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ABSTRACT

This issue of "Insights" celebrates North Dakota's centennial. The information and activities it contains were meant for classroom use by teachers from North Dakota during the centennial year, but could provide others with a glimpse of that state's history. A fact sheet on "North Dakota Centennial Dates" gives a brief explanation of the important dates in North Dakota's history that relate to its attainment of statehood. A short history of the state, beginning with the Native Americans in the 1300s and the Spanish and French in the 1500s and 1600s, and ending with statehood in 1889 is contained in an article called "Brief History of North Dakota." A section headed "100 Years Ago on This Day" is a collection of quotes from the Bismarck (North Dakota) "Tribune" taken from various dates in 1888 and 1889. An "Issues" section deals with several problems and challenges that the people of the state may have to face in the next 100 years, ranging from climate to quality of life. Ideas for classroom activities are contained in "Potpourri of Centennial Activities," and this is followed by an annotated list of 11 projects and activities planned for various parts of the state plus books and curriculum materials that deal with North Dakota's history and Native Americans. Maps and drawings related to the state and its history are contained in a section called "Maps and Things." "Books about North Dakota" (S. Schmidt) is an annotated bibliography of 13 books by North Dakota authors writing about North Dakota. (JB)

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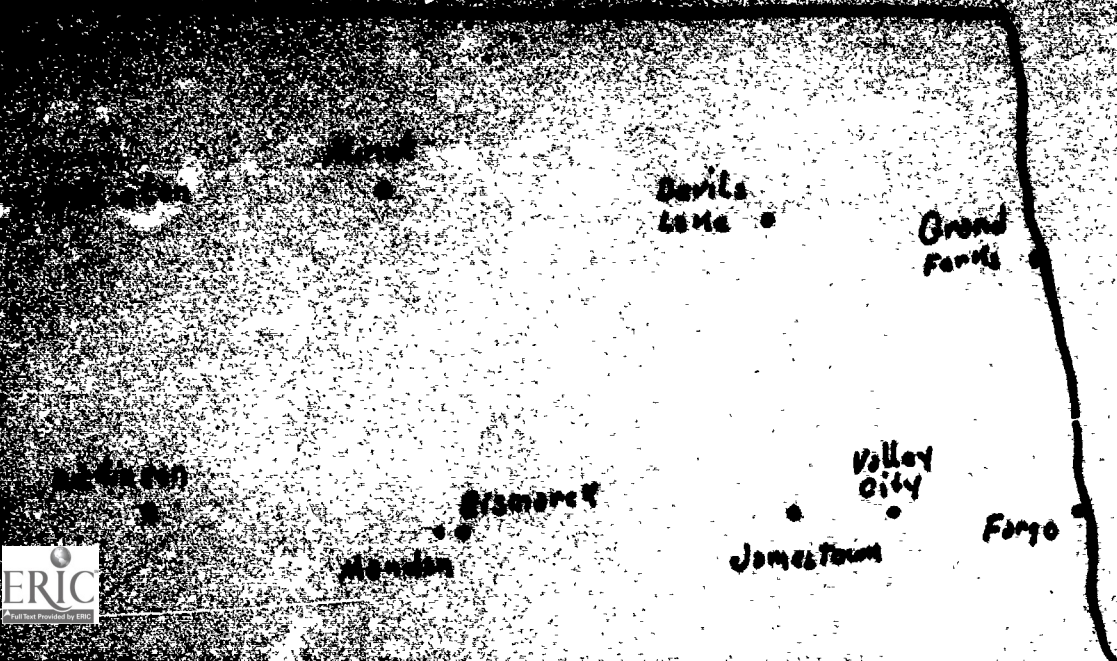
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\* \* \* \* \*

*The March issue of Insights celebrates North Dakota's Centennial. Teachers from the State of North Dakota will use the information and activities in their classrooms during the Centennial year. For those of you who are not from North Dakota, we hope you enjoy this issue and get a glimpse of our special history.*

# NORTH DAKOTA CENTENNIAL DATES

Passed by the 1987 Legislature

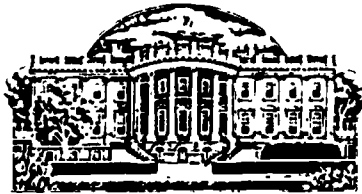
## DIVISION DAY



July 10, 1888

A convention of citizens from the Dakota Territory began at Huron and eventually led to statehood for both North and South Dakota.

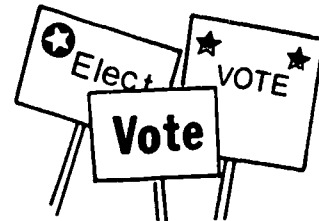
## GOVERNMENT DAY



February 22, 1889

President Grover Cleveland signed a bill authorizing people to call a Constitutional Convention and make other plans for statehood.

## FOUNDERS DAY



May 14, 1889

Delegates to the North Dakota Constitutional Convention were elected from 25 districts on this date.

## CONSTITUTION DAY



July 4, 1889

Delegates to the North Dakota Constitutional Convention met at the State Capitol in Bismarck to begin writing the state constitution.

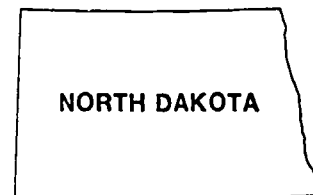
## CITIZENS DAY



October 1, 1889

The proposed Constitution was approved by North Dakota voters (27,441 to 8,108). State officials and other governmental officers were also elected.

## STATEHOOD DAY



November 2, 1889

President Benjamin Harrison signed a proclamation of statehood admitting North Dakota to the Union. With the signing, all elected state officials assumed their positions.

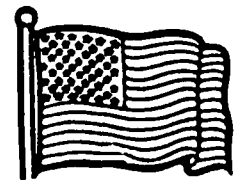
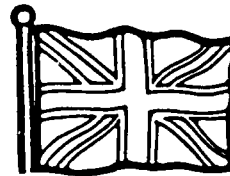
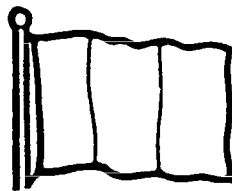
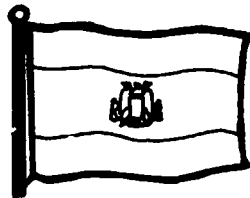
## NATIVE AMERICAN DAY April 5, 1989



Native American Day is designated to recognize and honor the native people and their ancestors who occupied the land that became the State of North Dakota.

# BRIEF HISTORY OF NORTH DAKOTA

## Five Flags Over North Dakota



The very first people to occupy the area of land that we now know as North Dakota were the Indian people who had migrated into this area as early as the 1300s.\* The next people to come into the area were the Spanish who claimed the whole North American continent based on the explorations by Columbus and Coronado, in the early 1500s. At about the same time people from France began to explore the Northeastern part of the North American continent and established important cities at Nova Scotia and Quebec. By 1682, a Frenchman, Robert LaSalle, had explored the entire length of the Mississippi to the Gulf of Mexico and claimed all of the lands drained by that great river for France. People from England, however, claimed the same area. The English said that their settlements on the eastern coast gave them title to the land from coast to coast.

By the late 1600s, the three major European countries plus the various Indian tribes laid claim to the great middle section of what was to become the United States. It was as if a great big vacant lot had been discovered on the edge of town by a group of neighborhood kids. These kids roamed all over the vacant lot. They played hide and seek in the wooded area and had races and played games in the open grassy area and slid down the small hill on the edge of the vacant lot in the winter. They even started a club and called themselves the Jets.

The Jets continued to enjoy the vacant lot for several years. They would gather after school and in the summer time to play games and hike through the woods and to slide on their small hill. One summer, though, they noticed that a group of kids from the south side of town had started

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\* Refer to the Native American Recognition Day curriculum materials described on page 27 for a new and very well written statement of the Native American people's history and contributions to North Dakota.

playing on the south edge of the lot. Later, that same summer, they also noticed that some other kids from the north end of town had started to play on the north edge of the lot and the Jets began to feel really hemmed in. No longer could they play any place they wanted to, but now they had to play in just the small middle part of the vacant lot.

If things were not bad enough with the south end kids taking over the southern part of the vacant lot and the north end kids taking over the northern part of the lot, the very next summer a new group of kids showed up and began playing in the vacant lot. Now things really started to get crowded and arguments broke out between the four groups. Soon one group wouldn't even let the other group play in their own area. They would disrupt each other's games and fist fights even broke out between some of the boys.

After several summers of fighting back and forth, they decided to call a peace conference. At the peace conference it was decided that the vacant lot would be divided into two halves with the new kids getting the east half and the south end kids getting the west half. The kids who originally discovered the vacant lot, the Jets, would get nothing, nor would the north end kids. They could both play in the vacant lot, but they would have to follow the rules set by the new kids and the south end kids.

This is about the way things really stood in 1763 when the Treaty of Paris gave Spain (the south end kids) the half of the country south and west of the Mississippi River, and England (the new kids) got the half of the country north and east of the Mississippi. The claims of the original inhabitants of the area (the Jets) were largely ignored. The western half of this region (or vacant lot), including the part that would become North Dakota, was now firmly in Spanish hands, and the eastern half belonged, temporarily at least, to England.

England ruled over the eastern half of our vacant lot for less than twenty years. The English colonists declared their independence from England on July 4th, 1776, and gained control of this land from England through the Revolutionary War which ended in 1783.

Spain ruled over the western part of the area, now called Louisiana, for a bit longer. In 1800 Spain sold the land to France. Napoleon, the ruler of France, had intended to use Louisiana as a wheat growing area to supply the French sugar growing colony at Santa Domingo in the West Indies. Before France actually took control of Louisiana, President Thomas Jefferson learned that the Spanish had closed the port of New Orleans to American shipping. This was a very important port. Americans needed the port to get their goods to market and also to import things they needed from other countries. Jefferson feared that war might break out over control of the port at New Orleans so he sent his Secretary of State, James Monroe, to Paris to see if Napoleon would sell New Orleans. Much to Jefferson's surprise, Napoleon agreed to sell not only the port at New Orleans, but all of Louisiana to the Americans for only \$15,000,000. It seems that Napoleon was about ready to give up on his sugar colony in the West Indies and so would not need the wheat produced in the territory after all. Napoleon was also planning a war against the



British and did not want to risk losing New Orleans to the British. He thought it was better to sell it to the Americans for \$15,000,000 and get something for it than to lose it to the British in a war and get nothing.

With the purchase of the Louisiana Territory, President Jefferson nearly doubled the area of the United States including that portion that was to become the Dakota Territory and later the states of North and South Dakota.

Title to the Louisiana Territory was transferred to the United States in a ceremony at New Orleans on December 20th, 1803. About two months later, on March 9th, 1804, the United States took possession of the upper part of the territory in a rather unusual ceremony at St. Louis. Spain still controlled this part of the territory and Spain had to give it to France before the United States could take it over. The Spanish representative, speaking mostly to French inhabitants of St. Louis, proclaimed:

*Inhabitants of Upper Louisiana: By the King's command, I am about to deliver up this post and its dependencies; the flag under which you have been protected for a period of nearly thirty-six years is to be withdrawn. From this moment you are released from the oath of fidelity you took to support it. The fidelity and courage with which you have guarded and defended it will never be forgotten, and in the character of representative I entertain the most sincere wishes for your perfect prosperity.*

The Spanish flag was lowered and the French flag raised. After a salute to the French flag was fired, it was lowered. The American flag was then raised, becoming the fifth flag to fly over the territory. Later, when North Dakota would enter the Union, the North Dakota flag would become the sixth flag to fly over the Northern part of the territory.



The United States now controlled all of the land from the east coast to the Rocky Mountains except a small area of land just north of the area purchased from Napoleon. This area includes the Northern part of what is now North Dakota and was obtained from England in 1818.

As this territory began to be settled, the people in certain areas could come into the Union as states if they went through a three stage process. In the first stage of this process, an area became an "organized territory" when a governor, a secretary, and three judges were appointed by Congress to govern the territory. These men (no women are known to have been appointed) were responsible for drawing up a new set of laws for the territory. They were also responsible for enforcing the laws and had almost complete power over the people in the territory. They were subject to a veto by Congress, but otherwise exercised almost complete control over the people who lived in the territory.

In the second stage, as soon as 5,000 people lived in the territory, the citizens could elect an assembly to make their laws for them and they could also elect a representative to the United States Congress. The representative was not allowed to vote; however, he could take part in the debates and represent the views of the people in the territory.

In the third and final stage, as soon as the population reached 60,000, the people of the territory could apply to the United States Congress for statehood. If Congress approved their application, the people could write their own constitution, make their own laws, elect their own state officials, and send voting representatives to Congress to represent their views.

