.

Subjects which deal with expression of thought, writing, drawing, spelling and language, to which may be added reading, since reading deals with the getting of thought through symbols, will be closely related in elementary grades to those subjects where thought is emphasized. These symbolic subjects will then become incidental to such studies as geography, science and literature. The latter subjects have many relations in common so that the work in lower grades may easily be gathered around one or two centers of thought. In higher grades the subjects which deal with symbols begin themselves to be scientific, and the various branches of study will become more distinct. But even here we shall do much in the line of correlation which we do not now attempt, if we remember that "the goal of knowledge is complete unity, a perfectly harmonious relation of all facts and events to each other," not a group of detached units corresponding to various school studies.

Questions on the Philosophy of Education.

[Based on the text of J. K. F. Rosenkranz, edited by Wm. T. Harris.]

INTRODUCTION.

1. Distinguish the artist from the artisan: (a) In general; (b) in teaching.
2. How comprehensive must be the idea which the artist sets up as his ideal?
3. State the idea which is the teacher's ideal and show that it conforms to the general requirement.
4. State the facts concerning the author and editor of our text which indicate their peculiar fitness for working out a philosophy of education.

5. What analogies exist between education and medicine?

6. What consequences result from the complex nature of education?

7. Where does the science of education belong among the system of the sciences?

8. Distinguish between the science and the art of education.

9. Show the error which arises from the failure to distinguish between the science and the art of education.

10. State and explain each of the parts of the science of education. Show their relation to each other.

FIRST PART.—THE GENERAL IDEA OF EDUCATION.

CHAPTER I.

THE NATURE OF EDUCATION.

1. What topics are investigated under the general idea of education?

2. Explain the idea which determines the nature of education. Explain the different kinds of freedom and show their relations to each other.

3. Contrast education and training.

4. Explain education in the more and less comprehensive senses and name in each case the pupil, teacher and means.

5. What relation should exist between teacher and pupil?

6. Explain the terms theoretical and practical reason and show the relation of each idea to education.

7. By reference to the principles of psychology show that education should be systematic.

8. What gives rise to a division of labor in education? State its advantages and disadvantages.

9. What truth in the science of education gives a rational ground for inferring the immortality of the soul?

CHAPTER II.

THE FORM OF EDUCATION.

1. What determines the form of education?

2. Explain fully the idea of estrangement. Show the relation thereto of the actual and

the potential self and the sentiment of wonder.

3. Distinguish between work and play and show the place of each in the education of the individual.

4. Define habit.

5. To what principles (or motives) may the teacher appeal in the formation of habits? Show the gradation of those principles.

6. Classify habits on basis of their form and explain each. Show the necessity of each to a well-formed character.

7. Summarize the complementary relations with which education deals, and state the problem of education with respect to them.

8. Discuss fully the topic of punishments:

(1) Definition of; ground of, negative and positive.

(2) Kinds of.

a. Distinguish clearly between retributive and corrective punishments.

b. Show the gradation among the different kinds of corrective punishments.

c. The circumstances which would require the one or the other.

(3) How is the subject modified by the character and skill of the teacher?

(4) What seems to be the drift of public opinion with respect to corporal punishment?

CHAPTER III.

THE LIMITS OF EDUCATION.

1. What is meant by "the limits of education?"

2. Distinguish between the negative and the positive limit to education.

3. a. Explain what is meant by the subjective limit. b. The objective limit. c. The absolute limit.

4. What means of education are available to the individual after he leaves the school and what should be his attitude toward them?

5. State specifically some of the means of culture which exist in this state to supplement school education and show the duty of the teacher with respect to them.

CHAPTER IV.

INTELLECTUAL EDUCATION.

1. What is the relation of psychology to the science of education?
2. (a) Define attention and show its relation to the science of education. (b) Name and distinguish the various kinds of attention.
3. What is the duty of the teacher with respect to the pupils attention?
4. State the stages of intellectual education and indicate their relations to each other.

