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The Moorhead Normal School

Clarence A. Glasrud

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The Moorhead Normal School

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Introduction

I met Solomon Comstock one Sunday morning in 1931, when I was beginning my junior year at Moorhead State Teachers College. We were both out in the bright fall sunshine looking at the first visible beginnings of a replacement for the original normal school building which had burned on the night of February 9, 1930. Comstock had persuaded the Minnesota legislature to establish the institution at Moorhead in 1885. He had donated the site for the school. It was my luck to encounter this dignified “father of the college,” now nearing the end of his life, that quiet Sunday morning. I do not remember what we said to each other. Probably very little, but we were both happy to see a new main building under construction.

At Homecoming some weeks later, Comstock was again on campus for the laying of the cornerstone. Also present that great day were Livingston Lord and Frank A. Weld, the first two presidents of Moorhead State. All three were old men now, though seemingly in good health. Lord, Weld and Comstock died in 1933.

The three men who were at the college that day played major roles in the story of the Moorhead Normal School. For this reason, perhaps, I have not felt that I was dealing with the distant past in writing this part of our history. I was not involved in it, as I have been in later parts of our history, but I feel close enough to the Moorhead Normal School to deal with it on familiar terms.

Seeing Comstock, Lord, and Weld that day in 1931 is only something I can cite as part of my credentials. But having Caswell Ballard, Katharine Leonard, and Maude Hayes as teachers while I was a student at Moorhead State Teachers College has some meaning. All three were major figures on the Moorhead Normal faculty from 1899, 1906, and 1910 to its transformation into the Moorhead State Teachers College in 1921. This has given me, I think, a substantial link to the Moorhead Normal School.

I would like to have been on more familiar terms with the Normal School buildings. I knew Wheeler and Comstock halls well, the women’s dormitories built in 1893 and 1909, about as well as a male student could. Weld Hall, “the new science building and auditorium” used during the last seven years of the Normal School, was my first and last home at Moorhead State. But I did not really know Old Main. If our family fortunes had been happier—that is, the crops better and the price of wheat higher—I would have been a sophomore at Moorhead State Teachers College when Old Main burned in 1930. I had gone through the building in 1928 when I was on the campus with our high school music groups. But from 1928 to 1930 I had taken a normal training course at Detroit Lakes and taught a country school the following year. When I came to MS for the 1930-1931 school year, the main buildings were a mass of blackened ruins.

Because I came to the college somewhat belatedly through financial necessity, I have considered myself a true, typical MS student. In writing this history I feel a special kinship with students who took a normal training course and taught a rural school before appearing on the campus. I have always felt a fierce contempt for students who regret that their families could not afford to send them to a “better” school. It seems to me that Moorhead State is too good for them. I have always felt that MS may have been the best possible college for me and that I was fortunate to come here as a student.

The Normal School era seemed close to us when I was a student at MSTC. Too close, we sometimes thought, when Moorhead townspeople referred to our college as “the Normal School.” It was habit, not malice, but we were sensitive on the subject: we had problems in asserting our collegiality when most of our students were still taking two-year courses.

This situation had not changed completely when I came back to teach at my Alma Mater after 14 years away from Moorhead. Most of the faculty I had left in 1933 were still at the school when I returned in 1947. I was, of course, very conscious that I was in reality a conspicuous link to our past, and I gradually came to feel that I should record our institutional story. I worked with hundreds of new faculty and thousands of students who had no idea of our history, and I wondered if they could understand the college if they did not know how it had evolved. I was very conscious that I had been a part of that evolvement. From this state of mind it was only a short distance to a determination to write our history.

I have evidence that I began to think seriously about this history four years before my retirement. In 1972-1973 I wrote to Ada Comstock Notestein asking some questions about the founding of the college. When she was 91 I had been impressed by her physical and mental vigor. She had attended the Bishop Whipple School when that school admitted girl day students in a failing effort to survive in 1886-1887, she had told me. I knew, too, that Mrs. Notestein had great affection and respect for the college her father had brought into existence and which she had attended for a year after her graduation from Smith College.

In 1973, however, the great lady regretted that “a failing memory makes me an unreliable source of information” at the age of 96. She sent her “warm wishes for the successful completion of the history of the college, a project which she is naturally very happy to know is under way.” It was not under way, of course, because I still had four years of teaching before mandatory retirement at the age of 65 took me out of the classroom and away from lectures, examinations, and papers to read. I had done some writing and research while on the MS faculty, but I never considered a project as large as the school’s history.

In writing this history I have often regretted that I did not ask certain questions of my older friends and colleagues: Jennie Owens, Millie Dahl, Maude Hayes,
Katharine Leonard, Sliv Nemzek, and others who helped to make this history. While they were living I was not yet aware of the questions that would occur to me later. Although I knew the outlines of our history, I did not know enough to ask the right questions. While I was teaching English, that was my all-consuming concern—the literary matter and the problems my students and our college were facing. I thought about the history of Moorhead State only as something I would undertake some day.

There are several reasons why I have seemed destined to write the history of this normal school which has become a university. As a long-time teacher of English, I could write adequate straightforward prose. My life-long love of history made the project appealing to me. My own connection with the institution goes back more than half way to our beginnings, and for more than 40 years the development of Moorhead State has been my over-riding concern. Finally I was retiring at an opportune time: I could make the history of Moorhead State my primary activity for as long as the effort would require.

When I first began thinking about this history, I assumed there would be serious difficulties in finding the necessary information about the school’s early years. We were very conscious that the great fire had destroyed our archives. It has been a pleasant surprise to discover that since 1930 early-day faculty and students have sent in copies of most of the early publications that were burned, including all of the institution’s annual catalogues. Finding the necessary information was a little more difficult because of the fire, but most of it is in the MSU archives.

I also wrote the history of Moorhead State Teachers College, 1921-1957, more than a year ago. When our Normal School history comes off the press I will re-work the MSTC part of our story and try to get it into print later this year.

The last 30 years of our history, from 1957 to the present, the story of the State College and of Moorhead State University, cannot be printed in our chosen Centennial year of 1987. Writing this part of our history will be a difficult and complex task; if it is to have value, a good many people should contribute to it.

But what harm is there in postponing its publication a year or more? After all, the first students did not appear on our campus until August 28 and 29, 1888, and the first class did not graduate until June, 1890. It was proper that we celebrate 1887 as our Centennial Year instead of 1985, but we should still be celebrating in 1988, a hundred years after the first students arrived on our campus, and in 1990, a century after we graduated our first class of eight students.

I have had the help of many people in writing this history, and those who read it will recognize many of them. Dan Preston, who came to Moorhead in 1919 as a Normal School teacher under Frank Weld, was vigorous into his 90s; he died August 11, 1987. James Ballard was born in Moorhead a few months after his father joined Weld’s faculty; in his 87th year he has recalled many of his experiences as a Model School and Normal School student. He has loaned me his father’s autobiography, answered my questions, and sent the pictures that illustrate the chapter on Caswell Ballard. His sister, Margaret Ballard Thompson, has also sent information and photographs.

The photographs and other illustrative material in this book came from the MSU Archives—unless the source is acknowledged in the cut-lines under the picture.

I have had the help of a number of former Moorhead State colleagues and fellow students: Alice Cornelliussen, Don Anderson, Dorothy Dodds, Bob Walls, Don Weston, Ralph Iverson, and Paul Hagen. Tessie Buckley Murphy talked to me on several occasions before her death, and her family have helped me since then. Clara Henn Reid, as clear-headed as ever after her hundredth birthday, recalled her Moorhead Normal school days to give me the information I needed. Harriet Geb has loaned photographs of her grandfather Weld and his family. Mrs. Dexter Clarke has sent pictures of her grandfather Thomas Kurtz and accounts of his activities after he left Moorhead. Mrs. John Brophy, Dr. V. D. Thysell, Doris Eastman, and Mrs. Paul J. Christenson have been very helpful. There may be others: if I have forgotten their assistance, I am truly apologetic.

In the writing of this history and in preparing the book for publication, a number of Moorhead State people have made important contributions. For many months Dolores Kruger of the MSU Humanities office has converted my handwritten pages into the order and flexibility of a word processor. English secretaries Dorothy Zimney and Vicki Kirkhorn did a good deal of typing for me.

In the Moorhead State printshop, Jan Guida, Jill Holsen, and Mike Lacher spent many hours on the project—Mike working overtime many evenings. In the MS archives I have had valuable assistance from Bev Krein, Terry Shoptaugh, and (before her retirement) Evelyn Swenson. Moorhead State’s photographer Darel Paulson and his student assistants copied and printed hundreds of photographs for the Normal School history. Byron Murray, who died September 29, 1986, helped build up the archives after his retirement from teaching twenty years ago.

Finally, I am grateful that President Roland Dille, Dean Bob Badal, and Director of Publications Ron Matthis read the manuscript and made the printing of the book possible. I owe a debt to the MSU Bookstore who have financed and will distribute the book.

To all students and faculty of Moorhead State, past and present: three years of research into the history of the Moorhead Normal School have convinced me that our beginnings were noble and truly impressive. The students and faculty of that institution were people of consequence and great dedication. A hundred years later we have a notable tradition to carry on.

Clarence A. Glasrud
Chapter 1

The Fourth Minnesota Normal School

What this history tells about a particular institution presumably is also true of several hundred others like it. A hundred years ago normal schools were established in most parts of the United States to provide teachers for the nation's schools. Fifty years later they became state teachers colleges and began granting bachelor's degrees. After World War II these institutions broadened their programs and became state colleges. With phenomenal growth as a result of the post-war “baby boom,” many of these one-time normal schools became state universities.

But each of these institutions was established in a particular town, and under the leadership of certain individuals. This history will search out the people who helped create a new institution at Moorhead, Minn., will examine their ideas and performance, and will try to see how they shaped the Moorhead Normal School in its formative years and steered it in certain directions. We will also look for interaction between these founders and the city of Moorhead to see if locale had an appreciable effect on the college.

Finally, this history will look for on-going patterns. Were ideals and traditions passed on as the institution changed, as new leaders took over primary responsibility and changing times imposed new demands? Did Moorhead Normal have a unique character—qualities that the school retained as it changed from normal school to teachers college to state college to state university?

Minnesota and Moorhead to 1885

When Wisconsin came into the union in 1848, a few thousand settlers on the Upper Mississippi River and its tributaries were left in unorganized territory. Steamboats began coming up the river as far north as St. Anthony Falls, and St. Paul developed into a trading center at the head of navigation on the Mississippi. Impressive stands of pine along the St. Croix and other rivers drew New England lumbermen into the area; because lumber operations were so profitable, Stillwater and other mill towns grew rapidly. At about the same time a series of treaties with the Sioux and Chippewa Indians opened new lands for white settlement. Although slower and less spectacular than the lumber developments, a steady influx of farmers moved beyond the Mississippi.

When Minnesota Territory was organized in 1849, the region claimed 6,000 inhabitants and probably had about enough people to qualify for territorial status (5,000 required). But nine years later, when Minnesota became a state, there were 158,000 people in the new territory. In 1857 more than a thousand steamboats had made their way up the Mississippi to St. Paul; railroads had reached the river by 1854. The population of the new state was concentrated in the southern and eastern counties, of course. Already slowed to a trickle by the Civil War, movement of settlers farther north and west was stopped by the Sioux Indian outbreak of 1862.
This northwestern part of Minnesota was very newly populated. Just before the Civil War a scattering of would-be settlers, some of them sent out by land speculators, had tried to establish themselves on the banks of the Red River. All had been frightened away by Indian hostility except Randolph Probstfield, E.M. Hutchinson and Adam Stein, who were living near the newly established Hudson's Bay freighting station at Georgetown, 18 miles north of Moorhead. For some decades a sizeable settlement around Fort Garry (now Winnipeg) had been sending furs and buffalo hides to points on the Mississippi River by way of the Red River Valley. Two-wheeled Red River carts, drawn by oxen and managed by métis half-breeds living at Pembina on the U.S.-Canadian border, were able to haul 900 pounds of pelts and hides going south and east, and would return loaded with a variety of goods available only in the outside world. But though goods and peoples passed through the Red River Valley in the middle decades of the 19th century, the only white residents were the few men stationed at Georgetown and Pembina to manage the freighting operations of the Hudson's Bay Company. Even after steamboats were put on the Red River in 1859 to carry more and heavier freight northward to Fort Garry, the Valley south of the Canadian border was still unpopulated.

An Army post was established at Fort Abercrombie, 35 miles south of Moorhead on the Dakota side of the Red River, in 1857. This small, poorly fortified “fort” barely survived a month-long attack by Sioux Indians in 1862. Before the Civil War a railroad had been projected to run from Lake Superior to Puget Sound. It was widely known that the railroad would cross the Red River in the approximate area of Moorhead, though the earliest speculation put the probable crossing point farther north. When construction of the railroad got under way from Carleton (near Duluth) in 1870, speculators began filing claims to land along the river at a number of locations. None of them had fixed on the Moorhead site, however, and when the Northern Pacific Railway Company finally chose that location it was able to acquire the Moorhead townsite land and had it plotted before ambitious entrepreneurs arrived to establish stores, tent hotels, and saloons in the late summer of 1871. A second boom town was established across the Red River in Dakota Territory when a sizeable number of the new settlers refused to pay the high prices the railroad’s land company asked for Moorhead lots. These squatters were confident that the U.S. government would soon determine that the site of Fargo was not actually within the reservation of the Wahpeton-Sisseton Sioux Indian band. This was accomplished in 1874.

The Northern Pacific railroad reached Moorhead in December 1871. On June 6, 1872 the first train crossed the river to Fargo, and by the end of 1873 trains were running to Bismarck. At this point the railway went

From left to right, seated: John Erickson owned a brewery and the Erickson House and Jay Cooke House hotels; Andrew Holes bought the Moorhead townsite from Joe Smith and sold most of it to the N.P. Railway land company; mayor and merchant Henry Bruns built the flour mill, elevator A., the Grand Pacific hotel and the Moorhead Bank building, which housed his bank; S.G. Comstock was the first Clay County attorney and J.F. Hill's representative in platting townships along Great Northern rail lines; contractor William Bodkin built most of the early bridges and was Clay County sheriff for twelve years.

Standing: J.B. Blanchard, town marshal, was Moorhead’s best known early-day lawman; Henry Finkle was Bruns’ partner in a large general merchandise store and other enterprises (and uncle of Leslie Welter); Fred Henneboldt owned the St. Charles House hotel and a brickyard, both near the north bridge; James Sharp brought the mail from Georgetown by dogsled the first winter, owned a variety store (which bis wife operated), and was judge of probate for many years; and Fred Ambs operated a high-class, respectable saloon on Center Avenue, just east of Kiefer’s. As a Moorhead Normal student, Fred junior was the quarterback on one of the early football teams but died two years after his graduation (Clay County Historical Society).
bankrupt and its line was not extended to the Pacific Coast until 1883. The failure of the Jay Cooke Company, which had financed the building of the railroad, had national repercussions, but it was felt with special severity along the newly built railroad. After surviving grasshopper scourges in the early 1870s, the new towns had to weather severe financial problems in their early years.

Nevertheless, from the temporary structures that housed their enterprises in 1871, Moorhead developed rapidly and had a flour mill and saw mill, a school, four churches, a number of two- and three-story brick buildings, and a population of over a thousand people by the time it was incorporated as a city in 1875. In the next few years Moorhead and Fargo profited greatly from the Dakota Boom triggered by bonanza farm publicity.

Thousands of families flocked into the Red River Valley to homestead or buy railroad land. At the end of the 1870s the Northern Pacific railroad building was continued beyond the Missouri River toward the Pacific Coast. Moorhead’s most enterprising “boomer,” Henry A. Bruns (with his partner Thomas Kurtz), secured a contract to furnish supplies to the railroad builders and “became rich,” in the words of another Moorhead pioneer.

When a second major railroad, James J. Hill’s “Manitoba Line,” which later became the Great Northern, was extended to Moorhead in 1880, Bruns invested his wealth in developing Moorhead. The upsurge of activity was called “the Bruns Boom” in a contemporary newspaper account. But Moorhead’s high hopes of the early 1880s gradually faded. The price of wheat dropped so low that the Dakota boom ended abruptly and the area was generally depressed economically.

One of the ambitious Moorhead ventures in 1882 was the founding of a private “college,” Bishop Whipple Academy. In one morning most of the needed $25,000 was raised, and a three-story building was constructed to house faculty and students and provide school rooms. The Academy’s president was the Rev. Thomas Dickey, an Episcopal clergyman, and the school was a church-related institution in many ways. Despite its name, however, it was not a project of the Episcopal church, which assumed no responsibility for it: it was a private venture promoted and financed by leading Moorhead businessmen, including W.H. Davy, B.F. Mackall, S.G. Comstock and probably Bruns. Bishop Whipple Academy was not a financial success and within five years had closed its doors—though day students and even girls were admitted to try to keep it open. Experience with the failure of this private educational venture no doubt influenced Moorhead in its drive to get a normal school for the city.

Surging forward in prosperous times but adding population even in depression years, northwestern Minnesota gradually filled up with settlers. Most of its counties, townships, and school districts had been organized by 1885. Its chief city had published a hundred-page promotional booklet in 1882 entitled Moorhead—the Key City of the Red River Valley—Its Commerce and Manufacturers. This publication claimed a population of 3,500 people in 1882 and predicted that it would be 5,000 by the end of the year. These numbers were considerably inflated, and some of the town’s ambitious ventures would soon fail, including the “college” that was being founded by the Rev. Mr.
Solomon Comstock Brings the Normal School to Moorhead

The move to build a fourth state normal school in northern Minnesota was much involved with Moorhead’s hopes for a renewal of growth and prosperity. Fortunately for the city, its plans coincided with the rising political fortunes of State Senator Solomon G. Comstock. Comstock and his partner A.A. White represented railroad tycoon James J. Hill, “the Empire Builder,” who was expanding his rail lines into northwestern Minnesota and North Dakota. Comstock’s stature and influence continued to grow until he won the Republican endorsement and election to the United States Congress from the Fifth District of Minnesota in 1888. In 1885, however, his chief concern was bringing a normal school to Moorhead. In later years Comstock described his campaign:

While a member of the State Senate about 1885, it struck me that a Normal School would be a fine thing for the Red River country and especially for Moorhead. To that end I introduced a bill in the Senate establishing such a school here if the city would provide a site of six acres. Very shortly after my bill came before the Senate Committee, Crookston offered a similar bill offering a site and $5,000 cash. Polk County had a very able senator so I had a most ticklish job on hand. There was much opposition to Normal Schools in the State. There was no possibility of getting two. Providence favored Moorhead. The Crookston bill fell by the wayside and one of the best schools in the State fell to our lot. Perhaps it should be recorded that Moorhead, since my bill promised a site of six acres should be donated to the State, left me to make the donation. This I did and at the next session got the appropriation for the Main Building.

Although Comstock’s statement implies that the battle was over when “the Crookston bill fell by the wayside” at the 1885 legislative session, much more needed to be done in the next two years, first to satisfy the State Normal School board that a proper site was available at Moorhead and then to get an appropriations bill through the 1887 legislature to provide funds for a building, faculty, and running expenses. Also, though its bill had been lost and Moorhead’s passed in 1885, Crookston was not ready to abandon its efforts to get the new normal school. Perhaps the site could still be changed in 1887.

English professor Edwin Reed expressed his admiration for Comstock some years later in a sonnet entitled “He Built Foundations”:

New England bred and educated, still
His hopeful eyes were ever westward turned,
Until at length, with conquering “Jim” Hill,
He laid the rails where prairie sunsets burned.
Red River loam, bread basket of the world,
Teemed with the tread of immigrants and trains;
The flag of empire, joyously unfurled,
Proclaimed the El Dorado of the plains.
But he was more than Mid-west pioneer.
Exponent of sound culture and of thrift,
As education’s Atlas and her seer
He gave the schools an all-sustaining lift.
Against Time’s ravage and the tempest’s shock
He built foundations stern as a rock.

(From The Bells of Long Ago and Other Memorial Poems, 1946)

The State Normal School Board: Thomas Kurtz Appointed

The first Minnesota state legislature of 1858, which authorized the establishment of three normal schools at three-year intervals, also created the state normal school board to oversee and govern these institutions, the members to be appointed by the governor. The board chose its own chairman or president; its secretary was the state secretary of public instruction, who was elected by the legislature. The board was entrusted with other specific responsibilities: on April 17, 1861, carrying out a task “enjoined upon them by Section 61 of the new school law,” they selected the books to be used in all the state’s public schools during the next five years.

The “Proceedings of the State Normal Board” show that the board was much concerned with the improvement of public school teaching in Minnesota, not just with the operation of the state’s normal schools. One of the accepted ways to upgrade teaching was through teachers’ institutes conducted in different parts of the state—week-
of the school. In June 1887 funds had been appropriated for Moorhead; and though it would be more than a year before a building could be constructed and a president chosen, an institute conductor—who needed no campus or college building for his work—was conducting institutes throughout Minnesota. The State Normal board minutes record the hiring of this first employee of the Moorhead Normal School in the minutes of the June 7, 1887 meeting. After the faculties and salaries at Winona, Mankato, and St. Cloud, the heading Moorhead appears for the first time, followed by "W.F. Rocheleau—Institute Conductor—$1500."

The state normal board apparently felt obligated to hold a tight rein on the men they hired first as "principal," later presidents of Minnesota's normal schools. On June 4, 1889, when the fourth normal school had completed its first year, the following resolutions were passed by the board:

That at the beginning of each term the presidents of the several schools be directed to file with the Secretary of the Board copies of the daily programs, marking in red ink the number of persons enrolled in each class.

That a standing committee of five including the president and secretary of the Board ex officio on visitation and inspection be appointed who shall visit the schools in their discretion.

That the presidents of the schools shall make a report not later than May 1 of each year, on the candidates recommended for graduation, which report shall contain a record of the standing of each candidate in the several subjects pursued in the school, and of those accepted upon certificate.

That the committee of inspection make an inspection of the schools and of candidates for graduation and report annually to this Board the results of their inspection and of the classes recommended for graduation.

Not only had the locations of the first three Minnesota normal schools been determined in the original legislation: provision was also made for the different sections of Minnesota to be represented on the normal board. Most important was the resident director system: a highly regarded citizen of each city where a normal school was located was appointed to the board and given special duties and responsibilities. This resident director, who was bonded, was designated the treasurer of the institution and its disbursing officer.

Minutes of the state normal board show that presidents of the institutions were often reminded that fiscal authority was entrusted to the resident directors. The following resolution was passed on November 16, 1887: "That when the president of any Normal School of this state desires the purchase of books or articles of any kind needed for said school, he shall in writing make a statement of the same, addressed to the Resident Director, upon whose written order only the purchase may be made."

The State Normal School board gave careful attention to a site for the new institution at Moorhead when a fourth normal school to serve northern Minnesota had been

Thomas C. Kurtz, Moorhead Normal's first resident director, came to Moorhead in 1875, some years after his brother Dr. John Kurtz and Benjamin F. Mackall, who married their sister Mary. In partnership with Henry Bruns, Tom Kurtz had made a considerable sum of money supplying the contractors building the Northern Pacific railroad westward from the Missouri River crossing westward at Bismarck-Mandan. When they founded the Merchants Bank in Moorhead, Bruns became president and Kurtz cashier.

long sessions during the regular school year and longer institutes in the summer months.

At a meeting held December 7, 1880 the board heard a report from a committee "to consider a plan for securing an institute instructor to be connected with each school" (i.e., each of the three normal schools). At its next meeting held May 10, 1881 there was a discussion "on the qualifications and salary of the persons to be selected as teachers in the Normal Schools to give instruction in the State Institutes. The opinion prevailed that these teachers must be able to instruct in all the branches found in our public schools, and that experience and success in methods of teaching must be more prominent than mere ability to give instruction in the classes of the Normal Schools."

Thereafter (for about ten years), in the faculties listed for each of the three normal schools, an "institute conductor" appears just after the president. For several years this person (always a man) also had other assignments, most often "penmanship and accounts" but sometimes history or one of the sciences. Later the institute conductors were listed without other assignments, perhaps because their work took them away from their campuses too much. The salary of the institute conductor was usually $500 lower than the president's, but appreciably higher than those of other faculty members.

It is of some interest that the Normal school board hired an institute director for Moorhead Normal a full year before Livingston Lord was elected as the first president
located there. At a meeting held on June 8, 1886, the board received and read a communication from four Moorhead citizens—O.W. Elmer, A.A. White, Andrew Holes, and H.A. Bruns—"representing the citizens of Moorhead" on the matter of the site for the proposed school. The letter says that the normal board president and secretary had visited Moorhead to examine possible sites and had fixed on one: blocks 17 and 18, Highland Addition, each 300 feet square. The street between the two blocks would be vacated. The committee unanimously recommended this site.

At its August 3, 1886 meeting, the board found that the recommended Moorhead site contained only four and one-half acres and could not be accepted because the statute required six acres.

Finally, on August 3, 1887 the board listened to a Moorhead delegation chaired by the Hon. S.G. Comstock. This Moorhead committee offered to extend the dimensions of the site offered, which the normal board found to have the requisite dimensions and accepted.

Andrew R. McGill of St. Peter, who took office as Governor of Minnesota in January 1887, appointed a Moorhead pioneer and banker, Thomas C. Kurtz, to the State Normal school board. At the first board meeting he attended on January 20, 1887, he was put on a committee to audit claims against the board. At the same meeting the board voted to make recommendations to the legislature for the support and improvement of the three older normal schools—and "for the proposed school at Moorhead," $60,000 for a building and $5,000 for annual expenses. At its February 11 meeting the board voted to reconsider, and reduce very slightly, the amounts recommended for the three existing normal schools, but retained the same figures for Moorhead.

Thomas Kurtz had been auditor of Clay County in the 1870s before he joined Henry Bruns as the on-the-site junior partner in a highly profitable supply venture when the Northern Pacific pushed its rail line westward from Mandan. Back in Moorhead in 1880, Bruns founded the Merchants Bank and constructed an imposing building to house the new bank, several stores, and an opera house on the second floor. Bruns became president of the bank and Kurtz cashier.

Henry Bruns had been the leader in Moorhead's commercial development since the town began. When the grasshopper plagues of the early 1870s destroyed the farmers' crops, he bought 500 bushels of seed wheat in southern Minnesota to give them a new start. He organized the flour and lumber mills in 1874, built the huge Elevator "A" (with H.G. Finkle), that had a capacity of 110,000 bushels of grain, and financed an electric light company and a large foundry and manufacturing plant. His crowning achievement was the magnificent Grand Pacific Hotel, which cost $165,000 to build and furnish. At one end of the hotel's first floor were the waiting rooms and ticket office of James J. Hill's St. Paul, Minneapolis and Manitoba railroad (later Great Northern). Hill helped finance the great structure.

Some of Henry Bruns' enterprises were too ambitious and unprofitable, including the Grand Pacific. To move this chronicle ahead in time a few years, after Hill had foreclosed his mortgage, the hotel was razed in 1896. When boom times had ended and land and property values continued to drop (more than 75 percent in the early 1890s), the Merchants Bank of Moorhead had failed, closing its doors on February 8, 1892. Some months later Thomas Kurtz resigned his position on the state normal school board. Although his family did not leave Moorhead at once, he spent most of his time out of the city thereafter, eventually settling in Helena, Montana.

Tom Kurtz, who had come to Moorhead from Georgetown, D.C. in 1875, was the son of a colonel in the Army Corps of Engineers who had charge of the fortifications protecting the city of Washington during the Civil War. His family remained in Moorhead until 1899, but after 1892 Kurtz was involved in political, engineering, and banking enterprises that took him in and out of Minnesota. In 1896 he was a Minnesota delegate to the National Democratic Convention at Chicago that nominated William Jennings Bryan for the Presidency (Minnesota rejected the silver platform and sent delegates to the Gold Democratic Convention at Indianapolis; Kurtz became secretary of the Platform Committee).

In 1899 the Kurtz family moved to Helena, Montana, where Tom was connected with the Montana National Bank. In 1907 he returned to railroad construction in the building of the Chicago, Milwaukee, St. Paul & Pacific railroad through Montana and Idaho. In 1909 he moved to Chehalis, Washington and in 1911 to Portland, Oregon—engaged in railroad building and other construction work.

\[\text{The Bruns and Finkle Elevator A, located in the middle of what is now downtown Moorhead, drew farmers from both sides of the Red River. They sacked their grain when it was threshed and hauled it to the elevator to sell in wagons like those awaiting their turn in this picture.}\]
Thomas Kurtz was called back east in 1917 to assist in the building of Camp Meade and Camp Franklin in Maryland and the Curtis Bay Ordnance Depot at Baltimore. In the early 1880s Solomon Comstock and Thomas Kurtz had each built large houses at the intersection of Eighth Street and Fifth Avenue in Moorhead. The Comstock House, on the southeast corner, is now a historic building and museum. The Kurtz house, equally large and imposing, was diagonally opposite on the northwest corner of the intersection. Because it was empty for some years after its owner’s Moorhead fortunes faded and he left the city, the Kurtz house became famous as the Haunted Owl House. It owed this reputation to the Moorhead Normal student who was its live-in guard: he and his friends hooted at passing Normal School girls from an attic window. Impressed by their success, they transformed their informal group into the Owl fraternity, the oldest Moorhead State organization, dating back to 1901.

In the Depression Era of the 1930s, Moorhead became very unsentimental about its famous old houses when the pioneer families who built them were gone and the structures needed maintenance and repair. The Andrew Holes house, the beautiful “Arbors” at 628 First Avenue North, became the property of the city in the mid Thirties. It was promptly torn down to make way for the present American Legion building, constructed with W.P.A. funds. The Thomas Kurtz house was dismantled by its owners, who used some of the materials to build an apartment house on the north end of the former Kurtz property.

**Moorhead Celebrates and a Building Is Constructed**

During the crucial legislative session of 1887, the Moorhead Evening News reported St. Paul developments in headlines and special dispatches. There was jubilation when the bill appropriating $60,000 for construction of a normal school building at Moorhead passed the House of Representatives on February 22 by a narrow majority. Although its bid for the state’s fourth normal school at the 1885 legislative session had been forestalled by Moorhead’s Senator Comstock, the city of Crookston was still plotting to change the normal school’s location during the 1887 legislative session. An article in the Norman County Index (at Ada, reprinted in the Moorhead News) reveals the tensions between Moorhead and Crookston—and the hopes entertained by the small county-seat town located midway between the two larger cities:

Crookston is anxious to get the new state normal school away from Moorhead and the result will be a lively fight between the two places unless Moorhead already has the thing solid. But if it hasn't, and they get to bucking, a compromise should be made on Ada, for when it comes to location this city beats them all. Ada also stands ready to donate a splendid site for the school.

The Moorhead editor added a comment: “Moorhead now 'has the thing solid,' and while we would be delighted to see bright little Ada get something good, and will help her to do so whenever opportunity offers, we cannot help saying that Crookston acted in a mean, envious and utterly unworthy spirit in making its offer of $10,000 in cash and ten acres of land, at the eleventh hour, and while we can afford to forgive her and in a Christian spirit ought to do so, at the same time we cannot help the rising up of the spirit of Adam.”

Getting a money bill passed for the new normal school at Moorhead required all of Solomon Comstock’s legislative skill. There was opposition to normal schools in Minnesota. In addition to opposition from legislators reluctant to spend the state’s money, normal school
expansion was seen as a threat to the development of high schools and the growth of private colleges.

Moorhead was well aware that S.G. Comstock, “who has so ably and successfully represented the interests of the city of Moorhead,” was primarily responsible for bringing the normal school-to-be to their town. On March 4 the Evening News announced a public meeting at the Grand Pacific Hotel to make plans for a public reception and testimonial dinner for Comstock at the close of the legislative session. The call for the meeting was signed by 46 leading citizens of Moorhead. The intention, said the News, was “to manifest the pride, the gratification and the respect and confidence people of this city feel in Hon. S.G. Comstock, by whose splendid efforts Moorhead is to have a state institution that will always be a standing advertisement of the Key City, and if properly established and managed will reflect luster and credit upon her.”