Most of the central area of the United States had gone through all three stages and had entered the Union by 1880. Minnesota gained statehood in 1858; Kansas in 1861; Nebraska in 1867; and Colorado in 1876. The people living in the Dakota Territory thought it was about time they joined the Union as a state. The people wanted to make their own laws and elect their own officials. They were tired of being ruled by officials appointed in Washington. The only problem was that they could not decide if they wanted to join the Union as one big state or as two smaller ones.

Most of the people in the southern part of the Dakota Territory wanted the area split up into two states. They were unhappy that the territorial capital had been moved from Yankton which is in the southern part of the territory to Bismarck which was in the northern part of the territory. Finally, the territorial legislature asked the people to vote on admission as two separate states. The vote was very close, with 38,784 people voting for the two state plan and 32,913 voting against it.

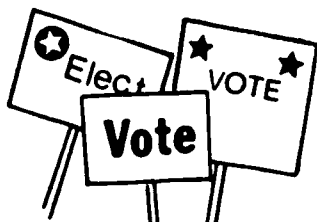
### GOVERNMENT DAY



February 22, 1889

Shortly after the vote favoring a two state plan, the United States Congress passed a bill (called the Omnibus Bill) which was signed by President Cleveland on February 22nd authorizing North Dakota and South Dakota to proceed with preparations for statehood. The same bill also authorized Montana and Washington to proceed with their preparations for statehood.

### FOUNDERS DAY



May 14, 1889

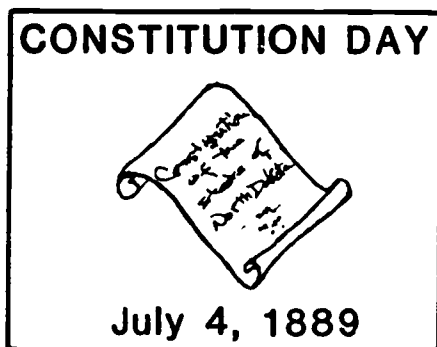
Voters went to the polls on May 14th, 1889, to select the seventy-five people who would draw up a new constitution for the state. The turnout was light, in part due to the weather. It had started raining in the Fargo area in the early morning hours and the cold rain had turned to snow by the time the polls opened.



In spite of the bad weather, voters from the state's 25 districts elected 56 Republicans and 19 Democrats to represent them at the Constitutional Convention that would begin in Bismarck on the fourth of July, 1889. Among the 75 delegates, there were 29 farmers and 25 lawyers. Fifty-two of the delegates were born in the United States and 23 were born in foreign countries. Not one of the delegates was born in North Dakota. Of the 52 delegates who were born in the United States, the single biggest group (26) was of Scotch/Irish descent. There were also 15 of English descent; 10 were Scandinavian and one English/German and one Dutch.

The 75 delegates tended to be young men from the Eastern part of the state. Only 9 of the delegates were over 50 years old and only 19 of them came from west of the Missouri River. Forty-five of the delegates came from the Red River Valley and the counties adjacent to the valley.

These 75 men--mostly young, mostly Republican, and mostly from the eastern part of the state--would begin meeting in Bismarck in less than two months to begin the hard work of drawing up a constitution for a new state.



The 75 delegates who were to meet in Bismarck on July 4th to begin writing a new constitution for the state wanted to make sure that it would protect the people of the state from what they saw as unfair treatment by large out-of-state corporations. They felt that the large railroad corporations were charging the farmers too much to transport their grain to the mills in Minneapolis. They also felt that the local elevators, which were controlled by the large Milling Corporations in Minneapolis, were not paying farmers a fair price

for their grain. The people also felt that the large banking corporations in Minneapolis were responsible for the high rate of interest they had to pay on their loans.

Generally, the people of the state felt very strongly that they were being controlled by outside interests. Martin Johnson, a convention delegate from Petersburg, put it bluntly when he said, "The Great Northern Railroad controls everything in our part of the country." One of the early newspapers agreed, stating in an editorial that . . .

*We are so heartily disgusted with our dependent condition, with being snubbed at every turn in life, with having all our interests subjected to the whims and corrupt acts of persons in power that we feel very much as the thirteen colonies felt when they flung away their dependent condition.*

The actual convention began at high noon on July 4th, 1889. Fred B. Fancher of Jamestown was elected chairman of the convention. Mr. Fancher was also vice president of an organization called The Farmers Alliance.

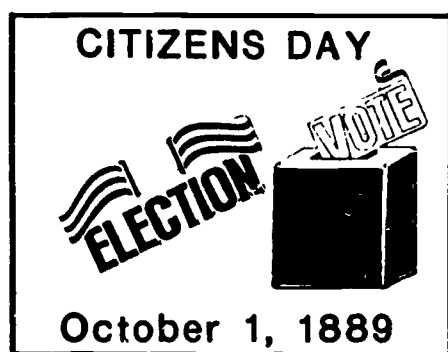
The Farmers Alliance had pressed hard for a number of years for better farm prices and lower railroad rates. Mr. Fancher hoped that the new state constitution would make these things possible.

A model constitution which was intended to serve as a guide for the new state constitution was introduced by Erastus Williams, a delegate from Bismarck. Mr. Williams refused to say who had written the model constitution, but it was later learned that a James Bradley Thayer of the Harvard Law School had prepared it at the request of Henry Villard. Henry Villard was Chairman of the Board of Directors of the Northern Pacific Railroad.

Delegates to the convention adopted parts of the Thayer model, but changed many parts of it. Most of the changes involved the decentralization of power. The delegates did not want the governor or any other state official to have too much power. They wanted to make sure that the new constitution did not simply transfer power from the corporations to a few state officials.

Most of the debate at the convention, however, involved the location of the various state institutions. Many of the delegates wanted a college located in their area. Others wanted the penitentiary or the School for the Blind or some other institution that would bring jobs and wealth to their area.

On August 17th, after 45 days of hard work and often bitter debate, the delegates had completed the writing of a new constitution. It was now up to the people of the state to accept it or reject it.



On October 1st, 1889, voters went to the polls to ratify the new constitution by a vote of 27,441 to 8,107. The state finally had its own constitution. It also had 14 institutions. Article 9 of the new constitution located the various state institutions at Bismarck (State Capital and penitentiary), Grand Forks (university), Fargo (agriculture college), Jamestown (hospital for the insane), Mayville (normal school), Valley City (normal school),

Mandan (reform school), Wahpeton (school of science), Ellendale (industrial school), Devils Lake (school for the deaf), Pembina County (school for the blind), Lisbon (Old Soldiers Home), and in either Rolette, Ward, McHenry, or Bottineau Counties--a School of Forestry.

Almost all of the opposition to the new constitution came from counties opposed to Article 9. A majority of the voters in Grand Forks, Walsh, Nelson, and Steele Counties voted against the adoption of the constitution, but voters in all other counties gave it strong approval.

The new North Dakota Constitution contained a preamble and thirteen articles. The preamble to the State Constitution closely resembles the preamble to the United States Constitution:

*We, the people of North Dakota, grateful to Almighty God for the blessings of civil and religious liberty, do ordain and establish this constitution.*

The thirteen articles found in the State Constitution set up the framework for state government and are summarized below:

ARTICLE 1: Bill of Rights This article lists some 24 rights that are to be protected. Most of these rights are also found in the United States Constitution.

ARTICLE 2: Voter Qualifications This article establishes qualifications for voting in state elections.

ARTICLE 3: Initiative and Recall This article makes it possible for an individual (or a group of individuals) to initiate a law he/she thinks should be passed and it also makes possible the removal of a state official by an individual citizen.

ARTICLE 4: Legislative Branch This article sets up the legislative branch of government and outlines the qualifications of its members.

ARTICLE 5: Executive Branch This article sets up the executive branch of government and identifies the officials to be elected by the people.

ARTICLE 6: Judicial Branch This article sets up the State Courts and identifies the qualifications, duties, and conduct of the judges.

ARTICLE 7: City and County Government This article sets up the county government and identifies the county officials that are to be elected. It also provides for "home rule" for some cities.

ARTICLE 8: Education This article provides for the free education of public school children and also creates the Board of Higher Education.

ARTICLE 9: Public Institutions This article locates the various state institutions and details the way publicly owned lands are to be managed.

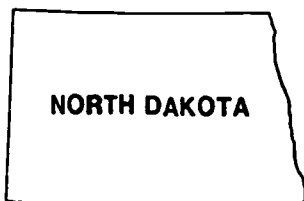
ARTICLE 10: Public Debt This article regulates the legislature's taxing power and outlines the care and use of public funds.

ARTICLE 11: General This article deals with a number of general provisions including boundaries of the state, state oaths for public officials, impeachment, emergency powers, etc.

ARTICLE 12: Corporations This article places certain restrictions on private corporations.

ARTICLE 13: Relations with U.S. Government This article deals with the relations between the state and the national government.

## STATEHOOD DAY



**November 2, 1889**

Once the new state Constitution was approved by the voters, the only remaining formality was the issuance of a proclamation by the president of the United States. President Benjamin Harrison signed this proclamation on November 2nd and sent the following dispatch to the Governors of North and South Dakota:

*To Governors Mellette & Miller, of North & South Dakota, Bismarck, North Dakota:*

*The last act in the admission of the two Dakotas as States in the Union was completed this afternoon at the Executive Mansion at 3 o'clock and 40 minutes, by the President signing at that moment the proclamation required by the law for the admission of the two States. The article on prohibition, submitted separately in each State, was adopted in both. . . . This is the first instance in the history of the National Government of twin States, North and South Dakota, entering the Union at the same moment.*

On November 4th Governor John Miller issued a proclamation calling for the legislative assembly to meet in Bismarck on November 19th for the purpose of electing two United States senators and to also perform other duties as called for in the constitution. North Dakota had taken the final step to statehood.

## 100 YEARS AGO ON THIS DAY

The following materials were taken from the Bismarck Tribune and are direct quotations. Headlines appear in capital letters.

### DIVISION DAY



July 10, 1888

July 11, 1888

The delegates to the division and statehood convention were slow and it was 2:05 before Hon. Hugh J. Campbell called the convention to order. Hon. Waldo M. Potter of Fargo was chosen temporary chairman. He accounted for the light attendance of delegates present at the convention to the long distances from one point in the territory to another.

July 12, 1888

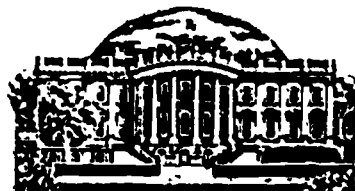
PASS ACTS AUTHORIZING THE  
HOLDING OF STATEHOOD CONVENTION  
IN BOTH SECTIONS OF DAKOTA

July 13, 1888

THE LAWYERS, MINISTERS AND  
FARMERS ENDORSE THE ACTION  
OF THE CONVENTION

The people are, and too long have been, denied the right which they have to self government and it is time that action was taken to secure this end.

### GOVERNMENT DAY



February 22, 1889

February 22, 1889

Senator-elect Moody of South Dakota says President Cleveland will probably attach his signature to the "Omnibus" territorial statehood bill to-morrow [sic] in recognition of Washington's Birthday.

February 23, 1889

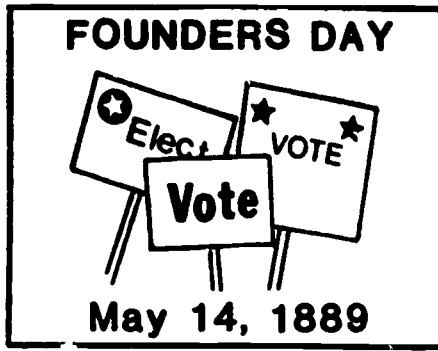
PRESIDENT CLEVELAND ATTACHES  
HIS SIGNATURE TO OMNIBUS BILL

The President approved the bill to admit as states of the Union: North Dakota, South Dakota, Washington, and Montana.

-----  
*Sound the loud timbrel  
O'er Egypt's dark sea;  
Dakota has triumphed  
Her people are free.*  
-----

The delegation of visiting Dakotans, prominent among them Delegate Mathews, held an informal jollification meeting in the main corridor.





May 14, 1889

There is something about today's election that may attract a large vote--even from among that class which fails to appreciate its importance. It is sentiment. The voter can look back and recall--with pride perhaps--the fact that he voted for delegates to attend the convention that formed the constitution of the state of North Dakota.

-----

In the TRIBUNE's list of nominees for the constitutional convention Messrs. Griggs and Hill of Grand Forks were put down as republicans. Both men are good enough to be republicans but they are not.

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Snow last evening in Montana. This reminds old-timers in Dakota of the foot of snow in this section on the 11th day of May, sixteen years ago.