CHAPTER V.

INTUITIVE EPOCH.

1. (1) Define sense perception.
(b) State the function of the teacher in respect to sense perception.
(c) Distinguish between ordinary perception and scientific perception.
(d) Show the relation of will to the training of perception.
2. (a) State the kinds and uses of pictures and models.
(b) Show their advantages and disadvantages compared with things themselves.
3. Indicate the place that the collection of specimens has in cultivation of perception.
4. Indicate the function of drawing in the cultivation of perception.
5. What are the means of cultivating the ear?

CHAPTER VI.

IMAGINATIVE EPOCH.

1. Distinguish the imaginative from the intuitive.
2. Show in what way the latter is a "freer" form of mental activity than the former.
3. (a) What are the best means of cultivating the creative imagination?
(b) Explain the elements of classical literature that are adapted to the education of the individual.

(c) Compare the stages of individual and race development.

4. Explain fully why children delight in fairy tales.
5. Show the gradation of literature and its adaptation to different stages of culture.
6. Show the stage to which Shakespeare is adapted and indicate what constitutes its adaptation.
7. What should be the motto of the schoolroom in respect to our inherited culture?
8. What are the best means of cultivating the memory?

CHAPTER VII.

THE LOGICAL EPOCH.

1. Distinguish the logical epoch from each of the preceding.
2. What is the surest way of leading the pupil to gain the power of thinking?
3. Why should logical forms be studied?

[TO BE CONTINUED.]

Outline of First Quarter's Work in Reading.

- I. Definition of reading.
- II. Purposes of the study of reading.
- III. The place of reading among the language subjects.
- IV. Reading compared and contrasted with other language studies.
- V. Kinds or classes of reading.
 1. On basis of aim or purpose.
 2. On basis of power of mind addressed.
 3. On basis of form.
- VI. Forms of literature which may be made the means of securing the different purposes of reading.
- VII. Logical dependence of the different kinds of reading.
 1. Silent and oral reading.
 2. Thought, emotional and ethical reading.
- VIII. Thought analysis, or the finding of the relations of individual ideas.
- IX. The study of ideas addressed to the imagination, or figures of thought.

1. Those based upon principles of similarity.

2. Those based upon principles of dissimilarity.

3. Those based upon principles of association.

(The greater part of the first quarter's work in reading consists of the thought analysis of selections of literature, taken from *Appleton's Fourth Reader*, and *Masterpieces of American Literature*.

[An outline of the second quarter's work in reading will appear in the March number.]

Model School.

Plan For a Lesson in First Grade.

BY MARY SWEET,

The idea of the differences in climate on the earth, and their results upon modes of living and food products is the whole which is dealt with in this grade and the following.

At the time of this lesson, the pupils are getting the idea of tropical climate by the study of Manenko and her surroundings, the story in "Seven Little Sisters." The children have already studied specimens of growing corn, and corn in the ear, in order to imagine more vividly the existing conditions of a foreign place. The purpose of this lesson is to teach the pupil to read, spell and write, with this central thought in mind. There are three lessons involved, or three subordinate units.

Plan for reading.

1. Matter—The written word "corn."

2. Preparation.

a. Review of words.

Teacher: "How cold is it today?" Pupil: "It is very cold because I nearly froze my ears this morning when I came to school."

Tr. "Let's go to Manenko's country. What is the weather there this morning?"

Pupil. "It is as warm in Manenko's country today as it was here last summer. Manenko does not need to wear any clothes."

Tr. We'd have a picnic and we must each take something with us. Willie may take" (writing the following words which the children read) "nuts, rice, tea, sugar." Edith may take "honey, eggs, pumpkin pie, bread." Belle may take "fans, dresses, cups." John may take "water, fish and his dog."

[This cultivates memory by the review of known words. The pupils are in the imaginative stage and make-believe journeys as devices bring the ideas into mind vividly. Without these ideas the symbols would be of no value to the pupils, and empty symbols are uninteresting.]

b. On our way if we go by Manenko's home we shall see some corn growing on an anti-hill back of the hut. (Present corn stalks having ears on them.)