“The Grand Banquet and Testimonial” was well publicized by the News. After it was held on March 22, 1887, the Moorhead Daily News devoted most of its front page for two days to the gala affair, including a diagram of the dining room, the complete menu, and very complete reports of the speeches. It was “the largest, most brilliant and successful event of the kind ever occurring in the Red River Valley,” according to a News subhed; 175 people began assembling at 8 o’clock, filed into the dining room at 10:30, and began listening to speeches at midnight. The affair continued until 2 a.m.

Normal School fever gripped Moorhead’s enterprising citizens. Grocer John Drady ran a front page advertisement in the column next to the sober news story headed “The Deed Is Done,” which reported the legislative action of February 22. In inch-high letters Drady’s ad reads: “Normal Schools are undoubtedly useful adjuncts to a higher and better education, and the proposed establishment of one of these institutions in Moorhead rightfully excites considerable interest, but we have something else to talk and think about these cold wintry days. What we Shall Eat and where we shall buy it, so as to get the best article at the very Lowest Price!”

Two weeks later Fred Johnson warned his fellow citizens that “the second Moorhead Boom is coming with the normal school and several new railroads.” It would be nice, this painter-paper hanger urged, to “redecorate now before prices go up.”

After the legislative appropriation of $60,000 for a Moorhead normal school building, the Normal Board appointed a building committee. Resident Director Kurtz was the chairman of the committee; the other members were the board’s president, W.S. Pattee, and its secretary, D.S. Kiehle. The Moorhead News reported to its readers the progress being made. On April 4, 1887; “Mr. T.C. Kurtz left for St. Paul last evening to meet the State Normal board, and when he returns it is expected he will be able to tell us about the plans for the erection of the best normal school building in the state of Minnesota.”

The following day: “Mr. T.C. Kurtz returned from St. Paul this morning. The plans for the Normal school to be built in this city were discussed, and it was decided that Messrs. Pattee, Kiehle, and Kurtz accompanied by an architect should next week visit Winona to inspect the Normal buildings in that city for inspiration.” W.S. Pattee became the president of the board in 1887; D.L. Kiehle, as State Superintendent of Public Instruction, was
the ex-officio secretary of the State Normal board. Two weeks later, reporting that Kurtz was on his way to Winona, the News concludes: “After this inspection is made, orders will be given the architect to proceed to draw plans for the Moorhead normal school building, so that they will be ready for adoption at the annual meeting of the state board, which occurs in June.”

On July 1 the building committee sent out a notice “that the State Normal School Board will receive sealed proposals until August 1, next, for furnishing all materials and for the erection and enclosing of a Normal School building to be located at Moorhead, according to the plans and specification therefore made by J.W. Steven, architect, of St. Paul.” The August 3 issue of the News reported that J.L. Bjorkquist of Moorhead was the lowest of three bidders and would be awarded the contract as soon as the building committee and the contractor had agreed on small revisions of the plans to bring the total cost of the building within the amount appropriated. Bjorkquist’s bid of $46,589 was $911 lower than the next bid.

On August 12 the News reported the first activity at the Normal School site, revealed dimensions, and speculated about related matters:

Capt. French, civil engineer, of Fargo, with an assistant, this afternoon went out to the Normal School grounds to stake out the building site. The building will front the north and will set back 125 feet from the north line of the plot, the front door being in the center of 12th street. It will be recollected that the grounds which comprise six acres cover blocks 17 and 18, and the east 111 feet of lots 21 to 32 of block 21 Highland Addition, which therefore extends from Eleventh street on the west beyond Thirteenth street on the east, and that Twelfth street, so far as it is covered by the plot was vacated by the city council.

The construction of the building will be pushed forward with great energy, and it is intended to build the walls and roof it in before cold weather sets in. For this purpose a large force will be employed, and the masons and laborers will number at least 75. The carpenters will number about 25 so that there will be employed on this work within a few days about 100 additional mechanics. Most of the men will be residents of Moorhead and Fargo. A few will come from other places.

This building will add very materially to the beauty of Moorhead from an architectural standpoint, and largely when finished and in running order to the society of the city, and as a direct consequence to its business interests. The building will be 174 feet eight inches in length and 80 feet eight inches in width. The height will be 56 feet. The tops of the chimneys will be 94 feet from the concrete, and the highest cresting in the central tower will be 96 feet from foundation. Mr. Joseph Hansman of this city will have charge of the carpenter work.

J.L. Bjorkquist was an ambitious contractor. News stories in 1887 and 1888 reported that he was bidding on the state reformatory building at St. Cloud and had railway roundhouse construction under way at Dickinson and Glendive. On January 31 the Moorhead News reported that Bjorkquist had purchased the J.C. Truitt brickyard in Moorhead, including a stock of 400,000 bricks. Nevertheless, it seems unlikely that the Normal School building was roofed before snow and cold weather stopped construction during the winter of 1887-88. On April 7, 1888 the Moorhead News again reported progress on the building: “Work on the Normal School is being rapidly pushed. Lathing on the two stories already up is nearly completed and a dozen or more men are employed in building stairs, casings, etc. Next week a big crew of bricklayers will be put on and the building rapidly pushed to completion.”

Because the opening of the Moorhead Normal School was scheduled for August 28 and 29, there was some tension about building progress earlier that month. On August 2 the News reported: “This morning work was begun in putting in the water main to the Normal School. A large force of men is engaged and the pipe is being laid rapidly.” On August 9 the News editor made his own inspection: “We visited the Normal School building this morning. Work is progressing rapidly in finishing it. The work of flooring and finishing in the third story is nearly completed.” After describing the new type of “slate plaster” blackboards being “manufactured,” the editor speculates about the future: “The building is a magnificent one of large dimensions, and has to be seen to be appreciated. When it is filled to its capacity with pupils, it will make a very large as well as desirable addition to Moorhead’s population. It is expected by the faculty that from 50 to 60 pupils will commence at the opening on August 29, which number will be augmented to perhaps 100 about December 1.”

A week before the announced August 29 opening, the News reported that the school would be completed. The August 24 issue quoted Resident Director (and chairman of the building committee) T.C. Kurtz, in its “Sidewalk

The Jay Cooke House, on the northwest corner of Center Avenue and Eighth Street was not as pretentious as the Grand Pacific but became Moorhead’s most important hotelry when James J. Hill raised the Grand Pacific in 1896. After the Jay Cooke House burned in 1911, it was replaced on the same site by the Comstock Hotel in 1912.
Sentiment" column: "We propose to have two stories of the Normal School building completed next Tuesday morning ready for the school to open, and the rubbish cleaned up on the grounds."

There is, however, a suggestion of unreadiness of facilities in the August 28 note added to the paper’s listing of students and faculty in attendance for opening day: "It has been decided to have the formal opening exercises of the Moorhead Normal School sometime during the latter part of September, the date to be hereafter announced. The affair will partake of the nature of dedication exercises."

Even in an unfinished state the building was large enough to accommodate the students enrolled the first year; it did not require alteration and expansion until 1901. In the 1890s the Moorhead News editor frequently pointed out that the Normal School was housed in "one of the most commodious and beautiful buildings in the northwest." Specifically, "The building is a large, three-story massive structure built of Kasota stone and brick, and of remarkable architectural beauty."

The description of the new school’s location suggests—to anyone not acquainted with the Red River Valley—that it was built on a hill-top. "Its position commands a view of the cities of Moorhead and Fargo, North Dakota, and a most extensive view of the Red River Valley." The next sentence explains the "view" somewhat: it is "situated in the outskirts of the town," though "not more than twelve minutes walk from stations of the Northern Pacific and the Great Northern railroads."

A special News issue published October 25, 1894 described the layout and use of the Normal School’s academic building in its seventh year of operation.

On the first floor is a wide hall running the entire length of the building, connecting the three entrances. On each side of the hall are located the model school and kindergarten rooms, cloak rooms and lavatories.

On the second floor are four large recitation rooms, the library, reception room, teachers' and pupils' cloak rooms, the principal's office, and the large, well lighted and attractive assembly room, which can be entered from the office, library and two halls.

On the third floor are located the science rooms, which are exceptionally well arranged, the museum, botanical rooms, writing and drawing room, and four smaller rooms to be devoted to such purposes as the needs of the school may demand.

The building is heated by a system of both direct and indirect radiation, thus providing for the constant admission of warm, pure air. Special attention has been paid to ventilation and all that can promote the health, comfort and best interests of the pupil. Water mains are laid to the building, and pipes in the building are connected with the city water supply, thus giving ample fire protection.

The Grand Pacific Hotel was the most elaborate hotel between Chicago and the Pacific Coast in the 1880s and 1890s and proved too grand for Moorhead to support. It was located where the Francis Peterson garage now stands, on Center Avenue at Ninth Street.
The Best Teachers of Teachers in the Nation: Livingston Lord

A hundred years after Livingston Lord came to Moorhead to open a new normal school, it is difficult to imagine what his school was like, or to see any relationship between that small school and the University of today. Fortunately, we know something about the early Moorhead faculty, especially the first president. We like to think that his commitment to the truth and insistence on good scholarship established a tradition.

After leaving Moorhead, Lord went on to become the first president of another new college at Charleston, Illinois. One of his Charleston faculty members, Isabel McKinney, told his story and printed a great many of his own statements in Mr. Lord. This history has used some of them; those who want more can go to McKinney’s highly-interesting biography. Henry Johnson, another of Lord’s faculty members both at Moorhead and Charleston, called Lord “the finest man I have ever met.” That was his first impression of Lord, said Johnson, and “this has been my impression ever since.”

Except for Henry Johnson, who comes alive in his autobiography, The Other Side of Main Street, the “Old Normal School Faculty” is harder to bring back to life. The Moorhead Daily News introduced new faculty members each fall as educational paragons: news stories provide complete accounts of the colleges they had attended and the positions they had held before coming to Moorhead. There is also an affectionate and attractive memoir: pioneer pharmacist B.F. Mackall, brother-in-law of the first resident director and a long-time friend of the school, reminisced about the faculty of the 1890s on the occasion of the school’s twenty-fifth anniversary in 1913.

Another reminiscence is even more impressive. When the new Livingston Lord library was dedicated in a four-day celebration in May 1961, the most memorable event was the banquet address by Ada Comstock Notestein, president-emeritus of Radcliffe College—now absorbed into Harvard University in most ways. Ada Comstock was twelve years old when Livingston Lord came to Moorhead and the Normal School opened its doors. She had attended the Bishop Whipple School as a day student in its last year, and she would take the Advanced Diploma course at Moorhead Normal after her graduation from Smith College.

Her speech is remarkable in many ways and must be included in this history for its survey of Livingston Lord’s career and an unmatchable view of Moorhead and some of its citizens a hundred years ago. Anyone interested in the story of Moorhead State should have a chance to read the generous appraisal and well-remembered account of the school’s first decade by this distinguished lady.

The First President

Under its headline “President Elected,” the April 27, 1888 Moorhead Daily News printed a special message from St. Paul signed by Thos. C. Kurtz: “The State Normal School board at its session this morning took up for consideration the election of a president for the Fourth State Normal School at Moorhead, and after a canvas of the merits of the various applicants, on motion unanimously elected Mr. L. C. Lord to that position.”

The News added this information about the newly-elected president: “Mr. L. C. Lord has resided at St. Peter about ten or twelve years. He is a comparatively young man, probably, to guess, 35 years of age (he was 37). He is a college graduate and has had a number of years experience as an educator. He is endorsed by the best educators in the state, by all three of the Normal School presidents, and by county superintendents and teachers. He gives every promise of making a very efficient head of our Normal school. It is supposed that he will take the position at once and remove his family to Moorhead.”

Livingston Lord had been newly-married and was only 23 years old when he came to Minnesota from Connecticut in 1874. He had taught at Winnebago and Mankato before becoming Superintendent of Schools at St. Peter at the age of 28. St. Peter was an unusual community, widely known for the quality of its citizens: “St. Peter brains” was not an idle boast, for this town of 2,000 (in 1880) had given the state of Minnesota five governors in fifty years. In his nine years at St. Peter,
Lord developed into a remarkable scholar-teacher-administrator, and had acquired an enviable state-wide reputation.

When a fourth State Normal School at Moorhead was in its planning stages, Minnesota Governor McGill, a St. Peter man, suggested that Livingston Lord apply for the presidency of the new institution. The governor also wrote to Solomon Comstock, recommending Lord: “I believe there is not a man in the state better qualified for the position . . . He is young, energetic, full of wisdom and what is better, full of sense.” On January 5, 1888 Lord wrote to Moorhead’s Resident Director Thomas C. Kurtz asking for an interview. They met soon after in St. Paul, and Lord made a trip to Moorhead on March 3.

Nothing more is known about the process of choosing a president, except that there were other candidates who had also made the trip to Moorhead. Lord had conducted highly successful teachers institutes, including two at Grand Forks in 1883 and 1884. He had been put on the State Examination Board of Normal Schools (which certified teachers) in 1881, and was secretary of the Public School Library Commission for nine years. He had “visited” the St. Cloud Normal School for the Normal Board; his report was read and filed at their meeting on June 8, 1886. Lord’s obvious merits and fitness for the position may have prompted a quick and unanimous election by the Normal board.

After Lord’s election to the Moorhead presidency, the Daily News reported regularly on his activities and plans. On June 26: “Mr. L. C. Lord, President of the Normal School, is in Boston but will soon return to the West and will shortly take up his residence in Moorhead.” July 26: “Mr. L. C. Lord, the President of the State Normal School at Moorhead, has rented Mr. W. H. Robinson’s house, and we understand Mr. Robinson will vacate it next week and Mr. Lord’s family will arrive here to occupy it.”

In addition to Mrs. Lord, there was a son, Frank, and two daughters, Ethel and Inez, in the Lord family that moved to Moorhead. Each of them received some education at Moorhead Normal and its model school. Their teachers understood that they must neither favor the Lord children nor fail to discipline them if they deserved it. Both Frank and Ethel did some teaching in Minnesota schools before Ethel went on to the University of Minnesota and Frank to Yale; Inez Lord graduated from Swarthmore. Mrs. Lord took an active though not prominent role in Moorhead affairs. The pages of the Moorhead Daily News reveal that the Lord children were involved in many activities. The youngest, Inez, was called “the best liked girl in Moorhead.”

Frank Lord became a lawyer and practiced in New York City after his graduation from the Yale Law School. However, he had edited the Yale Literary Magazine as an undergraduate and did not lose his literary urge: he used his legal experience in writing a play and a novel. The play, His Name on the Door, was produced on Broadway, and Light Fingers, a novel, was published by Bobbs, Merrill in 1926. The title character is a beautiful New York City thief, but Lord also used his Minnesota experience in this fiction. When the lovely lawbreaker goes to prison, her teen-age son is sent to live with a farm family near Glyndon. The most notable passage in the book is an account of a dangerous blizzard. Although the boy comes into Moorhead there is no mention of the Normal School.

Lord accepted the position as president of the new normal school at Moorhead as a challenge. “He had been a severe and outspoken critic of normal schools as they were generally conducted,” said his biographer. Lord accepted the position because “he was tempted by the promised opportunity to embody his own ideas of scholarship for teachers.” It was clear to him that scholarship must come before methodology, and he created distinctive normal schools—first at Moorhead and later, for three decades, at Charleston, Illinois. In recognition of his work both the University of Illinois and Harvard granted him honorary degrees a few years after he left Moorhead.

In 1937 the University of Illinois Press published Isabel McKinney’s Mr. Lord, which “records the life and works of a great American.” Much of the 400-page book employs Lord’s own words. The author-editor attempted to put together Lord’s “creed” by assessing his career and using, as much as possible, “the words he most often spoke.”

1. I believe in truth, in eager search for it, in selfless surrender to it when found.
   “Not who is right, but what is true.”
2. I believe in knowledge, in the power that comes from accurate knowledge, in the joy that comes from accumulating facts.
“Know something.” “Have you learned something today?” “Don’t sneer at ‘mere facts.’” “Get this; tuck it away.”

3. I believe in thinking, in the necessity and the possibility of training minds to think, in the “Moral Obligation to Be Intelligent,” as John Erskine later phrased it.

   “Fools do more harm than knaves; for one thing, there are so many more of them.” “Give him time to think.” “Don’t take this on my authority, or on anybody else’s.” “Give an example.” “What do you think about it?” “Here is a tool for your minds; you should be handy with it.” “It takes brains to be good.”

4. I believe in wisdom, a wisdom which grows out of knowledge worked over by thought, a wisdom which reaches out into all human relations and up into the highest realms of the spirit, a wisdom which is an attribute of God himself.

   “Wisdom is knowledge worked over into something higher.” “Knowledge is no more wisdom than flour and butter and sugar and eggs and milk are cake.”

   “Wisdom builds the house of life.” “She is more precious than rubies, and all the things thou canst desire are not to be compared unto her.” “Wisdom is more moving than any motion.” “God loveth none but him that dwelleth with wisdom.”

5. I believe in people, in the good intentions of most people, in their preponderance of good qualities over bad, in their capacity for improvement.

   “Most people, most of the time, mean to do right.”

   “A chain is not judged by its weakest link; find out where the weak link is and use the rest of it.” “If you have this bad quality in you, get rid of it.”

   “Take yourselves in hand.”

6. I believe in work, faithful responsible work, especially in mental work requiring effort and attention, as an indispensable builder of character.

   “Blessed be drudgery.”

7. I believe in obedience, as a practical necessity and as a load to freedom: obedience of children to parents and teachers, of citizens to the law, and of all minds to truth.

   “Obedience is a virtue.” “Feeling the need of a will stronger than his own.” “Children obey your parents.” “No law? What about the red lights on Michigan Avenue?” (This phrasing later after automobiles arrived.)

   “Truth is mighty and will prevail.” “Ye shall know the truth and the truth shall make you free.”

If such a synthetic creed makes Lord sound pedantic and lifeless, a contemporary assessment brings him back to life. In 1895, when the school was seven years old, the St. Paul Pioneer Press sent a reporter to see if Livingston Lord and his new State Normal School at Moorhead deserved the attention they were attracting around the state. In his full-page article entitled “One Day at Normal School” the reporter pictured the man he found: “He is of middle age, black-moustached, hair touched with gray, keen-eyed, alert. He impresses one as a man of both culture and energy.” The reporter decided that the “magnetic quality” everyone felt in Mr. Lord was responsible for making “a school out of the Moorhead Normal that would not only be creditable to a much older institution, but that is intrinsically of the first rank in efficiency, popularity, and success.”

Henry Johnson, one of the Moorhead Normal teachers of the 1890s, remembered that Lord’s “capacity for enduring friendships” was “proverbial” in Minnesota in the late nineteenth century. Johnson quoted from School Education, a highly regarded professional periodical of the day: “He binds men to him with hoops of steel.” Johnson went on to explain Lord’s relationships with his friends: “His own loyalty stood the severest tests that the good or ill repute of friends could bring. He rejoiced without a trace of envy in honors that came to his friends, many of whom, after serving under him, rose above him in worldly position. He was no defender of misconduct of any kind, but to friends who stumbled and fell, he still extended, with sympathetic understanding, the hand of friendship. It was only when dishonest excuses were attempted that he turned his back. As a critic he was frank and fearless and, when occasion required it, utterly devastating, but in a spirit and manner which usually stirred the gratitude of the intelligent and aroused resentment only in the hearts of fools and knaves.”

Livingston Lord was unbending about many things, punctuality for instance. He insisted that programs begin on time, as announced in advance, and sometimes inserted warnings in the newspaper: doors would be closed and locked when a performance had started. He required faithful attendance and the full attention of students, of course: there would be no turning around and visiting.

“The Old Normal Faculty”

On June 6, 1913 Livingston Lord came back to Moorhead to speak at Commencement exercises, with Solomon Comstock. An alumni banquet was devoted to reminiscences of the Normal School’s first twenty-five years, and Benjamin Mackall, who had been close to the institution and faculty from the beginning, was asked to speak briefly about the 1890s. “I have been asked to talk ten minutes about the Old Normal faculty. Ten minutes! Why, I have been talking about them and singing their praises for twenty-five years and have not yet exhausted the subject.”

Mackall began by paying his respects to Comstock, “a perennial blessing to the institution,” and to T. C. Kurtz, the first resident director, “who had a faculty of making things go.” About the first president, Mackall said, “Dr. Lord is present with us tonight and I shall not praise him to his face, though I have done it a countless number of times behind his back.” Then turning to the faculty, Mackall began with a protest: “The limit set will not allow me to go down the list and to give to each his mead of praise. I can mention only those whom memory specially recalls."
May have met on a recent visit; and Winifred Everhard Guild, who was here at the same time.

"Frances G. Wheeler claims more than mere mention. The first preceptress of Wheeler Hall, she was a rare woman, a born genius, a woman whom to know was a privilege and association with her a liberal education in domestic art. Mr. Fowler is a physician in Washington, D.C. Henry Johnson is another remarkable man whom Mr. Lord lured away from us and then passed on to a higher place as professor of history in Columbia University. Miss Kate Gill, now Mrs. West of Brooklyn, was one of the choicest spirits of the early days. Possessing a charming character and personality, her fine face and her sweet-toned voice made a combination rarely equalled. Miss Ida H. Benedict is still with us after an interval of wandering, and we all know and appreciate her worth.

"Speaking faculty-wise, Mr. Lord's administration closed in 1899 in a blaze of glory. Let me name them: Miss Ford, Mrs. Bartholf, a queen by light of her own gracious womanhood; Florence V. Skeffington, a typical brilliant daughter of the South whom Dr. Lord still claims; Letitia Morissey Burnham, of Ours, a witch with a baton; Ruth E. Dowling, "Rufus" to her intimates; Catherine M. Tinker, "Little Katinka"; Faith Marsh; Cora A. Carney who sang folk songs delightfully and read Kipling's swear words without batting an eye; W. D. Cramer—a chosen band, a brilliant galaxy, a gracious and goodly company. We who knew them cannot forget the charm of their presence, the inspiration of their society."

The faculty of the 1890s certainly included remarkable individuals, but equally remarkable was the relationship between these teachers and President Lord. One of the best known of the "Old Normal Faculty" in later years was Henry Johnson, who wrote his memoirs after he retired from Columbia University. In The Other Side of Main Street (1943) he recalled his decision to join the Moorhead faculty: "I met Mr. Lord for the first time in the office of the State Superintendent of Public Instruction in St. Paul, and a few minutes of conversation with him convinced me that he was a man under whom it would be joy to work." Johnson's autobiography tells a good deal about Lord's Moorhead faculty.

On reaching Moorhead I soon learned without surprise that every member of the teaching staff was devoted to him to the point of worship. Such harmony I have never seen in any other educational institution. There was nothing servile about it. There were no restrictions on individual opinion. There was no "organizing principle" which every teacher had to follow. The teachers differed widely in political and religious faith, in personality, temperament, and training. But all of them were highly expert teachers and each of them saw in the others qualities which had made the group a mutual admiration society. To qualify for membership in that group became my highest ambition. Its basis was clear. The teachers had been educated by Mr. Lord.
There is no photograph of the very first Moorhead Normal faculty: Elizabeth Clark and H. A. Pearce, who taught only in 1888-1889, were gone when this photo of the 1889-1890 faculty was taken—the group usually thought of as the first teachers. Standing, Anna Barnum, W. F. Rocheleau, Louise McClain, J. Paul Goode and Lena H. Goldthwaite; seated, Margaret McElligott, Ellen Ford and President Lord.

Although there was a good deal of warmth in the faculty relationships at Moorhead, Henry Johnson found decorum carefully preserved:

It was a charmed circle which I entered but at first found somewhat awesome. I noted at once a certain formality. In conversation with each other and about each other, we always used Mr. or Miss or Mrs. If a first name was mentioned, it was always in association with the surname. We might speak of John Paul Goode, but never of John or Paul; otherwise, he was always Mr. Goode. We might speak of Margaret McElligott, but never of Margaret. The president was Mr. Lord to everybody in the school and everybody in the town, and everybody outside of his own family was Mr. or Miss or Mrs. to him. I was intimately associated with him for eleven years and after that in correspondence with him so long as he lived, but to the very end he was Mr. Lord to me and I was Mr. Johnson to him.

It seems only reasonable that some members of the Moorhead Normal faculty may have been outside of the charmed circle Henry Johnson described, or on its outer fringes. One candidate for such outsider status was a man who was on the normal faculty before President Lord had been appointed. In the minutes of the State Normal board for June 7, 1887—following the list of faculty members and their salaries at Winona, Mankato, and St. Cloud—under the heading “Moorhead” appears “W. F. Rocheleau—Institute Conductor—Salary, $1500.”

W. F. Rocheleau—Institute Conductor

Resident Director Kurtz may have been involved in the hiring of Rocheleau, but it seems probable that the State Superintendent of Public Instruction was responsible for the appointment. A hundred years ago school institutes were held in towns all over Minnesota during the school year. They usually lasted a week, but longer institutes were sometimes held in the summer months. The Moorhead Daily News gave considerable attention to a four-week summer training school at Detroit Lakes (then “Detroit”) beginning July 20, 1891, conducted by Rocheleau. The announcement of the institute said that members enrolled would be expected “to give their time to its work and to be present at each session,” but attention was also called to the advantages of the location “on one of the most attractive lakes in Minnesota.” Ten years later a member of the Minnesota legislature objected to the state funding summer vacations for teachers. The Detroit announcement had ended by saying that “all teachers within convenient reach of Detroit are invited to come and avail themselves of the advantages so liberally provided by the state.”
A Moorhead News article of May 27, 1891 had told of the provision for such institutes by the legislature which had just adjourned:

The last legislature appropriated $5,000 for the maintenance of summer training schools, a sort of supplementary work of the Normal schools and intended to provide training for teachers who have not had the advantages of Normal or other training of equal grade. A number of such schools will be put in operation this summer at different points in the state. They are located by the state superintendent of public instruction and are under the direction and management of the state institute conductors.

One of these schools has been located at Detroit, Becker county, which will be conducted by Prof. Rocheleau of this city. Detroit is a lovely place for this work. The school at this point will have three instructors and will commence July 20th and continue four weeks. The plan of work will be study and recitations. The teachers of course will pay their own expenses in attending these schools. They will prove very beneficial and helpful to teachers it seems to the News.

In 1899, when the Populists and Democrats had captured the governorship, the newly-appointed Superintendent of Public Instruction proposed "to curtail the summer picnics of teachers, sometimes called summer training schools." Editor Lamphere thought a considerable amount of money could be saved in this way.

The appointment of Rocheleau by the State Normal board in June 1887 indicates the effective existence of Moorhead Normal School nearly a year before a president had been elected and a building constructed. News items appearing in the Moorhead Daily News in January 1888 revealed this fact as they reported on the activities of the institute conductor.

January 7, 1888—"Prof. Rocheleau returned yesterday morning from Anoka county where he has been holding an institute this week."

January 9, 1888 (from the Verndale Journal)—"Prof. W. F. Rocheleau of the new normal school at Moorhead will visit the Verndale schools next week."

January 20, 1888—"Professor Rocheleau is holding a teacher's institute at Hawley."

January 28, 1888 (from the Wadena County Pioneer)—"Prof. Rocheleau of the Moorhead State Normal school was last week engaged in our public schools at this place, and it is hoped that his visit will have the effect of allaying some of the crying evils that have heretofore prevailed, viz: tardiness and irregular attendance. The Professor came here at the request of the board and was the guest of the district during his stay here. He is in the employ of the State, and pending the opening of the Moorhead Normal School is visiting from school to school, the only expense to each district being entertainment during his stay. He will also be in attendance at the Teachers Institute soon to take place. The Professor is an energetic teacher, brim full of ideas and wholly identified with his work."

Such notices continued to appear in the Daily News in February and March. Rocheleau's institutes were conducted all over the state, taking him to Brainerd and Sauk Centre in February; to Kasson ("80 miles below St. Paul" the News points out), in March; and to Battle Lake in April.

Between such travels, Professor and Mrs. Rocheleau were active in Moorhead affairs. He was president of the Chautauqua Literary and Social Circle, and on February 28 the Young Women's Christian Temperance Union was organized at the home of Mrs. Rocheleau. On March 5 the News noted that Professor Rocheleau had occupied the pulpit of the Methodist church on Sunday evening.

In 1892, after four years at Moorhead, Rocheleau accepted a position at Southern Illinois Normal. There he brought out a series of textbooks that had considerable success.

Rocheleau was older than the rest of L. C. Lord's faculty and probably not involved in many of their activities. His position suggests that he was also more of a pedagogue and less of an academician than Lord and his younger teachers. Programs published in the Daily News show that he occasionally took a part in the school's activities, however, and a brief article on June 10, 1890 reveals that the Rocheleaus were also personally involved with other faculty members. They received word from Montpelier, Vermont that the wife of H. N. Pearce, a Normal School faculty member in 1888-89, had died at the age of 21. The young wife had been Florence G. Fitch, one of the school's first students.

Complex Teaching Combinations

The Moorhead News article of August 28, 1888 said five faculty members were "all present" for the opening of the new school. President Lord would teach Latin and mental science; W. F. Rocheleau, besides conducting institutes, was assigned natural science; Louise S. McClintock history, English, and vocal music; Elizabeth R. Clark pedagogy and English; and H. N. Pearce natural science and mathematics. Elizabeth Clark and H. N. Pearce remained at Moorhead only one year.

Although all accounts of the early years of the Moorhead Normal School agree that the new president assembled an impressive faculty, many of the teachers Lord hired taught at Moorhead only a single year. During his eleven years as president he hired 44 different teachers. The size of his faculty ranged from five his first year to twelve in 1898-1899.

President Lord probably did not have sufficient time to assemble an ideal faculty before opening the Moorhead Normal School for the first time on August 29, 1888; in the ensuing year, however, he sought out the people he wanted. Therefore, the second year of the Moorhead Normal School is a better place to begin looking at Livingston Lord's faculty, because three teachers who came in 1889 were to remain at Moorhead most of the next decade: Ellen Ford taught Latin and mathematics, J. Paul Goode natural science and geography, and Margaret McElligott arithmetics and methods. Lena Goldthwaite
taught reading, physical culture, rhetoric and literature for two years; Anna Barnum was critic teacher of the primary grades one year and was succeeded by Abbie C. Hale who held the same position for three years. Two teachers who joined the faculty in 1890 each remained only one year—Emma Pleasants, vocal music and English grammar, and Clara L. Woodward, drawing, geometry, and English grammar—but both of them were vivid in Ben Mackall’s memory twenty-three years later.

In some cases we know why Lord’s teachers remained at Moorhead only a year or two. Louise McClintock married Resident Director Kurtz in 1890 (his wife had died in 1888), and Mackall tells us that a number of other young women left teaching to be married. Salaries may also have been a factor, because they were very low. We know that Ellen Ford came to Moorhead for $750 a year, less than she was getting at her former position, because she wanted to teach under President Lord. She was rewarded: in 1898-1899 her salary was $1300. Henry Johnson, who came to Moorhead on the recommendation of his University of Minnesota classmate J. P. Goode, took a $300 a year cut in salary from his superintendency. And it may be that President Lord’s exacting standards caused some of the high turnover.

Did some of these teachers leave because they were offered less complex or awkward teaching combinations elsewhere? In a small faculty some difficult teaching combinations are inevitable, but it seems curious that between 1891 and 1895 Rosamond Field, Theodora Wadsworth, Bertha Barker, and Florence McFarland each spent a year at the Moorhead Normal School with the same teaching assignment, music and history. Then Louise McClintock Kurtz and Clyde Foster each taught one year with music as their only subject. We know that Livingston Lord had a special interest in music and took part himself in both instrumental and vocal groups.

When Letitia Morissey joined the Moorhead faculty to teach music in 1897, she became a community music leader, a position she retained after she left the faculty to be married.

Isabel M. Kimball taught English composition and geometry as well as drawing at Moorhead for four years (1891-1895) before she left teaching to set up a studio. She was succeeded by Ida Benedict, Estella Spencer, and Faith Marsh; each had drawing as her only subject.