May 15, 1889

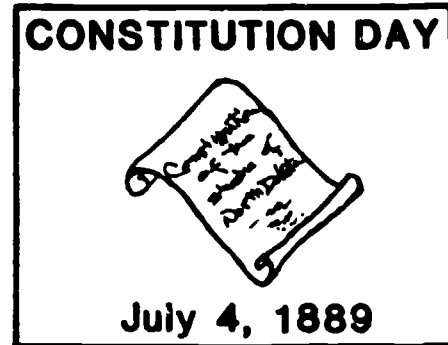
A STORMY DAY THROUGHOUT THE TERRITORY AND ONLY A LIGHT VOTE POLLED

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THE MINORITY REPRESENTATION FEATURE SECURES TO THE DEMOCRATS ONE-THIRD OF THE DELEGATES

-----

IN GRAND FORKS DISTRICT THE DEMOCRATS SUCCEED IN ELECTING CAPTAIN GRIGGS



July 4, 1889

FOURTH OF JULY CELEBRATION  
AT BISMARCK

The Following is the Programme for the Celebration of the 113th Anniversary of American independence on the occasion of the Assembling of the Constitutional Convention of North Dakota, at the City of Bismarck, July 4, 1889.

Order of Exercises and  
Sports for the Day

Salute of 42 guns at sunrise.

Vital Pyrotechnics, as displayed in the procession of the Antiques and Horribles at 8 a.m.

Grand Procession

Forms at 10 o'clock in the following order:

First Division

Military Band of the 12th U.S. Infantry.

Two Companies of U.S. Infantry from Fort A., Lincoln.

Troop of U.S. Cavalry from the 5th Regiment, Ft. Yates.

The Governor and Territorial Officials in Carriages.

Members of  
Constitutional Convention.

Second Division

Representation of States by  
42 Young Misses  
mounted as cavalry.

- - - - -

The following is the programme of sports to be held at the Base Ball park on July 5th at 1 p.m. to immediately precede the base ball game between Bismarck and Ft. Yates.

|   | 1st     | 2nd    |
|---|---------|--------|
| 100 yard dash                                     | \$10.00 | \$3.00 |
| Throwing 16 lb hammer<br>with follow              | 5.00    | 2.00   |
| Standing broad jump<br>with weights               | 10.00   | 3.00   |
| 220 yard dash                                     | 10.00   | 3.00   |
| Throwing baseball                                 | 5.00    | 2.00   |
| Fat men's race, 100 yd.<br>dash--limit 250 pounds | 10.00   | 3.00   |
| Running high jump                                 | 8.00    | 3.00   |
| 880 yard run                                      | 10.00   | 3.00   |
| Half mile walk                                    | 7.00    | 3.00   |

Spalding's handbook of sporting rules to govern all events.

**Friday, July 5, 1889**

THE CELEBRATION OF THE FOURTH IN  
BISMARCK A SUCCESS UNEQUALLED IN  
NORTHWESTERN HISTORY

- - - - -

THE PARADE ACKNOWLEDGED BY ALL TO  
HAVE REACHED THE ZENITH OF SUCCESS

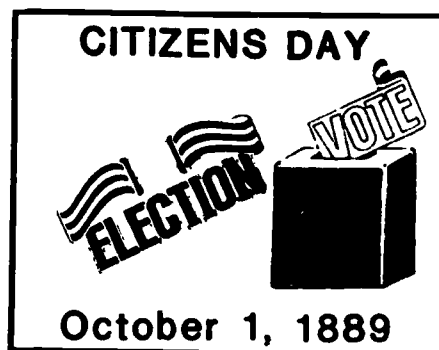
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HANDSOME MEN, CHARMING LADIES,  
SPLENDID STEEDS, CHARGING STEEDS  
AND BRILLIANT DECORATIONS

- - - - -

To say that never in the history of Dakota has there been a more brilliant celebration of July 4th than that which the thousands of patriotic North Dakotans witnessed yesterday, is to very mildly state what every observer is

proclaiming in enthusiastic praise. From the time the first gun was fired at sunrise until the last spark of the sky-bedecking pyrotechnics died away, it was one continual, unbroken and unprecedented round of pleasure and inspiration. With every train from the east and west during the morning hours came hundreds of visitors, some in attractive uniforms, some in gala attire, and others carrying musical instruments with which to stir to loyal sentiments the most stolid and indifferent.



**Wednesday, October 2, 1889**

A C L E A N S W E E P

NOT A DEMOCRAT ELECTED IN  
NORTH DAKOTA WEST OF JAMESTOWN

- - - - -

PROHIBITION PROBABLY DEFEATED  
BY LESS THAN 2,000 MAJORITY

- - - - -

THE CONSTITUTION RECEIVES AN  
OVERWHELMING VOTE IN ALMOST  
EVERY COUNTY

- - - - -

WASHINGTON SAFELY REPUBLICAN  
AND BOTH SIDES CLAIM THE  
VICTORY IN MONTANA

- - - - -

THE REPUBLICANS AND  
PROHIBITIONISTS MAKE A  
CLEAN SWEEP IN SOUTH DAKOTA

## ISSUES!

What will North Dakota be like 100 years from now? Will it change as much in the next 100 years as it did in the first 100 years? What issues or challenges will the people of the state have to deal with in the next 100 years? Will these issues or problems or challenges be as difficult to deal with as the ones we encountered in our first 100 years? We asked these questions in an informal survey of a number of North Dakotans active in business, agriculture, government, and education. Several of the individuals interviewed saw many of the challenges for the next century as a continuation of the problems or challenges faced in the first century. Two of these challenges faced by delegates to the State Constitution Convention 100 years ago include:

1. How to provide more autonomy for individuals and businesses so as not to be as dependent on outside interests including milling interests, banking interests, and railroad interests.
2. How to provide adequate services for the people of the state; where should the state institutions be located and how would they be paid for.

Other individuals who were interviewed saw a completely new set of issues or challenges. The issues raised by those interviewed are summarized below. The reader is reminded that this was a small informal poll. It does not necessarily represent the viewpoint of all North Dakotans. What do you think? Do you agree or disagree with the points of view expressed below?

### Ownership Patterns

Everything seems to be getting bigger and bigger. Fewer and fewer people own more and more. The "Ma and Pa" store is gone. Everything now is a chain store. Business after business is being purchased by foreign countries. Farms are getting bigger and bigger. Will this trend continue? Will it cause problems for the people of the state or will it improve the quality of life for North Dakotans? What do you think?

### Population Patterns

The out-migration of people from North Dakota continues. Up to 43% of the recent college

graduates leave the state. Will the state continue to be "depopulated" or might it become "repopulated" in the future? What would cause a "repopulation" . . . weather, technology, values? What do you think?

### Education

Recent technological advances may change rather dramatically the way educational services are delivered to the people of the state. Interactive television instruction and computers are becoming more common. Will this trend continue and will we at some point in the future have just one "National University of Video Tape Instruction"? Can we afford this new technology? Can we afford to continue to fund the many

schools that now exist in the state?

### Economics

North Dakota economic development in the first 100 years has been based primarily on the state's natural resources. Agriculture is still the number one producer of primary income and the development of energy resources has also contributed to the production of primary income. Little of the state's primary income, however, has come from manufacturing or from service-related industries. It has been estimated that between seven and eight

housand new jobs need to be created each year. Where will those new jobs come from? Will they come from agriculture and energy related industry or will they come from the manufacturing, service, and communications areas? Will technology make it possible for many people to work right in their own home?

### Leadership

The Greater North Dakota Association's "Project 2000" is attempting to help the state create a common vision of the state's future and to translate that vision into action. Will the state's leadership come from groups or organizations such as

These seven issues represent some of the issues North Dakota may face in the next 100 years. What other issues do you think will be important? What is your vision of what North Dakota should look like in 100 years?

the GNDA or will it come from state government? Perhaps it will come from both or perhaps it will come from a new relationship between government, education, and industry. The relationship between government and industry is much closer in many foreign countries, most notably Japan. Should we move in that direction or would that hinder effective competition in our state? What do you think?

### Climate

North Dakota has just experienced one of its driest and one of its hottest summers on record. Is this the start of a warming trend? If it is, does that mean that we will become the nation's corn belt in a few years or even the cotton belt by the end of our second 100 years? Will people move in large numbers to this new "Sun Belt"? What would that mean for our state's institutions and for our rural way of life?

### Quality of Life

North Dakotans have always taken a certain amount of pride in their rural life style and the values associated with that life style. Will these values continue to be a part of the culture or will moral and ethical issues emerge that dramatically alter our values?

# POTPOURRI OF CENTENNIAL ACTIVITIES

## Dramatization

Students could prepare scripts for a "readers' theater" or put on fully costumed one-act plays for each of the Seven Centennial Dates. Division Day, for instance, could be portrayed by two of the delegates to the Huron Convention arguing about whether the territory should join the Union as one state or as two states. The conversation could take place in a hotel lobby as other delegates register--the other delegates may join the discussion briefly.

Some ideas for other Centennial Dates are outlined below:

### FOUNDERS DAY - MAY 14TH

Setting - A polling place in one of the 25 districts.

Characters - Election judges and voters as they come in from the rain and snow to vote for delegates to the Constitutional Convention.

Plot - Hotly contested election for delegate positions with several poll watchers making sure everyone who voted was a qualified voter.

### CONSTITUTION DAY - JULY 4TH

Setting - Opening day of the convention at the Capitol Building.

Characters - Delegates to the convention--several selected to make "opening remarks" about what the Constitution should contain.

Plot - Location of State Institutions and curbing of power of outside interests.

## Models

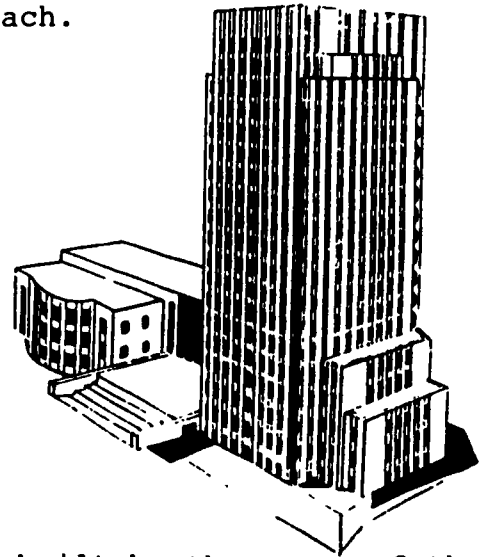
Three dimensional models have always been a favorite activity of students and the State Centennial provides a nice opportunity for students to do a bit of research and to build their own models. Two models are suggested in the materials that follow, but students could do other public buildings, forms of transportation, period costumes or typical homes from different periods in our history. Students could also select a famous person from North Dakota history and make an apple head doll to represent that person. The doll's head is made from a peeled and cored apple. The facial features are then carved into the apple and the apple is soaked in lemon juice for about 30 minutes. It is then blotted dry and salt is worked gently into the apple. The center is then stuffed with cotton and the apple is set aside to dry for two or three weeks at room temperature. The body of the doll is made from a pop bottle with the head attached by putting a stick into the hollowed out apple with enough "neck" sticking out to attach to the pop bottle. Arms can be made with pipe cleaners and attached to the neck (stick). Makeup can be added



to the face, hair made of cotton or corn silk can be added and clothing made using scraps of cloth and fabric glue. The dolls could then be displayed around the room with a name tag on each.