[The corn is presented so that the pupils will make the association between the object and the symbol. Since these two ideas have been made parts of one activity, whenever the symbol is presented, the idea of the real object is brought into consciousness before the spoken word.

3. Presentation.

Tr. "This is what the written word looks like." Teacher writes the word on some part of a drawing of growing corn which is on the board.

[The associations here are simultaneous associations between the word and the object and between the word and the picture.]

4. Application.

a. Hunting the word.

The pupils count the number of places in which they find the new word which is written on different boards and hidden among other words.

[There is a comparison involved in this exercise but it is implicit and the main purpose is to cultivate perception and fix the form of the word in mind.]

b. Comparison of words.

The pupils find the resemblances and differences between the words "corn, horn, morn."

[This is an explicit comparison of words which cultivates the pupil's power to dis-

criminate and identify carefully his perceptions, and makes more clear the form of the word.]

c. For a rapid mental drill, the teacher holds up cards with the written words horn, morn and corn on them, and the children practice until they are able to distinguish instantaneously which word is presented.

[This exercise has a tendency to cultivate rapid or almost involuntary apperception.]

d. Pupils pass to the board and write the word repeatedly as the teacher points to the object.

[When the pupil has a mental picture of the form of a word, the expression of it makes it more clear, or defines it.

Recalling an idea after frequent occurrences of an activity in which the idea and writing of it are parts, produces an automatic movement of the muscles for its expression. The writing of a word is a series of acts forming a habit. Forming the idea of the object in the mind should be the first act in the series. The pupils also retain their ideas by embodying them in concrete sensuous symbols.]

e. Reading. 1. Matter.

Snowflakes and pop-corn dance about,
The corn in the house, and the snow without.
The wind peeps in at the children gay;
Blow, wind; but you can't blow our flakes away.

[Personification is used in the sentences selected because the child makes things real by giving them the attributes of persons. A small child cannot comprehend new matter clearly unless he is permitted to apperceive it through the means fitted to his stage of development. Children are active and naturally appreciate objects in activity.]

2. Preparation and presentation.

There is present pop corn, both on the ear and popped, also snow in a dish. It is snowing out-of-doors.

Teacher shows an ear and asks, "What kind of corn is this?" Pupil. "Pop corn."

Let the pupils tell how they pop the corn.

Tr. "Why could not corn be popped in a large spoon?" Pupils will then tell how it flies about when popping.

"Look at this snow closely and tell all you can about it." Pupil. "The snow is white and cold, and is made up of flakes."

Tr. "In what ways are snow-flakes and pop-corn alike? In what different?" Pupil. "They are both white and light and feel soft."

Tr. "I know something which both of them do." Teacher writes on the board the first line of the stanza, and pupils read it.

Tr. "Where are the snow and corn when they dance about?" Writes the second line and pupils read.

"What does Mr. Wind do when he can not get into the house where the children are?" Teacher writes third line.

"What does the wind do with the snow-flakes? Look out and see." Pupil. "The wind is blowing the flakes from the window."

Tr. "This is what the children are saying to Mr. Wind." Writes fourth line.

[The objects are presented in order that the pupils may have the ideas clearly in mind as a basis for the reading.

The child should learn to read as he learns to talk, that is, he anticipates from what has been said what will probably follow. By anticipating he is able to read words that he could not read without proper adjustment.]

Plan for writing.

1. Matter:—the form of "p."

2. Preparation.

Tr. "The wind blows the snow, now let us do it with sharp quick puffs."

[Everything presented to a child should be in some way related to things in his own world, that is, be connected with his experience. This exercise, besides relating the sound of p to the action of the wind which is a known fact, permits the child to rest himself through activity, and makes the exercise interesting.]

3. Presentation.

Teacher makes letter p and at same time says: "This means that sound."