Reading, physical culture, and literature was the teaching assignment of three faculty members in the 1890s: Fannie Hadley 1891-1893, Isabel Farrington 1893-1895, and Kate Gill 1895-1898. Beginning in 1898 Glenna Smith was assigned reading and physical culture. These changes no doubt reflect the growth of the Normal School and the adding of more faculty members.

Beginning in 1890 there were always two “critic teachers” on the faculty: primary department—Abbie Hale 1890-1893, Bertha Youmans 1893-1894, Eleanor Sutphen 1894-1896, Winifred Everhard 1896-1898, and Cora Carney, 1898-1899; grammar department—Ella Patterson 1891-1892, Lona Washburn and Margaret Scanlan both 1892-1893, Mariette Pierce 1893-1896, and Kate Bartholf 1896-1899. The October 24, 1894 special 18-page edition of the Moorhead Daily News, which surveyed the town’s resources, devoted a paragraph each to the Normal School faculty of 1894-1895. In these paragraphs there is additional information about each of the teachers, plus the assurance that they were all the best people that could be found.

“Mr. L. C. Lord, president, is a native of Killingworth, Connecticut, and graduated from the State Normal School in New Britain, Conn., in 1871. During the three years immediately after graduating, he was principal of the Terryville, Conn. High School, and came to

Five new people are seen on this photograph of the 1892-1893 faculty: standing, Abbie Hale, Margaret Scanlan, J. Paul Goode, Ellen Ford, and Fannie Hadley; seated, Margaret McElligott, Theodora Wadsworth, President Lord, and Isabel Kimball.
Minnesota at the close of that period. He was for three years principal of the schools in Winnebago City, one year of the Union School in Mankato, and nine years the superintendent of schools in St. Peter. He has just begun his seventh year as president of the State Normal School at Moorhead."

“Miss Ellen A. Ford, teacher of Latin, a native of Syracuse, N.Y. and a graduate of the Syracuse High School and the University of Syracuse when, it is said by Chancellor Sims, she was the best scholar graduated from the university in twenty years. Her first year of teaching was in Jordan, N.Y.; her next two in Amsterdam, N.Y., when she came to Minnesota as principal of the St. Peter High School. After one year’s service at St. Peter she was called to this school, where she has now entered upon her sixth year. During the summer vacation of 1893, Miss Ford did a year’s work in post-graduate Latin successfully, passing an examination for an A.M. degree. She is probably not surpassed in scholarship and teaching power by any teacher of preparatory Latin in the state.”

“Mr. John Paul Goode, the teacher of natural sciences, is a native of Minnesota and a graduate of the University of Minnesota in the class of 1889. He came to this school and took his present position the September after his graduation and has completed five years’ work. During the past summer he completed a course in geology at Harvard University, doing field work in Eastern Massachusetts, Utica, N.Y., the Catskills, and about Meriden, Connecticut. Mr. Goode has the reputation of being second to no teacher of natural science in the state in schools of less than university rank."

“Miss Margaret T. McElligott is a native of Minnesota and a graduate of the State Normal School at Winona, where she completed the prescribed course of study in one year less than the usual time taken by students. Before graduation she was selected by the superintendent of the Rochester, Minnesota, schools for grammar grade work. She acquired such skill that when the model schools were arranged for her she was elected the first critic in charge of the grammar department. After two years’ work in this position, she was elected teacher of arithmetic and penmanship in the Normal School. Miss McElligott’s work in the school, and in institutes and summer schools, is unsurpassed in thoroughness and accuracy."

“Miss Isabel H. Farrington, teacher of reading and literature, is a native of Boston, a graduate of Thayer Academy at South Braintree, Mass., and also of the Emerson College of Oratory. She brought to her work thorough preparation, enthusiasm and untiring energy, and enters upon her second year’s work with the thorough confidence of her students and associates. Miss Farrington’s ability as a reader greatly increases her power in teaching literature.”

“Miss Florence McFarland of New York City has just entered upon her first year’s work in this school as teacher of history and music. She was educated in the schools of Newtonville, Mass., the public schools of New York City and the Wellesley College preparatory school in New York City. She afterward spent two years with a private teacher, reading extensively along historical and other lines in the Astor Library. After enjoying the best musical advantages in New York City, Miss McFarland spent two years in Vienna, studying the piano under the famous Leschetizky, the teacher of Padrowsky. She is an artist of high order, and her work in the school already gives great promise.”

“Miss Isabel M. Kimball, the teacher of drawing, was born in Worcester, Mass. and is a graduate of the Pratt Institute, Brooklyn, N.Y., where she had the highest standing in her class. Miss Kimball’s work has called forth the highest praise from one of the severest critics of school work in the Northwest. She was called to the University Summer School as instructor in drawing, where her work fully justified the high opinion of it already held by state authorities.”

“Miss Mariette L. Pierce, grammar critic teacher, is a native of St. Paul. She was educated in St. Paul city schools and graduated from St. Cloud Normal School. Miss Pierce has occupied the following positions: principal teacher in one of South St. Paul’s schools, two years; taught four years in St. Paul city schools, the last three being model teacher in the Teachers’ Training school. Miss Pierce is a teacher of rare devotion and is thoroughly imbued with the modern spirit.”

“Miss Eleanor Sutphen, primary critic teacher, is from Palmyra, New York. She attended the schools of Palmyra and was graduated from the high school at that place in 1886. The following year attended the Teachers’ Training class in Walworth academy. Afterward taught in Palmyra schools until fall of 1890, when she entered the State Normal college at Albany, from which she was graduated in 1891. Was principal of the primary department of Nyack schools for three years. Miss Sutphen has entered upon her first year’s work here, and has already shown a degree of vigor, enthusiasm, and skill which fully justifies high opinion of her work expressed by her supervising officers.

When he left Moorhead, after eleven years, to open the new normal school at Charleston, Illinois, Livingston Lord said he took with him “the three best faculty members at that time in any normal school in the United States.” He adds, “This is not a guess, but verified.” Lord had found the first of these remarkable teachers before arriving in Moorhead. As one of his last acts before leaving St. Peter, he had hired Miss Ellen A. Ford to head the high school there. From his St. Peter friends, Lord found out what a fine teacher she was; and though St. Peter offered her more money than Lord could pay her at Moorhead, another factor tipped the scales in the direction of Moorhead. “Miss Ford, having twice talked with Mr. Lord, knew that she would rather work with him than with the new superintendent at St. Peter, who had done all he could to discredit his predecessor and had circulated false reports about incomplete records and other evidences of incompetency. In the fall of 1889 she went to Moorhead to teach Latin and algebra.” (McKinney’s Mr. Lord, p. 145).

Ellen Ford’s knowledge of Latin may have recommended her to Lord originally, but Miss Ford was much more than a classical scholar: one of her students placed her
in the very highest rank, insisting that Ellen Ford was "one of the great teachers of all time." Livingston Lord had the very highest opinion of her both as scholar and teacher. His biographer said Miss Ford had a hand in re-working the curriculum at Charleston when Lord made changes.

Present-day critics of American schools might profitably read a paper Ellen Ford wrote in 1889. It was printed in the Moorhead Daily News on January 2, 1890 with the notation that it had been "read before the Minnesota State Teachers Association in the Capital at St. Paul." The title was "Intelligent Ignorance."

In later years John Paul Goode earned the widest reputation of the remarkable Moorhead Normal School faculty of the 1890s. Born on a farm near Stewartville, Minn. in 1862, Goode graduated from the University of Minnesota in 1889 and became a member of the Moorhead Normal faculty a year later. "While a professor generally occupies a chair, Mr. Goode had a settle," Livingston Lord said some years later. At Moorhead "he taught chemistry, physics, botany, geology and physiology as well as geography."

Goode left Moorhead in 1898 to attend the University of Chicago. He then joined Livingston Lord's original faculty at Charleston, Illinois, went on to take a Ph.D. at the University of Pennsylvania in 1901, and returned to the University of Chicago as a faculty member in 1903. In his twenty-five years at Chicago, Goode became the nation's best-known geographer-cartographer; Goode's School Atlas was as common a fixture in American schoolrooms as Webster's dictionary. Goode retired in 1928 and died in 1932.

Isabel McKinney described Goode as a Normal School teacher. "In Moorhead he used to teach teachers to draw maps on the blackboard; he could do it himself with amazing speed and accuracy. All over Minnesota blackboards bloomed with maps as the result of his skill." In addition to his teaching, Goode was very active in school and community life. He was chiefly responsible for bringing his University of Minnesota classmate Henry Johnson to the school, because President Lord said Johnson was the only teacher he had ever hired without a personal interview, relying on Goode's recommendation.

Ellen Ford, who arrived on the same train as Goode when both joined the Moorhead Normal faculty in the fall of 1889, remembers her first impression of him: "There were two seats facing each other, and I turned over one of them; in the other was sitting a young man, not at all dusty, in fact, quite dapper, a young man with light hair curling on his forehead, and blue eyes. He got off at Moorhead, too. I ordered a cab, and waited until a man with a single buggy came to meet me. I told him, 'Whipple Hall,'—this was an old Episcopal school building used for housing some of the teachers and students. The young man had walked from the train and was at Whipple Hall before me; his name was John Paul Goode."

Henry Johnson, the third of Moorhead Normal's "great teachers," was born in Sweden. His family moved to a farm near Sauk Centre, Minnesota when he was a small child and he grew up there. Johnson worked as a farm hand, clerk and cashier in a Sauk Centre grocery store, apprentice pharmacist, church janitor, and general factotum to Banker Smith, "the richest man in Sauk Centre," while going through high school. He hauled a hundred loads of cordwood and taught a country school before making his way to the University of Minnesota, the first graduate of Sauk Centre high school to enter the university. He was a dry goods clerk and St. Paul Pioneer Press reporter while attending the University, a reporter and assistant city editor for the Minneapolis Tribune and a life insurance salesman afterwards. When Johnson returned to teaching—first history and literature at Northfield and later the superintendency at Rushford—he weighed teaching against administration and considered two fields of specialization. In 1895 he settled the issue, took a summer course in American history at Harvard, and began teaching history and civics (political science) at the Moorhead Normal School.

After four years on the Moorhead faculty, Johnson followed Livingston Lord to Charleston, Illinois. He spent another summer at Harvard after he left Moorhead; but when he took a leave from his Illinois position in 1901, he began graduate work at Columbia and earned his master's degree. A second leave of absence from Charleston in 1904-1905 allowed him to spend a year in Europe and study at the Sorbonne in Paris and the University of Berlin. In 1906 he left President Lord's faculty to begin teaching at Columbia. He retired as professor of history at Teachers College, Columbia University in 1936. In his years as a member of the graduate department of history at Columbia, Henry Johnson was one of the nation's most respected and influential teachers.
Although Ellen Ford, John Paul Goode, and Henry Johnson were the outstanding members of the 1890s Moorhead Normal faculty, there were a half dozen others—and perhaps more—who were remarkable teachers. E. T. Reed, who wrote a historical sketch of Moorhead Normal in 1911, singled out Margaret McElligott, Letitia Morissey, and Isabel Kimball. Though she taught only a short time at the Normal School, “Miss Letitia Morissey . . . exerted a remarkable influence on the musical interests of the community. For at least ten years after she began her teaching here (in 1897), there was scarcely a public entertainment by local musicians that did not proclaim her talents as a director, or an individual singing voice that did not show traces of her training.”

Isabel Kimball probably left her Moorhead Normal position because her assignment required her to do much teaching outside of her primary field, necessary in a small faculty; according to the college catalogues, she taught drawing, English composition, and geometry at Moorhead from 1891 to 1895. “Miss Kimball, on relinquishing her art teaching in the normal, took up the study of creative art, particularly sculpture, and has made a name for herself in this work.”

Henry Johnson mentions two other Moorhead Normal teachers—besides Ellen Ford, J. P. Goode, and himself—who followed Livingston Lord to the Charleston Normal School, although not as members of his original Illinois faculty. State and local politicians pressured Lord to hire Illinois teachers, and it took him some time to assemble the faculty he wanted. Kate Gill taught reading, literature, and physical culture at Moorhead from 1895 to 1898 and Florence Skeffington taught English during Lord’s last year at Moorhead, 1898-1899. Both taught at Charleston later. According to Johnson, the former Moorheadians were conscious of their common background; “Having served together in the ‘Indian Country,’ we called ourselves the Indians.”

The Faculty and the Town

From their first weeks in Moorhead in July and August of 1888, the Lord family, and members of the faculty with them, became involved in the town’s social and cultural life. Resident Director Kurtz was a Moorhead pioneer as were his brother Dr. John Kurtz and their brother-in-law Benjamin Mackall, a pharmacist. Director Kurtz had already devoted a good deal of time to the building of the Normal School, and he no doubt felt responsible for the new president he had played a considerable role in bringing to Moorhead. But Mrs. T.C. Kurtz had died the previous summer, and the home of his sister and her husband, Mr. and Mrs. B.F. Mackall, became the center of his social activities.

“Our families were always on friendly, intimate terms,” Mackall recalled in later years. “In the early days of the Normal School, when the faculty was small, and there was room for all of us in our house, evening gatherings were frequent. I have never seen a lot of brighter people, or encountered such keen and sparkling wit and repartee. Sometimes after teachers’ meetings on frosty moonlit nights, Mr. Lord and members of the faculty would walk a mile and a half down to the Mackalls to quaff New York state cider and feast on cookies. I recall one particular evening when, after most of the company had gone, a choice group of ‘the elect’ gathered round our glowing stove while Mr. Lord read aloud passages from Kipling. That experience I have never forgotten.”

It was a long walk from the new Normal School on the southeast edge of the city to “the Point” section where the Mackalls and most of the other early residents of the city lived. This part of Moorhead juts toward Fargo in the area of the First Avenue North bridge. In the urban renewal of fifteen years ago, all of the houses and other structures in “the Point” were removed. The American Crystal Sugar Company offices, the Riverside One condominium complex, and the Heritage Center now occupy this space.

Edwin Reed, who came to know Benjamin Mackall well in the Normal School’s second decade, wrote an admiring tribute, “The Aristocrat.” Mackall had come to Moorhead from Baltimore in 1873, when he was 21. He married Mary Kurtz. Their son Henry, a Moorhead Normal student when his mother died suddenly in 1902, graduated from the Harvard Law School and became a leading Minneapolis attorney.

“Aristocrat and democrat,” he said,

“I learned a lesson from the oyster bed;
For I was born in sunny Baltimore
Where this plain truth was taught along the shore,
That sometimes, rarely, out there on the sound,
In crude and uncouth bivalves pearls were found.”
His ancestors were military folk
As polished and as dignified as oak;
So when in questing youth he ventured forth
To seek his fortunes in the frontier North,
He carried with him all their gracious poise,
Their comradeship, their taste for social joys.

His voice was music in that fine gray head,
And there was matter, too, in all he said;
His manners elegant, his poise precise,
He made a mockery of the overnice,
Lest stern perfection hold her head too high
And emulation breathe, a hopeless sign.

He loved the household elegancies, too—
Heirlooms, and plate, and dishes of delft blue;
He had hot dinners served on plates as hot;
Cold food, on cold. Said he, “Why not?
Regardless of the water or the wine,
Or what there be to eat, I want to dine.”

His home was like a haven of good cheer,
Where calm, angelic memories hovered near;
For she who gave his life unsullied joy
And reared for him one dark-eyed, flashing boy,
When all the world was bright with morning dew,
Faded, like mist, one Sunday in her pew.

If I could meet him now, and take his hand,
Recalling all his charm in that crude land,
And all the things he did through fifty years
To make much lesser souls seem like his peers,
“Aristocrat or democrat,” I’d say,
“You are a vessel of selected clay.”

(The Bells of Long Ago and Other Memorial Poems, 1946)

In 1890 one of the original Moorhead Normal faculty members, Miss Louise McClintock, was married to Thomas Kurtz. Ten years later Letitia Morissey, who taught music at the Normal School from 1897 to 1900, married another Moorhead man, James H. Burnham. Grant Price, Moorhead’s city clerk from 1906 to 1937, who was twenty years old when the Lord family came to Moorhead, often spoke of the social gatherings at the Normal School that he had been a part of. In 1910 Price also married a Normal School teacher.

A close relationship between the Lord and Comstock families was natural. Solomon Comstock had built a large house on Eighth Street South in 1882, about midway between Moorhead’s business district and the site he donated in 1885 for the new Normal School. There were three children in each family, approximately the same age.

The Moorhead Livingston Lord moved his family to in the hot summer of 1888 was a raw, newly-built town, but like many another Western city-to-be it welcomed new citizens most enthusiastically. A young woman who came to Moorhead as a new bride in the hot summer of 1888 was a raw, newly-built town, but like many another Western city-to-be it welcomed new citizens most enthusiastically. A young woman who came to Moorhead as a new bride in 1888 found the people of Fargo and Moorhead kind, friendly, and very sociable.

“Through Mr. Lord’s influence, Moorhead planted its streets with trees. He and John Paul Goode, teacher of geography, dug some of the holes and planted some of the trees themselves” (McKinney). The Normal School buildings, as seen on the earliest photographs, stand out stark and bare on a treeless prairie, and the first tree planting was undoubtedly on the campus itself.

J. P. Goode was given chief credit for organizing and marshaling a very extravagant social affair in 1893. The Moorhead Daily News devoted five front page columns to the “Merchants Carnival” held at the Grand Pacific Hotel November 16 and 17. It was a benefit affair sponsored by the Rector’s Guild of St. John’s Episcopal Church, but the “carnival” or pageant involved every business, profession, and institution in the city. Livery stables, jewelers, and butchers sponsored young ladies who wore identifying banners on their bosoms and such appropriate ornaments as buggy whips, gold watches, and Vienna sausages. Contractors, brick yards, plasterers, and a cigar factory were involved. Mrs. H. D. Scott represented the Normal School in “a Greek costume of white and gold, trimmed with pictures of Minnesota schools.” Her banner carried a motto: “The truth shall make you free.” Fifteen-year-old Inez Lord represented the Moorhead Women’s Club “in Egyptian costume to indicate the present course of study . . . (with a) border of Egyptian hieroglyphics and pictures of sphinx and pyramids.”

There were, of course, “social centers” of a very different kind in Moorhead. Another factor wrought a more profound effect on the town in the late 1880s than the opening of a normal school. North Dakota, about to be admitted into the Union as a state in 1889, was drawing up its constitution when the Lord family came to Moorhead. The wet-dry issue was hotly debated, and when the forces of prohibition won out, Fargo’s saloons and liquor distributors began moving across the Red River into Minnesota. The same issues of the Moorhead Daily News that heralded the progress of the new normal school also told of Fargo’s alcoholic enterprises establishing themselves in Moorhead. A proposal was made to raise city liquor licenses from $500 to $1000 per establishment to keep the numbers down, but the forces of expansion won out.

Five years after the Normal School’s first year of operation, the Moorhead Daily News (in 1894) assessed the city’s progress in the past half-decade: “Prohibition in North Dakota drove the liquor traffic across the river and led to the establishment of at least four cold storage depots for malt liquor houses, and the increase in saloons from 15 to 34, all of which have added to the population, the number of structures, and the volume of business transacted in the city. The United States census of 1890 gave our population as 2,088; it is now not less than 4,000, and may be 4,500. The revenue of the city from liquor licenses is $17,000 per annum, which affords means of making improvements. Few cities of the same relative size and importance have a more extensive system of sewers, a better water system, especially for fire purposes, or better sidewalks and bridges than Moorhead.”
On September 23, 1893 the Moorhead Daily News reprinted an article from the St. Paul Dispatch which it refuted only in part. The headline was "A Reign of Terror" and the subhead "Moorhead Practically at the Mercy of Tramps—The Situation a Serious One."

E. W. Goodner, a United States deputy marshal, was in Fargo and Moorhead Friday and Saturday, and from his account it would seem that both these towns, but more particularly Moorhead, were in part if not entirely in the hands of 'hoboes'—men who are either out of work or who, pretending to be honest workmen in distress, will not work when the opportunity offers. These men collect from almost every quarter of the Northwest and try to steal or force a ride to the more eastern points. They gather at Moorhead rather than in Fargo: the police, while comparatively weak, are better there than in Moorhead.

Mr. Goodner says that the situation is one of terror. Citizens do not pretend to go out without revolvers, and sandbagging and assaults are crimes of almost hourly occurrence. While he was at the railway station one day a train came in, and as a passenger was stepping off the platform he was assaulted in broad day light by a ruffian who struck him in the face and kicked him while he was prostrated and then went through his pockets. Wonderful to relate, the miscreant got away. In one night in Moorhead five men were held up at the point of the pistol. These fellows practically take possession of the hotels in Moorhead. They come in large numbers to a hotel of the high class of the Jay Cooke and order the guests to leave the seats which they are occupying in the hotel lobby and take them themselves.

One of the saddest results of their lawlessness was the serious wounding of a conductor on one of the trains. He had that very day been promoted from brakeman to conductor and was shot in the mouth by one of the loafers, and the wound may prove fatal. Fargo and Moorhead are practically at the mercy of mobs of wanderers who gather from points farther north and west, and the citizens talk of organizing a vigilance committee to protect their lives. The situation is serious and it is acknowledged that the police are unable to cope with it.

The News publishes the above to show our citizens who have seen it in the Dispatch what outsiders are saying. The picture is very much overdrawn. It makes us smile to hear that Fargo police are better than officers on this side, and makes the smile broaden into a laugh to learn that hobos have taken possession of the Jay Cooke house. The conductor who was so seriously hurt is running his train today.

It can be assumed that Normal School faculty and students were safely removed from the saloons clustered near the bridges leading to North Dakota: there were many blocks of residential streets between the new campus and the saloon district. But both were a part of Moorhead, and Lord and his faculty took an active role in the town's affairs. Benjamin Mackall said that President Lord mixed easily with all kinds of people. "I recall his saying that he never talked with anyone without learning something. One of his friends had been a teamster on the Union Pacific when it was a-building, and afterwards a livery man, a brick maker, and a banker; another had been an express messenger between Breckenridge and Fort Garry (Winnipeg) in the days of the stage coach. Mr. Lord seemed as greatly interested in their experiences as in those of the learned professors, and would sit in my store and converse with them by the hour in a regular give-and-take manner." Mackall's Drug Store, originally a partnership with Dr. John Kurtz, was a prominent Moorhead business establishment for more than fifty years.

When a campaign to clean up the city's government got underway in the spring of 1898, Henry Johnson became a part of it. "John Paul Goode, with the approval of Mr. Lord and Mr. Comstock, and with my own reluctant consent, instigated a petition which placed me on the ballot as a candidate for alderman from the fourth ward. My opponent agreed with me that either of us would make a good alderman, and I at least took the lofty position of leaving the decision entirely to the unsolicited discretion of the voters. I announced no platform, I handed out no cigars, I made no personal canvass of any kind. It was perhaps because all the voters knew my opponent and few of them had ever heard of me that I was elected by the largest ward majority in the city. My opponent was a good man, but he had a record. I was a dark horse without any record."

Jacob Kiefer, a saloonkeeper and wholesale liquor dealer who had an enviable record of honesty and propriety, ran for mayor on a reform ticket because he knew a good deal about the corruption in Moorhead's municipal affairs. When Kiefer and his reformers were elected, Johnson was appointed chairman of the Council committee on electric lights and water works and a member of the welfare committee (then called "the committee on the poor"). "For months," Johnson recalled later, "every weekday and late into the night, when not occupied at the Normal School, I was at the city hall." Despite protests that he was besmirching the fair name of the city, Johnson revealed widespread corruption, forced the resignation of the electric lights and water works superintendent and the city recorder: the city hired a young engineering graduate to run the public utilities honestly. The "committee on the poor" secured the unpaid services of Mrs. Lord in checking applications for relief, and insisted on looking into the need of each case. This brought angry cries of "red-tape" from applicants who demanded relief as a natural right which had never before been questioned." Johnson remembered two ridiculous cases: "A woman who admitted that her husband was earning enough to support his family reported that she had lived in Moorhead for eighteen years without ever asking the city for anything, and that she thought it high time to begin asking for something. An able-bodied man known as a notorious loafer who could get jobs if he would take them came, he said, to seek relief for an orphan who, on inquiry, turned out to be himself." (The Other Side of Main Street)
Moorhead Normal Opens Its Doors

The first catalogue of the Moorhead Normal School was printed and sent out in July, 1888. Area newspapers received it favorably and wished the new school well. The Crookston Journal even noted that the catalogue had been printed by the Moorhead Daily News and was a creditable job. "The first or fall term will be 10 weeks, the winter term 16 weeks, and the spring term 12 weeks," the Journal observed, and added, perhaps wistfully, "The school is a noble monument to the efforts of Senator S. G. Comstock." The Breckenridge Mercury, noting the opening date and the faculty of the school, thought the Moorhead Normal School would be a great convenience to the entire area and "should be patronized and encouraged by everyone."

A month later, on August 28, 1888, after noting that "formal opening exercises" had been postponed until late September, the Moorhead News reported: "The examination of the students who desire to attend the Normal School took place today. The following young ladies and gentlemen were examined (the article listed the names, ages, and home towns of twenty-five people ranging in age from 15 to 23):" After noting that these students would "enter the B and C classes, the News added: "President Lord expects a number (of additional students) on the train this evening who possess certificates granted by the county superintendent, which admits without further examination, and also more tomorrow morning."

"The formal opening of the Normal School took place this morning," the News reported on August 29. "The exercises consisted of singing and an address by the president. Quite a number of citizens were present. In addition to the number of students mentioned in yesterday's issue, there were eight new arrivals this morning." The five faculty members (including Lord) were also listed, with the subjects they would teach.

A century ago normal schools admitted high school graduates to one- or two-year "professional" courses of study: completion of the one-year course earned an "elementary diploma" and the two-year course an "advanced diploma." However, as the ages of the students who took their examinations at Moorhead indicates, many young people enrolled in the normal schools instead of going to high school. In northwestern Minnesota only the larger towns had high schools a hundred years ago, and these were newly established. Also, before World War I young people did not automatically enter high school after completing eight grades of common school.

Students who entered Moorhead Normal without attending high school could choose either an English or a Latin five-year course of study, both of them leading to the advanced diploma. There was also a "preparatory class" for those who failed to pass the examinations for admission.

The two five-year programs were outlined for these non-high school graduates in the Moorhead Normal School catalogue—both leading to the advanced diploma. The first year class was designated "C class," the second year "B class," and the third year "A class." Thereafter the students were in the Junior and Senior classes. The differences between the English and Latin programs were slight, none in the first or C class year. Thereafter "Latin lessons" for the B class, Caesar for the A class, Cicero for Juniors, and Vergil for Seniors were required courses in the Latin program. English-track students took such courses as American literature, rhetoric, physiography, general history, literary interpretation, and astronomy—all of them prescribed. There were no electives in any of the programs.

In the Junior and Senior years of both five-year programs, courses described as "methods in" arithmetic, reading, English grammar, geography, and history were required, but the students who took Latin each term (or quarter) were able to take fewer such courses. During their Junior and Senior years both English and Latin track students took two quarters of psychology, history of
education, general methods, two quarters of "teaching" (practice teaching), and philosophy of education in their final quarter.

From a twentieth century viewpoint, the Moorhead Normal School program seems highly regimented. The catalogue specified the "sessions of school": "There is one session a day, commencing at 8:15 and closing at 12:30 p.m." Writing his autobiography a half century after his years at Moorhead, Henry Johnson still remembered Livingston Lord's approach to his students:

The day at the Moorhead School began with chapel exercises. We sang a hymn. Then we listened to a scripture reading and recited the Lord's Prayer.

Then we sang another hymn. Then Mr. Lord talked or read to the school. His interests were as broad as life and everything that he touched became interesting. He could take a Bible text and give it applications which none of us had ever heard of in church. He could lead us into the depths of educational philosophy without confusion to the shallowest minds. He could expose what seemed to him educational shams in language which left them shriveled and contemptible. He had a keen sense of humor and freely indulged it, always to the delight of his audience. Some of his most telling points were driven home in mirth-provoking sallies. No subject of importance to teachers was neglected.

From such homely matters as personal cleanliness and attention to details of dress to the highest and holiest of human relations, those morning talks held up and exemplified ideals of sincerity, of intellectual and moral integrity, of steadfast character, of courage and frankness, of a large faith in the essential goodness of human nature. Mr. Lord lived his own ideals in all relations with students and with members of the faculty, and his personal influence was strong and lasting. Many times in later years I met graduates of the school who were doing things because they thought Mr. Lord would approve, or refraining from doing things because they thought Mr. Lord would not approve.

To Johnson it was clear enough that Livingston Lord was forming and furnishing the minds of his students—but not according to a normal school pattern:

The readings in the chapel period were rarely of direct pedagogical significance. Most of them were readings from general literature to brighten minds for the day's work. To hear Mr. Lord read was an education in that art. His selections ranged from the classics of English and American literature to the latest literary creation of merit sufficient to satisfy his highly discriminating taste. He read with unique interpretive power pieces of boisterous fun, pieces of tender sentiment, pieces of stark tragedy. His selections varied from year to year with what he happened to be reading for his own amusement or edification. Always when off duty he seemed to have some good book in his hand, and he was constantly stocking his library with limited editions of the collected works of his favorite authors. He was a lover of books with the sensitiveness of an artist for their mechanical makeup and the passion of a scholar to know their content.

Always on the lookout for the best, he scanned literary and scientific periodicals, consulted specialists, and greeted the appearance of any notable work in any field with the joy of a discoverer. This joy he habitually shared with others. On the platform, on the street, in the homes which he visited, he was an ever active missionary for good literature.

The degree of deviation from the usual normal school program is difficult to assess and even more difficult to describe, but there is general agreement that there was an appreciable difference in the Moorhead Normal School, and that the deviation was greater emphasis on academic scholarship and less on methodology. A visiting educator, after he had been given a tour of Moorhead Normal and an explanation of its program by the president, is reported to have said, "This is a very fine academy, Mr. Lord, but where is the normal school?"

His own scholarly bent obviously influenced the institution he headed. Isabel McKinney described the Sunday afternoon pastime of Lord and his friend, W. F. Webster, who was Moorhead's superintendent of schools in the 1890s: "They walked out into the country
together, and sat down on the sunny side of a straw stack to read Seneca. Mr. Webster was reading Latin for an advanced degree; they read Seneca’s ‘Morals’ and his natural philosophy. ‘He knew more Latin than I did,’ says Mr. Lord, ‘and I knew as much of the things we were reading about; so we got on well. When the sun would go down, we would get up and shake the straw out of us, and walk home together.’

Annual catalogues gave prospective students a great deal of information about the Moorhead Normal School. Beginning with the calendar for the coming school year and the Normal faculty (listed with the subjects they taught), the requirements for admission were stated, the validity of normal school diplomas as state certificates of qualification to teach were made clear, and the school expenses were outlined. There was no tuition if students signed a pledge to teach two years in the public schools of Minnesota; persons unwilling to sign such a pledge would pay $30 tuition per year. Dormitory room and board was $3.50 a week for the 1899-1900 school year. Students could get room and board with private families for $2.50 or $3 per week, or they could rent rooms where they could do their own cooking if they wished to reduce expenses. The president of the Normal School would make such arrangements for students, and would be consulted if a student wanted to change board or rooming place.

The Normal School also assumed responsibility for other aspects of a student’s life: “Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have expressed their willingness and their desire to make the students of the school at home in the churches and Sunday Schools. The teachers of the normal school will in every way possible encourage the pupils to form and sustain intimate relations with the churches.”

The catalogue provided a “descriptive outline” of the normal school courses, explaining the purpose of each course and often giving quite detailed explanations of the material covered each term. The texts used were sometimes noted, but in addition the catalogue provided a list of the textbooks adopted for the school’s courses. These books were rented by students at a cost of $1 per quarter. After an explanation of the Normal School library’s hours (it had 3,300 volumes in 1899), the catalogue listed the periodicals which came to the library and were accessible to students.

The last part was a “catalogue of students,” listed by classes, with their home towns identified; students in the seven grades of the training school were then added. Finally, alumni of the Normal School were identified by programs and home towns, and former faculty members were listed.