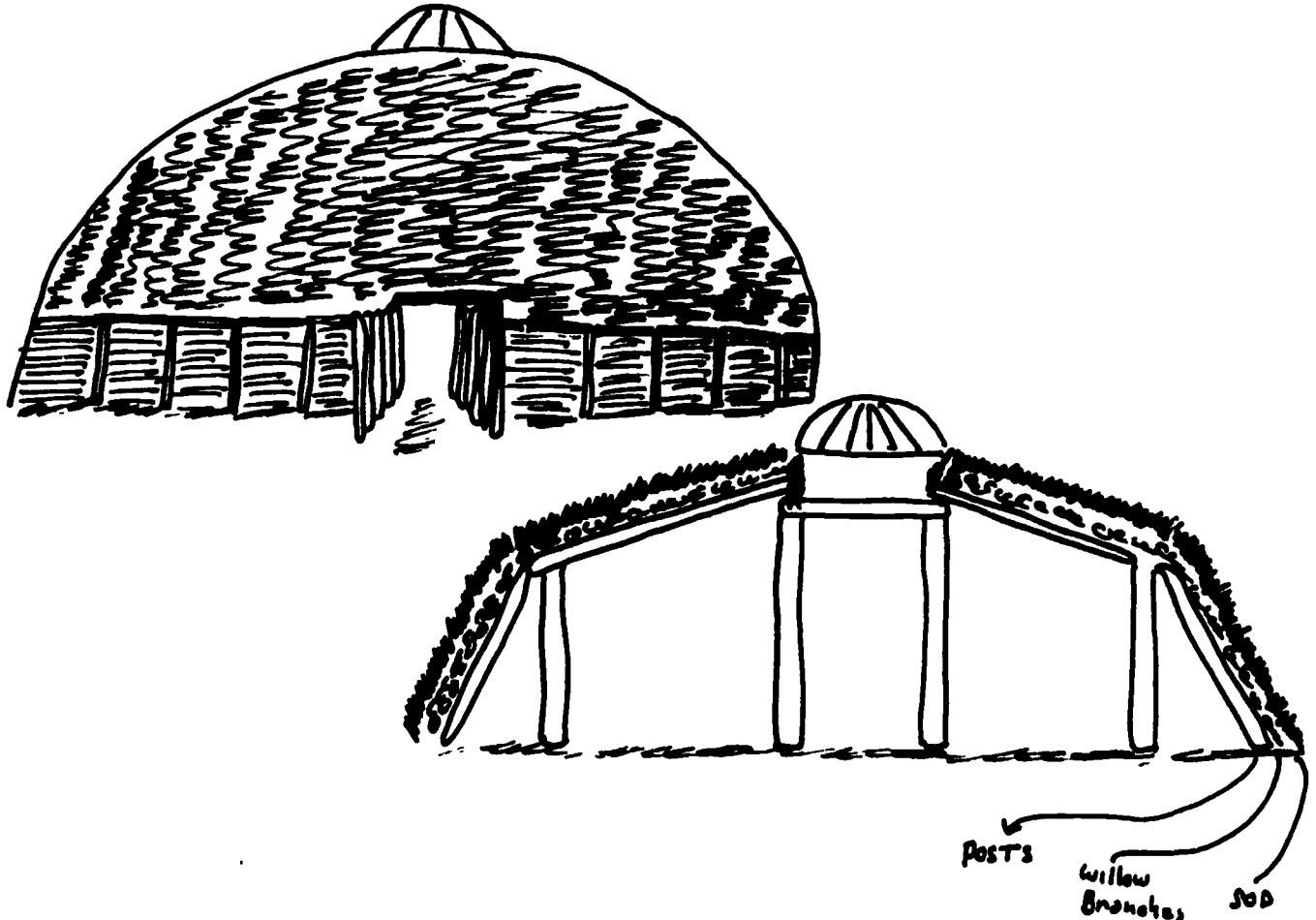
### STATE CAPITOL BUILDING

A model of the North Dakota State Capitol Building can be made fairly easily by using an empty one quart milk carton. The main section of the Capitol Building is 241 feet, 8 inches high and 95 feet square. A milk carton is about 3 inches by 8 inches, so if you let 1 inch equal 30 feet, the model would be 90 x 240, instead of 95 x 241'8".



### AN INDIAN EARTHLODGE

Three tribes of Native Americans, the Mandans, Arikara, and Hidatsas, lived in large round earthlodges. The earthlodges were built by the women of the tribe. They probably ranged in size from 40 feet to 90 feet in diameter. Often they were large enough for several families and in cold weather even some of the family's horses. Earthlodges were warm in the winter and cool in the summer. A carefully made lodge would last many years.



## North Dakota State Fair Exhibits

What better way to celebrate North Dakota's Centennial than to have students submit projects to the 1989 State Fair! Projects can be entered in any of the following areas:

- |                      |                      |                        |
|----------------------|----------------------|------------------------|
| 1. Illustrated Books | 6. Science           | 10. Poetry, original   |
| 2. Units             | 7. Three Dimensional | 11. Handwriting        |
| 3. Maps              | Activities           | 12. Creative Art       |
| 4. Collections       | 8. Manual Art        | 13. Open (i.e., other) |
| 5. Ink Drawings      | 9. Holiday Art       |                        |

Projects are classified by grade with grades 1-3 in group one; grades 4-6 in group two; grades 7-8 in group three; and grades 9-12 in group four. The number of entries for any one school is limited to 15 for high schools and to 20 for most elementary schools. For more information contact the North Dakota State Fair, Box 1796, Minot, ND 58702 or the Ward County Superintendent of Schools, Minot, ND 58701.

### WORLD'S WORST JOKES CONTEST

## Fun With North Dakota Town Names

Did you hear the one about the Parshall man who was arrested in Fargo? The rest of him apparently escaped!

### JEOPARDY

The North Dakota town that is named after an artillery shell -- Cannonball.

The North Dakota town whose inhabitants all feel like a certain kind of spirit -- Kindred.

The North Dakota town that is named after a very famous German Count -- Bismarck.

A North Dakota town named after a bad lake -- Devils Lake.

The names of four new towns in North Dakota -- Leipzig, Rockford, Salem, England.

### WIN-LOSE SKETCH

Teams compete to see if one team member can sketch a city in North Dakota recognizable by other team members. A team member, for example, might sketch a devil and a lake to help his team correctly identify Devils Lake.

## Language

Introducing the students to a small vocabulary of non-English words might be another way to celebrate the ethnic diversity of North Dakota's people. Words in the table below might serve as a starter. Perhaps students could get other words from their parents or grandparents. A

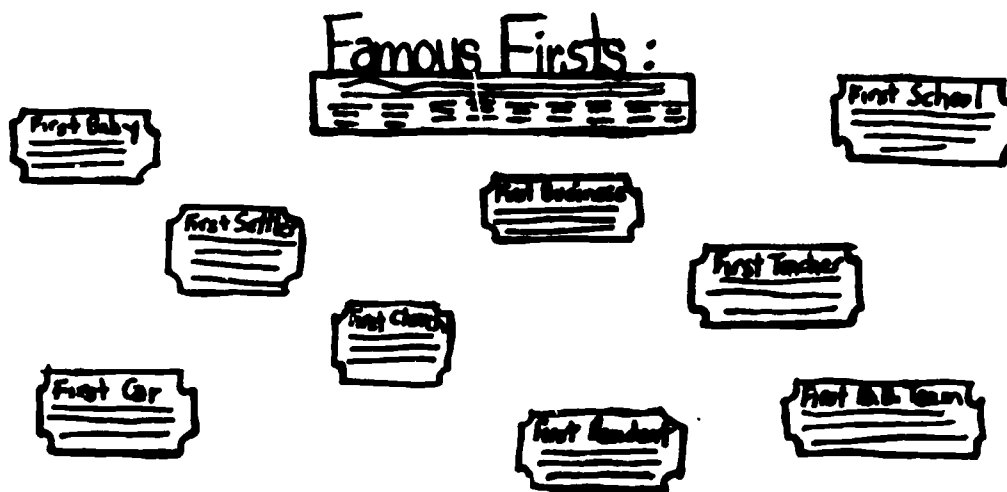
class might focus on a different language each week. A bulletin board could be put up. The teacher and students could greet each other in the language of the week, perhaps a resource person could come in and teach the class a few new words and tell them a bit about the country.

| <u>English</u> | <u>German</u> | <u>French</u> | <u>Swedish</u> | <u>Sioux</u> | <u>Norwegian</u> |
|----------------|---------------|---------------|----------------|--------------|------------------|
| Good           | Guten         | Bon           | God            | Waste        | God              |
| Morning        | Morgen        | Matin         | Morgon         | Anpetu       | Morgen           |
| Class          | Klasse        | Classe        | Klassen        | Mitakidrpi   | Klasse           |
| Teacher        | Lehrer        | Professeur    | Larare         |              | Laerer           |
| Desk           | Pult          | Pupitre       | Bord           |              | Pult             |
| Chair          | Stuhl         | Chaise        | Stol           | Akanyakapi   | Stol             |
| Table          | Tisch         | Table         | Bord           | Akanwotapi   | Bord             |
| Window         | Fenster       | Fenetre       | Fonster        |              | Vindu            |

### Famous Firsts

Students may enjoy researching some of the state's or local communities' "Famous Firsts."

A "Famous Firsts" bulletin board could be developed and displayed in the school or in one of the town businesses. The display could list the students' names and look something like the one shown below. Each of the cards displayed could include the 5 W's . . . Who, What, When, Where, and Why. The display might also contain a brief description of the projects . . . something like: This display has been developed to help celebrate our State's 100th Birthday. Research for the display was done by Mr. Smith's fourth grade class. If anyone has additional information concerning the "Community's Firsts" they are asked to contact one of the students listed below.



### Poetry

Students may be interested in writing some original poetry to celebrate the State's 100th Birthday. Teachers may even want to award Poet

Laureate Certificates (see next page) to be kept by the students as mementos of the occasion.

## CERTIFICATE OF RECOGNITION

(NAME OF STUDENT)

---

IS RECOGNIZED BY THE

(NAME OF SCHOOL OR CLASSROOM)

---

as a

**STUDENT POET LAUREATE**

FOR THE WRITING OF AN  
ORIGINAL COMPOSITION TO  
COMMEMORATE

**NORTH DAKOTA'S CENTENNIAL**

Students could write on a variety of subjects including those listed below:

1. *What I like about living in North Dakota*
2. *What North Dakota means to me*
3. *North Dakota's Four Seasons*
4. *Any of the Centennial dates (i.e., Statehood Day, Division Day, etc.)*
5. *North Dakota's many people (Indian, German, Norwegian, etc.)*

Students might also use any number of patterns or structures including:

1. *Serial structure - one two, home of the Sioux; three four, soon to be more . . . or N is for Nature; found in abundance. O is for oxcarts; the Red River Valley Kind. R is for \_\_\_\_\_ (complete the spelling of N-O-R-T-H D-A-K-O-T-A).*
2. *Parallel structure - In this type, all lines are nearly equal and each line adds something to one general theme. A poem dealing with the theme of nature might begin like this:*

*Birds singing in the trees*  
*Honey making by the bees*
3. *Comparison and Contrast - Lines in this poem tell about contrasting things. Examples could be Summer and Winter; Day and Night; Good things, Bad things; New things, Old things.*

*"I wonder why the sun is so red,  
Or why the moon is so yellow when we go to bed."*

### Hall of Fame

The North Dakota Hall of Fame consists of 18 people who have been recognized for outstanding accomplishments. A classroom might want to

create its own Hall of Fame to recognize people who have made contributions to the community. Students would create their own criteria, possibly including people who:

1. Contributed to the business life of community
2. Contributed to the social life of community
3. Contributed to the schools, churches of community
4. Contributed to city or state government
5. Contributed to the young people of the community
6. Contributed to the farming or ranching of the community
7. Have become famous for certain accomplishments
8. Have been outstanding athletes, musicians, or scholars within the local community

The eighteen people who have been inducted into the North Dakota Hall of Fame are listed below:

| <u>Name</u>            | <u>Town</u>   | <u>Accomplishment</u>                                    |
|------------------------|---------------|--|
| Theodore Roosevelt     | Medora        | Became the 26th President of the United States           |
| Eric Sevareid          | Velva         | Nationally known television commentator                  |
| Dorothy Stickney       | Dickinson     | Broadway actress   |
| Lawrence Welk          | Strasburg     | Nationally televised program of "champagne music"        |
| Dr. Anne H. Carlson    | Jamestown     | International honors for her work with crippled children |
| Ivan Dmitri            | Glen Ullin    | World famous artist                                      |
| Dr. Robert Bahmer      | Gardena       | United States Archivist from 1966-69                     |
| Casper Oimoen          | Minot         | Captain of Olympic ski team in 1936                      |
| Bert Gamble            | Hunter-Arthur | Co-founder of Gamble Skogmo stores                       |
| Louis L'Amour          | Jamestown     | Author of over 500 short stories, novels, and TV scripts |
| Edward K. Thompson     | St. Thomas    | Editor of "Life" magazine                                |
| Peggy Lee              | Jamestown     | Singer, film star, and nominee for an academy award      |
| General Harold Johnson | Bowesmont     | Chief of Staff, U.S. Army                                |
| Roger Maris            | Fargo         | Major league baseball player                             |
| Harold Schafer         | Stanton       | Founder of Gold Seal Corporation                         |



|                               |                    |   |
|-------------------------------|--------------------|---|
| <i>Era Bell Thompson</i>      | <i>Driscoll</i>    | <i>Editor of "Ebony" magazine</i>                                 |
| <i>Dr. Leon Jacobson</i>      | <i>Sims</i>        | <i>Medical research and teaching at the University of Chicago</i> |
| <i>Mrs. Elizabeth Bodine</i>  | <i>Velva</i>       | <i>American Mother of the Year</i>                                |
| <i>Cliff "Fido" Purpur</i>    | <i>Grand Forks</i> | <i>National Hockey League player</i>                              |
| <i>Phyllis Frelic</i>         | <i>Devils Lake</i> | <i>Deaf Broadway actress</i>                                      |
| <i>General David C. Jones</i> | <i>Minot</i>       | <i>Chairman, Joint Chiefs of Staff</i>                            |
| <i>Ronald C. Davies</i>       | <i>Grand Forks</i> | <i>United States Judge</i>  |