"Make the sound whenever I point to this." Teacher points to p and other letters.

Tr. "Who sees some tents in p? How

many tents are there?" Pupil. "Two."

Tr. "What difference is there between the tents?" Pupil. "One tent is two spaces and the other is one space high. The tall tent is sharp and the short one is round-topped."

The teacher makes n, and the pupils sound it, then erases first part of n and puts on a part of p and lets the pupils sound p. In the same manner t is taken up and changed to p.

[See answer to 2 above for the reason of comparing p with tents. The resemblances seen by the child are the products of external association. These are helpful in impressing the form of the letter. His imagination is so vivid that he is able to see very remote resemblances.

In writing, if the letters do not slant enough, it is more effective to say that the wind has not blown hard enough than it is to make known the mere fact that the letters should slant more.]

4. Application.

a. After passing to the board, the pupils will draw circles by count and then write "p" and "pop-corn." During the writing, Mr. Pop-corn stands by to see if the children are trying hard to write his name well.

Tr. "I see that most of us have the stick which holds up the sharp tent so short that the tent can be blown over easily."

[Drawing circles requires the full arm movement and this is taken first in order that the writing shall not be cramped from the use of finger movement alone. Writing fixes the form of the letter in mind and gives power to control the muscles of the hand and arm.]

b. Spelling. Review of letters.

Each pupil represents some animal as cow, cat, bee, etc. When the teacher points to a letter, a child will give the sound which that animal makes.

[To secure interest in the review of known letters many devices must be used. Z is the sound of the bee and the cow says m.]

c. Spelling.

Pupils analyze by sound new words containing the sound of p, as top, mop, hop, gap, map, flap, rap, sap, pan, and pig.

[This is still a review of old letters, but they are in new combinations. Such work prepares the child to assist himself in future reading lessons.]

Kindergarten.

The children in the kindergarten trimmed a Christmas tree, as the year previous. For weeks they were busy at work preparing the gifts for the parents. Shaving cases for the papas and fancy crepe paper baskets for the mamas.

The tree was trimmed for the children of a Mission Sabbath school, and each child in the kindergarten did his share in making the paper chains, strings of pop-corn, cranberries and candy-bags. With the tree went a quantity of clothing and toys "for the little children who would have no happy Christmas if we did not give it to them."

Alumni.

Dr. A. J. Gilker-on, class of '88, now practicing his profession in Osakis, wears a broad smile on all occasions for he is a "happy papa."

Three of the class of '94 have recently been elected to positions: Miss Clara Tension to a place in the Benson schools; Miss Jessie Carrick to fill the place at Long Prairie made vacant by the resignation of Miss Mary Nessel on account of poor health, and Miss Eda Davis goes to Pipes one.

Two of our lady graduates have, during the holidays, given up their profession to please two gentlemen.

At the home of her mother in this city occurred the marriage of Miss Eleanor Cramb, class of '93, and Mr. Fred Gamble. Miss Cramb has, since graduation, taught very successfully in the Fergus Falls public

schools. Mr. and Mrs. Gamble, after visiting his brother in St. Paul, recently pastor of the Baptist church in this city, went to their home in Kewanee, Ill.

In Grand Forks, N. D., on Jan. 3, occurred the marriage of Miss Etta Coulter, class of '94, and Mr. Frank Green. They have made Brown's Valley their home, where both have been teaching the past four months.

Exchanges.

Void of rhyme and rhythm, staggering on its feet, it tries to tell the story of an exchange as follows:

From Brainerd town a student bright,
To drawing much inclined,
One Saturday in mood sublime
Made drawings "out of sight."

A visitor so very sly
Misplaced (?) her drawing book;
Hear, Crow Wing, hear! hark, County Pope!
Don't laugh as you would dye.

He called us round to take a look
At drawing superfine.
Oh, sugar trust! Oh, coal combine!
The lady owned the book.