At the end of the 1890s, 43 of Minnesota’s 87 counties were represented in Moorhead Normal’s student body; 71 students, or about 22 per cent, were from North Dakota, most of them from Fargo; there was one student from Wisconsin and one from Montana. Nearly one third of the student body came from Clay county and another third from the nearby counties Otter Tail, Norman, Becker, Polk, and Wilkins.

Ada Comstock Notestein’s Speech, May 13, 1961

“It would be possible for me to go back to the days when most of the inhabitants of Moorhead lived on what was called the Point, the bend of the river near the north bridge:-the Mackalls, the Burnhams, Mrs. Price and her son Grant, the Irishes, the Lampheres, the Bodkins among others. The Red River was regarded as a navigable stream, and I can vaguely remember the whistle of the little steamer which carried freight and passengers to Winnipeg. And am I romancing when I say that it was still possible to find, in the few tracts of unbroken prairie, traces of buffalo herds in the shape of horns or bones? But in mercy for my audience I shall not go back further than 1888 when Moorhead had spread out over the prairie and the Moorhead State Normal School opened its doors.

“It was a very different Moorhead in those days. Its population of about 2,000 was less than the number of students now enrolled in this college and Concordia. The streets were unpaved and in time of rain were deep in a mud as black and slippery as axle grease. The sidewalks were of planks laid crosswise on risers, leaving a space beneath where rabbits and other little creatures could take refuge; and I can still hear in my mind the rattle of those planks, if the nails had loosened, as we rode over them on our bicycles. Because many of the residents came from New England or the Scandinavian countries and felt the need of trees, box elders and cottonwoods lined many of the streets. Vacant lots grew high with weeds and wildflowers. A number of vacant lots lay to the north and west of the new normal school, and the cows staked out to graze in them were sometimes spirited enough to alarm a student hurrying across lots and eager to be on time.

“To the south and east of the School stretched the farmlands, devoted almost entirely to the small grains—wheat, oats, barley, flax,—dotted here and there with buildings, but not many, for the farms were, on the whole, large. Those were, of course, the days of horses—horses drew the plows, the reapers, the wagons gathering bundles from the fields for the threshing machines that moved from farm to farm in the fall, and hauling the threshed grain to the elevators. A grain wagon, loaded to the brim with wheat or oats and drawn by two splendid horses, was a stately sight, and gave ground for calling this valley one of the great bread baskets of America. But at night a child might be awakened as the same wagon, loaded now with the migrant workers who thronged here at harvest time, and who spent too much of their earnings in the saloons, thundered out of town, the horses galloping and the men shouting and singing.

“There were not only the great farm horses but the quiet domestic animals that we all drove—horses that could stand anything except meeting a threshing machine on the road. There were a few thoroughbreds, too, and a race track south of town where they could be raced or exercised. No one of my generation was unfamiliar with Johnny Haas’s beautiful bay pacer, Abdullah, or Jim Burnham’s Davy B., or Dr. Awty’s Texas McGregor.
In September 1888 even we children were aware that something momentous was happening—marked by the presence on the outskirts of town, as it then was, of a large and handsome building, and by the arrival of a new family—Mr. and Mrs. Lord and their three children, Ethel, Frank and Inez. Each of them was a strong personality, each became quickly so much part of our lives that it is hard to imagine the subsequent decade without them. Frank was a pace-setter, I remember, and we twelve-year-olds were intimidated at the outset by his personality, each became quickly so much part of our lives that it is hard to imagine the subsequent decade without them. Frank was a pace-setter, I remember, and we twelve-year-olds were intimidated at the outset by learning that he was further along in school, by a year at least, than any of the rest of us. But the Normal School itself was the power house which made a different place of Moorhead, and the power originated in the man who was its first president.

To this day it is hard for me to realize that Mr. Lord was not primarily ours. As a matter of fact, he was with us for only eleven years, as against the thirty-four he gave to the Eastern Illinois Normal School. Yet so much is he still a part of this community that sixty-one years after he left us we are gratefully dedicating the new library to his memory. One may well ask why.

The answer to that question is not to be found in a set of biographical data, and yet the facts of his life give some clues to the sources of his personality and character. He was a Connecticut Yankee whose first American ancestor landed at Dorchester, Massachusetts in 1635, and the following year 'went with Thomas Hooker to found a new colony on the Connecticut river.' It is astonishing to those of us who know the richness and fertility of this part of the world to see the stony acres on which the early settlers of New England managed to support themselves and their families. The life was hard but not sordid or lacking in hope and ambition; and Mr. Lord numbered among his forebears not only a trustee of Yale College, but the first president (rector, they called him), Abraham Pierson. (The Yale tradition has persisted in the family, and today Mr. Lord's great-grandson, Henry Satterthwaite, is a fellow teacher, and the two set out for Minnesota, believing it to be the land of opportunity. So it was eventually, but there were some hard years at the outset. After fourteen years as principal or superintendent in the schools of Winnebago City, Mankato, and St. Peter, he had gained the proficiency in his profession, the reputation among the educational leaders of the state which brought him, at the age of thirty-seven to the presidency of the new normal school at Moorhead. It was great good fortune for us, and also for him, for he had the chance to use his accumulation of knowledge, experience, ideas and ideals, in creating an institution for the training of teachers according to his heart's desire. It is in that fact, I think, that the element of luck enters into his career. More than one distinguished man has said that he would not dare to live his life over again lest the luck he had had should not be repeated. Often the luck is a matter of timing; and that the Moorhead Normal School should need to be brought into being just when Mr. Lord was ready for such a task seems to me a case in point.

And so, in September, 1888, the building later called 'The Old Main,' standing in dignified isolation southeast of town, saw the birth of this college. There were, we are told, five teachers and twenty-nine students (two more, by the way, than presented themselves when Radcliffe began in 1879.) I wish I could recapture more of those early years. Mr. Kurtz, I remember, was
Resident Director. I can recall the addition to the faculty from time to time of delightful people whom my father and mother greatly enjoyed, some of whom married here and became permanent residents. I can remember the pleasure my father had in his long walks and talks with Mr. Lord, and the interest they both took in their children's reading. In my recollection it was Frank and Ethel Lord who discovered the new author, Rudyard Kipling, in a paper-backed volume which came as a kind of supplement to a magazine. They passed him on to me, and we converted our fathers, but not, as I recall it, our mothers, who found Kipling pretty rowdyish. The new normal school brought lectures and concerts here, and itself provided occasional evenings of music and recitations which were called rhetoricals. One of the disappointments of my childhood was being kept away by mumps from an evening when Charlie Loring and Frank Lord were to recite the quarrel scene between Brutus and Cassius from Julius Caesar. Only in such flashes do those long-ago years come back to me. In 1897, however, having graduated from Smith College in June, I enrolled as a student and was able to see with my own eyes and test with my own experience the kind of institution the Moorhead Normal School had become.

"The students numbered then about 375 of whom perhaps a hundred were pupils in the model school. The faculty, of course, was not large, but it included two members, besides Mr. Lord himself, whose reputation became nation-wide—Henry Johnson, who was later head of the department of history at Teacher's College, Columbia, and John Paul Goode, who, at Chicago, became, I believe, the first man to hold a chair of Geography in a university. But I remember others, who in skill and vividness of personality seemed to me equally noteworthy—Miss Ford, for example, in Latin, Miss McElligott in arithmetic, Miss Kimball in art, Letitia Morissey in music.

"Mr. Johnson in his book The Other Side of Main Street, which is surely a classic in this college and in this town, calls the faculty a mutual admiration society, says that every member of the teaching staff was devoted to Mr. Lord to the point of worship, and declares that he has never seen such harmony in any other educational institution. I wasn't in a position then to give a name to that harmony, or to appreciate its rarity; but many a time in later years I heard myself saying that on the whole the Moorhead Normal School, as I knew it that year, was the most consistently successful educational institution of which I had ever been a part. One may qualify a little those judgments of Mr. Johnson's and mine by saying that in a school so small and with only one function—the training of teachers—harmony and consistency of success were more easily attainable than in larger and more complex institutions; but making all possible discounts it was undeniable, I think, a school hard to describe except in superlatives. Nor was that result brought about by chance, for the miracle was repeated at the Eastern Illinois Normal School. Or was it? I should like to believe, I suppose, that although Mr. Lord's great achievements in Illinois were on a larger scale and more widely known than those in Minnesota, that last decade of the 19th century here in Moorhead had a special radiance for Mr. Lord himself, for his students and teachers, even for the teachers who followed him to Charleston. That wishful thinking of mine was confirmed a little only two years ago when a man who had succeeded Mr. Johnson at Teachers College introduced himself to me. "I know all about you people in Moorhead" he said, as if in Mr. Johnson's reminiscences, those years in Moorhead more than half a century gone by, had had to the end a place of their own.

"Even if one grants that the school was exceptional and that its power originated in its leader, the question remains of how the result was accomplished. It was helped, I am sure, by the fact that Mr. Lord held and proclaimed certain clear and strong beliefs. In his biography they are listed as a kind of creed. He believed in truth, and the perpetual search for it. "Not who is right but what is true" was one of his maxims, and if it could be widely applied today it might solve some of the world's most serious problems. He believed in knowledge, precise and constantly to be increased. He believed in thinking as the means of digesting knowledge, and in wisdom as the product of thinking, working upon knowledge and experience. He believed in people and their capacity for growth; he believed in work ("Blessed be drudgery" was another of his maxims), and he believed in obedience.

"I wonder if you feel as I do that those last items work and obedience ring strangely today, when labor-saving, effort-saving is nearly an universal objective, and obedience is equated with tyranny and the suppression of personality? Yet I am inclined to think that a good part of Mr. Lord's magic lay in the reconciliation of seeming opposites. The Normal School as I knew it in 1897-8 was a place of both discipline and freedom, proportioned and maintained by a mind that excelled in making clear distinctions. Feet moved briskly in that school, assigned tasks were performed with speed and thoroughness, idleness or slovenliness of any kind was dealt with drastically. But what delighted recognition of any excellence! What sympathy with any misfortune! What encouragement of originality and aptitude! The Morning Exercises exemplified in a way the two-fold method of the school. They were almost military in the precision with which they were conducted—students in their place, the faculty moving onto the platform, the model school marching in to the strains of a piano (and little Anna Kurtz slipping into the seat beside me). A hymn sung heartily and as well as possible, for Mr. Lord was a singer and knew the difference, a reading from the Bible, the Lord's Prayer, and another hymn. But then Mr. Lord read or talked and the regimentation stopped. For what variety! Bits from whatever he happened to be reading himself, prose and poetry, essays, novels; talks suggested by items in the paper or happenings in the school; it was as if for those moments each of his hearers was admitted to something like intimacy in the life of his mind. That in a way was the keynote of the school—the sharing of an experience which was respected and enjoyed by teachers and students alike. Not long ago I was talking with an eminent Oxford don who had been spending the first half year at Swarthmore College. He had enjoyed..."
the experience, he said; he had found "so many teachers who don't like to teach undergraduates." It seemed to me in that normal school of long ago that the teachers were as absorbed and interested in their task as they wished their students to be in theirs.

I realize as I look back that these happy conditions were favored by the temper of the times. It was what Henry Canby called in a book to which he gave the phrase as a title, *The Age of Confidence*. The country had recovered from the disaster of the Civil War, the West had been opened up; population, wealth and power were increasing fabulously. It seemed to the generation to which Mr. Lord and my father belonged that progress could be rapid, that civilization was more nearly attainable than we find it today, and that education was the mainspring of that attainment.

"I cannot answer that question as a historian or a philosopher or a poet might answer it, but something in the life of the man we are honoring today seems to me to have a bearing. That normal school in New Britain, Connecticut, to which Livingston Lord went at the age of eighteen changed his life. It won his respect, it fired his ambition, it gave him tools and an opportunity; and because that school acted in that way on that man hundreds and hundreds of lives have been enriched and strengthened. A power was set to work which lies at the very root of civilization. Truth, knowledge, wisdom, discipline of body, mind and spirit—to make these abstractions come alive in the experience of the individual is education. No civilization that can be called humane can exist without it; and we realize today, as they could not have realized it in 1888, that the struggle to make it prevail is nothing less than desperate.

"When I think of Mr. Lord's gallant warfare for these standards and ideals I feel as if a title should be found for him like those in *Pilgrim's Progress*—'Mr. Valiant-for-Truth,' perhaps. But he chose his own title, and it is engraved on his tomb: 'He was a teacher.' It describes him accurately, and it dignifies the profession to which he belonged."
Chapter 3

The Normal Home and Frances Wheeler

A century ago the term “Normal Home” was used more commonly than “dormitory” to designate the building where women students lived on a normal school campus. Such structures included dining facilities, usually open to off-campus students. There were few male students, and they were expected to fend for themselves.

This chapter is the history of Wheeler Hall especially, a building that no longer exists. The first dormitory, built in 1893, served the normal school, the teachers college, and the state college, but it had no proper place when Moorhead State expanded its campus and became a university—a dozen years after Wheeler and Comstock Halls were razed in 1964. The State of Minnesota is not sentimental; the two old dormitories were inefficient and did not fit into the new campus plan.

There may still be some interest in why and how Bishop Whipple Hall was “the Normal Home” for three years before Concordia College was founded. And though Wheeler Hall is gone and its charming first preceptress no longer commemorated on the campus, Dahl Hall is named for another preceptress, who served the college most successfully from 1910 to 1953—many more years than Frances Wheeler or any other dormitory director.

Temporary Housing: The Bishop Whipple School

From its beginning, the Moorhead Normal School was concerned about housing for its women students. The location of the School beyond the southeastern edge of the city made the situation especially difficult. Some contemporary accounts speak of the Normal School being a twelve-minute walk from the business section of Moorhead, others “about a mile away.” The city was growing toward the college in the 1880s and 1890s, some houses being built on south Eighth Street about five blocks away—approximately midway between the school and the city—but the Normal School was located “out on the prairie,” away from other structures.

For the first three years, however, the problem of housing students was alleviated somewhat by the closing of the Whipple School at the time the Normal School was being built. This six-year-old building was located five blocks directly west of the Normal School. The Whipple School had dining facilities as well as dormitory rooms and classrooms; when Moorhead Normal opened, the older school had no students and was occupied only by the Rev. Thomas Dickey and his family.

High hopes were expressed when it was founded during the Moorhead boom period of the early 1880s, but the Bishop Whipple School was not able to sustain itself financially. After operating with two few students for five years, the school finally closed.

It is just possible that the coming of the normal school to Moorhead may have helped to finally shut down the earlier institution. The Moorhead Daily News reported (very completely) the closing exercises of the Bishop Whipple School on June 8, 1887. There was no mention that the school would not re-open in the fall. On July 3, 1888 the News carried the following item: “The Bishop Whipple school building will be utilized as a young ladies’ home and boarding house for the Moorhead Normal School, Rev. T. E. Dickey and Mrs. Dickey landlord and landlady.” The News observed that “it will afford capital accommodations to those who attend the Normal School.”

There is no evidence of any move to acquire the Whipple School building for the State of Minnesota; its distance from the new Normal School building apparently precluded such consideration. For three years, however, from 1888 to 1891, it served as an unofficial, private-venture dormitory and dining hall. On August 31, two days after the Normal School opened, the Reverend Mr. Dickey reported to the Moorhead News that he had 14 boarders and could accommodate 30. “We shall doubtless obtain all we can take care of later in the season.”

The Reverend Thomas E. Dickey returned to Moorhead in 1882 at the invitation of ambitious citizens who raised $25,000 to construct a school building and found a private academy. After operating for five years, this school was forced to close but the Dickey family remained in Moorhead until 1891. Later Dickey served churches in Bozeman and Kalispell, Montana.
A historical sketch written twenty years later refers to the Moorhead Normal School's use of the Bishop Whipple School in its earliest years: "A peculiar feature of student life for the first and second years was the boarding arrangement, whereby a large number of the students, and some of the teachers, of the Normal School boarded and roomed at the Bishop Whipple School (now part of Concordia College), an institution owned and conducted by Rev. Thomas E. Dickey.” From Ellen Ford’s account of her coming to Moorhead, we know that she and J. Paul Goode, both new faculty members hired by President Lord for 1889-1890, went directly to the Whipple School when they arrived in Moorhead. Doubtless Lord had made arrangements for them.

There are frequent references in the columns of the Moorhead Daily News to teachers living at “The Normal Home,” which had now become the usual designation for the Whipple School. And despite the statement made in the historical sketch about “the first and second years,” this arrangement probably continued through the 1890-1891 school year.

While the Normal School students and teachers lived at Whipple Hall, the Dickey family also lived there. The eldest of the five sons in the family, Henry Whipple Dickey, was the only young man in the class of eight that graduated from Moorhead Normal in 1890, the school’s first class. News articles indicate that he was a very active, popular, and athletic young man. On May 27, 1890, during graduation week, the paper printed this social article: “Mr. Henry Dickey gave a very delightful dance to the young people of the city last evening in the Bishop Whipple Building. Just before nine o’clock the grand march moved through the halls to the spacious dining room below. The young people danced to their hearts’ content until eleven o’clock, when refreshments were served, after which they danced until twelve-thirty. All enjoyed the evening as only young people full of life and spirit can do.”

Fifty years later two ladies who had lived in the “Normal Home” remembered that the six blocks between the Whipple School building and the Normal school were sometimes hard walking. Ella Gedney of the first class, who later became Mrs. Leslie Welter, said the wind blowing across the open prairie piled up six-foot snow drifts. In the spring the mud made walking almost impossible. Edla Hallenberg, later Mrs. Thomas Stack, who graduated in 1891, recalled the same difficulties. Streets and sidewalks between the two sites were constructed later; in 1888-1891 there was only a dirt road.
Although its distance from the Normal school building did not make the Whipple school an ideal dormitory, it had many advantages for early-day teachers and students of Moorhead Normal. These were lost in the summer of 1891 when a Lutheran church group purchased the building. The Moorhead newspaper tells how Concordia College came into being.

A News article published June 9, 1891 begins by reviewing the vacillations of the Norwegian Lutheran Church in the matter of locating a church college in the Red River Valley. Crookston had been decided upon until there was difficulty in getting clear title to the site which had been selected. Grand Forks then seemed the best location because its citizens promised to raise $15,000 and to erect a $15,000 building. But, said the News, "some quiet though effective work" had also been done to secure the projected Lutheran college for Moorhead. "We have the advantage of location and a building and grounds worth $30,000 that have been offered to the association (the Norwegian Lutheran College Association) for $10,000 cash, besides a subscription of $3,000, which is equivalent to a donation of $23,000; and the building is all built and is admirably adapted to the purposes, as it was originally erected for a college."

At the end of the article, under the sub-title "later," the News was explicit and definite: "What was guessed at this morning (presumably by editor-publisher Lamphere) is a verity this afternoon. The new organization met this morning, discussed plans, and this afternoon purchased the Bishop Whipple College building, more recently known as Normal Home. The first money had been paid down and Moorhead has the Norwegian Lutheran college of the Red River Valley."

The "new organization" was a group of Lutheran clergy and laymen of the Fargo-Moorhead area who had organized to forestall the efforts of similar groups at Grand Forks and Crookston. Because the Moorhead men were able to act quickly and buy an already constructed college building at a bargain price, they knew they could thwart the efforts of other localities. Thus Concordia College came to be located at Moorhead.

But the Moorhead Normal School's student housing problems suddenly became acute. The following article from the September 16, 1891 Moorhead Daily News was intended to dramatize the problem and to suggest a partial remedy:

Mrs. W. Onan returned last evening from Wahpeton, N. D. where she has been visiting her son, E. M. Onan. Miss Kimball, of Breckenridge, Minn., accompanied her to attend the Normal School. This is the lady who was here a week ago and could not then find a boarding place. Mrs. Onan having informed Miss Kimball where she could receive accommodations, she has returned to attend the Normal. She had decided to go to the St. Cloud school. This circumstance shows the injurious effect upon the Normal school of want of boarding and lodging accommodations in the city. The News heard this morning of a lady who has two daughters she desires to place in the Normal School and intended to rent a house, but failed to find any after searching the city from end to end.

Hon. S. G. Comstock today made the suggestion to the News that it should urge upon capitalists to build houses in this city, to the end that our schools shall not be depleted by reason of lack of such accommodations. The News has heretofore urged this and is glad to repeat it. A class of houses of suitable construction, eligibly located, could be made to pay a fair interest on their cost undoubtedly, and it is to be hoped that the owners of conveniently located lots can be made to see that it is to their interest to improve them with dwellings.

For some years the News had been running appeals to its readers at appropriate times of the year: "Anyone wishing to board Normal School pupils or having rooms for rent, furnished or unfurnished, will confer a favor by reporting the same." Signed "L. Lord, President." The News added another appeal after the editor-publisher was appointed resident director of the Normal School: "Any family in Moorhead wishing to board a girl or boy for the work he or she could do while attending the Normal School, can hear of one by applying to G. N. Lamphere at the News office."

The First Dormitory

At the 1893 session of the Minnesota legislature, bills appropriating money for a women's dormitory at Moorhead were introduced. The News editor, who was then Moorhead Normal's resident director and therefore the school's treasurer, made the needed dormitory a special cause and published enthusiastic articles. The first appeared January 25, 1893:

Representative John H. Smith introduced into the house Monday, and Senator Probstfield into the Senate Tuesday, a bill appropriating $45,000 to build a dormitory for the State Normal School at Moorhead. A dormitory building to furnish boarding accommodations is an absolute necessity to the healthy growth and usefulness of the school.

This 1890's photo shows the relationship between Old Main and Wheeler Hall. The first dormitory was located just east of the academic building, 100 feet away and facing west.
The school is a good deal handicapped by reason of the inadequate facilities offered by the people of the city for board and rooms to the students; so much so that, indeed, some who have been in attendance have left for that reason alone, while many who have desired to attend have been deferred from coming because they were unable to secure boarding facilities.

The rapid filling of the new dormitory erected by the Concordia College authorities, which accommodates 140 students, is a living example. If the Normal School had the dormitory, which will provide accommodations as now proposed for 100 students, it would add quite or nearly that number to the attendance of the school the first year. The demand for board and rooms in the city from other students would still be as large as the supply.

The dormitory if built must be self-sustaining, the rate charged for its accommodations to be sufficient to pay all expenses, and it would be managed by the school authorities. With a full attendance the charge could be placed at moderate figures.

It is gratifying to the school authorities and all its active and earnest friends to know that Senator Probstfield has offered his great influence and his active sympathy and support to the passage of the bill, and by his own motion, for reasons he has not yet explained, has increased the amount from $35,000 put in the draft of the bill sent down from here, to $45,000. The parties referred to and the News wish to express their high appreciation of Senator Probstfield's action in this matter and will give him their best influence and endeavors to secure the passage of the bill.

Representatives John H. Smith of Detroit and Joseph Gunn of Breckenridge, are both earnestly in favor of the bill and will do their utmost to make it a law. They both offered their services early in the season to the resident director, and have evinced an interest and friendliness toward the school that is worthy of all commendation.

A week after the introduction of the bills, legislative committees were on their way to Moorhead. Heavy snow and very cold weather hampered their progress, but the delegation arrived late Friday, February 3:

It was about 5 o'clock p.m. when the long expected and patiently waited for train pulled in at the Great Northern depot. The members of the party were greatly fatigued, especially the ladies, on account of the prolonged delay and the forbidding and gloomy aspect of the landscape; to say nothing of
the mental anxiety and doubt as to what might still happen, and what dangers they might yet run into on their way towards boreal regions.

The party was at once loaded into covered sleighs and driven to the Normal School building as the legislative committeemen were desirous of inspecting the building. The personnel of the visiting party was as follows: Senators Barr and Probstfield, Representatives Van Sant, Guterson, Wahlblom, Hunck, Peterson, Gunn, Smith, Moore, Hickman, Holmberg, Gorman, Hohl, and Comstock. Also the following ladies: Mrs. Comstock, Mrs. Van Sant, Miss Goode and Miss Zellock. The little son of Representative Holmberg was also in the party and a colored man named Butler, an old employee of the legislature. Mr. J. J. Ryder, reporter on the Globe, accompanied the party, for the purpose, he said, of saving that great and influential newspaper from making any more bad breaks in relation to the State Normal schools. It was an intelligent, good natured and agreeable party, and in spite of the extreme cold, deep snow and general cussedness of the weather and their ill-luck in being snowbound for a whole day, they managed to extract considerable fun and enjoyment out of the situation.

Luckily there was just length of daylight sufficient for a thorough inspection of the school building. If the train had been 30 minutes later the inspection would have been impracticable, as there are no facilities for lighting the building, except the assembly room.

President Lord and Mr. Goode, of the faculty, Resident Director Lamphere and Mr. A. A. White accompanied the party to the school and were diligent in showing the building, answering questions, etc. While going over the building, and before leaving it, some of the members expressed themselves as well pleased with the building, the admirable arrangements, large and airy class rooms, and the excellence of the facilities, the building being larger and more modern than either of the other three schools.

"The above is a very good illustration of the Moorhead float that had place in the Hill celebration in St. Paul last Wednesday," said the Moorhead Daily News of June 12, 1893.

Returning to the Jay Cooke House, supper was partaken of, and we heard the remark made that they were very hungry and enjoyed the bountiful meal spread before them by Landlord Erickson, with a keen relish.

Supper over, the visiting party and citizens assembled in the parlor of the Jay Cooke House, and held a meeting with the view of laying before the legislative committee a concise statement of the situation. G. N. Lamphere called the meeting to order and introduced President L. C. Lord, of the school, stating that he would give an account of the necessities of the school and its present status. Mr. Lord thereupon made a speech of perhaps 15 minutes' duration, in which he made it clear that a "home," where students could be given board and lodging, was an absolute necessity. He related the facts that have contributed to the lack of these accommodations afforded by the town, such as the large number of non-resident students in attendance upon the different educational institutions here, the smallness of the town, and general unwillingness of the citizens to take boarders. He stated many other points and facts bearing upon the situation, and made a clear, convincing and forcible argument.

G. N. Lamphere followed, briefly covering some points that had not been touched upon, and in closing expressed the hope that the legislative committee would, in its report, approve and recommend the appropriation that had been asked for. He also stated that he and the rest would be glad to hear an expression from the members of the committee, and called upon Senator Barr. Senator Barr spoke briefly and stated that he was entirely friendly to Normal schools; that he was impressed with the need of the school at Moorhead in a dormitory, or home, and was free to say that he should do all he could to forward the application, as well as those made by the other schools.

Representative Gorman was called upon and made a very good speech, showing how beneficial the Normal schools were and dwelling particularly upon the efficiency of their methods in developing
The first floor of Wheeler Hall, called "the reception room" 90 years ago.

the best teachers we have. He showed himself especially friendly to the Normal schools of the state.

Representative Holmberg was called upon and made a bright and effective speech; his imperfect pronunciation of the English served to add spice to his remarks. Mr. Holmberg is a member of the committee on appropriations and he manifested great friendship for the cause of education. If he was to be the tailor to cut the garment for the Normal schools, he would be sure to cut it big enough. He said, "Let the state build all the schools it could, the Swedes would fill them!" He compared the Moorhead Normal with a settler on the prairie who hadn't capital enough to finish his house, but built it with a parlor and dining room and after a while found out that a kitchen to cook in and rooms to sleep in were a necessity. He thought the school would have to have its kitchen and bedrooms.

Mr. Moore of Becker county was called upon, and he responded with a very earnest and excellent speech which showed that he was a friend of education and especially of the Normal schools. He made the good point that it would be greatly to the pecuniary as well as educational advantage of the state if its teachers were principally residents of the state, and we did not have to depend so much upon other states for our teachers. Therefore he was in favor of training them in the state.

Mr. Smith and Mr. Gunn both spoke briefly and it is not necessary for us to say both manifested themselves as the best of friends to the institution.

Mr. Kurtz, the resident director for six years, was called upon as a man fully conversant with the school, to express himself. He responded and made the point that there are few high schools in this part of the state where a person could obtain an education sufficient to qualify them for teaching, and therefore the Normal school here was made doubly valuable as affording facilities for training teachers.

Representative Van Sant of Winona, who was in charge of the party, asked to be excused after supper, saying that he did not need any argument to convince him; he was entirely friendly. He desired to go to Fargo to pay a short visit to Governor Burke, who is an old friend. The governor had taken the trouble to drive over after him in a closed carriage. So Mr. Van Sant was not present at the meeting. Some of the other members stated that he was the orator of the party. Whether they said this by way of apology for their own deficiencies, or because it is a true statement, the News is unable to say; but if Capt. Van Sant is
more witty or eloquent than some of the others, he must be a good one. We could see, in our short contact with him, that he is full of jokes and is full to the chin of good nature.

Senator Probstfield was obliged to start for home before dark, owing to the intense cold and deep snow drifts, and he was absent.

Representative Comstock took advantage of the opportunity to visit his brother's family, and was also absent. With these exceptions the members committed themselves as friends of the cause of education and of the Normal schools, as one of the very best agencies for disseminating it.

It may be anticipated with a degree of confidence that Moorhead will get her full share of the money voted to the state Normal schools at this session. During the next week editor Lamphere picked up reactions to the legislative visit. The St. Cloud Times reported that Representative P. B. Gorman had found the academic facilities adequate at Moorhead "but that there really seems a necessity for a ladies home, which has been asked for at that place." Gorman added, "The school is a mile from the city and the accommodations for boarding students in Moorhead do not seem to be good."

On February 13, the News could report a whole-hearted endorsement from the St. Vincent New Era in the extreme northwestern corner of Minnesota:

A bill has been introduced in the state legislature appropriating $45,000 for the building of a dormitory at the Normal school, Moorhead. This school, although the youngest, has the finest building of the four Normal schools in the state, and its faculty and standard of scholarship will compare favorably with any of them, yet it has been very much hampered in the last two years on account of the limited facilities for the boarding of students afforded in Moorhead, because the two Scandinavian schools recently established there have filled up the great part of the boarding places formerly available to the Normal.

Now a dormitory that will accommodate one hundred pupils has become an absolute necessity to

the school, besides it would give additional advantage to the faculty in controlling the habits and studies of the pupils, and would afford more convenient boarding places for the teachers and pupils than is now afforded.

This bill has the hearty support of Senator Probstfield of Clay, and as this is the school upon which the northwestern counties depend for teachers he should have the hearty cooperation of every senator and representative from the Red River Valley, and all persons anxious for the advancement of education in Minnesota.

When the legislature made its appropriation, the amount of money had been trimmed to $25,000: a structure housing 70 instead of 100 occupants was decided upon. A Moorhead News story of May 11, 1893, reporting actions of the State Normal board the previous day, had more information about the dormitory (or "Home") to be built at Moorhead:

As to erecting the "Home" all expedition will be employed to complete it for occupancy by October 1st. The calendar will probably be changed, so that the school here will be opened about October 2 and will close the later part of June instead of May as heretofore. The board authorized the management to do this if in its judgment it was deemed best. The first step to be taken in the building is to secure and adopt plans, advertise for bids and make contract. It is hoped to complete all preliminary arrangements by the middle of June and to begin the work of erection not later than that date. This will give three and a half months in which to do the work before October 1st.

Directors Lamphere and William E. Lee and President Lord were designated as the building committee to supervise the building of the dormitory.

When bids were opened on June 13, J. L. Bjorkquist was again the low bidder, and he was awarded the contract. He began excavation work June 15 "at his own risk" before getting the required $15,000 bond to speed construction. Because the building committee chairman was also editor-publisher of the newspaper, the story of the bid-getting was very complete, including the listing of all bids received; it was the chief front page story in the Moorhead News of June 14, headed simply "The Home.

The building committee located the dormitory northeast of the main Normal School building, 100 feet away to make the insurance rate lower. The front, facing west, would be the long way of the building. In later stories Lamphere always pointed out that utility, not architectural beauty was the chief consideration in designing the new "home" for Normal School girls.