## Time Capsules

Having a class or the entire school bury a time capsule to be dug up during the State's Bicentennial would give students a chance to think about what is important to them. They could also make predictions about what the State would be like 100 years from now. If the capsule were buried right beside the school building's foundation, a small commemorative sign might be secured to the outside wall of the building. Some of the things that might be placed in the capsule are:

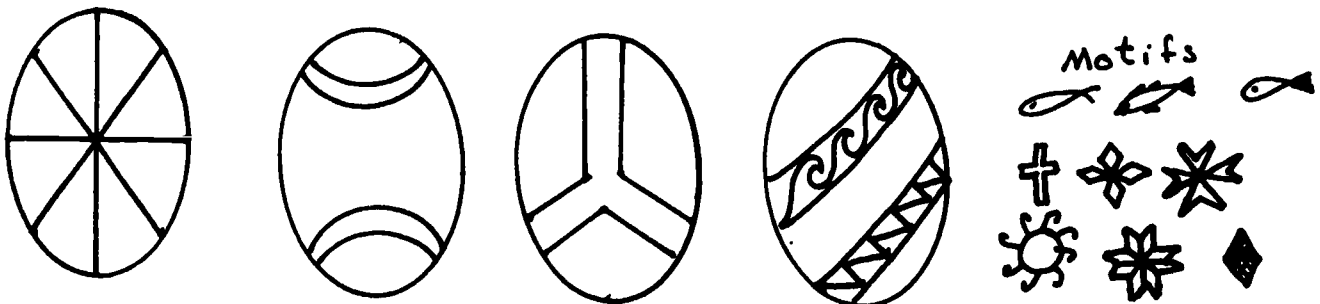
*Food wrappers*  
*Photographs*  
*Newspaper clippings*  
*Toys*  
*Catalog pages*

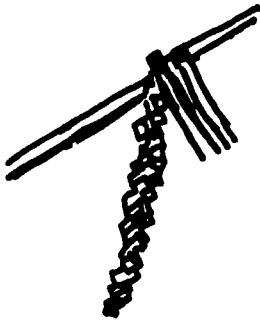
*Class lists*  
*Popular slang words*  
*Tools*  
*Food*  
*Cassette tapes*

## Ethnic Crafts

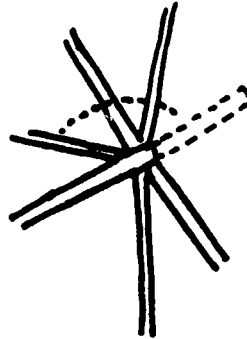
A good way to celebrate the ethnic diversity of the State might be to let students do some authentic crafts. A few examples are suggested below. Materials and instructions for the examples can be obtained from most craft stores.

### UKRANIAN PYSANKY



SWEDISH STRAW CRAFT

4 Straw Plait  
 East to West  
 West to East  
 North to South  
 South to North



6 Straw Plait  
 Cross two  
 and fill  
 the gap.

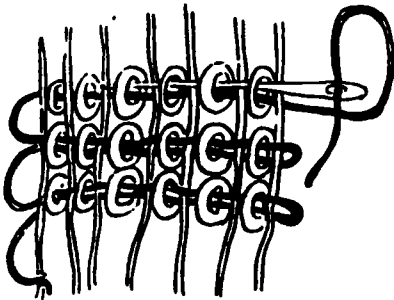
INDIAN BEADING

Figure 1. Double left weaving

← any length desired →



Figure 2. Scrap lumber box loom

**Other**

The following ideas were selected from the North Dakota Department of Public Instruction's Centennial Handbook.

- \* Organize a poster contest for grades 4-6. Theme: North Dakota: A Living Legacy.
- \* Sponsor an essay contest projecting North Dakota's future entitled "North Dakota 100 Years From Now."
- \* Have students debate issues in North Dakota's past or future.
- \* Plan a "Come as Your Favorite North Dakotan Day."
- \* Invite senior citizens to speak to classes and spend the day at school.
- \* Have a day at school exactly as it would have been 100 years ago.
- \* Plan a field trip to a nearby historical site.

- \* Help students make clay models or soap carvings of activities of persons involved in North Dakota's exploration.
- \* Have students pretend they are early North Dakota settlers and write their friends telling of their experiences.
- \* Make a timeline of the last 100 years of North Dakota's history.
- \* Organize a cooking class to prepare foods from past generations and share results in a North Dakota "banquet."
- \* Write a history of your school.
- \* Develop an oral history project using the memories of community members.
- \* Prepare an exhibit of old photographs, yearbooks, trophies, sports, and graduation programs of your school's past.
- \* Have students choose and research a point of interest in North Dakota.
- \* Videotape students portraying historical figures.
- \* Help students plan, write, and produce a videotape or slide show on their school or community.
- \* Have students research and design a new invention or product that will meet special North Dakota needs.
- \* Plan a party to celebrate North Dakota's birthday.
- \* Plan a visit to a local cemetery as a local history project.
- \* Lead students in a discussion of what they think their communities will be like in 2089.

# CENTENNIAL PROJECTS/ ACTIVITIES/MATERIALS

## McLEAN-S. ERIDAN COUNTY ACADEMIC COMPETITION

Junior and senior high school students from McLean and Sheridan Counties will meet for academic competition based on their knowledge of the State's history, geography, current events, etc.

## CENTENNIAL READING CLUB

Fargo students in grades 3-12 will have an opportunity to earn a Centennial Award by reading 100 books between November 2, 1988 and November 2, 1989.

## SUITCASE EXHIBIT FOR NORTH DAKOTA - CELEBRATION OF CHILDREN

The Governor's Committee on Children and Youth will develop a traveling exhibit of the games, holiday celebrations, birthday parties, and work habits of children in the early years of statehood. The exhibits will be available through the State Historical Society.

## ETHNIC FOOD FAIR

Students in Langdon's St. Alphonsus will take part in an ethnic food fair on January 29th. Food from nine different countries will be featured with students dressed in costumes typical of these countries. Dr. Jerome Tweton will entertain, playing the role of Boss Alexander.

## NORTH DAKOTA CENTENNIAL - TEACHER SUGGESTIONS

The Grand Forks School District has produced a one hundred and fifty page book of classroom activities related to the Centennial. The book has been distributed to local schools and also to schools in the Grand Forks Teacher's Center area.

## NORTH DAKOTA CENTENNIAL - ACTIVITIES HANDBOOK

Available from the Department of Public Instruction for \$2.00, this handbook contains 35 pages of activities and suggestions in all subject matter areas and all grade levels.

## PIONEER DAYS

Kulm Elementary students celebrated North Dakota Centennial Day by replicating school experiences of students during the early years of statehood. Boys and girls dressed up in period clothing and did a number of their lessons from books published before the turn of the century.

## THE CENTENNIAL TREE PROGRAM

A 32 page pamphlet describing the Centennial Tree Program is now available from the North Dakota Centennial Commission (2204 East Broadway, Bismarck, ND 58501). pamphlet describes how North Dakotans can participate in the Tree Planting Program. It also provides

a description of tree planting categories and other reference information.

BISMARCK PUBLIC SCHOOLS  
CENTENNIAL COMMITTEE

A group of Bismarck teachers have helped organize a number of activities in the various schools. The first activity focused on Statehood Day and the next activity will take place March 14th when, at a designated time, all Bismarck students will reflect and write on what North Dakota means to them.

NORTH DAKOTA CENTENNIAL  
BLUE BOOK 1889-1989

The North Dakota Centennial Blue Book is available from the office of the North Dakota Secretary of State (State Capitol Building, Bismarck, ND 58505) at a cost of \$15.00. The book contains a wealth of information on the history and government of North Dakota including major sections devoted to:

- a) *statistical profile of North Dakota*
- b) *state symbols*
- c) *chronological history*
- d) *current text of state constitution*
- e) *current listing of all state offices and boards*

- f) *history of the various counties*
- g) *population of all cities from 1910 to 1980*
- h) *listing of state parks and historical sites.*

NATIVE AMERICAN RECOGNITION  
DAY CURRICULUM MATERIALS

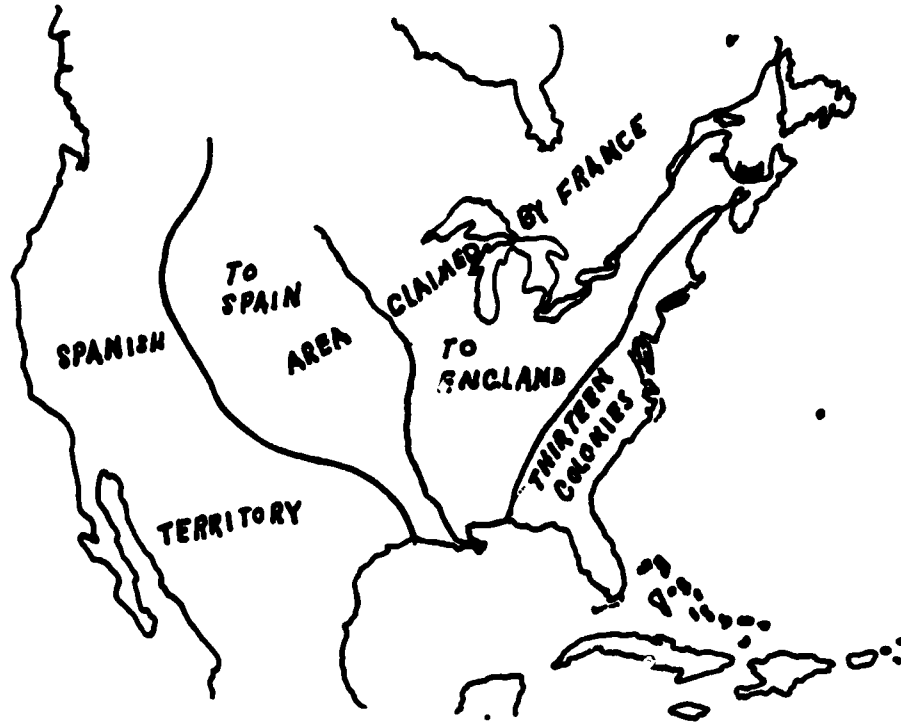
Curriculum materials are being developed to be used by schools across the state on April 5th as a part of Native American Recognition Day. By using these materials, teachers can expand the study of the history and contribution of Native Americans to several days or weeks.

The materials are being developed by Sandy Fox, a member of the Oglala Sioux and former teacher in DesLacs, and will be introduced in a series of regional workshops in February and March.

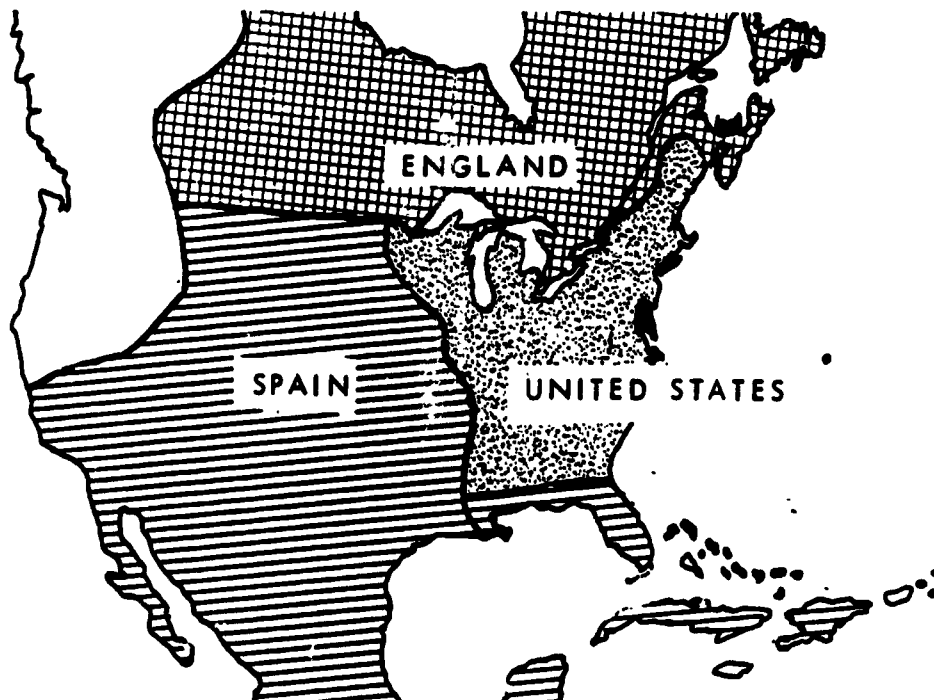
The development of the Native American Recognition Day curriculum materials was made possible through a grant from the North Dakota Centennial Commission to the Department of Public Instruction and the University of North Dakota's Center for Teaching and Learning. The Centennial Commission grant was matched with funds from the Exxon Foundation and the two project sponsors.