The faculty of the Boston University has voted to allow work on the college paper to count as work on the regular course.—Ex.

The Gleaner has been merged into The Endeavorer—The Minnesota Endeavorer. Number one of the Endeavorer gives a favorable impression. We wish it success.

There is one instructor for every six students at the Chicago University.—Ex.

The Normal Offering uses more than a column to discuss the pronunciation of the German w.

The Alpha, Little Falls, is a baby of four months. It contains much sense and speaks twice a month.

"Oh, what's a kiss my pretty maid,
Gramatically defined?"
"It's a conjunction, sir," she said,
"And cannot be declined."

—Ex.

Personals & Locals

Most of our students had a very pleasant time during the vacation, but have now returned to resume their work.

Special prices to the school at Fritz's photo gallery.

Rumors have it that at the close of the last quarter two of our young ladies at the Home got left and had to wait 24 hours for the next train.

The following who were formerly members of the school have returned to resume their work: Misses Smith, Waggoner, Hansen, Messrs. Doran, Tommy, Kjastad, Getchell and Campbell.

Our Queen photos are winners. See them at Fritz's photo gallery.

Miss Lamming while visiting in Glenwood was accidentally hurt. We hope for her speedy recovery.

Messrs. Maybury and Grosvenor, graduates of this school but at present attending the University in Madison, Wis., spent their holiday vacation in this city.

When the 21st of December at last came around some of our students were in a great hurry to be off, so much so that they forgot to take their purses with them. Although they have fair faces, their faces will not answer for their purses, so saith the officials on the N. P.

Fritz's photos are always up to date.

The students who remained here in the city during the holidays were: Misses Gee, Elizabeth and Sarah Josephson, Thompson, Palmer, Benhardus; Messrs. B. E. and Martin Benhardus, Olson, and Cederstrom.

Snow has come and, no doubt, coasting will soon follow. Tenth street hill will then be a favorite resort for many suggestion. Do not fail to provide yourself with a supply of court plaster and liniment.

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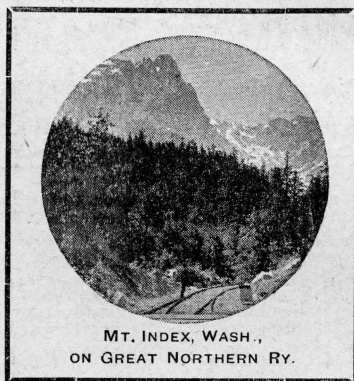
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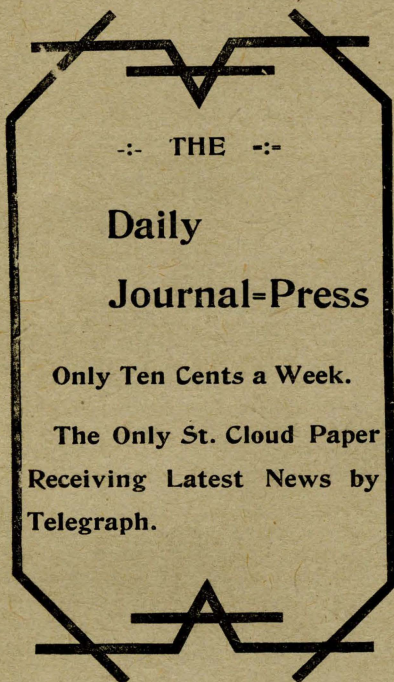
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GOING WEST.

St. Paul*4:15pm.†9:00am*8:00pm
Minneapolis4:559:308:40
St. Cloud7:0511:4711:00
Little Falls	.....8:15pm.	.....1:00pm	.....12:07am
Brainerd	.....	.....1:55	

GOING EAST.

Brainerd	.....	.....†1:00pm	
Little Falls	.....*3:30 am	.....2:00	.....*2:25am
St. Cloud4:353:003:55
Minneapolis7:005:206:30
St. Paul7:25am5:557:00

*Daily via Staples.

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