The August 28 Moorhead News story reported very completely on the building progress, reflecting again the special interest Mr. Lamphere had in the project:

The work of erecting the home for the State Normal School has so far progressed that the people can see how it will appear and what kind of a building it is to be when finished. The brickwork is finished except topping the chimneys, and a large force of carpenters has been put to work on the

The foyer of Wheeler Hall, with its white painted ceiling and woodwork, was always an attractive place.
roof. The contractor is under contract and bond to complete the building, except the inside finish of the third story, by the 20th of September, and there is no time to be lost. That Mr. Bjorkquist is equal to the occasion and that there will be no failure, may be relied upon with confidence. The building will be well adapted to the use to which it will be put. It is substantially built, the work having been done with skill and care.

While there has been no attempt to produce a building whose most conspicuous feature would be its architectural beauty and mere show, it will present a solid, dignified and satisfactory appearance, and carry the impression of permanency to every beholder. It has a basement under the entire dimensions (46 x 100), which will not at this time, however, be finished. The hot water heater with required piping will be located here.

The first floor contains the dining room, reception room, kitchen, teachers' or preceptress' suite of sitting room and bedroom, and five bedrooms for students. The second and third floors contain fifteen bedrooms each. A corridor eight feet wide extends through the center of each floor, and every room is therefore well lighted from the outside. It is proposed to furnish the house in all its rooms this fall, except the bedrooms in the third story, which story it is not presumed will be required for use the coming term. If there should be a demand for the rooms on this floor, an effort will be made to put them in condition for occupancy.

The building has been located one hundred feet distant from the school building and so that the home's south end is opposite the front of the school building. The home stands north and south, which gives best light to the rooms, its front facing west toward the city and its north end extending to within 30 or 35 feet from the sidewalk of the street. This site was selected as the best possible, everything considered, and has the hearty concurrence of everybody whose opinion was sought on the question.

That the home will be appreciated by the young ladies who desire to attend the Normal school goes without saying, and the school authorities believe with unvarying confidence that it will add greatly to the efficiency and usefulness of the school and increase its attendance materially.

The Moorhead News story of September 13, 1893 was a further report of progress toward completion of "The Home"—but even more a publicity piece that extolled its attractions.

The new dormitory at the Normal school is rapidly approaching completion and will be ready for occupancy at the opening of the school, October 3, as promised in the catalogue. Each room occupied by students has two clothes closets, is furnished with bedsteads, springs, mattress, pillows, dressing case, washstand, crockery set containing twelve pieces, study table, chairs, including rocker, and rugs, and is heated with hot water and lighted by electricity. There are bathrooms and water closets on every floor, of the most approved pattern and sanitary arrangements.

A matron of experience and rare skill has been engaged, who will provide the table with an abundance and variety of well prepared and carefully served food. Artesian water will be supplied for drinking, and no more healthful water than this is known.

It is the thought of the management that every one who lives in the dormitory shall have all the freedom consistent with well ordered student life. The northern part of the state is to be congratulated upon this well equipped building which will add so much to the efficiency and usefulness of the Normal school.

A good number of rooms are already engaged, and those intending to secure quarters should engage them at once.

Editor and Resident Director Lamphere was a man of many interests and involvements. Among them was the Chicago World's Fair of 1893. Perhaps because Lamphere served on the Minnesota State Committee for the fair, he
procured a prize for the new Normal School dormitory when the great fair closed. On December 28, 1893 Lamphere received word from George P. Bent Manufacturing Company that the rosewood piano that firm had furnished for the Minnesota exhibit at the World's Fair would be shipped to Moorhead and placed in the newly completed Normal Home. The News found occasion to mention this piano in several articles thereafter.

As noted in the News story of May 11, the Normal school had opened a month later than usual in the fall of 1893, waiting until the girls could move into the newly constructed dormitory. Commencement day for the class of 1894 was June 17.

Beginning in 1894 the school began using the dining hall for group meetings and public functions, like rhetoricals. The reception area was used often for all-school and public affairs: formal receptions were an important part of the institution's activities in the 1890's—and for many years thereafter.

Editor Lamphere, who had played an important role in getting it built, assured his readers on July 2, 1894 that the new structure was financially self-supporting: "It may be of interest to the public to know that the Normal Dormitory has paid expenses this year, with a house only half full. Under equally able management it would seem likely that with a larger number of boarders next year, the price of board might be reduced."

Frances Wheeler, the First Preceptress—or Matron

Shortly after the new dormitory was built, it was named for its first preceptress, Miss Frances Wheeler. Many years later the chief thing remembered about Frances Wheeler is that she made such an impression on Governor Knute Nelson that he recommended the new Moorhead dormitory be named for its charming preceptress. The building thereafter was known as Wheeler Hall. There is no mention of this action in the normal school minutes and none in the columns of the Moorhead Daily News. But the one occasion when Governor Knute Nelson was in Moorhead was the Normal School graduation ceremonies on June 27, 1894, when Nelson presented diplomas to the graduates. A reception was held that evening from 8:30 to 11, which must have given Miss Wheeler her opportunity to charm Knute Nelson—who was often referred to as "salty" and "gruff."

Less well known is the rift Frances Wheeler caused between President Lord and Resident Director Lamphere. The board minutes of the August 24, 1894 meeting reveal no more than a difference of opinion between Lamphere and the Moorhead faculty: "President Lord presented a petition signed by all members of the faculty of the Moorhead school praying for the retention of Miss Wheeler as matron of the dormitory there. The petition was ordered placed on file. On motion, it was voted that Miss Wheeler be appointed matron for the ensuing year at a salary of $500. Yeas, Mitchell, Engstrom, Clark, Pendergast; Nays, Lamphere."

The first president's confrontation with Lamphere over the re-appointment of Frances Wheeler shows how tough and unbending Lord could be. His biography recounts the episode fully, from its inception, in Lord's own words:

Winona Normal School had a women's building, and I went out for one, thinking it was merely a place for housing and feeding students. I found afterwards that under the right direction it is much more than that. In 1893 the legislature appropriated the money for our building, and it was opened that fall. The first head of the hall appointed was a woman perhaps fifty or sixty years old. Before she had come to Moorhead she became ill, and couldn't take the place. A young woman, Miss Frances G. Wheeler, was recommended to me, and came to take charge of the hall.

I had thought that such a position required an older woman; but Miss Wheeler was successful from the first. She was an excellent person, and an excellent manager. We had expected to go into debt three or four hundred dollars, and instead we had a balance of nineteen dollars at the end of the first year. But she snubbed the wife of the then resident trustee, and he determined to put her out. He was editor of a Moorhead newspaper.
He told me he intended to have her dismissed, and that he didn't want me to oppose him. He said she flouted his authority. He had told her to reduce the pay of the kitchen help. She had engaged them by the month, at so much a month; and rather than go back on her word, she would give them the checks he drew and make up the difference out of her own money. He had told her to buy meat at a certain market; the prices there were ten percent higher than at the other market, and would have put us in debt, if she had done what he told her. She had come to me and I had said, “Get the prices of the two markets on everything you buy, and show him those.” So she had bought at the cheaper market.

Now he was very angry, and determined to get rid of her. I said, “I shall do all that is honorable to keep her. It is very hard to get so good a person. She is successful, and she must stay.” Well, he and his wife said around town, “Mr. Lord will find he can't keep her.” The three most prominent men in town advised me to drop the matter until a new governor came in, and then get Miss Wheeler back. I said, “No, we can't do that. The thing to do is to take the matter to the board, and fight it out.”

I didn't know the board members; but I talked to two or three, not one of whom promised a thing. When we went into board meeting, a majority of the members, I found out afterwards, had rather decided that they would stand by the resident trustee; but when the discussion was over, it was so one-sided that they had to keep Miss Wheeler. How rudely the resident trustee talked! He screamed, almost. But his speech helped me as much as anything I said, and every vote was against him.

In the November 20, 1894 issue of his newspaper, Lamphere tells why he resigned. He began with a quotation from the St. Paul Pioneer Press, which he explains for his readers:

“Gov. Nelson yesterday announced the appointment of Hon. S. G. Comstock of Moorhead as director on the State Normal board to fill the vacancy occasioned by the resignation of George N. Lamphere. It is said that Mr. Lamphere resigned because the present preceptress of the Moorhead Normal school was re-appointed contrary to his wishes.”

The above statement is correct except in one particular that needs explanation. Mr. Lamphere peremptorily resigned the position last August for the reason that the president of the school urged the re-appointment of Miss Wheeler as matron of the “home” or dormitory against the wishes of the resident director, who conscientiously believed the best interests of the school required a change. The board sustained the president, thereby nullifying the authority of the director and reducing him to a subordinate position with reference to a business and financial matter for which he was held responsible under the law and on his bond. No man with any self-respect or independence could longer maintain his relations to the school or the board after such unjust and humiliating treatment. The attempt is now made to have it appear that Miss Wheeler is “preceptress,” as if for the purpose of creating the impression in the public mind that she was particularly within the scope of the president's duties and especially under his direction. This is incorrect and misleading. Miss Wheeler was in 1893 appointed as matron and was in specific words by resolution of the board re-appointed as matron.

Randolph Probstfield's diary records the only other negative appraisal of Frances Wheeler. On June 2, 1896, a week after his two daughters had graduated from Moorhead Normal, “Dora, after repeated attempts and much trouble, convinced Miss Wheeler, Matron of Normal School, that they (Dora and Millie) paid all the board they owed (and for one more day than they should have paid) in advance. She may be a very good matron but she is a very poor business woman.”

Although it was located 100 feet east of the Old Main building, Wheeler Hall was a very vulnerable structure, with its frame construction and brick facing. Dormitory residents were prepared to evacuate during the 1930 fire;
Comstock Hall faced east, away from the campus center. Photograph about 1925.

a wind change did more to save the building than the protective efforts of firemen hampered by frozen water mains. A second dormitory, soon named Comstock Hall, was built to the east of Wheeler in 1909 and the two buildings joined by a long corridor on the south side. The two dormitories were similar in shape, size, and plan, but the newer building was of far more substantial construction—as demolition progress in 1964 demonstrated. The old dormitories passed their stiffest test in World War II, when they accommodated Army Air Corps cadets for 16 months at twice their normal occupancy rate. Steel stairwells were installed in Wheeler at the direction of the state fire marshall. However, when the campus expanded rapidly in the 1960s, Wheeler and Comstock were razed to make way for the new library and a center for the arts.

Comstock Hall was much the better building, but Wheeler Hall played a larger role in the history of the college: it was in use fifteen years earlier and faced the center of the campus while Comstock faced outward. Its foyer seemed spacious, airy, and attractive, especially valuable assets when it became the administrative center of Moorhead State Teachers College for two years after the great fire. For the many hundreds of women who lived on the three upper floors of Wheeler and Comstock from Normal School days until a quarter century ago, many of their college memories are linked to these two unforgotten dormitories.

"It Is Just Like Home to All of Us."

"Wheeler Hall, Antea et Postea;" an enthusiastic view of life in the new dormitory, was written by one of the 1894-1895 Juniors as a chapter of the Moorhead Normal yearbook published by her class. Ellen Ford, the class adviser, taught Latin, which may explain the before-and-after title. Whether or not normal school dormitories were reputed to be restrictive and unattractive 90 years ago, Elizabeth Burbank adopted a strategy of reversal in writing her article: a new student's gloomy misgivings about dormitory life contrast sharply with the pleasant reality of her Wheeler Hall experience.

WHEELER HALL, ANTEA ET POSTEA
Elizabeth Ward Burbank

She had graduated from the High School in June, and was to "finish" with one year at a Normal School, and the one at Moorhead had been decided upon by her parents. It was a "perfect shame" that she had not been allowed to choose for herself; but it was too late now, the choice had been made for her, and she was on her way.

As the train carried her to her destination, she speculated on the prospect before her:

"The school has a fine reputation and must be good, that is one comfort. But the Hall! I suppose I shall have to board there. I wonder what it will be like. Probably a 'sort of prison,' where we shall always feel as if we are 'under guard.' Our rooms
These sketches were printed in Bah-Qua-She-Gon-E-Mi-Narce to illustrate the "Wheeler Hall, Antea et Postea" article. The dormitory room needed no label.

will be 'small and cold,' and 'we shall always have to stay in them.'

"We will be hedged in on every side by 'rules and regulations.' They will be 'tacked upon every door.'

'Young ladies must not communicate in the halls'; 'young ladies must not appear upon the streets unaccompanied by a teacher'; 'young ladies are not allowed to receive gentlemen callers'; and scores of other rules; 'and if we break any of them, we shall probably have to spend Saturday afternoon in the matron's room sewing a stint as a punishment.'"

As she went from one thing to another, she gave way to her fancy and seemed to take a sort of grim satisfaction in the imagined discomforts in store for her.

"Then we shall go out for exercise in 'little squadrons' carefully guarded by the teachers.

'And our meals! We shall probably have 'oatmeal and hash for a regular diet at breakfast'; we shall have 'dried apple pie' for dinner, and 'mush and milk' or 'prunes' for supper. And that will not be the worst either, for we shall have to do ever so much of the work ourselves—'washing dishes,' and 'paring vegetables'—my poor hands!"

Her thoughts were interrupted by the train pulling in at the station. A snow storm had made the train late. A long walk through the drifting snow and sleet in no way tended to improve her spirits. She was 'wet and cold, cross and homesick' when she reached Wheeler Hall. A bright light on the porch sent a cheerful ray out into the gloom to meet her.

In answer to her ring, the door was opened and a 'pleasant sound of laughing and talking greeted her.' The reception room was full of girls who were enjoying themselves in the freest possible way.

"This is not much like a prison," thought the bewildered girl.

She was "cordially received" by the matron, thoughtfully warmed and cared for and shown to her room. It was "large and cheerful." The hardwood floor, large rugs, pretty oak furniture, study table, everything indicated "taste and refinement" as well as the utmost care for her "comfort and happiness."

The rest of the "family" had finished dinner and she ate alone. Several of the girls waited upon her, and gave her lively descriptions of life at Wheeler Hall. She ventured to ask concerning the much dreaded "rules and regulations." "Oh, we don't have them," laughed the girls, enjoying her surprise. After dinner she saw no more of the girls, for the study hour began and the house was quiet.

It was with a "sigh of relief" that she sat down next morning to a breakfast of hot coffee, beefsteak and muffins. With a greater sigh of relief, she learned that her work would be only the care of her room and waiting on table for one week in two months. Surely "that would be no hardship," and to wear the dainty "waiter's cap and apron would be a pleasure."

One by one she found that her fears had been groundless. The last vestige of doubt vanished when the girls all said: "You can't help but be happy here, for it is just like home to all of us."

New Names, New Positions.

When Frances Wheeler left Moorhead after six years as its first preceptress, the position was filled by a succession of women who usually remained for two years: Caroline E. Grover (1899-1901), Dora Eaton (1901-1903), Cora McColllom Smith (1903-1905), Elizabeth L. Smith (1905-1906), and Ruth Hutchinson (1906-1908). Because a preceptress also had teaching assignments—Cora Smith taught physical education and reading, Ruth Hutchinson Latin—it is difficult to tell just how a preceptress was chosen. In 1908, however, the position was given a new importance when Mrs. Elizabeth Ware was hired. A notice in the quarterly Bulletin explained the change:

At the midsummer meeting of the State Normal Board, Mrs. Ware, who in June succeeded Miss Hutchinson as Preceptress of Wheeler Hall, was made Dean of Women for the normal school. The
This photograph of Mrs. Lamphere surrounded by her daughters suggests that the lady had a firm and unbending outlook on life. The girl at the left remained in Moorhead as Mrs. Titus, wife of the man who edited and published the Daily News after G. N. Lamphere sold the paper and moved to St. Paul.

"Rooms of House Director, Comstock Hall," a photograph taken soon after the new dormitory was furnished and occupied.

"Rooms of Dean of Women, Wheeler Hall." This picture and caption appeared in many Moorhead Normal publications.
new office implies larger duties, and also a closer relation between the head of Wheeler Hall and the young women of the institution as a whole. Just as the dean of a college stands in a peculiar relation to his students, differing from that of the president on the one hand and of the instructors on the other, so it is expected that the new office in the normal school will serve a high and gentle purpose in looking after the larger needs of the young women of the school. While the title of dean sounds novel, as applied to a normal school, it has already been adopted in similar institutions in other states.

A later issue of the Bulletin revealed that Mrs. Ware, a University of Chicago graduate who had spent two years in English study at Yale, resigned her position to study “for a superior degree” at Oxford. Her successor, Alta Robinson, had a master’s degree in English at the University of Iowa, and had nearly completed her Ph.D. She was an experienced high school and college teacher. Perhaps because President Weld taught English literature whenever his duties allowed, he hired scholar-teachers from that field to fill the position of Dean of Women; this tie-in continued nearly to World War II, when Mabel Lumley relinquished the position to Mrs. Jessie Askegaard. Between Mrs. Ware and Miss Lumley, Natalie Thornton (1914-1918), Ruth Crawford (1918-1920) and Ina Fogg (1920-1926) all served as Dean of Women and taught English, though Miss Crawford also taught French. Tryphena Anderson came to Moorhead to teach Latin in 1910 and was preceptress of the new Comstock Hall in 1910-1911. The following year she became Dean of Women.

Another new position was created in 1909 when Cecile A. Kimball became superintendent of dormitories, a position she held until 1912. This is the position Millie Dahl held for nearly 40 years, though she was sometimes designated “House Director” later and had charge of food services as well as the dormitories. Miss Dahl had come to Moorhead Normal as resident nurse in 1910, also a new position at that time. Thereafter the school always had a resident nurse, who presided over a small infirmary in the southeast corner of Comstock Hall.

The terms “preceptress” and “matron” sound forbidding to modern ears, but of course it was unthinkable to allow college women to live unguarded and unrestricted lives a century ago. The Dean of Women or House Director would live in one of the MS dormitories and a preceptress in the other, a number of faculty members and critic teachers holding this position. At Moorhead Normal all the evidence shows that the women who served in that capacity did more to help than restrict the women.

Millie Dahl was a special case, of course, in her length of service, her infinite capability to cope with all situations, and her warmth of personality. There is no question that she meant more to a great many MS women than any faculty member—even though she fell into Lamphere’s category of “matron” better than “preceptress.” When Moorhead State began to grow impressively a quarter century ago, when old Wheeler and Comstock were razed and a new set of dormitories built east of Fourteenth Street, the first one was named “Dahl Hall” by common consent. Thus Moorhead State still has a dormitory named for a lady who looked after the physical needs of students, not their academic-intellectual growth—long after Frances Wheeler and the building named for her had become only memories.
The 1890s

Moorhead looked at its new normal school first as a commercial asset, a very important one. Grocer John Drady's front-page advertisements in the Moorhead Daily News in 1887, running parallel to the articles on legislative appropriations, proclaimed that Moorhead businesses were taking a lively interest in the "plum" Senator Solomon Comstock had procured for his town. Subsequent advertisements by other businesses were aimed directly at normal school students.

But as the new institution grew very slowly in the 1890s the direct impact of the normal school on Moorhead (and Fargo) was more cultural than economic. From the very first, entertainments held in "Normal Hall" drew hundreds of townspeople to the building on the prairie southeast of the city. When the Normal School had only five faculty members and 42 students, hundreds of townspeople crowded Normal Hall for major events. Starting the first year the Moorhead Normal School was in session, the Moorhead Daily News announced programs in advance and published lengthy reviews of concerts and other events. The original building had a large assembly hall for the opening exercises that began each day, and for evening programs that drew townspeople to the new school. This large room was the only part of the building provided with artificial lighting—kerosene lamps at first, gas later, and electric lighting at the end of the century.

According to the Daily News, Normal Hall could accommodate 500 people. During the first years of its existence, the school population would have filled only a small part of the room. It seems clear that President Lord and his faculty felt an obligation to make their talents and facilities, both financed by Minnesota taxpayers, available to the people of the community whenever they could.

Annual Concerts

In subsequent years the annual concert at Moorhead Normal was held in the fall, most often on a Saturday evening between Thanksgiving and Christmas, but the new school's first formal concert took place at the end of May in 1889. In the first year of the school's existence, it is understandable that some months would be required to assemble the participants and develop a program. About half of the participants were members of the Normal School faculty. Some other singers were townspeople like Attorney George Perley, a group of them appeared regularly on Normal School programs the next few years.

Mr. Willard Patten of Minneapolis, identified as "the leading tenor of that city," was imported for this first concert. During Moorhead Normal's second year, John Paul Goode, a new member of the faculty, sang the tenor roles. For the next ten years tenor solos by Goode were included in nearly every Normal School entertainment. Equally popular were soprano solos by Louise McClintock, the school's first teacher of music and a member of the original faculty. She became Mrs. Thomas Kurtz in 1890 but continued to direct performances after she left the faculty. For a number of years duets, trios, quartets and larger groups nearly always included these two singers.

There were no graduates at Moorhead Normal the first year, hence no commencement activities. It may be that a fairly elaborate formal concert was presented for that reason: no doubt townspeople were looking to the school for some end-of-year observance. Tenor Livingston Lord, though never a soloist, was usually a member of the performing quartets and double quartets.
in these formal concerts. Pianist Bertha Darrow, who had a prominent role in all types of entertainments at the Normal School the first year, graduated from the advanced course in 1891. Later other graduates like Stella Demars and Ida Hancock became regular performers.

In 1889 the full program was printed in the Moorhead News on Friday, a day before the concert. The following Monday the review was filled with superlatives. "The concert given by the director and faculty of the Normal School, which occurred on Saturday evening, was an event of rare interest and enjoyment. It is perhaps not straining a point to say that it brought together in Normal Hall one of the largest and most intelligent audiences ever assembled in this city. The number attending is estimated at fully 500, many of whom were residents of Fargo."

On November 29, 1890 the News reported that "the largest audience ever" attended the third annual Normal School concert, many people being required to stand. Mrs. Kurtz had been replaced on the Normal School faculty by Miss Emma Shaw Pleasants, and her first appearance in Moorhead as a soprano soloist was noted favorably. Mrs. Kurtz also took part in the concert, with Lord, Goode and several townspeople. What the lady performers wore was noted in this review: it was probably written by Mrs. Lamphere, an occasional contributor.

Up to this time the concerts had been vocal music, with an occasional piano solo, usually by Miss Darrow, who was called "a local celebrity" in one of the articles. From 1891 to 1893, however, the Normal School had a dramatic reader on the faculty: Fannie C. B. Hadley's teaching assignment was reading, physical culture, and literature. For two years she was usually on Normal School programs, and she may have tried to out-do herself at each new appearance. At the fifth annual concert given December 9, 1892 "an intelligent and appreciative audience" filled Normal Hall. Mrs. Kurtz, Goode, and Lord were on the program with Miss Hadley, who did a long dramatic reading. The "intense interest" of the audience was apparently not entirely favorable to judge by the review in the News: "The great length of the piece and its emotional sentiment served to manifest in a remarkable way the excellent powers of the reader. It would be hard to find in the range of literature employed by recitationists a piece more difficult of meritorious rendering. There may be a divided opinion as to the appropriateness of the selection for the occasion, on account of its great length and soul-harrowing sentiment, but there cannot be two opinions on the merit of its execution. The moral of the piece is sufficiently distinct and pointed to carry an indelible impression upon the minds and hearts of all who heard it."

Earlier that fall (on September 27) a concert by the Moorhead Chorus Club held at the Normal Hall had "contained the musical people of both cities, filling the large hall to its utmost capacity." Mrs. Kurtz and J. P. Goode both appeared as soloists, but they had shared the applause with a reader. "One of the principal features of the Normal School entertainments for the past year has been the recitations of Miss Hadley, and last night's proved no exception in this respect, the lady fairly eclipsing her former efforts."

The following spring, on March 27, the Masonic Quartet of Minneapolis presented a concert in Fargo and Miss Hadley appeared with them. The News commented on her charming stage presence.

**Commencement Week**

On May 31, 1890 the Moorhead Daily News published a very long article under the headline "Class of 1890." The article began, "Moorhead's greatest event of the year has come and passed into history—the first commencement exercises of the State Normal School. In all their features..."
and relations they were creditable and satisfactory... A great audience, impelled by their interest in the cause of education or by their curiosity to witness an event of novelty, was assembled, which added impressiveness to the proceedings.”

After paying tribute to S. G. Comstock, T. C. Kurtz and Livingston Lord, the newswriter identified the men on the platform: Governor W. R. Merriman; Hon. W. S. Pattee, President of the State Normal Board; Hon. William E. Lee of Long Prairie and Hon. T. C. Kurtz, members of the State Board; Hon. E. G. Holmes, senator, and Hon. O. H. Brush, state representative of this legislative district, and Hon. E. Mattson, ex-member of the legislature; his Honor Mayor Hansen; the Board of Education of Moorhead, in part, namely Messrs. F. J. Burnham, H. Rasmussen, D. Titus and County Superintendent Torgerson; President Lord and faculty, namely, the Misses McClintock, Ford and Goldthwaite, and Mr. Goode, the class, and Miss Bertha E. Darrow, pianist.

J. Paul Goode and Louise McClintock sang solos and a duet. The governor made appropriate remarks about the relationship between an educational system and the welfare of the state before presenting diplomas to the class of 1890. Finally President Lord introduced Mr. Pattee, the president of the State Normal Board (and dean of the University of Minnesota “law department”). The lecture Pattee read on “The First Principals of the Republic” was “profound and deep,” says the article, which then included a summary—up to the following point:

As the distinguished speaker had reached a point where he was perhaps two-thirds through, the approaching storm scared some of the audience, who began by ones and twos to go out. Finally the confusion grew so great that Mr. Pattee paused and said, ‘If you will give me three minutes more I will give you till eternity,’ which produced laughter and applause. Mr. Lord then ordered the exit door closed and the speaker turned over a number of pages and finished his peroration, which was greeted with clapping of hands.

The audience in Normal Hall that warm day had more reason than a storm to seek escape from the crowded assembly room: all eight graduates had read essays, each of them summarized in the News article. According to the News sub-heads, these efforts “Exhibit to an Admiring World How They Have Been Taught, and What They Can Do in Essays, Orations, Recitations, etc.”

Recitations had also been given two days earlier on Class Day, which had included the class history and prophecy and a scene from Shakespeare’s As You Like It. The following year a scene from The Merchant of Venice was a part of the Class Day exercises. Musical selections by members of the faculty added variety to these programs; in 1891 there was a trio selection by Louise McClintock Kurtz, J. Paul Goode, and Livingston Lord.

The term “baccalaureate” was not used in the 1890s but the Class Sermon was always a prominent part of graduation week ceremonies. In several Class Sermon exercises published in the News, four clergymen had assigned roles. Field Day events were also a part of graduations the first years, and later—after several classes had graduated—alumni dinners, with elaborate programs and menus (which were also published!). A President’s Reception was a regular feature of commencement week, held at the Lord home the first years. After a women’s dormitory was constructed in 1893, receptions were usually held at this “normal home.” The Class of 1894 held such an affair five weeks before commencement.

The Honorable C. A. Morey of Winona, the president of the State Normal Board, made the address and presented diplomas to the small graduating class of 1891.

In 1892 President Lord noted that the governor of the state had presented diplomas to the first graduating class and the president of the normal board to the second. “This class of 21 we are all proud of, and it was thought most appropriate that the man who six years ago saw that this school was needed here, and prevailed over the opposition of the rest of the state who could not see its necessity, and by consummate skill and wisdom established it, the Hon. S. G. Comstock, would honor you and the school by presenting the diplomas. Our hands have been held up and our spirits cheered by knowing that we have had the sympathy and best efforts of the honored founder of the school.”

The president was apparently faced with an awkward situation that year. He announced that it had first been the intention to have Moorhead’s resident director present the diplomas in 1892, “but on full consideration it was decided otherwise.” Comstock began by saying “the diplomas ought to have been presented by the resident director, Mr. Kurtz.” Kurtz remained on the board and attended meetings of the Normal Board on June 11 and August 16, 1892, but resigned his board position a few months later. He had been a partner of Henry Bruns in the Merchants Bank that closed its doors February 8, 1892. A good many of his fellow citizens had lost money in the failure of the bank; and although Bruns was held chiefly responsible, there was also probably some ill feeling toward Kurtz, which could explain the substitution of Comstock at the graduation ceremonies.

The Honorable D. L. Kiehle, Superintendent of Public Instruction (and therefore secretary of the Normal Board), presented diplomas to the Class of 1893. Like Comstock, Kiehle announced that he was not supposed to make a speech but would make some remarks. There was a difference: a commencement speech, sometimes read, would take at least an hour.

After several years of less impressive commencement ceremonies, Moorhead Normal once again had a governor (Knute Nelson) present diplomas to the graduating class in 1894. President Cyrus Northrop of the University of Minnesota gave the address that year. “We consider ourselves fortunate indeed to be enabled to listen to these wise and scholarly words from this eminent educator,” said the Daily News, which then provided a lengthy summary of his address.

The first school yearbook devoted a large share of its space to the 1895 commencement week; this section was so lengthy because the class sermon was printed in full.
This model of exposition began, “The human body is often employed in Scripture to illustrate spiritual truths,” and then quoted Burns, Macaulay, and Wordsworth, plus some British prime ministers and Old Testament prophets. Later, Dean Pattee of the University of Minnesota law school, who was president of the State Normal School board, delivered the commencement address on “The Fixed and Unfailing Laws of the Universe.” His address was not printed, but the yearbook revealed some of Pattee’s argument: “The laws of the Universe are the laws of God” but “God himself cannot make the absurd real.” President Lord, as usual did not orate but spoke feelingly and briefly; Resident Director Comstock presented the diplomas but made no speech, despite his reputation as an orator.

The Senior Recitals displayed the reading talents of the graduates; the American short story writers were the chosen matter. Faculty musical talent added variety to the program.

Most interesting of the commencement week’s activities to later generations were the Class Night programs. Edith Roberts’ account of one such evening began: “Victor Hugo says that this is a woman’s century and surely no one who was present at the class night exercises in Normal Hall on the evening of Tuesday, May 28, 1895 can doubt the truth of the statement.” There were 13 women and only a single male in the class of 1895, and the young women took advantage of the situation. They constituted themselves a “Council of Women.” After Moorhead graduate Huldah Olein welcomed them to the city and called attention to its schools, its newly paved streets (only a few main thoroughfares), and its electric light plant, the main program began. Class members impersonated leading women reformers and spoke for their causes: Frances E. Willard (temperance), Mrs. Jenness Miller (dress reform), Mrs. Mary E. Lease (moral uplift), and Susan B. Anthony (woman suffrage). Three other girls spoke on club training and “What Women’s Clubs Owe to Mankind.” The only male graduate of 1895 was assigned to read the class’s last will and testament.

Rhetoricals
The most common or regular public programs at the Normal School in the 1890s were the rhetoricals. It is difficult nearly a hundred years later to see them in their true light, but faculty and students obviously spent a
good deal of time preparing to perform and the rhetoricals were a valued form of entertainment for the public. In the columns of the Moorhead Daily News in the 1890s, poor attendance at an opera house appearance by a professional performer was explained by “competition from the free program at the Normal School.”

During the first years of the Normal School there were frequent references in the columns of the Daily News to “the regular Friday rhetoricals” at the Normal School. Usually the program was printed in advance and the paper later reviewed the performance in some detail. On January 25, 1890: “The Normal School exercises last evening were even better than usual. Professor Rocheleau, at the close of the performance, addressed the school on the subject of study. He said “good food, fresh air, comfortable clothes and plenty of sleep were necessary to keep the brain clear and the mind capable of profitable study.”

Often the rhetoricals were focused on a subject or a writer. At the end of January 1890 it was Sir Walter Scott, particularly The Lady of the Lake. On March 16, 1894: “The rhetoricals tonight will be devoted to American history and presented entirely by the ‘B’ class, who are pursuing that study.” On November 16 the rhetoricals concentrated on the works of Nathaniel Hawthorne.

Ten years later a printed program of a rhetorical evening was headed Lord Alfred Tennyson. One selection entitled simply “Biographical” no doubt reviewed the Poet Laureate’s life and career; both the readings and the musical selections were very Tennysonian. “An Evening with Shakespeare” alternated scenes from the plays with musical selections and “essays” on the plays.

At a senior recital in 1894 the focus was on William Dean Howells, then at the peak of his fame and popularity. One of the graduates began—after a solo by J. P. Goode—by reading a paper on Howells. After a second solo the other seniors presented a pair of farces by Howells, “A Letter of Introduction” and “The Unexpected Guest.”