# MAPS AND THINGS\*

## European Claims Settled in 1763 Treaty of Paris



## North America After Revolutionary War 1783



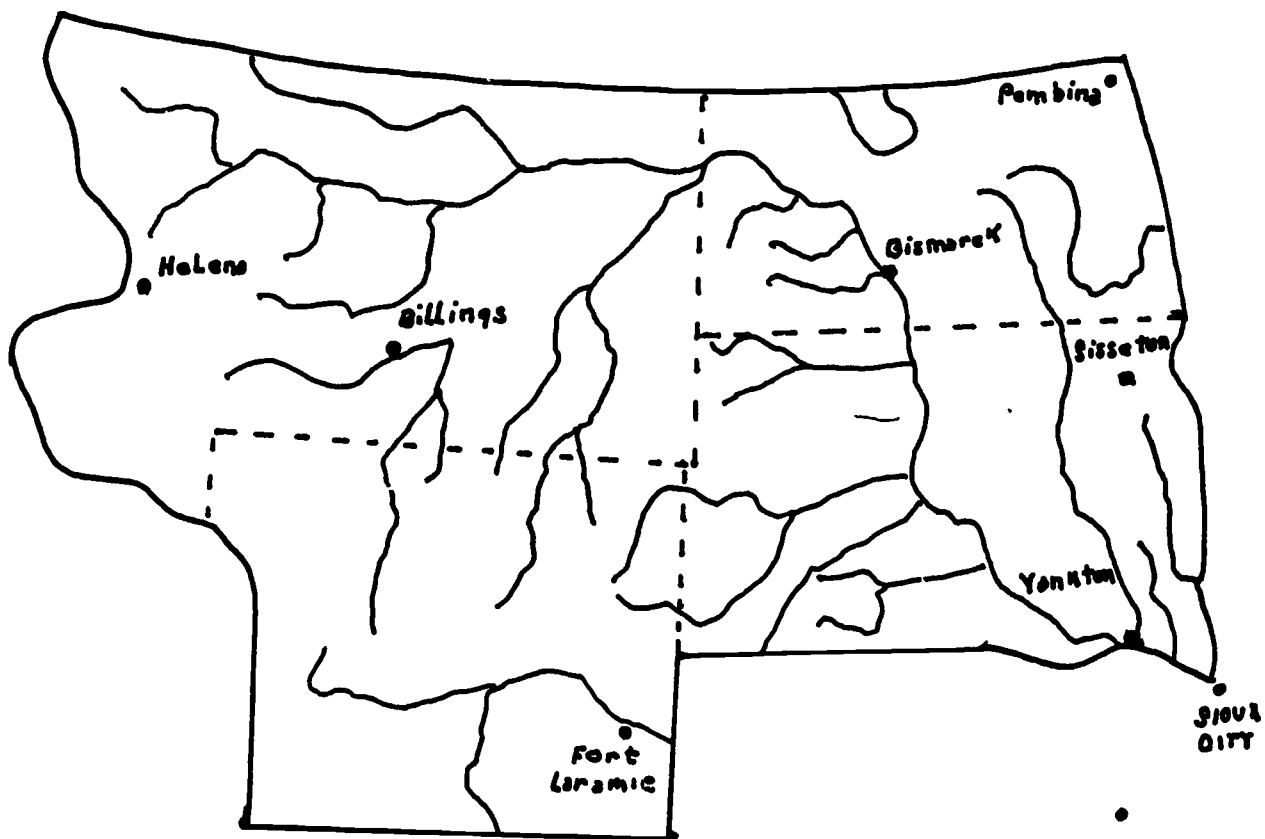
\*Many of the materials found in this section were originally published in the Department of Public Instruction's *Project North Dakota*.



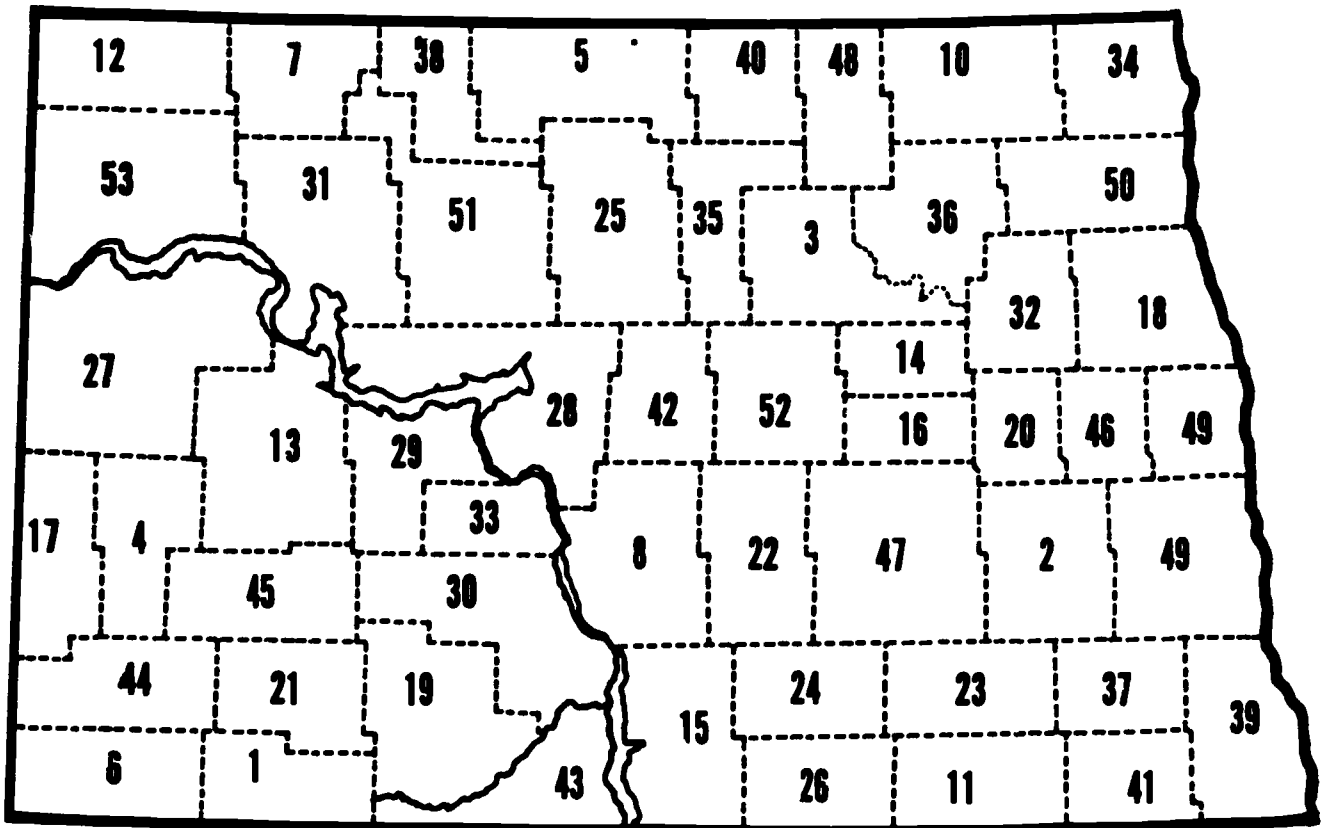
LOUISIANA PURCHASE (1803)



DAKOTA TERRITORY 1858-1889

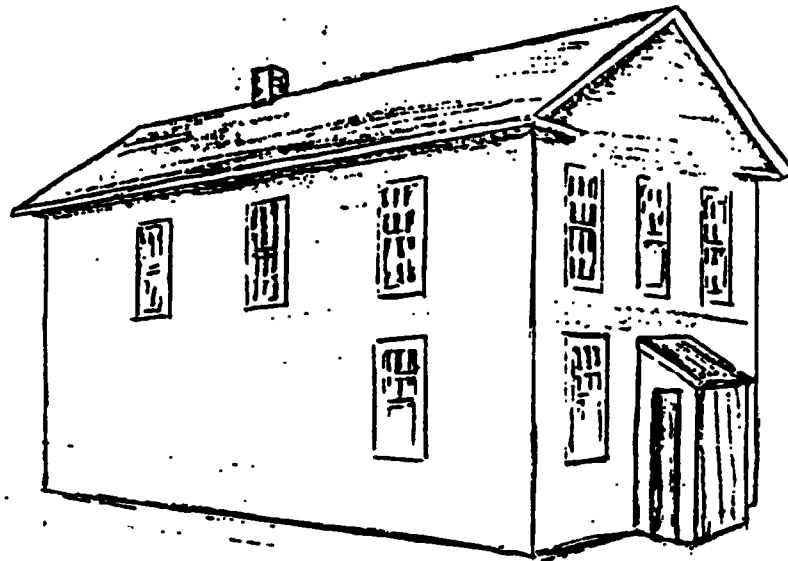


NORTH DAKOTA COUNTY NUMBERS

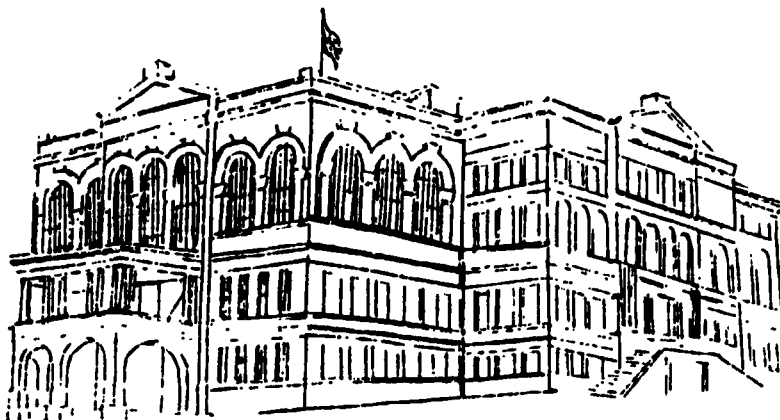


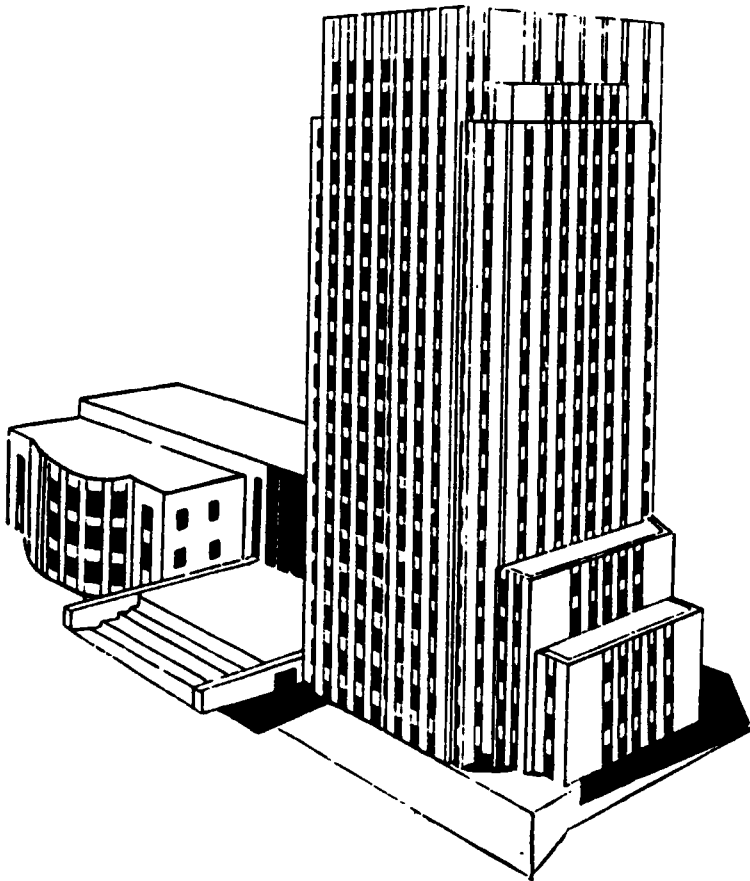
| COUNTY      |                  |              |
|-------------|------------------|--------------|
| 1 Adams     | 14 Eddy          | 27 McKenzie  |
| 2 Barnes    | 15 Emmons        | 28 McLean    |
| 3 Benson    | 16 Foster        | 29 Mercer    |
| 4 Billings  | 17 Golden Valley | 30 Morton    |
| 5 Bottineau | 18 Grand Forks   | 31 Mountrail |
| 6 Bowman    | 19 Grant         | 32 Nelson    |
| 7 Burke     | 20 Griggs        | 33 Oliver    |
| 8 Burleigh  | 21 Hettinger     | 34 Pembina   |
| 9 Cass      | 22 Kidder        | 35 Pierce    |
| 10 Cavalier | 23 LaMoure       | 36 Ramsey    |
| 11 Dickey   | 24 Logan         | 37 Ransom    |
| 12 Divide   | 25 McHenry       | 38 Renville  |
| 13 Dunn     | 26 McIntosh      | 39 Richland  |
|             |                  | 40 Rolette   |
|             |                  | 41 Sargent   |
|             |                  | 42 Sheridan  |
|             |                  | 43 Sioux     |
|             |                  | 44 Slope     |
|             |                  | 45 Stark     |
|             |                  | 46 Steele    |
|             |                  | 47 Stutsman  |
|             |                  | 48 Towner    |
|             |                  | 49 Traill    |
|             |                  | 50 Walsh     |
|             |                  | 51 Ward      |
|             |                  | 52 Wells     |
|             |                  | 53 Williams  |