At commencement time the Daily News announced and reviewed “the senior rhetoricals” or “the senior recital.” Musical selections were added for variety; they might be choral music directed by the music teacher or tenor solos by J. Paul Goode. But the major part of the rhetoricals were dramatic readings, more often poetry than prose, more often serious or pathetic than humorous, and no doubt well memorized.

In 1892 the editor of the News “had the pleasure of listening last evening to the efforts made by nine members of the senior class of the Normal School, in recitation.” His expectations were exceeded: “Two things were made clearly evident, namely, 1. Instruction, painstaking, persistent and skillful by a thoroughly equipped and talented master has been given. 2. The reception of it all by apt, patient, willing and determined pupils, who have been as clay in the hands of the potter, was shown.”

On April 29, 1893: “The last of the rhetorical exercises that it has been customary to hold at the Normal School during the year occurred last evening. A large number of citizens availed themselves of the privilege of being present and enjoying the good mental pabulum there afforded. Of every participant in the program it can be stated without flattery that the assigned part was performed very creditably.” The reporter, however, singled out two girls for special praise “without arousing unhappy feelings in the hearts of the other participants.” The Moorhead Daily News apparently assumed that its readers wanted to be kept informed when such entertainment was available, which explains why programs were often printed in advance. The paper also reported on the size of the audience and their reaction to the performers. The reviewer gave a few sentences to each part of the program, commenting on the nature of the selection and the skill and capabilities of the performer. Although the verdict was sometimes merely “excellent” or “we could see no place or part where it could be improved upon,” the review was usually more particularized in assigning either praise or blame. One reader “recited perhaps too rapidly.” Another, who attempted a selection “requiring the play of much pathetic feeling,” did not possess those qualities “in as marked a degree as some” but still managed a performance that “possessed considerable merit.” And a young man who “has been hampered by some natural defects of voice and motion” had “by great diligence and energy almost entirely overcome them.”

The Normal Literary and Debating Society

Managing editor Wesley Carleton McDowell of the yearbook published by the Junior class of 1895 wrote in his publication that this society had been founded the previous year, on February 2, 1894. There were three objectives: “the forming of closer bonds of friendship among the students, the fostering of literary taste, and the cultivation of the art of public speaking.”

Meetings were held on Saturday afternoons (“regularly”). The programs consisted of “vocal and instrumental music, quotations, essays, parliamentary practice, orations, short talks and debates.” The society edited a weekly publication, “The Seven Days’ Review.” Wrote McDowell, “Owing to its well-known beneficial results, the debate is a special feature of the work. Encyclopedias, magazines, papers and government reports are searched for information on some live subject. The ever pleasant feeling which exists between the disputants is abundant proof of their respect for one another. The young women debate as logically and successfully as the young men.”

Despite this declaration of feminine equality, the “joint debate” with the Georgetown Lyceum Society a year later, on January 12, 1895, was an all-male affair, McDowell and two of his fellow Juniors winning a decision “when our friends prophesied an ignominious defeat.” Judges of the debate were the Moorhead school superintendent, a clergyman, and a prominent attorney. Two months later Solomon Comstock was the presiding judge at a mock trial. Four members of the Junior class participated, plus four other Normal School men—and Irene Bissonette as stenographer.
Sports
Graduation activities in the early years of the Normal School began with a class sermon on Sunday and ended with graduation on Thursday. Other events were scheduled each day in between, including sports on Tuesday afternoon and Class Day on Wednesday evening. In 1890 and 1891 the Moorhead News detailed the events of a field day organized by J. Paul Goode.

Field day had some resemblance to a track meet: events included the 100-yard dash, mile run, running broad jump, and a relay race. In most respects, however, the field day resembled a church or club spring outing: there was a three-legged race, a sack race, and a tug-of-war (600 pounds on a side). Prizes were offered by Moorhead merchants in each event: clothiers donated derby hats or tennis hats, the News publisher “500 letterheads with envelopes printed to match,” photographer O. E. Flaten “one dozen cabinet photographs of the winner,” and grocers two dozen oranges. President Lord offered a set of three books each year, “American Orations” in 1890 and “British Orations” in 1891. And there were some small money prizes.

The other field day event was a baseball game, the “Normals” playing Fargo College or a “picked town team.” From 1892 the rest of field day was apparently abandoned and baseball became the only event. The games were closely contested but the Normals lost the first two games reported in the News, 14-13 and 10-9.

Spectators were an important part of the activities. In 1890 the News reported, “The attendance was large and the spectators thoroughly enjoyed the sports,” but in 1891 “the bad weather prevented a very large number of spectators.” The 1891 article spoke of “a very high wind from the south” and added that there had been such a wind the previous year also. The events took place on the unsheltered prairie east of the Normal building, and these conditions may have led to abandoning field day.

There is no mention of either field day or baseball in connection with the 1893 and 1894 graduation activities. There were a few young men in attendance at the Normal School each year but never very many. It seems likely that in years when there were too few of them all organized athletic activities were abandoned of necessity. If Moorhead Normal girls took part in any athletic activity in the 1890s, it was not before spectators.

At the end of the 1890s there was a dramatic upsurge of sports activity at Moorhead Normal. There were now 17 faculty members and over 300 students, including enough athletically inclined young men for baseball, football and basketball teams. An Athletic Association was organized in 1898, with a constitution, officers, and a Board of Control which included two faculty members and a representative of the Alumni Association.

The Moorhead Daily News reported the games of the first Normal football team in the fall of 1899 very fully. Only two of their players had ever played on a football team before, and they began the season by losing to Fergus Falls high school, the University of North Dakota, and the North Dakota Agricultural College.

Then their fortunes changed: they defeated Moorhead and Fargo high schools, Fargo College, and Valley City Normal School. On Thanksgiving day the Agricultural College and Normal School teams played a return game, this time for the championship of the two cities. The Moorhead Daily News report was enthusiastic:

The game of football yesterday noon between the Agricultural College and the Normal team resulted in a victory for the Normal boys with the score of 10 to 5. The farmers though considerably heavier than their opponents were simply outplayed. Early in the first half, the A. C.'s scored a touchdown on a fluke, Williston picking up the ball on a fumble of a kick by Tuffs and carrying it over the goal line. At no time after that was the Normal goal in danger.

In the second half the A. C.'s were played off their feet. The boys across the river seemed powerless to break up the splendid interference of the Normals, while the forwards tore holes in their beefy opponents' line almost at will through which the backs went for good gains. The ball in this half was continually in the possession of the local team, and some brilliant plays were made, notably the long end runs of French, who scored both touchdowns. Manns was the one particular star of the A. C.'s, his tackling being a feature, while French, McCullough, and Scully carried off the honors for the home team.

These sports events were student affairs, with only volunteer amateur coaching. In the game at Grand Forks in 1899, the Normal team had to play with only nine men: they had enlisted help from N.D.A.C. when two Normal players could not make the trip, but the University of North Dakota team would not allow these substitutions!
Chapter 5

The First Students: Who They Were

Reaching back a hundred years to understand, or try to understand, the students who studied at Moorhead Normal under President Livingston Lord is virtually impossible. Society and its educational systems have changed too much. Only when young women get on the wrong bus, or jump off a train before it gets into the station, do they seem people like us. Otherwise they are too respectful of authority, too naive, too willing to be led by teachers and administrators. We can only record the evidence and marvel.

But a small yearbook published by Moorhead Normal students 92 years ago clarifies some matters. We learn that the school accepted some students whom Lord and his faculty judged not ready to begin its five-year course of study: they were put into a "preparatory class" to become a year older and make up academic deficiencies. We discover also that more than half of the students enrolled in the 1890s would attend for a single year and then go out to teach rural schools. They would be in the "C Class," where they would study "the common branches." The Normal faculty knew that these students would be teaching "the common branches" to their own students the following year. The C Class curriculum did not include educational psychology, the history of education, or the theory and practice of teaching. Both faculty and students at Moorhead Normal accepted President Lord's dictum: "A thorough and almost minute knowledge of these subjects (the common branches of learning) necessarily precedes any method of teaching them."

Bah-Qua-She-Gon-E-Mi-Nance

The best source of information about student life in the 1890s is a yearbook published by the Junior class of 1894-1895. Bah-Qua-She-Gon-E-Mi-Nance is a small 80-page book that tells much about Moorhead Normal from fall registration to commencement the following June. It is a unique publication, for Moorhead State annuals did not begin to appear until 1916. There is no explanation why the title was chosen: it means "Plenty of Bread" in Chippewa.

The impeccable prose of the yearbook, liberally sprinkled with Latin quotations, must owe much to class counselor Ellen Ford. It is clearly student writing, however, naive in matter and manner. It seems probable that Miss Ford corrected the grammar and re-shaped the syntax without altering the content. Most important, although the high-mindedness that pervades the publication, the optimism and generosity, may have been the natural reactions of the 1895 Juniors to their school and faculty (indeed, to the whole world), such attitudes must have been nurtured by Ellen Ford and her fellow teachers, and above all by President Livingston Lord.

Class president Iver Kierland set the tone for the yearbook in his opening article entitled simply "The Normal School." From his class picture Kierland appears to be the least mature of the five men in this class of ten, and his article is the most ingenuous. Though the youngest of Minnesota's normal schools, Moorhead "compares favorably with the others. It can be said truly that they are all good schools, and it is hard to say which is best." At Moorhead "every student spends a profitable time," said Kierland. "But here there is hard, digging work and the student who neglects his lessons without good reason feels far from comfortable. Yet, does not hard work give pleasure, and above all, does it not give culture?"

The class president went down the line systematically from "our president, Mr. Lord, who does not want to be called 'professor.'" Each teacher is then identified and praised, beginning with "Miss Ford, to whom every student feels so much attached." Next, "Mr Goode is our science teacher. How free one feels in his classes and what a pleasure it is to recite for him! Visit his classes in geography or physics, especially one of his 'card parties,' and you will see what he can teach his pupils." Mr Fowler, another science teacher, taught like Goode, "quick and forcible." Mr. Johnson (new to the faculty that year) taught civics, geometry and history in the fall of 1895; Kierland said Johnson "used a manner of teaching like Mr. Lord's:" As for Miss McElligott, "If you do not feel sure on some points in arithmetic, come to the Normal School and Miss McElligott will teach you," which was followed by a demonstration of how she taught. "Miss Kimball, our drawing teacher, is the best drawing teacher in any of the Normal Schools in Minnesota"—followed by her credentials to reinforce this statement. Isabel Kimball was no longer on hand to greet returning students in the fall of 1895, when the class was ready to publish its annual; Kierland added, "Miss
Benedict has proved a worthy successor to her." Miss Gill put "much life and spirit" into her teaching of reading and literature, making "the work very interesting and profitable." Special praise was reserved for Louise McClintock Kurtz, who had returned to teach for a year in 1895-1896. "There is an endless number of music teachers who do not know anything about teaching music," said Iver Kierland, surely echoing opinion beyond his own. "Mrs. Kurtz is the best music teacher that this school has had."

The class president was gently critical in his closing paragraph. "Our Normal School is too little known," he wrote. The faculty had been too modest and had done nothing to increase enrollment. Even so, in 1895-1896 the number of students had nearly doubled. "Come and visit our school. You are cordially invited to visit every class. If possible be present some Friday evening when we have our rhetorical exercises, or still better, be here during commencement week."

Because it is difficult now to understand the academic progression from the preparatory or "C" classes of the Normal School up to Junior and Senior status, the chapters on the individual classes of 1894-1895 have a special interest. There is much information in the yearbook about the twelve seniors who graduated in 1895, including their special qualities, the towns they came from, and the teaching positions they accepted. "As they enter upon new fields of labor," wrote Dora Probstfield, "the wise and good counsel which guided them at school will be lacking, yet we feel sure that the impressive morning talks of our president will guide them to success in life."

About the ten members of the Junior class, who would become the graduating class of 1896, there is even more, of course. Half of them held class offices and the others were class humorist, poet, prophet, historian, and "traveler." This last title must have been invented for Henry J. Fossen, the only member of the class who was not pictured, was not on the "Board of Editors," and was not credited with any piece of writing (nearly all of the sections or chapters carry by-lines). Presumably Fossen was "traveling" (or teaching) somewhere when Bah-Qua-She-Gon-E-Mi-Nance was being written and published.

The first four paragraphs from Edith Roberts' chapter on "The C Class" reveals a good deal about Moorhead Normal in 1895:

If size is any sign of importance, then surely the C Class at the Moorhead State Normal School stands at the head of the classes; for of the one hundred fifty-two students enumerated in the catalogue, eighty-two are enrolled in the C Class.

The work of the C Class includes arithmetic, geography—including physical, mathematical and political, language—including syntax, composition and word analysis, botany, physiology, penmanship, reading, drawing and music.

It does not include the technically professional subjects of educational psychology, the history of education nor the theory and practice of teaching; but it is the aim of the Normal School to teach the common branches, which constitute in the main the work of the C Class, in the most thorough manner and from a pedagogical stand-point; and the teacher of these subjects is continually conscious he is teaching those who are to teach them again. A thorough and almost minute knowledge of these subjects necessarily precedes any method of teaching them.

It is an important fact which is often overlooked that the Normal Schools exert a strong influence upon the ungraded schools through the members of the C Class who teach in them.

Why were more than half of the students enrolled in this class? Young people who could afford only one year of education away from home went out to teach in rural schools after completing this single year. If they were too young after completing the eight years of common schooling and from a pedagogical stand-point; and the teacher of these subjects is continually conscious he is teaching those who are to teach them again. A thorough and almost minute knowledge of these subjects necessarily precedes any method of teaching them.

It is an important fact which is often overlooked that the Normal Schools exert a strong influence upon the ungraded schools through the members of the C Class who teach in them.
teaching this subject matter in rural schools. This was the "important fact" not overlooked at Moorhead Normal, where the instructors were conscious that what they taught in the "C Class" would be the only teacher preparation of many country school teachers.

Anna Carpenter's opening sentence in her article on "The B Class" acknowledges that the students remaining in school for this second year of the five-year course were the ones who would continue on to earn the Advanced Diploma:

It is pretty well known that after a pupil has entered the B Class the school can rely upon eventually enrolling his name among the graduates, unless lack of money, health or ability stands in the way of his accomplishing what he then desires so much.

No longer concerned about mastery of the common branches, students now studied algebra, history, Caesar, political science (civics), psychology, and drawing, work that "lays a lasting foundation for future study."

Bah-Qua-She-Gon-E-Mi-Nance had no article on the "A Class," presumably because lack of "money, health or ability" had taken such a heavy toll that the surviving five-year students were too few to be organized into a class. In subsequent years the "A Class" was regularly the school's smallest; the next higher class had more students because high school graduates, who entered the Advanced Degree program as Juniors, outnumbered the students who had moved up the ladder through the C, B, and A classes of the normal school to attain status as Juniors.

Most controversial of the normal school classes, and actually not a part of its program, was the preparatory class. Severt Tang, who wrote the article on this class, was the "humorist" of the Junior class and felt obliged to be funny, which resulted in some in-jokes that are now incomprehensible; he was obviously alluding to some of the 18 members of the class without naming them. Tang included one general statement that is also somewhat puzzling. "The preparatory class is the link between the common schools and the normal department (i.e. the five-year program) of this school, by which those who either on account of age or lack of preparation are not able to do the work of the C Class may gain the desired knowledge." He added that this class had the same teachers, who used the same methods of instruction as the normal school proper.

The Moorhead Daily News issue dated August 28, 1888 (the day before Moorhead Normal first opened) listed the names, home towns, and ages of 25 students who "desired to attend the Normal School" and had taken their examinations that day. Six of these "young ladies and gentlemen" were 15 years of age, including Charles Loring and Charles K. Dickey, but the News said "the above will enter the B and C classes" without further explanation.

Were some students judged unable to do "C Class" work "on account of age" and were they therefore first put into the preparatory class? There is no statement that this was the case, but it seems clearly implied in Tang's statement.

The existence of a preparatory class suggests that some of the common schools were inadequate a century ago and that the state accepted some responsibility for the situation. After 1900 the minutes of the State Normal Board record the gradual elimination of such classes, which were the most vulnerable to attack by critics of the institutions. The argument was that state funds ought not to be spent on education which local school districts should provide in their common schools. By this time properly trained teachers were available, and there was no longer any excuse for poor schools.

Reminiscences

Fifty years ago a half dozen students who had attended Moorhead Normal during its first decade talked about the experience. The reminiscences of two of them are recorded in the "Foundation Day Edition" of the Mystic (the Moorhead State Teachers College weekly newspaper) published on March 9, 1945, just 60 years after the Minnesota legislature established a normal school at Moorhead. The interviews were with a woman who had attended the first year, 1888-1889, and another who had graduated in 1891. Neither of them reveal much about the kind of experience they had at Moorhead Normal when they were training to be teachers, but they add a little information.

Ella Gedney (Welter), in her mid-seventies in 1945, had come from La Crosse, Wisconsin to attend Moorhead Normal in 1888-1889, its first year. A year later, on September 10, 1889, she married Leslie Welter, who had come to Moorhead a few years earlier, had taught rural schools before going into business, and had later become one of the town's leading citizens and a resident director.

Edla Hallenberg and Bertha Darrow, two-thirds of the 1891 graduating class. There is no explanation of the costumes or the pose (MSU Archives).
Edla Hallenberg was a member of the Normal School's smallest graduating class (three girls) in 1891.

of Moorhead Normal in the World War I era. She remembered the unfinished building used by the 29 students, who found more than enough room in the two lower stories that were ready for occupancy in August 1888.

Mrs. Welter "boarded" at the Whipple school six blocks west of the Normal School, and the difficulty of making her way across the treeless prairie between the two places—huge snow drifts in the winter months and nearly impassible muddy roads in the spring. She remembered that marching was the accepted form of school exercise, because she had played the piano for that activity, the same march every day! "Athletics were unheard of," she said, "but public speaking played an important part in the education of the day." She also remembered an incident when President Lord's young daughter became stagestruck and jumped down from the platform; she was ordered back by her father to finish her memorized selection.

Edla Hallenberg (Stack), also in her seventies in 1945, graduated from Moorhead Normal in 1891 as a member of the school's smallest class of three girls. She too had a room at the Whipple School for a time, and later in the large Briggs house on the corner of Eighth Street and Fourth Avenue, afterwards the home of President Weld and his daughter and son-in-law, Dr. O. J. Hagen. The Hallenberg family lived in Fargo, but since there was no regular public transportation in the two cities (until 1904), she had to find a place to live and board in Moorhead.

Bertha Darrow, who also graduated in 1891, was a more notable student. The daughter of a Moorhead physician and surgeon, Dr. D. C. Darrow, she often appeared as a piano soloist or accompanist at Normal School programs. She was so proud of earning enough money by giving piano lessons to buy a bicycle that she had

On October 3, 1900 Miss Darrow married Charles Loring, who had been her fellow Normal School student ten years earlier. The Lorings lived at Crookston until 1917, where Bertha taught piano and served as president of the school board from 1910 to 1913.

Charles Loring became the law partner of Halvor Steenerson, who was Minnesota's Ninth District congressman for twenty years. Another partner called Loring a "lawyer's lawyer," because he tried 90 percent of his cases for other lawyers, including many before the Minnesota Supreme Court. Commissioned a judge advocate with the rank of major in World War I, he later became a lieutenant colonel in the regular Army and served as judge advocate in Washington, Boston, Honolulu, and Tientsin before resigning his commission and returning to practice law in Minnesota.

Loring was a member of the Minnesota Supreme Court from 1930 to his retirement in 1953, serving as Chief Justice the last ten years. He wrote nearly a thousand opinions and took part in 6,000 other decisions.

Fifteen-year-old Charles Loring had enrolled at the Moorhead Normal School when it first opened in August 1888. Classmates envied him for his pony, which he rode to classes from a farm home nine miles north of Moorhead. "Much of the time during the three years I attended I rode or drove daily the nine miles from our home on the farm in order to have the pleasure of living.
at home while I attended school.” Writing about it 50 years later, Charles Loring remembered that farm home as a very pleasant one.

His father, a Civil War veteran from Wisconsin named Lyman Loring, managed and partly owned a large grain and cattle farm near Kragnes. Chief owner was A. B. Stickney, later president of the Chicago Great Western railway; the Stickney Farm Company owned nearly 2,000 acres of land, which Loring farmed with 50 horses and mules, a large crew of men, and “usually, during the summer, four hired girls.” Unlike most of the bonanza-type farms, Loring’s operation included a large herd of cattle, pigs and chickens. Two men were employed as “chore-boys” and one of the girls devoted most of her time to the dairy: the farm made and sold butter.

“Food was plentiful and very good, both for human beings and animals. It was a land of abundance. . . . We lived gloriously,” Charles Loring remembered. Two of the Norwegian hired girls remembered that he was “a spoiled brat” in the late 1870s and early 1880s. He may have been, when his parents brought him from Wisconsin to the Red River Valley farm: the hired girls remembered that he once locked the screen door at threshing time and that fifteen pies burned up!

Lyman Loring was a resourceful farmer and had the best of connections. “I well remember that the McCormick Harvesting Company used our farm for an experimental ground and would send up its new machines and try them out there. I (Charles Loring) even remember that old Cyrus McCormick, the inventor of the reaping machine, came to the farm on one occasion. . . . If the machine they were trying out proved to be fairly successful, they sometimes gave it to the company.”

Nonetheless, when the price of wheat dropped so low in 1890, “to a point where my father thought it could no longer be grown at a profit,” the Stickney Farm Company closed out its Red River Valley holdings and Lyman Loring went out to western Montana to raise cattle. Young Charles had been active on the Minnesota farm (as he grew out of his brat days?): “I worked on the farm every summer, doing about everything from waterboy to firing the threshing engine.” He was happiest working with horses: “I got to be about as much at home on horseback as I was on foot. . . . I seem never to have lacked the means of inspiring either horses or mules to do their best.” He had less luck trying to control young oxen, probably because “I was very small in those days”—when the Lorings first came to the Valley. Oxen were used to break up prairie land that had never been cropped.

In Montana the Lorings went first to the Bitter Root Valley, where the early settlers “were getting interested in hard spring wheat” and Lyman Loring sold the Red River Valley seed grain he had shipped out “at a profit.” A year later they moved north to the Kootenai Valley in the Flathead country. This area, 200 miles from Missoula, was not yet surveyed and they held their ranch land by squatters rights.

Charles Loring, still only a boy when he left Moorhead, grew up fast in Montana in the 1890s. “My father’s health did not permit him to do the hard riding which was the lot of every cattleman, and so much of the work along that line fell to me. I rode the range for nine years although I lost but three winters of school during that period.”

The elder Loring was elected to the Montana legislature. When he died in 1898, his son was graduating from law school—but back in Minnesota.

Charles Loring had got his education when and how he could. After studying three years at Moorhead Normal when the school opened—“it was equivalent to the best of high schools, the best teachers and small classes”—he went to Massachusetts, perhaps to test the quality of his learning. “I finished my academic education by spending a winter at Phillips Exeter Academy, where I found I was not at all handicapped by the quality of the teaching (schooling?) at Moorhead. I got honors at PEA.” This would have admitted him to Harvard or any other college, but Charles Loring had gone back to ride herd on his father’s cattle interests in Montana—literally and figuratively.

I got through law school by acting as chambermaid to a driving horse and feeding a coal-burning furnace—also by shoveling snow. I really spent only one complete year in law school. The other two years I got by doubling up courses.

When I met Caroline Chilton Auxer (‘Aunt Cad’) shortly after I had graduated from Moorhead State Teachers College, she told me that she had graduated from Moorhead Normal nearly 50 years before and had one most poignant memory. “Mr. Lord spoke to us every morning at opening exercises and often read to us from a
book that interested him, sometimes from a new author like Rudyard Kipling, who impressed him very much. I think he did it to tempt us to read, and it worked. When the exercises were over we raced to the library, hoping to be the first to get the book he had been reading from.

No doubt there were other students at Moorhead Normal who reacted the same way to Livingston Lord’s inspiration, but the Chiltons (two sisters followed Caroline to Moorhead later) were an unusual and very bookish family. Descendants of Loyalists who had gone to Canada during the American Revolution, they had migrated again from Lower Ontario to become pioneer farmers and community leaders near Frazee, Minnesota in 1869. Caroline Chilton had been a teacher in the area and in Minneapolis, had been elected Becker County Superintendent of Schools, and had married George Auxer of Moorhead. One of her brothers studied engineering at the University of Minnesota and the other graduated from West Point—and later taught English there. The Chiltons said their parents had read to them between supper and bedtime during the long winter months, usually from the Bible or Dickens.

Few Moorhead Normal students had such backgrounds, of course. Some came with strong Scandinavian accents that presented problems for the Normal faculty: before these students became teachers, such speech had to be corrected. Livingston Lord’s biographer was impressed by the names she found in the Moorhead Normal catalogue for 1898: “While it contains many names like Lincoln, Chilton, Kent, and Stuart, it contains more like Askegaard, Hoefting, Lofstrom, Kjellness, Bjorge, and Erickson, with a sprinkling of McDonalds, McPhersons, and McGonigles, a Costello and Simonischt.”

The best thing that can be said for the family backgrounds of most of these students is that the parents believed in education for their sons and daughters. The German and Scandinavian immigrant parents were literate, but their command of English was so poor that they were seriously handicapped in their adopted country. They were determined that their children should “get ahead” and convinced that education was the key to such upward mobility. Such families could provide no cultural background like the Chiltons, but they had great respect for the Anglo-Saxon culture that emanated from old and New England. Young people from the immigrant families had been brought up as Lutherans or Catholics, and usually continued in the same faith; but while they were students at Moorhead Normal they willingly deferred to the dominant Congregational religious and moral orientation of the institution. The first six presidents of Moorhead State were all members of that church, which seemed almost the official college church—so close were the ties. When the school lacked an assembly hall for a time (1901-1903), some Normal School programs were held at the Moorhead Congregational church.

Unlike their Lutheran neighbors, Congregationalists had no objection to decorous ballroom dancing as a recreation for the young. Consequently, dances were held at Moorhead Normal as soon as there was a place to hold them. After the school gymnasium was built in 1903-1904, school dances were held there, with orchestras hired from Fargo. There may have been Moorhead Normal dances before that, off campus. It is of some interest that Henry Dickey, the only male in the first graduating class, gave a dance for his fellow students. It was held, of course, in his home, the Bishop Whipple School—which the following year was purchased by a Norwegian Lutheran group and became Concordia College. This was probably the last dance held in that building.

Social Life

Receptions were the inescapable social events at the beginning and end of each school year. These usually involved the president and faculty, students, and “the nice people” of the community. The president and faculty also used such formal affairs to honor distinguished visitors and students were invited. Whether or not students really enjoyed these functions, they were expected to attend: receptions were a part of their education, teaching them poise and manners, how to behave socially.

The term “reception” might also have been used for less formal and more enjoyable affairs. After the Normal School Literary Society debated Georgetown in January, 1895, “the reception given to the society by the faculty was one of the social events of the year” according to the 1895 yearbook published by the Junior class. This annual also spoke of “the hearty reception" given by the faculty when school opened in the fall; and the alumni reception at Wheeler Hall “was one of the most delightful events of the commencement week.”

The Daily News used superlatives in describing the first receptions held in Moorhead Normal’s Wheeler Hall. Until the dormitory was available for use in 1893-1894, there had been no school facility to accommodate more than a few dozen people. President and Mrs. Lord had held receptions at their home but these were, of necessity, small gatherings. The affair held on February 22, 1894 was a “very large assemblage,” and was probably put on to show “the nice people" of Fargo and Moorhead what a splendid "Home" the school now had. The news article that appeared the next day concludes,

After refreshments were partaken of, the guests were invited to inspect the building. . . . Many were the compliments paid to the equipment and furnishings, and in praise of its management.

Nearly 300 people attended “this social event of more than ordinary attractiveness." The News article hints that Moorhead Normal had over-reached a little on this occasion by reserving the dining room, “the only large room in the building," to seat all of the guests for refreshments. This meant that the guests had to be “received” and to mingle before refreshments in the Wheeler Hall foyer, which “somewhat crowded the available space.” The event, however, was a splendid affair:

President Lord and wife and the entire corps of instructors received in the beautiful reception room, the gentlemen in evening dress. The ladies
were arrayed in handsome costumes, and of course looked charming. After presentation to the hosts the guests visited together in the halls and rooms on the first floor, excepting the dining room, which was kept closed until refreshments were announced.

An excellent plan for seating the guests was arranged and carried out. Each table was set for six persons. A gentleman was selected as host at each, and the names of his guests were written on a folding card, and it became the host's duty to assemble and escort his guests to the table assigned to him when the doors were opened. The assignments were made with the evident purpose of encouraging acquaintance among guests that were strangers. The cards were handsomely decorated on the first page by hand painting, the name of the host also appearing. The decorating was the handiwork of Miss Kimball. Young lady students of the school acted as ushers and waitresses at table. They wore caps, aprons and scarfs of white, and powdered hair. The refreshments were excellent.

Five years later, when "the school had opened under new management" (President Frank Weld, who succeeded Livingston Lord), Resident Director and Mrs. C. A. Nye "tendered" the fall reception to the "faculty and friends" of the Normal School on September 15, 1899. Sixty-five more students than the previous year had given the school "by far the largest attendance in its history" and crowded the assembly room at opening exercises.

A drizzling rain failed to dampen this "enjoyable and successful social function," which acquainted the new teachers and the Moorhead public with each other.

Those present were fairly representative of the city's resident population. Hon. J. O. Norby, member of the state normal board, and wife, of Ada, were also present. The guests were presented in the reception room, Mr. Nye and wife standing at the head, President Weld and wife next, Miss Ford, the oldest member of the faculty, following and so on, including the entire faculty. An orchestra was located in the dining room, obscured from view by a screen, which gave forth good
music suitable for the occasion. The rooms were decorated with flowers and foliage, and under the brilliant electric light, the scene was charming.

During the evening light refreshments were served.

There is no explanation of a special relationship with Georgetown, 18 miles north of Moorhead, but the debate already alluded to was not the only contact the Normal School literary society had with the small historic town. The 1895 yearbook wrote that "the 'bus ride to Georgetown taken by the 16 members of the society to partake of the hospitality of the Roscadinnick Social Club will often be recalled; the snow, the tired horses, the broken harness, the fun at the journey's end, to say nothing of the peanuts, upsets, broken springs and the sleepy heads."

Sleigh rides were a favorite winter pastime for student groups, and the dormitory girls of 1900 asked for a skating rink nearer Wheeler Hall. Early accounts frequently refer to the winter weather, especially when it was ideal for good skating or sleighing.

Parties of many kinds were arranged by the girls themselves, and—after there were enough of them to organize the Owl fraternity in 1901—there were men's get-togethers too. The social activities that are most difficult to understand today are the parties that class and organization advisers gave for their charges. Presumably these affairs began when the school was very small and the faculty was most anxious to provide social activities for students, to make their terms at Moorhead Normal thoroughly enjoyable. These affairs continued after 1900, as reported in the Red Letter, until (probably) classes became too large. These parties were sometimes highly ingenious: they were held in faculty homes, or at Moorhead and Fargo hotels or restaurants, and then very commonly in the school gym after that facility was added as a part of the 1903-1904 building program.

Moorhead Normal faculty families and the school's friends in the community were especially solicitous of students at vacation times. When some students could not go home for Thanksgiving, special dinners were served in the dormitory, or students who lived at some distance from Moorhead were invited to Thanksgiving dinner at the homes of girls who lived in town.