## First Territorial Capitol Building Yankton, Dakota Territory



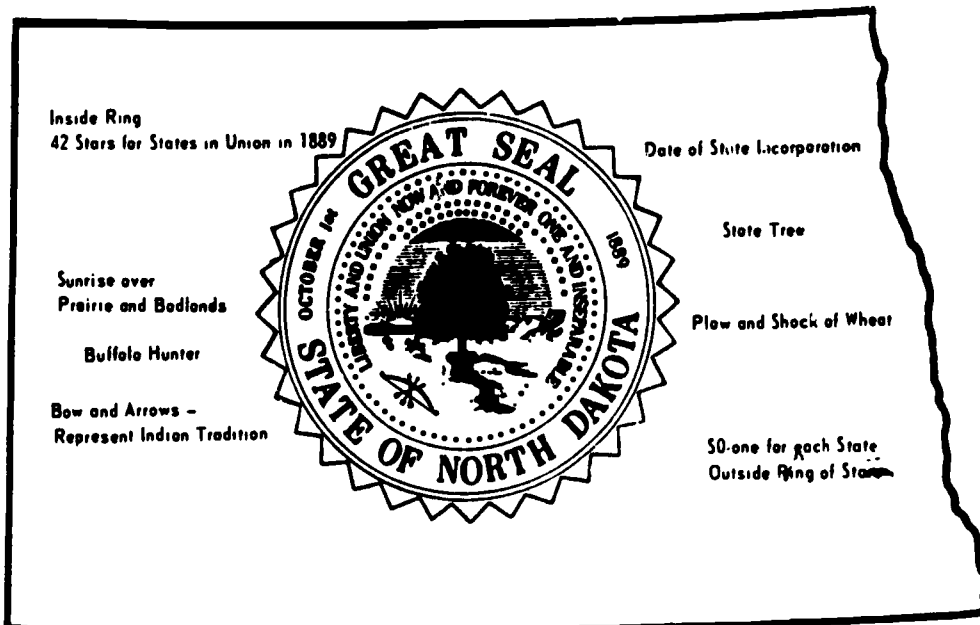
## Second Territorial Capitol Building Later became North Dakota Capitol, but destroyed by fire