The last article in Bah-Qua-She-Gon-E-Mi-Nance was "Hallowe'en," written by editor Wesley McDowell. His article was prefaced by an appropriate stanza from Robert Burns and began with the observation that "the Scot and the Englishman have for centuries celebrated Hallowe'en with rustic sports, and hilarity has always reigned supreme. . . . " Three witches in a wig—Miss Lord, Miss Darrow, and Miss Comstock—contributed to the hilarity by telling fortunes, and later "presided at three pumpkin coffee-pots, from which the coffee was served in turnip cups, made for the occasion." Afterwards all played games: the "Happy Miller," "Wink 'em," "Hurly-Burly," and "Teapot." ("Wink 'em," was our favorite game in Cass County District 76 when I was a first-grader in 1918.) Editor McDowell concluded his account of the Hallowe'en party, and the Junior class book, with a note of gratitude: "Especially praise is due Miss Wheeler for her untiring efforts in providing for the enjoyment of the students. The faculty, by their Hallowe'en party, have added another to the bond that binds the student's friendship and love to the teacher."

From its founding Moorhead Normal had two fair-sized cities to draw students from, and provide extra-curricular outlets when the school buildings and campus became too confining. The school was within walking distance from any place in Fargo or Moorhead, but the walk was long enough for Normal school women to look for alternatives. Two early-day newspaper items record transportation episodes.

"Young Lady Students of the Normal School from Fargo Can't Behave" read the small headline in the January 19, 1899 Moorhead Daily News article labeled, in larger type, "Called Down." The news story, reprinted from the Fargo Call, explains the misbehavior:

A number of young lady students of Fargo who attend the Moorhead normal have been in the habit for some time past of riding over from Fargo on the N.P. without a ticket. This would have been all right had the girls behaved themselves and stayed inside the coach, but they insisted on standing on the platform and jumping off before the train reached the depot. The trainmen forbade their doing this as they were afraid they would get hurt and bring suit against the company, but the young tomboys still would jump, so yesterday morning they had to pay 5 cents for a ticket to Moorhead and will have to do so from now on.

Five years later streetcars would bring students to the middle of the Moorhead Normal campus, which no doubt lessened the attraction of the early-morning train for Fargo students—who would still have nearly a mile to walk from the railroad to the school.

Before 1904 there was apparently some kind of bus transportation between the two cities, which lends credence to the off-repeated story that Normal School women had mistakenly gotten on the notorious "jag wagon," which brought thirsty Dakotans to Moorhead saloons. A story printed in the December 1900 Normal Red Letter reveals that three Normal School women actually had such an adventure, and solved their plight by jumping off before the vehicle reached the saloons.
This is generally accepted as the only known photograph of a "jag wagon": Moorhead saloon keepers sent these vehicles to Fargo to bring thirsty Dakotans across the river. Because there appear to be at least two women aboard, this vehicle may be the more reputable "10-cent bus."

Some time ago three of the "Normal Girls" were shopping in Fargo, and on their way home they saw, standing close to the sidewalk, what they supposed was the "10-cent bus." They decided they were too tired to walk home, and taking possession of the vehicle, ordered the driver to take them to Moorhead. When they reached the bridge they began to suspect that something was wrong, and asked if this were not the "bus." They were told that it was a "jag wagon." They commanded the driver to stop, but he being somewhat the worse for "tanglefoot" refused to do so until he reached Moorhead. The girls took matters into their own hands, one jumping out each side, and the third one over the back of the seat. Three sadder but wiser girls then walked the rest of the way.

Moral—Look before you leap.

Shopping in Fargo was a favorite pastime of Moorhead Normal women which they still remembered many decades later. Dressed up in their best clothes they went over in clusters, to wander through the best stores and admire their wares rather than buy. Few of them had money to spend: these were really social activities rather than shopping expeditions. And they were eager enough to walk across the river: it was the return trips in the late afternoons that seemed longer than they liked.

Bah-Qua-She-Gon-E-Mi-Nance does not tell us why the Juniors of 1895 had come to Moorhead Normal and it is difficult to trace their lives after they graduated. All of the 1895 graduates had obtained teaching positions for the next year, the yearbook reports, and no doubt their 1896 class fared as well; but the Alumni directories published in 1922 and 1927 reported only two of them still in the profession, including Severt O. Tang, who had been elected Clay County Superintendent of Schools.

Editor Wesley McDowell was farming in North Dakota and Ira Johnson was an insurance agent in Arizona. Some of the women, too, had left the area. Anna L. Carpenter lived in Geneseo, New York; and Elizabeth Burbank, after taking a B.A. at the University of Minnesota, was director of a girls' trade school in Worcester, Massachusetts. She had published "Profitable Training for Girls" in an educational journal.

We know much more about Dora and Amelia Probstfield than about their classmates. Their father was the first and most remarkable settler in the Red River Valley (south of Pembina and the Canadian border), coming first to Georgetown in 1859 and to a farm at Oakport (three miles north of Moorhead on the Red River) in 1869. Randolph Probstfield's diary tells how he began educating his children at home in 1875: when he thought they were ready, they were examined by the Moorhead schools to determine their grade level. In 1881 the District 23 school was built across the road from the Probstfield farm, but formal schooling could not be regular for the children because of the seasonal farm work, from which the girls were not excluded.

But when Moorhead Normal was ready to open its doors in late August 1888, Nellie Probstfield was the first student enrolled. Randolph's diary says that on April 1, 1889, "Nellie and Susie started a term at Normal School." Thereafter there are many references to the school: the younger Probstfields attended rhetoricals and other functions at Moorhead Normal during the winter months, despite the three- or four-mile drive each way.

Dora (Dorothea Christina, born 1872) and Millie (Emilie Martha, born 1874) were both teaching rural schools in the area when they "drove to town to visit Normal School" on February 29, 1892. Two years later, on September 6, 1894, both enrolled; they graduated on
May 29, 1896. Three years later both women were teaching. Millie at Willmar and Dora nearer home: on August 11, 1899 she accepted a position at Felton for $45 a month. This was a tragic year for the Probstfields, however, for Dora was too ill to continue teaching after mid-October. She had been desperately ill with typhoid fever as a small child (in 1877) and died in a St. Paul hospital on March 19, 1890, after a protracted illness. Dora was 27. Mrs. Probstfield had died of a paralytic stroke on December 18, 1899. Millie (Amelia or Emilie) Probstfield lived until 1943.

When he was elected to the Minnesota state legislature in November 1890, Randolph Probstfield was able to help the Moorhead Normal School. He was instrumental in getting an appropriation to build a women's dormitory (Wheeler Hall) in 1893. Fifty-four years later his grandson Raymond Gesell (Nellie's son) helped shepherd another appropriations bill through the legislature, this time to build the school's first men's dormitory (Ballard Hall).

But the most striking thing about the Juniors of 1895 is their wonderfully respectful attitude toward Moorhead Normal and its faculty, its program and all its operations. In "The Opening of School, 1895," Ira Johnson reported on the situation when that class returned to begin their Senior year. He said the year's outlook was the most promising ever, with an enrollment of 140 and a graduating class of 33. The winter term attendance had set a school record.

"Around the buildings and grounds there is an air of sweetness and freshness which seems to welcome us back," he wrote when he told about the return of his class in the fall of 1895. Janitor Friberg, "an able and trustworthy man and a friend to each pupil," was given credit for some of the polished appearance, but the "reverence" of the students also helped. Walls were clean and fresh, "all apparatus in excellent condition," and the school desks looked newly-varnished even though the school was now eight years old. A generous legislature was also given credit: $2050 had been appropriated to improve the grounds and add to the library. "Great changes have been made in the grounds, and a sewer has been put in. Instead of the old broad plank sidewalk from the front steps to the street, winding drives and walks of gravel, bordering variously shaped grass plots, lend attractiveness to the scene. Two double tennis courts have been laid out, just west of the building. A merry crowd of young women may be seen here any sunny afternoon."

Ira Johnson's article concludes: "And now the faculty has welcomed us, such hand-shaking and such greetings, such running about and such merry, hearty, whole-souled happiness. Old friends and new friends and those that were not friends at all, meeting and greeting, bowing and smiling. The buzz, the clatter, the joy and merry laugh fill the library, the halls, the assembly room, they penetrate every corner, and rouse the long-silent walls to responsive vibrations."
Chapter 6

A New President Comes to Moorhead

A close kinship between Livingston Lord and Frank A. Weld, Moorhead Normal's first two presidents, is obvious yet difficult to assess accurately. Nowhere is there a definite statement that Lord had designated Weld as his successor, but there is a good deal of evidence that the two men had this in mind—perhaps for some years before Lord accepted a new position and Weld succeeded him. The two men agreed on an important matter of educational philosophy or policy: academic competence, a proper fund of knowledge, must precede and underlie a program of teacher training.

There is a statement in the twelfth annual catalogue that both Lord and Weld must have subscribed to: when the publication was being prepared Lord was still president, but Weld was in office and actively directing the college when the catalogue was printed:

No professional training not based upon general culture and accurate scholarship can be successful. The normal school can, and ought to, set its students' minds in the right attitude toward knowledge, and to see that certain portions of knowledge are, or have been, thoroughly mastered. It is an unsound theory that the normal school shall give professional training to high school graduates whose general scholarship is poor, and then hold the high school responsible for their general scholarship. When students, whose knowledge is poor in quality and small in quantity, enter a normal school for professional training, the normal school must either send them away to acquire knowledge, or provide for their instruction.

Despite this agreement on educational policy, Lord and Weld were quite different men. It is impossible to imagine Lord preparing for an acting career, as Weld did. They were both New Englanders, as was Solomon Comstock who was born in Maine, like Weld, and had "come West" several decades earlier. As in many midwestern communities a hundred years ago, people of New England birth were deferred to. They conveyed the impression that they were bringing education and culture into a newly settled land. There was a New England Society in Fargo-Moorhead, and their annual dinners were grand affairs.

But there was a flinty, unbending, old-fashioned New England quality in Livingston Lord's character and personality that was not in his successor. Frank Weld could be explosive when crossed, but he recovered quickly and became as genial and suave as usual. He was a superb spokesman for his school in northwestern Minnesota, and in St. Paul before legislative committees. His record as president shows that he could be flexible when necessary but most often would stay with projected changes in the Moorhead Normal School until he saw them through to completion.

Because conditions were changing so rapidly in the first two decades of the twentieth century when Weld was president of the school, it is difficult to assess how much the changes taking place in the institution were due to new conditions and how much to a new president's view of life and education. Frank Weld was willing to experiment, quite clearly, he was a promoter and firmly believed in educational progress. In any case, Moorhead Normal changed very considerably during the twenty years of Weld's presidency. Some of the changes were clearly the result of institutional growth—in enrollment, facilities and programs—but some of the changes were probably the result of Weld's dynamic leadership and were of a more fundamental nature.

President Livingston Lord Goes to Illinois

Livingston Lord and his family did not leave Moorhead until September 1899, but the Normal School and the town had known for many months that the Lord Era was ending with the century. A year earlier an editorial writer in School Education had sounded a note of warning: President Lord was "entertaining offers of larger openings in at least two neighboring states." In December 1898 he had been elected President of the Illinois State Normal School at Charleston, Illinois and would take over his new position—one again opening a new institution—in September 1899.

Lord had not been looking for an opportunity to get out of Moorhead. Two years earlier he had turned down a presidency. The Minneapolis Tribune, on February 11, 1896: "Livingston C. Lord, the well-known president of..."
the State Normal School at Moorhead, Minnesota, has been tendered the presidency of the new State Normal School at West Superior, Wisconsin. The salary offered to President Lord to induce him to leave the state is greatly in advance of his present salary, and it would not be strange if he went." Lord did not leave his Moorhead position for a larger salary even though he had a son at Yale, which must have been a financial strain. He was paid $2,500 per year at Moorhead Normal.

But when Lord was offered a position that would give his abilities more scope, he wanted to accept it. He knew his Moorhead friends would feel betrayed if he accepted the presidency of the Winona Normal School. When he asked the advice of Henry Johnson, a faculty member whom he respected highly, Lord obviously needed reinforcement—and received it: "While Minnesota knows Moorhead, the United States knows Winona. The president of the Moorhead school is known where the school is not; the president of the Winona school is sort of ex officio a national character. You have really no right to stay in Moorhead in the face of such a call to a larger service . . . Winona, first of normal schools in the Union, and the president first of presidents, would be no impossible ideal. Much of this will not appeal to you at all for the simple reason that you have not as yet even begun to appreciate yourself!"

Many other friends gave him the same advice. His son Frank, when asked for his advice, urged his father to make the move. In July 1898 Lord wrote to Irwin Shepard, who was resigning the Winona presidency to become secretary of the National Education Association and was strongly recommending Lord as his successor. On July 27 Shepard answered: "Your letter has been a great comfort to me. I believe that the way will be made clear for you to come here. Mr. Comstock will regret, but I am sure will not oppose your coming."

But Comstock did oppose the move and blocked it. Irwin Shepard's letter explained what happened: "Much to our surprise, Mr. Lord was prevented from being appointed to this position on the appeal of the Resident Director at the Moorhead School that it was not right to make a transfer of a President from one school to another. No one ever for a moment urged that President Lord was not the best man for the position I have resigned. The objection of the Resident Director was the only reason why he was not appointed here. And this objection was based wholly upon his desire to retain Mr. Lord's services in the Moorhead school and his appreciation of the value of those services to that school." Adds Lord's biographer: "Moved by Mr. Comstock's influence and, some of them, by hostility to Mr. Shepard, the directors (State Board members) ruled that no employee might be transferred from one state school to another. From this ruling there could be no appeal."

In the minutes of a protracted meeting of the State Normal Board held August 26, 1898 there is, at first, no mention of this "no transfer" ruling. The board accepted the report of a committee to recommend a successor to Shepard, but the minutes do not reveal what that report had been. Then, "Directors Comstock (of Moorhead) and Morey (of Winona) asked to be allowed to retire during the consideration of this matter and their request was granted." "After full consideration of the matter," say the minutes, without revealing any of the arguments considered, the board took action. "Director Grindeland (of Warren) moved: That in the matter of the application of President Lord to be elected president of the Normal School at Winona, the Board decline to grant the application. Carried."

Later in the same meeting, "The following is the report of the committee appointed at the last meeting of the Board to consider the matter of filling the vacancy at Winona. A majority of the committee present the application of L. C. Lord without recommendation, believing that, under the circumstances, the Board should pass upon it—being as capable of doing so as the committee. Mr. Pattee (board chairman) of the committee objects to the presentation again of Mr. Lord's name, upon the ground that Mr. Lord's candidacy has once been before the Board, and his going to the Winona school has been decided against. In the matter of recommendation of some person to succeed President Shepard, no agreement has been reached beyond this report."

Still later, same meeting: "The committee appointed on naming a candidate for the vacancy in the presidency of the Winona school reported as follows: "Mr. Pendergast and Mr. Pattee of the committee nominate Mr. Frank A. Weld of Stillwater and, in view of the fact that it is deemed desirable by a majority of the committee that an election be had at this time, Mr. Morey offers no objection to the nomination." No action was recorded on this nomination."
Finally, just before adjournment, the following resolution was passed by the Board, only Morey of Winona voting against it: "Resolved, That any president or teacher in any of the Normal Schools of Minnesota is and shall be negligible to any position in any other of the normal schools of this state, unless the consent of the resident director of the school where such president or teacher is employed, favorable to such change, shall first have been secured in writing by the director of the school where the position to be filled occurs."

Educators throughout Minnesota thought Livingston Lord deserved "a promotion" from Moorhead to Winona, but the people of Moorhead insisted that they were being robbed, undeservedly. Public meetings were held to protest the move and to express the general feeling that Moorhead could not get along without Lord. A Moorhead banker was very blunt and unfeeling to Lord: "I give you fair warning that your Moorhead friends will endeavor by any means, fair or foul, to prevent your removal from this city." But outside of Moorhead there was more consideration for Lord's interests, and those of the state, and there was very considerable discussion of the situation. "Probably no educational matter in recent years has so interested the teachers of the state as this," said the Winona Republican on August 29, 1898. Educational people throughout Minnesota saw the matter in a different light.

Despite his intransigence in this matter, Comstock did not incur the lasting enmity of Lord and his friends. Isabel McKinney writes: "Mr. Lord, though deeply hurt by his friend's opposition and by the injustice of the trumped-up regulation, yet would not relinquish his friendship. He would have been more than human, however, if he had not been willing, after such a reverse, to turn his back on Minnesota when opportunity again implored him." Livingston Lord was 47 years old in 1898, and he may have felt that an opportunity to make a move might not come his way again. The new opportunity came very soon. He made a trip to Charleston, Illinois, 200 miles south of Chicago, in October and in mid-December 1898 was elected president of the new Illinois State Normal School being established there.

The first issue of the Normal Red Letter, which came out in March, 1900, carried a picture of Frank Weld on page one, with an article on the new president's educational ideas. But on page five a lengthy article from the Danville (Illinois) Democrat was included to show "the many friends and admirers of President Lord" that "his worth as a gentleman and an educator" were already recognized in Illinois:

No other educator has ever reached the ear and heart of the school men and women of the city and township as has President Lord, of the Charleston State Normal, Illinois, in his addresses delivered Friday night and Saturday. Every teacher present at the meeting of Saturday forenoon is sounding the praise of the excellency of the address given. The burden of President Lord's address was the sad neglect of memory training in our schools. He showed in a logical way the dependence of judgment and reason upon memory. Respects were paid to the eminent educational free lance, William Hawley Smith, in a way which at once aroused interest in the opinions of the speaker.

The necessity of learning in a definite way a number of focal dates and other facts was well presented, and the danger of teaching half truths was made fully manifest. The difference between untruth and a lie was shown in examples of sufficient clearness to clinch the argument. President Lord urges exact, accurate and thorough teaching. He has exerted an influence over the community, which is rapidly producing a sentiment which is the pride and boast of all good school towns. His school is now in the thoughts of many of the teachers and students of the city, and the future will see numbers going to the Normal at Charleston.

The teachers are thankful to Superintendent Griffith for securing such an eminently practical and pleasing address and President Lord and his school will have earnest friends.

Lord's beginning salary at Charleston was $3,500 a year. Instead of the five teachers and 29 students that opened Moorhead Normal in 1888, the Illinois school began with 18 faculty members and 240 students in 1899. In other respects Lord's new institution did not differ from Moorhead: "Of the 240 students only 46 qualified for admission to college. Many were country school teachers, of some years' experience; but often, as was true of one-fifth of the teachers in the common schools

The Honorable S. G. Comstock
of Illinois at that time, these had no schooling beyond the eighth grade. For such students a four-year course was offered, leading to a diploma.” (Mr. Lord, p. 176).

In his 30 years at Charleston Lord earned a reputation for choosing and training remarkable teachers, who went on to become educational leaders throughout the Midwest. Best known in Minnesota was Lotus D. Coffman, whom Lord picked to direct the training school at Charleston. Coffman later became a professor of education at the University of Minnesota, and president from 1920 to 1938.

Frank A. Weld Elected President

On April 22, 1899 the Moorhead Daily News reported that the state normal board had “elected Frank A. Weld of Stillwater president of the Moorhead Normal School to succeed Prof. L. C. Lord, who resigned to accept the call to the superintendency of the new school at Charleston, Illinois.” The article gave no more information about Weld, who was 30 at the time. The Moorhead Normal School had been founded in 1887, and Lord had been its principal since its establishment, and a personal friend of the Weld family. Lord’s departure was a signal event in the history of Minnesota education; for many years he had served as secretary of the Minnesota State Library Commission.

Frank Augusta Weld (1858-1933) was educated at Bloomfield Academy and Colby College in his native state of Maine. He concentrated on Greek, Latin, and modern languages and won prizes in oratory at Colby. After college he first studied with James E. Murdock, a tragic actor and well-known teacher of oratory and dramatic art, and later with Edwin L. Estey, an English reader who had a considerable reputation. Weld aimed at a professional stage career but was persuaded by his family to turn to teaching and educational administration instead.

When he was 24 he came to Minnesota and served successively as school superintendent at Zumbrota, Fergus Falls, and Stillwater, though he left the academic field for a time in the late 1890s to become northwest representative for the D. C. Heath Publishing Company. Because he was at Fergus Falls when Moorhead Normal was getting started, Weld became acquainted with the school and its president—although he may have known Livingston Lord earlier when they were fellow superintendents in southern Minnesota.

Frank Weld served as president of the Minnesota Educational Association, the High School Council, and the State Oratorial Association. Like Lord, Weld was much concerned about the development of public and school libraries; for many years he served as secretary of the Minnesota State Public Library Commission. During his years in Moorhead he was a member of the Public Library Board; when a Commercial Club was organized in 1905, Weld served on its board of directors.

The first issue of the Normal Red Letter, which appeared in March 1900, during Weld’s first year at Moorhead, announced the election of a new president in its leading article, with a picture. The story was not very informative, referring to the new president in general terms only. He had “for the past fifteen years been actively identified with the educational work in Minnesota,” had “been a witness of the remarkable advances made during this period, not as a passive observer, but one who has been ever ready to exert his influence in behalf of the enterprises that have contributed to the progress and development of the schools of the state.”

Such bad writing continued throughout the article and was characteristic of the earliest issues of the new publication. It was clear, however, that Frank Weld had fostered sound scholarship in the schools and a better appreciation of education and culture in the communities he had served before coming to Moorhead. Through his efforts public libraries had been established and lecture courses adopted; young people had been influenced to seek “further education in the normal schools and colleges of the state.”

The Red Letter also told of Weld’s refusal of the presidency “of another normal school, older and larger than ours.” C. D. Ruggles’ 1910 history of Winona State Normal said that the board’s committee on teachers nominated Frank Weld as president of the Winona Normal School, and the full board unanimously elected him. Weld declined the position, Ruggles wrote, adding, “On April 21, 1899 he was elected president of Moorhead Normal and accepted”.

Two explanations suggest themselves. Weld knew his friend Lord wanted the Winona position and might have thought it would still come to him, even though it was not the case, Weld may have been attracted to a new college in a new and growing part of the state, even though he did not want to become president of Winona, which was an established and prestigious school. There are some suggestions in the Red Letter article that this was the case. The article said that Weld had the spirit of a pioneer. And the Red Letter makes it clear that Weld was well acquainted with the school he was coming to: “Although assuming for the first time a direct connection with the school, Mr. Weld does not come as a stranger, for he has been interested in the progress and welfare of the school since its establishment, and a personal friendship for the former president has brought him here often, in the past, as a welcome visitor.”

The Resident Directors, 1887 to 1923

President Lord worked with three resident directors in his twelve years at Moorhead Normal: T. C. Kurtz, 1887-1892; George N. Lamphere, 1892-1893; and S. G. Comstock, 1893-1899. During Weld’s presidency, four other Moorhead men were appointed to the State Normal School board, and Comstock returned to serve another four-year term. Both Kurtz and Lamphere had left the board for personal reasons, but these were political appointments and the men who succeeded them reflect the ups and downs of Minnesota politics.

Most colorful of Moorhead State’s resident directors was George N. Lamphere; appointed by Republican Governor Merriam in 1892, he served a year and resigned in a huff. Lamphere had been in Moorhead only ten years but was deeply involved in politics and ambitious.

Born in Mystic, Connecticut, in 1845, young Lamphere had worked briefly on his uncle’s newspaper before
George N. Lamphere is fourth from the right on this picture of Civil War veterans taken about 1900. There is no explanation of the photograph, why these men were gathered and wearing their uniforms. However, the former soldiers were extremely proud of their Civil War service, made frequent public appearances, and often claimed veterans rights. Strong-willed George Lamphere, who had lost an arm in the war, had an obvious claim on the nation he had fought to preserve (Institute for Regional Studies).

enlisting in the Sixteenth Connecticut Volunteers at the age of 16. In 1864 he was wounded in the arm, captured, imprisoned, and his arm amputated before he was released in an exchange of prisoners.

Lamphere went to Washington, D.C., as a shipping clerk in the Army quartermaster department. He rose through a series of positions until he became chief of the appointments division in the Treasury Department—serving at the same time as the Washington correspondent for several newspapers.


Biographical accounts say that George Lamphere came to Moorhead in 1882 when a change in administrations cost him his job in Washington (during Chester Arthur's presidency). For a time he was "in real estate and insurance" in Moorhead.

On February 28, 1883 the Moorhead Daily News had suspended publication, retaining only its weekly edition. Lamphere bought the paper, changed its name to the Evening News, and resumed daily publication on April 4, 1883.

Lamphere's confrontation with President Livingston Lord over Frances Wheeler's reappointment has been described in Chapter 3. In 1900 the Moorhead Daily News (the old name was restored in 1887) was sold to Lamphere's son-in-law, William D. Titus and Robert W. Richards. Lamphere was superintendent (or secretary) of the Soldiers Home at Fort Snelling from 1900 to 1907. The last eleven years of his life were spent in Palouse, Washington, where he served as mayor, Chamber of Commerce secretary, and (briefly) as editor of the Palouse Republic. He died in 1918.

Solomon Gilman Comstock, who was appointed to fill out Lamphere's unexpired term on the State Normal Board and was reappointed in 1895 by Governor Knute Nelson, was Moorhead's most distinguished citizen in the late 19th and early 20th centuries. When he was not reappointed to the board by Democrat-Populist Governor John Lind in 1899, there was an outcry in the Red River Valley. Editor George Lamphere, who had thrown in his lot with the Populists, defended Governor Lind: the appointment was a political one and S. G. Comstock was the area's most prominent Republican at the end of the 19th century.

Comstock, born in Maine in 1842, worked in the law office of Judge Humphrey of Bangor, took a year of law at the University of Michigan in 1868-1869, and was admitted to the bar in Omaha in 1869. A depressed economy and abundance of lawyers turned him to
railroading for a livelihood. He took an outfit of 50 men and 40 mules to Texas, where the Southern Pacific had a grading contract, but the railroad went bankrupt.

In 1870 Minnesota had become a magnet for young men in search of opportunity. On September 25 Judge W. S. Hall of St. Paul ordered “that S. G. Comstock be duly sworn and admitted to practice as an attorney and counselor in all courts of the state.” After working at his profession for half a year in Minneapolis, Comstock went back to railroading, this time on the Northern Pacific, which was pushing a line westward from Duluth to the Red River. “The lawyer-laborer,” said the Fargo Forum in 1930, “hoped to eventually reach the Pacific coast, where rumors had led him to believe he could successfully practice law.”

The Northern Pacific reached Moorhead on December 12, 1871. While plans were being made to bridge the river in the spring, Solomon Comstock endured a cold winter with the railroad workers, saloon keepers, and others living in the tent city. When Clay County was organized the following spring, Comstock was selected as county attorney at $850 a year. It was a lively position in the frontier town known chiefly for its saloons.

He married Sarah Ball, a school teacher from Ontario, in 1874; was elected to the state legislature in 1875; and became the prosecuting attorney for Pembina and Stutsman counties in Dakota Territory while still serving as Clay County attorney from 1872 to 1877.

While he was a legislator Comstock met J. J. Hill, who was beginning his career as the most successful railroad man in the Northwest. After two terms in the Minnesota legislature, Comstock declined a third term to become Hill’s representative in platting and developing 45 townsites along the rail lines Hill was projecting into northwest Minnesota and Dakota Territory. At the same time Comstock was a founder of Moorhead’s First National Bank in 1881, and the Bishop Whipple School and the Moorhead Foundry, Car and Agricultural Works in 1882.

After his election to the state senate, Comstock succeeded in getting Minnesota’s fourth normal school for Moorhead, the sitting legislation passed on February 12, 1885 and an appropriations bill on March 5, 1887—which provided $60,000 for a building, president, faculty and operating expenses. He gave six acres of land on which the school was built and was appointed to the State Normal School Board from 1894-1899 and 1903-1907. He also served on the University of Minnesota’s Board of Regents.

Solomon Comstock’s last political office was as congressman from Minnesota’s ninth district (now the seventh). He was elected in 1888 and defeated for re-election in 1890 when the Populist movement swept Republicans from office in northwestern Minnesota. In Moorhead (and Fargo), the Red River Valley, and all of northwestern Minnesota, he continued to be a most widely respected public speaker and conservative leader. Moorhead’s location probably prevented his nomination and election to state offices, though his name was often put forward as possible Republican governor or senator. Comstock died in 1933.

When Governor John Lind declined to reappoint Comstock to the State Normal Board, he named instead
a popular Moorhead Democrat, Carrol A. Nye. Nye, born in Wisconsin in 1861, was the younger brother of popular humorist, Bill Nye, who sometimes appeared on double bills with Mark Twain. Carrol Nye studied at the River Falls Normal School but then went west instead of continuing his education. He left an account of his early adventure:

During the winter of 1879 and 1880 as a youth of 18 I first saw the Red River Valley, and what there was of Moorhead. At home on our farm in Wisconsin, and while attending school, rumors came of the possibilities of this section. My interest was at once aroused and I was seized with the Western Fever.

At about that time my uncle Lyman Loring had located in Clay County and was manager of the Loring and Stickney farm, a few miles northeast of Moorhead. Partly in the spirit of adventure I persuaded my uncle to give me a job on the large farm as a mule teamster. It was my first real job. I liked it and have always believed I made more of a success of it than of any other job I have since held.

A little later that year I went to work with a man named Percy Putman sinking a well on a farm near what is now Dilworth. We secured fine water at 112 feet; that, so far as I know, was the first attempt to tap the magnificent water supply which in later years has proved such a boon to the city.

In the summer of 1880 steamboat transportation on the Red was an important industry and good wages at that time were offered to husky young men as deck hands. The work appealed to me and I followed the occupation of roust-a-bout for some time on the steamers *Pluck* and *Grandin*, closing the season at good wages in harvest and threshing on the Loring farm.

With my summer wages I felt myself a capitalist. Charles Loring, twelve years younger than Nye, remembered his coming to the Red River Valley in a different way:

He had come into Moorhead on the train and walked out to the farm (near Kragnes, nine miles north), evidently getting there late at night; instead of making himself known, he had made his bed in a straw stack and waited until morning to call on the family. He was my first cousin and of course I saw a lot of him while he was working. I don’t think he had much success as a teamster because he seemed to lack the vocabulary that would inspire a mule to its highest endeavor.

The Turner and Semling history of Clay and Normal counties, published in 1918 (and not fully reliable), said that Nye “entered the law office of his brother, Frank M. Nye and . . . later studied in the office of Robert M. La Follette” before entering the University of Wisconsin in 1886 and earning his bachelor of laws degree in the same year (which seems impossible). In any case, Nye came to Moorhead again in 1887 to practice law. Charles Loring’s brief version of his cousin’s career said Nye began in the office of Solomon Comstock, at the suggestion of Lyman Loring, in 1888, when Comstock was elected to Congress. Nye’s own account of his early career makes no mention of the Comstock connection, possibly because the two men belonged to different political parties.

In Moorhead Carrol Nye soon had a highly successful law practice. He was elected mayor and county attorney, and appointed resident director of the Normal School in 1899 and again in 1907 (after a four year interval 1903-1907, when a Republican governor appointed Comstock). When Nye was elected district court judge in 1910, he resigned his position on the State Normal Board.

Nye had married Mary Gorden in Wisconsin in 1886. Their son, James Gorden Nye, born in 1891, was a Moorhead Normal student from 1905 to 1907 and a member of the Owls. He graduated from the University of Wisconsin law school in 1914, served in World War I, and practiced law in Duluth. His name sometimes appears as Gordon J. Nye.

Two years after Mary Gorden Nye died in 1907, C. A. Nye remarried. The September 1909 Normal Bulletin announced that reading teacher Harriett Rumball had submitted her resignation at the beginning of the 1909 spring term. She had been married in New York to “the Honorable C. A. Nye, Resident Director of this school,” who had just returned from a trip around the world. Their son, Carroll A. Nye, Jr., became an electrical engineer.

No Moorhead citizen was more widely known than Judge C. A. Nye in the first third of this century. Even before 1900, when he had been in Moorhead only a decade, Henry Johnson spoke of him as one of the town’s prominent citizens and of the Nyes as “familiar figures in Moorhead society.” Nye was a shrewd lawyer and politician, said Johnson, but was also “unreasonably expected to be funny, like his celebrated brother Bill.”

In the World War I era Nye became celebrated in any other way, which is partly explained in a statement released by his family:
During his student days in the University of Wisconsin, Judge Nye gave much attention to military training and has always been a strong advocate of preparedness and the training of young men for military duty, whereby they may be able to assist in the defense of their country. In 1916 the Judge was at Plattsburg, New York where he took part in camp life. On January 5, 1917 he was appointed Captain in the quartermaster's division of the reserve corps of the United States army.