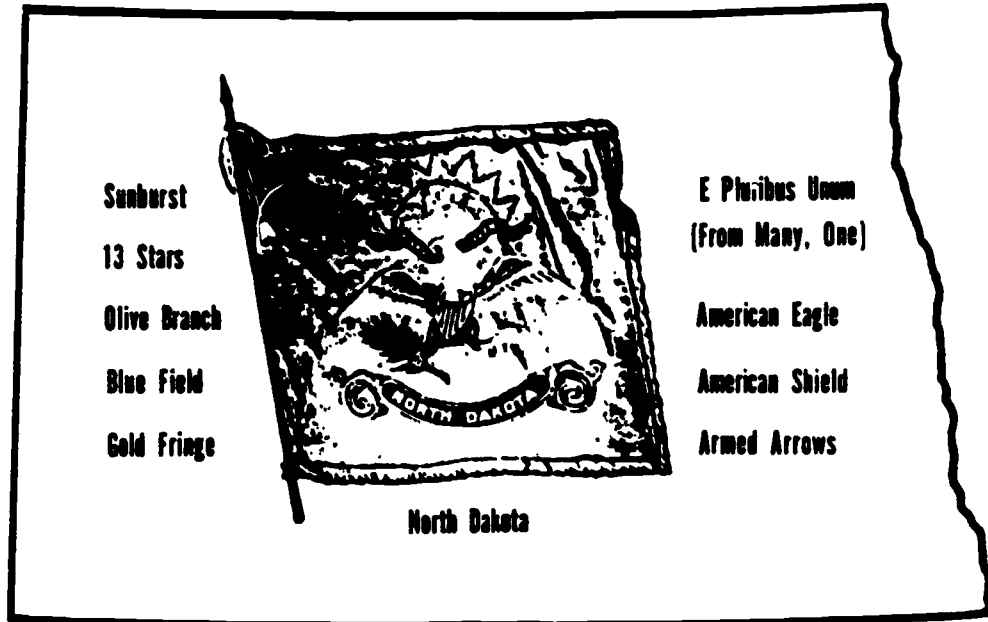


North Dakota  
State Capitol

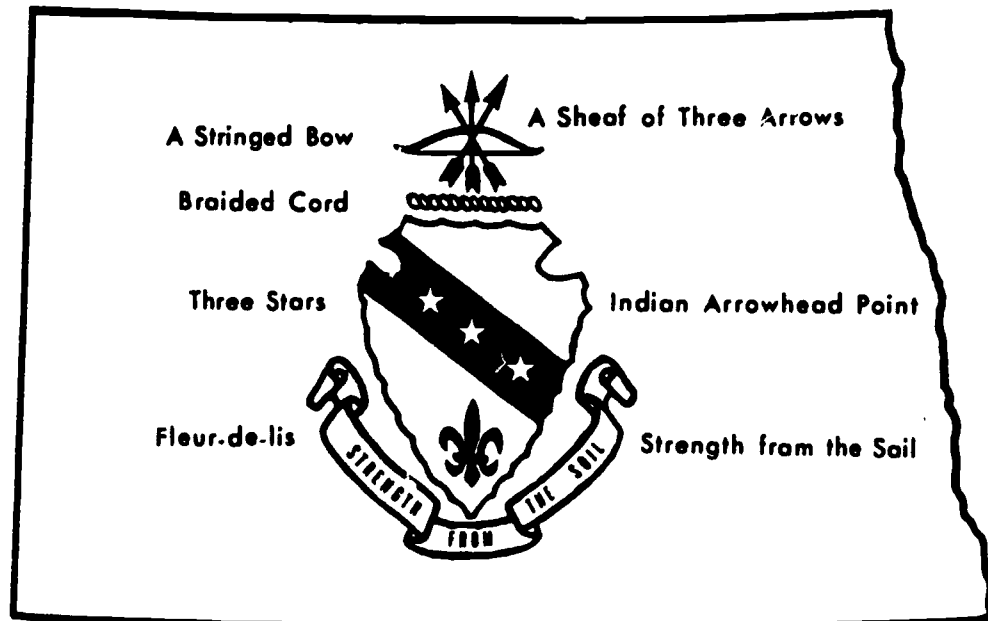
GREAT SEAL OF NORTH DAKOTA



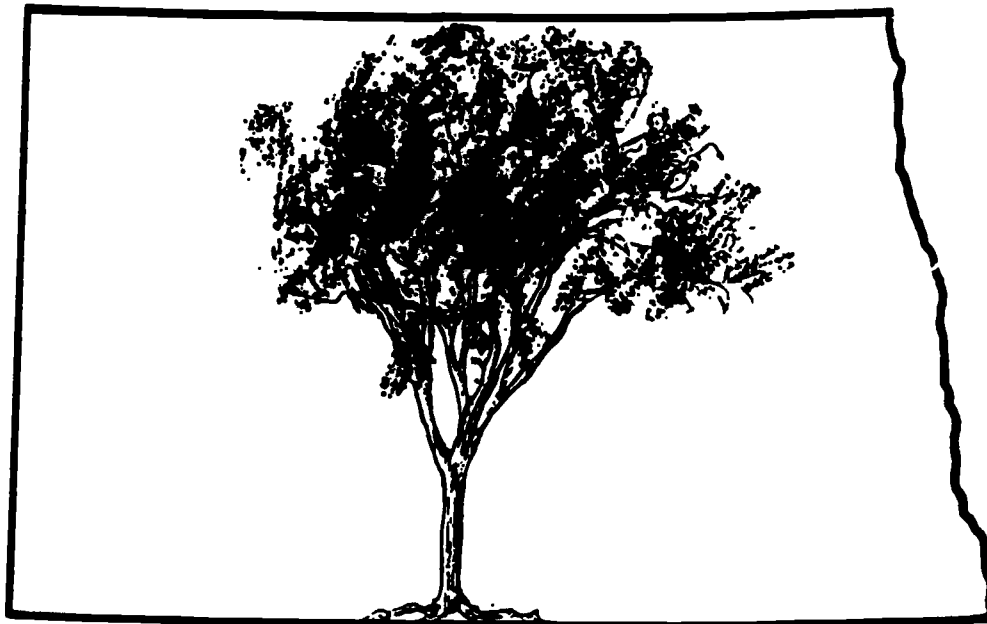
NORTH DAKOTA STATE FLAG



NORTH DAKOTA STATE CREST



**NORTH DAKOTA STATE TREE**



**THE AMERICAN ELM TREE**



**Western Meadowlark**

**NORTH DAKOTA STATE BIRD**

**NORTH DAKOTA STATE MOTTO**

Liberty and Union  
Now and Forever  
One and Inseparable

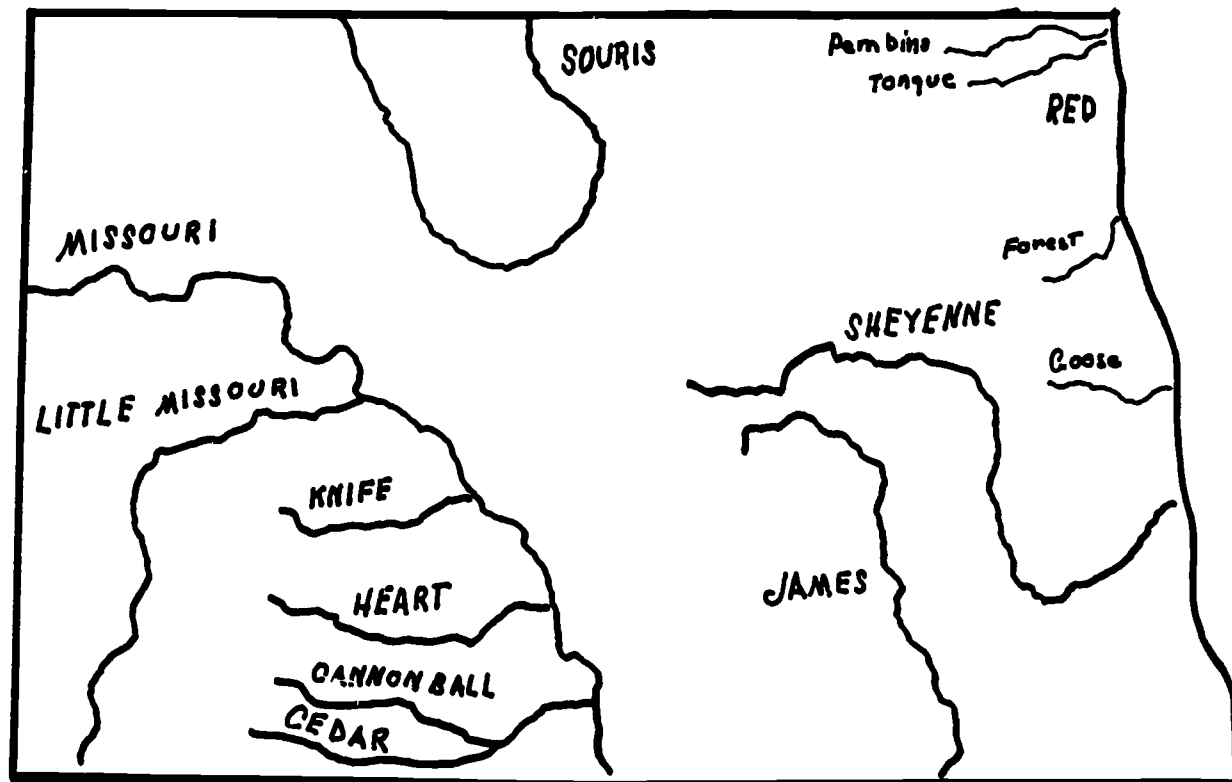
*—Daniel Webster*

**North Dakota State Fossil**

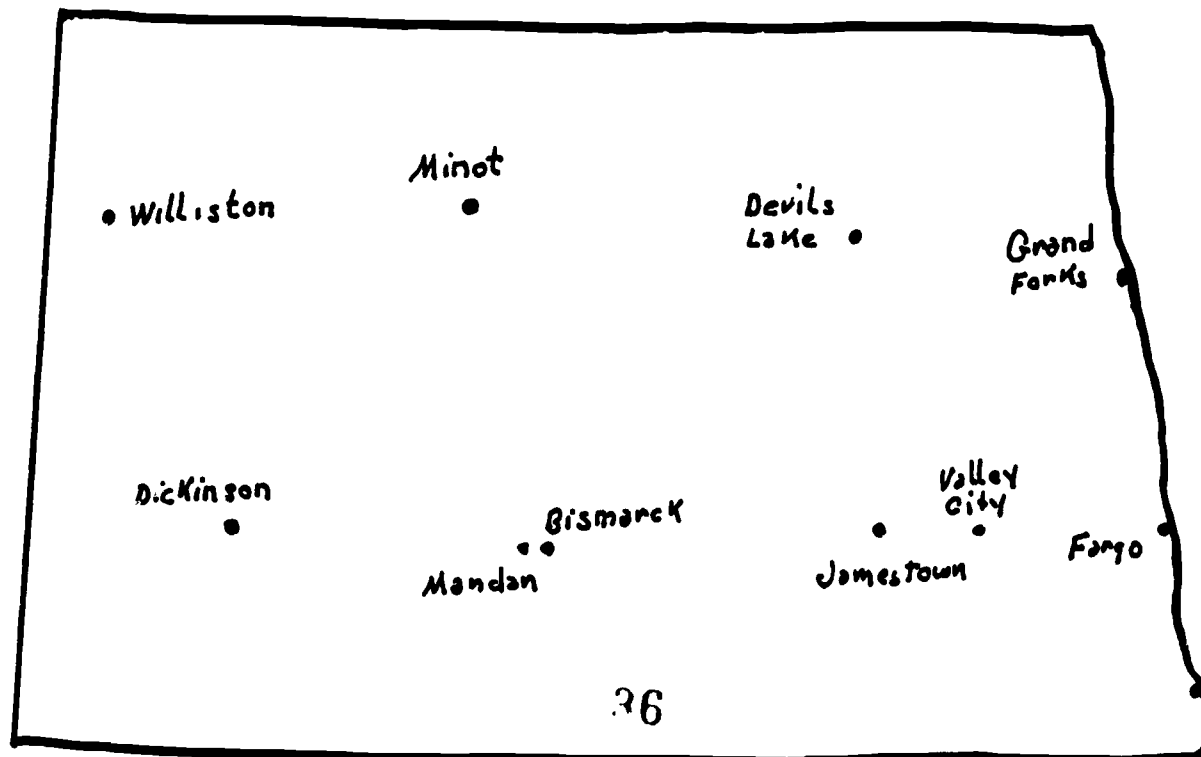
**Teredo Petrified Wood**



### Major Rivers



### Principle Cities





# BOOKS ABOUT NORTH DAKOTA

by  
Sheldon Schmidt

In selecting books to annotate, I attempted to find books that were written by a North Dakota author writing about North Dakota. Three of the authors are from North Dakota, three are turn of the century authors and should be labeled as being from Dakota Territory, two moved to North Dakota as young children, and three are regional "from the northern plains" (Iowa, Nebraska, South Dakota, southern Manitoba).

Janice Credit Potulny (Fordville, ND)  
ONCE UPON A RHYME

Illustrated by Alfred A. Credit  
University of North Dakota Press, 1978  
Ages 5-12

This set of 23 poems includes topics such as the seasons, the weather, and common childhood activity that school children know and with which they can identify. Most are rhymes. My favorite is titled "Collections" and includes long lists of things that people collect: miniature cars, baseball/football cards, dolls, bones, insects, nests, etc. I thought the last verse special:

*Some collect jewelry,  
Or other fine gems.  
The best one of all?  
My collection of friends.*

-----

Ann Turner  
DAKOTA DUGOUT  
Illustrated by Ronald Himler  
MacMillan, 1985  
Ages 5-12

Turner's text is marvelously poetic:

*Tell you about the prairie years?  
I'll tell you, child, how it was.  
When Matt wrote, "Come!"  
I packed all I had,  
cups and pots and dresses and rope,  
even Grandma's silver boot hook,  
and rode the clickety train  
to a cave in the earth,  
Matt's cave.*

27

grass floors and a willow roof, among other things! (Turner is not a North Dakota or regional author, but has written a genuine "pioneering" text based on the North Dakota homesteading experiences of a grandmother.)

- - - - -

Laura Ingalls Wilder  
 BY THE SHORES OF SILVER LAKE  
 Illustrated by Garth Williams  
 Harper & Brothers, 1939 (il, 1953)  
 Ages 8-12

As the railroads extend into Dakota Territory, the Minnesota farm is sold, and the Ingalls' move to Dakota. Pa works for the railroad as ". . . storekeeper, bookkeeper and timekeeper . . ." The girls have never had a train ride and look forward to that as they wait for Pa's letter that says, "Come, now."

- - - - -

Laurie Lawlor (Iowa, Dakota Territory)  
 ADDIE ACROSS THE PRAIRIE  
 Illustrations by Gail Owens  
 Albert Whitman & Co., 1986  
 Ages 8-12

Nine-year-old Addie is the oldest of five children and did not look forward to a move from Jackson County, Iowa, to Dakota Territory. She misses her best friend, the trees, the western Iowa bluffs, and neighbors. First encounters with harmless but large bull snakes, Indians, and added responsibilities makes the adjustment difficult, but pa helps her to understand just how resourceful she has become and the strength of character she has developed.

- - - - -

William Kurelek (Southern Manitoba)  
 A PRAIRIE BOY'S WINTER  
 Illustrated by William Kurelek  
 Houghton Mifflin, 1973  
 Ages 8-12

Kurelek has written 23 short (150-250 words) autobiographical passages that describe the winter games, chores, and other activities of his 1930s childhood in southern Manitoba. A homemade hockey rink, skiing behind a hayrack pulled by horses, snaring small game, but also milking cows, feeding pigs, hauling firewood, and pitching hay to cattle fill his days. Each short text (printed on the left-hand page) is paired with a Kurelek painting printed on the facing page.

- - - - -

Lois Prante Stevens (Milnor, ND)  
**CHOKE CHERRY SYRUP**

Illustrations are from family photographs  
 Lois Prante Stevens, 1988  
 Ages 8-12

Choke Cherry Syrup includes 12 short stories (1200-2500 words) which were important episodes in the rural Prante family history beginning at the turn of the century. Many of the stories have been published previously in a variety of magazines. The stories focus on the five children (Lois is the youngest daughter), parents, and rural neighbors. Previously unpublished poems by Stevens appear between each of the stories.

- - - - -

Beatrice Schenk deRegniers  
**THE SNOW PARTY**

Illustrations by Reiner Zimrik  
 Pantheon Books, 1959  
 Ages 6-12

"There was this little old man and this little old woman and they lived in a little old farm house 'way out in Dakota." In this delightful tale ma would love to have a real party and pa keeps telling her why she can't (i.e., no close neighbors, no food in the house). A blizzard brings many stranded travelers to ma's door; pa counts the increasing numbers each time he brings a basket of baby chicks into the house to keep them from freezing. The travelers grow to 84 grownups, 17 children, 7 babies, 6 dogs, a cat, a parakeet, a canary, and a pet skunk--and the baskets of baby chicks. Ma has the people for a real party! But what did they eat?

- - - - -

Lyla Hoffine (Minot, ND)

**JENNIE'S MANDAN BOWL**

Illustrated by Larry Toschik  
 David McKay Co., 1960

**THE EAGLE FEATHER PRIZE**

Illustrated by Earl Lonsbury  
 David McKay Co., 1962  
 Ages 9-12

Hoffine's stories are set prior to the completion of the Garrison Dam, at a time when the Three Affiliated Tribes along the Missouri were still heavily engaged in farming and ranching. Jenny Youngbear is the main character in Jennie's Mandan Bowl and Billy Youngbear Jr. is the main character in The Eagle Feather Prize. The books detail the Indian children's efforts to deal with the white culture of the region. An empathic white teacher, white rancher, and a marvelous grandmother are important to the children's development.

John Reese (Nebraska)

**BIG MUTT**

Pocket Books (Simon & Schuster), 1969

Ages 10 and up

A large dog is abandoned by the side of a road during a snowstorm in the sheep country of western North Dakota. The dog, a large Irish Wolfhound, kills at least one sheep to stay alive during the storm. Dwight finds "Big Mutt" and desperately wishes to keep him, but the ranchers believe "that once a sheep killer, always a sheep killer." Dwight needs to convince the ranchers that in this instance the saying is not true.

-----

Lucy Johnston Sypher (Wales, ND; Auburndale, MA)

**THE EDGE OF NOWHERE**

Athenium, 1972

**COUSINS AND CIRCUSES**

Athenium, 1974

**SPELL OF THE NORTHERN LIGHT**

Athenium, 1975

**THE TURNABOUT YEAR**

Athenium, 1976

Illustrated by Ray Abel

Ages 10 and up

The four books in this series follow Lucy as she deals with the ups and downs of life in a very small prairie town, Wales, on the northern border of North Dakota. The story begins in 1916 when Lucy is ten, but already doing 7th grade school work. Reading the books reminds one of just how full the life in a small town could be, how "personal" it was, how involved the children were in planning their own recreation and their own learning. It is not a "pioneering" story since many small towns had been established by 1916. This is really a remarkable series. It would be marvelous if someone "out there" could write a series for the children of the 40s and 50s!

-----

Audree Distad (South Dakota)

**DAKOTA SONS**

Illustrated by Tony Chen

Harper & Row, 1972

Ages 9 and up

Tad, a white boy living in a small town just off the reservation, loses his best friend just as summer vacation begins. He meets Ronnie, an Indian boy who is forced to stay at an Indian boarding school some three miles down the road because his parents are unable to keep him for the summer. Both are physically active and find lots of things to do together. Tad understands about friendship, but he really learns to make his friendship count when children and adults in the community taunt him and his new found friend.

- - - - -

Mary Todd Woodward (Rural Cass County, ND)  
**THE CHECKERED YEARS**  
 The Caxton Printers, Ltd., 1937  
 Ages 12 and up

Mary Todd Woodward lived in North Dakota before the turn of the century, during the bonanza farming years in Cass County. She kept diaries from 1884-1888. A granddaughter, Mary Boyton Cowdry, found the diaries and culled them to include only those entries which focused specifically on the pioneering experiences of her grandmother. These entries are not edited but exist as written by her grandmother. Any upper elementary child who keeps a diary will enjoy the writing and will learn a lot about the pioneers.

- - - - -

Erling Nicolai Rolfsrud (McKenzie County, ND; MN)  
**BROTHER TO THE EAGLE**  
 Lantern Books, Farwell, MN 56327, 1952  
**GOPHER TAILS FOR PAPA**  
 Lantern Books, reprint 1984  
**TIGER-LILY YEARS**  
 Lantern Books, reprint 1975  
**NOTABLE NORTH DAKOTANS**  
 Lantern Books, reprint 1987  
 Ages 10 and up

Rolfsrud has written some 26 books since 1949. Most are available in public, school, and personal libraries across the State. The brief biographies in Laterns Over The Prairies Books I and II, in Extraordinary North Dakotans, in Great Stories for Children, and in Notable North Dakotans are excellent reading for enjoyment and for information. Brother to the Eagle (Carl Ben Eielson) should be "must" reading for every upper elementary school boy and girl. Gopher Tails for Papa and The Tiger-Lily Years have been very popular books and can be read by many of the 10 and up children on their own. Younger children would enjoy having selections from these books read to them.



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