The family account explained that this state of mind extended to son James Gordon Nye: "His patriotism and loyalty to his government have been demonstrated by the fact that he served with the troops on the border of Mexico during the years of 1916 and 1917. He then became a commissioned officer at Fort Snelling."

Both father and son served in World War I. When Judge Nye was ordered to report to Fort Sheridan on May 20, 1917, Governor J. A. A. Burnquist assured him that he could take a leave from his district judgeship. Later the Moorhead paper devoted its front page to a picture of Nye, festooned with patriotic symbols. The headline read, "Judge Nye Joins Pershing in France." Nye spent 26 months in military service, remaining in Paris nearly a year after the Armistice ended World War I.

When Nye died of a heart attack, while he was still district judge, on November 22, 1935, he was given a military funeral. A newly constructed Moorhead Armory was available for the memorial services, and Sliv Nemzek's well-disciplined Company F. The family account again:

He was seventy-four years of age. In January of 1936 he would have served on the bench for twenty-five years. The body was taken to the cemetery on a flag-draped gun caisson drawn by four black horses and escorted by national guardsmen and mourners. At the cemetery the Legion rites were read and a firing squad sounded a last salute. His body was attired in the uniform of the army of his country, which he served in France as Major.

Two prominent Moorhead Republicans were resident directors from 1910 to 1915. Governor A. O. Eberhard appointed banker Lew Huntoon in 1910, when C. A. Nye was elected judge of the district court. Huntoon had come to Moorhead as superintendent of schools in 1885, when he graduated from Carleton College. He began studying law and practiced from 1888 to 1893, in Moorhead and Minneapolis. He was a banker from 1893 until his death in 1913, rising from cashier to president of Moorhead's First National Bank.

For two decades Lew Huntoon was an outstanding citizen of his city and state. Before his death at the age of 51 (following an operation for appendicitis and gall stones), he had been president of the State Bankers Association, the Clay County Potato Growers Association, and a member of the Republican State Central Committee. For the Moorhead Normal School he had been able to secure a $100,000 appropriation for the construction of Weld Hall. The elaborate house he had built shortly before his death is now the residence of Concordia College presidents.
At Huntoon's death, attorney C. G. Dosland was appointed to complete his term as Moorhead Normal's resident director. Dosland was just rising to prominence as a lawyer when he was appointed resident director of the Normal School. Three quarters of a century later the Dosland law firm is one of the most prestigious in the Moorhead-Fargo area, a son and two grandsons carrying on the partnership in recent years. William Dosland, a grandson of C. G., who was a member of the Minnesota state senate from 1958 until 1972, was Moorhead State College's most effective legislative spokesman during that period—the era which marked the institution's greatest growth. Bill Dosland served a six-year term as a University of Minnesota Regent from 1979 to 1985, after his retirement from political office.

Another Democrat, Leslie Welter, was appointed resident director in 1915 by Governor Winfield Hammond. When he first arrived in Moorhead in November 1884 from his native Ontario, Welter passed a teacher's examination and taught rural schools near Moorhead. Speaking about his early Red River Valley experiences, Welter remembered making a twenty-mile trip to Moorhead from his school south of town, near the Gilbert Larson home (where he boarded) on the steamboat Pluck. The journey took ten hours because the boat frequently ran aground on sandbars.

Welter became a Moorhead businessman, first in partnership with F. G. Asselstine and later with his uncle, H. C. Finkle. Later he was involved in other ventures: the Moorhead Brick Company, the Red River Telephone Company (as general manager), and the Muskoda Sand Company. He was best known, however, as a buyer and shipper of potatoes who helped to make Clay County nationally known for its quality seed potatoes.

Welter was reappointed for a second four-year term by a Republican governor in 1919. In 1923, however, he was replaced by Dr. O. J. Hagen, the appointee of Republican Governor J. A. O. Preus.

Leslie Welter had two personal connections with Moorhead Normal. In September 1889 he married Ella Gedney, who had come from La Crosse, Wisconsin to attend the new school during its first year. Both Ella Gedney and Welter were orphans who had been raised by relatives. Their daughter Helen, after graduating from the University of Wisconsin, taught English and history at the Normal School from 1916 to 1921, when she was married to William Wallwork. Leslie Welter died in 1946.
The men standing in front of B. C. Sherman’s harness shop at 516 Center Avenue (then Front Street) in this 1888 photograph are identified: left to right, “R. M. Johnson, B. C. Sherman, Frank Ruff, Guy Bristol, Lesley Welte, G. Federson (and dog), George Merret—photographed by Lovell, Fargo, D. T.” The special interest in this photograph is tall, moustached Leslie Welte—picted the way he looked five years after he came to the Red River Valley. A year later he married Ella Gedney who had come to Moorhead Normal in 1888 as one of its first students.

Bion C. Sherman, who lived above his harness shop, remained in business long after there was much demand for harness and the wooden store was an oddity on Moorhead’s main street. Roy Johnson wrote a feature article on Sherman’s shop in the 1930s, describing it as a relic of the 19th century—still selling horse blankets and smelling pungently of freshly-worked leather. Bill Wallwork remembers that Sherman climbed onto his roof to shovel off snow when he was 90 years old, and died of injuries when he fell down. The stock of the harness shop was sold to a Minneapolis firm and the old building was razed.
Chapter 7

The Normal Red Letter

The Normal Red Letter, a monthly magazine that combined student and faculty articles, is the most interesting phenomenon of President Weld's first years in office. It was an uneven publication and a curious mixture from its inception, but it reveals a great deal about the Moorhead Normal School from 1900 to 1906. According to the "Normal Notes" column in the Moorhead Daily News, the students launched the publication with great enthusiasm, and looked forward to the appearance of each new issue. The Red Letter and football were favorite activities, one "Normal Notes" column reported!

When the first issue appeared, the staff and advisory board held a party in President Weld's office to celebrate the occasion. The "young ladies of the editorial staff" had issued "quaint little invitations" and prepared refreshments. There are references in later issues to other Red Letter social affairs, and further evidence that President Weld took a special interest in the publication and the people who produced it.

Some time after Edwin T. Reed joined the faculty as head of the English department in 1901, he became the guiding force of the Normal Red Letter. No statement to that effect has been found, and no identification of any members of the faculty board, but the internal evidence is compelling. In the March 1905 issue the following small item appeared, under the heading "Red Letter Spread": "On the evening of February 22 the members of the Owl Club and the members of the Red Letter Board were entertained by Mr. Reed at the Columbia Hotel. At eight o'clock the dining room doors were thrown open and strains of gay music led the guests into view of the neatly appointed tables. After the repast, a no less satisfying feast of wit and humor was indulged in, while school songs and yells interspersed with orchestral music detained the delighted party until a late hour." There was no reason why the Owls and the Red Letter staff should have been entertained together except that bachelor Edwin Reed worked very closely with both groups.

Vital Statistics

The Red Letter did not change in appearance through its first three years: the March, April, May, June 1900 issues were Volume I; nine issues, October through June 1900-01, Volume II; and nine 1901-02 issues Volume III. A cover of grey-green art paper carried advertisements except on the front, which had "The Normal Red Letter" in red, inch-high archaic lettering, surrounded by a twining, leaf-and-flower design. The first issue explained: "The design for the cover of the Red Letter was made by Miss Marsh, teacher of drawing. This design will speak for itself; but the editorial board wish to express their appreciation of the skill and result of the designer's efforts." In searching for a name, a faculty suggestion was accepted: "Red Letter would not only signify what this normal school stood for but would be 'a constant reminder that the paper must be maintained at a high standard of excellence.'" Art teacher Faith Marsh's art nouveau design was carried over from the cover to the top of the first page, where it made a background for

The Normal Red-Letter

The Red Letter was the "Official Paper of the Moorhead Normal School" according to the masthead of the second issue, published in April 1900. It was "a monthly magazine published by the students" of the school, though an advisory board of three faculty members follows the listing of student editors and business managers.

Strangely, all of the Volume I and II issues of the Red Letter are in the archives except for the April 1901 issue; but for 1901-02, Volume III, only the February issue. Because it is numbered 5 and is very much like the issues of the first two years in every respect, it is assumed that nine issues, October through June, were printed. For the next two years bound files are in the archives, plus some additional copies. Because his name appears on some of the copies, it is assumed that the bound files were sent to Moorhead State by Edwin Reed after the February 1930 fire destroyed nearly all of the institution's records and files.
The Normal Red Letter

VOLUME IV.
State Normal School, Moorhead, Minnesota, December, 1902.

The outward appearance of the Red Letter was changed considerably when the first issue of Vol. IV appeared in October 1902. The cover had been abandoned, and though the magazine was still eight pages, it was considerably larger, 15 1/2 by 10 1/2 inches; there were now three columns instead of two and the larger size made the publication more readable. Beginning with Volume IV, no staff is listed on the masthead.

Volumes V (1903-04), VI (1904-05), and VII (1905-06) dropped down to a smaller page size, 10 1/2 by 7 1/2; the type size and column width remained the same, but there were only two columns because of the smaller page.

Nine issues were published in 1903-04, October to June. This schedule was probably continued the next two years but the files are incomplete: of Volume VI, October and December (1904) and March 1905 have been found; of Volume VII, October and December (1905) and May 1906.

More important than the physical changes, however, were more significant year-by-year alterations in the Red Letter. Although there was a steady improvement, the first issues seem wooden and the writing overblown, as if the student writers and editors were highly self-conscious about publishing “the official paper of the Moorhead Normal School.” This statement remained when a new staff took over for the October 1900 issue. The names of faculty advisers were no longer listed, however, and have not been discovered from any other source of information.

A very complete staff appeared in the masthead for the first three issues: Edward Parkhill, editor-in-chief; Anna Swenson and Millicent Thompson, editors; Matilda Wessberg, literary; Amanda Norgard and Mary Connolly, locals; D. J. Gainey, alumni; Clyde Gray, exchanges; Leonard Ericksson, business manager; Jelmer Bengston and John Clauson, assistant business managers. Five of these students graduated in 1900; of the six from the Class of 1901, three held the most responsible positions on the Red Letter staff the following year. The faculty advisory board, which was listed for the first three issues but never thereafter, were Harold Stanford, Mary Olson and Beulah Simmilkier, a critic-teacher.

The 1900-01 student staff was Clyde Gray, editor-in-chief; Matilda Wessberg and J. D. Mason, editors; Bertha Angus, literary; Mary Tillotson and Nora Walsted, locals; Amanda Berg, alumni; Martin Gullickson, exchanges; Jelmer Bengston, business manager; and Henry Mackall, assistant business manager. For Volume III, 1901-02, five young men in the most responsible positions are all from the Class of 1903: George Wardeberg, editor-in-chief; R. A. Hill, editorials; Wayne May, athletics, Martin Gullickson and Clyde May, business manager and assistant business manager. Lillian Yemen, Bertha French, Nellie Ericksson, Myrtle Brown, Alma Jacobson and Bertha Angus complete the staff, all but one of them seniors.

It is not clear how the student editors and staff members of the Normal Red Letter were selected the first three years, but beginning in 1902 the school’s two literary societies elected members to a “Red Letter Board.” Additional student members were appointed by the faculty board. How students and faculty shared work and responsibility can only be guessed at, though the nature of the magazine’s contents clearly identify some parts as the work of students and certain parts as faculty efforts. There are signed articles by both faculty and students, and sometimes by alumni and others.

In the October 1904 issue, this statement was printed: “The Red Letter will be conducted this year as it was last by a committee of the faculty assisted by a company of students chosen each term, four being elected by the literary societies, and five, including the assistant business manager, by the faculty committee.”

The Red Letter was supported in a number of ways. The yearly subscription rate was 75 cents the first few years and 50 cents later. Single copies cost 10 cents. In an early issue the business manager announced that it was the duty of every student to secure a subscriber. From its beginning the magazine made a special appeal to alumni of the school, carrying a column of alumni notes and pointing out that graduates could maintain contact with the school through the Red Letter. A solicitation of news from recent graduates produced a good response in the fall of 1902, and the magazine published quite complete
stories about the whereabouts and activities of alumni five or six months after their graduation from Moorhead Normal.

It seems likely that students solicited the advertisements carried by the Red Letter. Nearly all of these are Moorhead (and sometimes Fargo) business and professional people, but the ads of publishing companies and other outside firms occasionally appear. The Red Letter sometimes urged readers to patronize its advertisers and thanked the Moorhead business community for its support. The November 1903 issue printed the following exchange:

HOW TO KILL A COLLEGE PAPER
Do not subscribe. Borrow your neighbor's paper.
Be a sponge.
Look up the advertisements and trade with the other fellow. Be a chump.
Never hand in a news item and criticize everything in the paper. Be a coxcomb.
Tell your neighbor that you pay too much for the paper. Be a squeeze.
If you can't get a hump on your anatomy and make the paper a success, be a corpse.

At times the Red Letter was the recipient of benefit performances. The first issue of the magazine carried on its front page an account of a recital given February 2 by the school's best faculty and alumni talent for the benefit of the Red Letter. It was "probably one of the rarest musical and literary treats ever offered before the student body of the Normal School." Nearly five years later (December 1905) a student recital for the benefit of the Red Letter "furnished an evening of sparkling entertainment and brought in about fifty dollars to the yawning coffers of the treasury." The needy cause even had help from an off-campus group: the Knights of Pythias sponsored a Red Letter benefit concert.

After Series VII, 1905-06, the Red Letter ceased publication. It had become an "official publication of the State Normal School at Moorhead" in every way, although since the fall of 1902 the masthead had read only "published monthly by the State Normal School, Moorhead, Minnesota." In many ways the quarterly Bulletin continued the Red Letter, although this new publication was supported by state funds and was in no way a student journal.

The Matter
The early issues of the Red Letter suggest a careful compromise or mixture of serious and frivolous matter. The first issue begins with a story on Frank A. Weld, who had taken over as president of Moorhead Normal that year. Next came very complete (but also very dull) articles on the public recital given February 2 by Letitia Morissey, soprano, and Glenna Smith, dramatic reader, and the January 26 rhetoricals. These stories begin with the listed programs, then describe and praise each selection. The praise is even more unstinting than the Moorhead News reviews of such programs in the 1890s.

An article entitled "The Literary Society: The Influence of Song" is a lengthy excerpt from the paper read before the Society by Miss Eugenia Winston, who had recently joined the faculty as teacher of Latin and librarian. The initial editorial page has a statement on the aims of the new publication, a plea for the proper organization of school classes, and an explanation by the State High School Board how Advanced Normal graduates could qualify for positions in the state's high schools.

Among its "exchanges" the Red Letter included an article on the enthusiastic reception Livingston Lord was receiving in Illinois. Another from the Mansfield (PA) Normal Quarterly expresses the regret of that school over losing Miss Winston to Moorhead and cites her fine qualifications.

An alumni column tells of the present teaching locations of a dozen recent graduates—and one marriage. A page of "locals" includes many one-sentence items that seem too trivial to include in a "magazine."

The lead article in the second issue (April 1900), "The Mother's Part in Education" by Mrs. C. W. Mickens is puzzling until a later article, "Educational Rally," is read: this is a detailed account of a meeting held at the Moorhead high school building to create a "closer touch and more intelligent sympathy" between citizens and

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The Normal Red Letter

VOLUME V. State Normal School, Moorhead, Minnesota, December, 1903. No. 3.

COMMON BRANCHES IN HIGH SCHOOLS.
A resolution before the State High School Board urges upon the next legislature the passing of an amendment conditioning the appropriation of state funds to the high schools upon the teaching of the common branches in the public schools of the state, were received too late for publication in the November number of the Red Letter.

THE DAILY DISPATCH, ST. PAUL.
Is it "a very important subject?" My observation leads me to the conclusion that
their public schools. Leading citizens spoke (including S. G. Comstock), and Mrs. Mickens, wife of the city school superintendent, read the paper which the Red Letter used as its leading article. The meeting had no connection with the Normal School. It must be assumed that the faculty advisory board wanted the school’s “official paper” to deal with serious educational matters.

Other articles in the April issue report a public concert and the programs of the rhetoricals, the literary society, and the Forum Debating society. The Red Letter explains the purpose of the newly organized Forum and recommends it to normal school students. The editorial page articles extoll the benefits students receive from their opening exercises and from the school library, “in many ways not complete yet” but now housed in an attractive room and better organized. The last half of the April issue is devoted primarily to short exchange and alumni items, articles on athletics, on “Glacial Lake Agassiz,” an alumni reunion at Winona (intended to recommend such affairs at Moorhead), four rather feeble humorous happenings labeled “In the Model School,” and a page and a half of “Locals.” Many of these items are certainly trivial (“Mr. Ballard conducted the morning exercises in the absence of Pres. Weld”), but the “locals” give a very good idea of the day-by-day life of the Normal School.

The final item in the April Red Letter announces the program for the spring meeting of the Northwestern Educational Association meeting to be held at Moorhead April 6-7, 1900. The first three pages of the May 1900 Red Letter reported the speeches and deliberations of this meeting. About 300 persons attended; Normal School faculty members and area superintendents seemed to be the chief participants. Mr. C. W. G. Hyde of Minneapolis spoke about the value of summer schools (actually summer institutes sponsored by county school superintendents, not the normal school summer schools that replaced them later). President Weld delivered a Friday evening lecture on “Literary Interpretation.” The rest of the May Red Letter was similar in content to the first two issues.

The three Volume I issues of the Normal Red Letter are neither well written nor well edited: there is little evidence that either the editors or their faculty advisers had any training or other preparation for publishing a magazine. But they made a start. The next fall, when the first issues of Volume II appeared, the magazine was better in most ways, even though the changes were not striking. The student writers and editors had probably learned by experience, though only three of them carried over from the first year’s staff. Harold Stanford taught physical science and should not have been expected to guide a student magazine, but he was an able and devoted faculty member and may have worked with the publication a second year. Mary Olson, who had now become Mrs. Stanford, taught English grammar and may have worked with the magazine staff more naturally.

The lead articles in the Volume II issues (Oct. 1900-June 1901) are of considerable interest, the first two of them written by recent alumni. Bernt Aune, ’99 was a principal of the school at Climax, a Red River Valley community 75 miles north of Moorhead. The leading article in the October Red Letter is Aune’s concise account of the European tour the previous summer that took 400 Norwegian-Americans to London, Paris, and various points in Norway. A special train carrying the tourists from Minneapolis to New York had stopped for a day at Niagara Falls. They had celebrated “the Syttende Mai,” Norway’s independence day, aboard the Oceanic (“the largest steamer ever built”). Aune ends his article with comments on the Norwegian schools he visited. (In another age he might have deducted the trip’s expense as an educational expense on his income tax return, but there was no income tax in 1900!)

In November 1900 Leonard Ericksson ’00 described “The Census of 1900.” President McKinley had appointed former Minnesota governor W. R. Merriam census director, which no doubt explains why Ericksson was in Washington, D.C., as part of a new scientific census that used punched cards in that pre-computer era to produce “population, agriculture, manufacturing, and mortality statistics.” Mr. Ericksson does not reveal his own role in the process; he says, however, that although the report of the census was not due until July 1, 1902, “the success of this stupendous enterprise seemed already assured.” Leonard Ericksson became an attorney, practicing in Fergus Falls until the World War II era. He remained a loyal and active alumnus of his Moorhead school.

A much longer lead article in December 1900 reports on “The Northwestern Minnesota Educational Association” that had held its semi-annual meeting at Crookston.

“The session was a success in every way. The attendance was very good.” Moorhead Normal faculty members had prominent roles: H. M. Stanford, though a teacher of the physical sciences and geometry, delivered “a strong paper” on “The Modern Idea of English Grammar.” Two new Moorhead faculty also gave papers, Miss Anna M. Osden on “Reading” and Miss Elma La Trace “an excellent paper” on “The Teaching of Penmanship.” Each of the papers read was followed by a discussion led by one of the county or city superintendents, who played major roles in the meeting.

“All the questions asked were skillfully answered by Miss La Trace, and the discussion resulted in the call for a penmanship class at 1:30 in the afternoon.” In the Red Letter’s “Convention Notes” column, a further report is given: “An impromptu penmanship class was conducted by Miss La Trace at 1:30. About twenty-five superintendents and teachers attended the class, and followed the work closely.” Also, “Miss La Trace’s paper on penmanship provoked the most animated discussion of the day.”

Three of the new Moorhead Normal faculty members contributed lead articles to the early 1901 issues of the Red Letter. “His Common-Place Guardian Angel” by Eugenia Winston is the story of a girl’s patient maintenance of the family home after her mother’s death; she finally retrieves her wayward brothers from drunkenness and criminality. Elma La Trace’s “The Teaching of Writing” is about penmanship, arguing the advantages of vertical writing over slant or Spencerian. Her article closes with a pseudo-archaic poem that ends:
Edwin Reed sent this photograph of the 1902 Red Letter staff to Moorhead after the 1930 fire destroyed the college archives, but the publication's adviser was able to identify only six of the Moorhead Normal students he had worked with 30 years earlier. In the front row are Eva Mark and Jessie McKenzie; Edna Hedrick is the first girl in the middle row; seated to the right in the middle row is Julius Shaug; and James Bilsborrow and William Bodkin are standing in the back row.

"Ye young folks now do sit and write with ease
And grace
Ye upright hand with rapid pace.
The other foolishness hath long been laide to rest
And may the sacred Lord be bleste."

Ruth E. Dowling's "The George Junior Republic" is an account of the community farm for orphans, young offenders, and incorrigibles at Freeville in central New York. "The boys and girls are the healthiest, happiest lot of young people imaginable." Miss Dowling quotes two songs composed by young members of the "Junior Republic" and cites results of this privately funded effort at rehabilitation: "Three of the boys are now in college, two at Harvard and one at Cornell, where they are earning their way through with some help from one of the friends of the Republic."

Two other issues of the 1901 Red Letter focus largely on the Normal School program and practical needs. The February issue prints the circular prepared by President Weld and "placed in the hands of friends of the school and the proper legislative committees." Overcrowding in the academic building and the dormitory caused serious problems. Wheeler hall turned many girls away, who then had such difficulty finding rooms with private families that they "have been compelled to board in places which are not fitted from any point of view for student life." To partially alleviate the situation, some of these students had been permitted to take their meals in the dormitory, which had kitchen facilities for 60 persons but had provided for many more than that since 1899.

The main building needed "an assembly room, a room for the library, a biological laboratory, a drawing room, increased class-room facilities, and more adequate provision for wardrobes and toilet rooms." Weld's circular said plans had been made for an addition to the main building to alleviate the situation, and the amounts asked of the legislature to effect the proposed improvements are listed. After this leading article there is an enumeration of the school's growth from 1890 to 1900.

Each year the June issue of the Red Letter was devoted, almost wholly, to the annual commencement exercises. A complete account of all the events of graduation week are included, with full summaries of the speeches. In 1901 the commencement address by the president of the Normal School Board was included; the May 1901 issue had warned readers that the June Commencement Issue of the Red Letter would not be ready until July 1.

The leading articles published in the Red Letter range from highly interesting to very dull. In the latter category, the October 1903 issue devoted its first three pages to a tabulation of books adopted for school use by the Library Commission, categorized by publishers and the prices given. On May 1904 the Red Letter printed the "Forty-dollar Library" suggested by county superintendents. But the lead article in the October 1902 issue of the Normal Red Letter (Volume IV, No. 1) had a special interest then—and now. The State Normal Board had set up a committee of the five presidents and the State Superintendent of Public Instruction to investigate the relations of normal schools and universities and colleges in ten states. The lengthy article reports the results of the inquiry.

The committee had asked the colleges and universities 1) the standing to which normal graduates are admitted, 2) the length of the courses on which advanced credits
are granted, and 3) whether their experience supports the contention of the normal schools that normal graduates have greater power of work and maturity and can do more advanced work than the average high school graduates.

The committee of Minnesota normal school presidents also queried twelve normal schools in nine states about the way their graduates had been received at state universities and about the way their courses compared with a four-year high school course.

As the Normal Red Letter continued publication, the lead articles were nearly always concerned with educational issues. In February 1903 a lengthy article by Dr. William W. Payne of Carleton College surveyed “The Outlook” for education in Minnesota, and found it encouraging in many respects. In November 1903 “The Teaching of Penmanship in Minnesota Schools” was a very lengthy article that included statements by business and professional men around the state, as well as schoolmen. More such statements were published in the next issue, although the lead article was a brief statement headed “Common Branches in High Schools”: a resolution was before the State High School Board urging the state legislature to require instruction in the common branches in the state’s high school as a requisite for receiving state funds. The Red Letter was opposed to such legislation: “A system of schools whose pupils are deficient in English and arithmetic on completion of the eighth grade is not likely to better conditions by continuing those studies throughout the high school course.” In good school systems such subjects had been well taught in the grades, and their high schools should not be compelled to continue teaching such elementary subjects.

In February 1902 the lead story was “Habit in Mathematics” by Will Grant Chambers, who taught psychology at Moorhead Normal for several years before accepting a more attractive teaching offer at Greeley, Colorado. In February 1904 “Waste Lessons in Science” was contributed by Caswell A. Ballard, who taught the biological sciences at Moorhead from 1899 to 1937. Edwin T. Reed, who headed the English department from 1901 to 1912, published three lead articles in the Red Letter: “Is There a Vital Demand for Reform in Spelling?” in January 1904; “The Assignment in Composition” in March 1905, followed by six sample student themes, with by-lines; and “Exercises in English As a Means of Developing Individuality,” a lengthy article that was followed by “Grandma,” by a first year (and first term) student of composition.

In April 1904 Reed’s poem, “A Celestial Welcome,” in memory of Mrs. May Reed Solberg, was printed on the front page. This issue also contains the first and second prize winning themes in that year’s contest. “Baby in the Gondola” by faculty member Louise W. Mears reflects the impression Venice made on a traveling teacher. A number of student poems and feature articles included in the Red Letter—usually one or two in each issue—probably were written in Edwin Reed’s classes or under his influence.

Short articles on many aspects of education are scattered through the issues of the Normal Red Letter—reports of happenings in schools throughout the state and nation, or editorial opinions and arguments. These articles vary greatly. President Weld reported on his visit to the new normal school at Duluth. Industrial education is praised, as are lantern-slide lectures. Schools were becoming important social centers in some urban areas, and a superintendent speculates on the value of teaching “cookery.” A proposal was offered to the legislature that state aid be withheld from any school that paid its principal less than $75 a month. Child labor laws had been passed in forward-looking New York State and should be emulated in Minnesota. Minnesota normal school entrance requirements are reviewed. The domination of Minnesota high schools by the state university was questioned. The question of segregation of men and women in higher education was left up to the medical community.

At times the Normal Red Letter became a kind of official school bulletin, reviewing “Improvements in the Buildings and Grounds” or announcing the summer school offerings in the May issues. After 1906 the quarterly Moorhead Normal Bulletin received a second class mailing permit and the Red Letter went out of existence. The new publication, however, continued to publish faculty articles as well as summer school offerings—and even continued a feature of the last years of the magazine. The Red Letter had run monthly day-by-day chronicles; the Bulletin published such chronicles, too, but only the highlights of each school term.
Chapter 8

Growth

As the Red Letter began its first full year of publication with the October 1900 issue of Volume II, the magazine surveyed the school's history and emphasized its needs—if progress was to continue. A lengthy article entitled simply “Our School” appeared on the editorial page:

A recent number of the Practical Educator contains an interesting article about the Moorhead Normal School. Among other things, it says that the state Normal School at Moorhead opened its door to students August 29, 1888. The possibilities of development in the Red River Valley and the prospect of an almost certain rapid increase of population has made it early apparent that a normal school must be established farther northwest of the schools already existing at Winona, Mankato and St. Cloud. As a result of this natural demand for increased educational facilities, the legislature of 1885 located the school at Moorhead on condition of the donation of a site by the citizens of the town. Hon. S. G. Comstock gave as a site a tract of six acres well located in the southern part of Moorhead.

In 1887 the legislature made an appropriation for a building and for the current expenses of the new school. Work was immediately commenced on the building with the results stated above.

During the first year the work was done by President L. C. Lord, now of Charleston, Illinois, with the assistance of four instructors. The attendance during this year was ninety-seven. From that time until the close of President Lord's administration in 1899, the growth of the school was rapid in attendance, power and influence throughout the state. President Lord resigned in 1899 to accept a similar position elsewhere, and Superintendent Frank A. Weld of Stillwater was elected to succeed him.

The predictions of those who were instrumental in locating the school have been amply justified in the light of subsequent events. The population of the territory tributary to the school has grown steadily during the past decade, and at present the growth is remarkably rapid. This increase in population with the ever increasing demand for better equipped teachers are the causes for the very large enrollment at the Normal School. Both the main building and normal hall, a dormitory for young ladies erected in 1893, once spacious and roomy for those in attendance, are entirely inadequate to the numbers seeking admission. In an attempt to accommodate this increase various changes have been made in the buildings. The library at first admirably located in a small room adjacent to the assembly room on the second floor has been transferred to a large, well-lighted and ventilated room on the third floor. The room formerly occupied by the general library now contains the text-book library and registrar's office. The rooms originally designed for the scientific department have also been outgrown, and now the room containing the museum is used for large classes in zoology, botany and physiology. All the available space on the lower floor is given over to the use of the model schools. During the past summer all the money which could be used for the purpose has been expended in repairs, which have been made on normal hall and the main building. The buildings have been thoroughly renovated throughout, and much has been done to beautify the rooms occupied by the young ladies in normal hall, and the recitation rooms.

The original faculty of five members has grown year by year until it now numbers fifteen.

The department of English and history is still without an instructor, owing to lack of funds. The members of the faculty have been selected with great care. They are cultured men and women, and are specialists in their respective departments. The spirit of ultra professionalism does not pervade this school, yet its purpose to give its students a thorough and comprehensive knowledge of the art of teaching, having its basis in sound scholarship, is in evidence in all departments. A visitor to the school is impressed with the spirit of harmony and unanimity which everywhere seems to prevail. The students are earnest, enthusiastic, and loyal to the interests of the school.

Enrollment

Enrollment at the Moorhead Normal School increased steadily, though not as rapidly as Moorhead's promoters had hoped. At the beginning of the second school year, the Moorhead Daily News of September 2, 1889 quoted J. H. Sharp, the pioneer businessman and civic leader who is sometimes called the father of the Moorhead school system: "I was present at the Normal School opening this morning. Forty-two students were present." On September 3, 1890 Resident Director Kurtz reported that the Normal School had opened that morning with 45-50 students. Two days later the Daily News, accepting the larger figure, said the enrollment was 25 percent higher than the previous year at the opening of school.

Perhaps as a deliberate ploy, knowing that numbers are impressive, the Normal School catalogues mailed out to newspapers and schools in the area gave the number of students each year by counting each term or quarter as a separate enrollment. The News of June 21, 1890 quoted the Warren Sheaf's reaction to the second annual Moorhead Normal catalogue and circular, newly received: "The school has had a very prosperous year. In the normal department 102 were enrolled during the year, in the preparatory department 33, in the practice school 140." A little more than a year later, on September 14, 1891, the News quoted the reaction of the Wadena County Pioneer to the faculty, enrollment, and distribution of students at Moorhead Normal as summarized in the third annual catalogue. The 819 total
President Frank Weld was alone (with no class advisers or "sponsors") on the composite of the Normal School's first large graduating class, the "Naughty-naughts" of 1900.

was, of course, a misprint, and should be 319, an error that appeared only in the News story:

The Pioneer would acknowledge the receipt of a copy of the last annual catalogue of the state Normal School at Moorhead. During the past year nine instructors, including the president, were connected with this school, and 819 students, 145 of whom were in the normal department. There were 31 in the preparatory department and 143 in the practice schools. Nineteen counties were represented. Wisconsin is credited with one pupil, also South Dakota and Montana and North Dakota with 53. This school has been in operation only three years, and when all things are considered it must be confessed that it has had a remarkable growth.

The next articles on Moorhead Normal enrollment found in the News were in the January 3 and 5, 1894 issues. The construction of a women's dormitory had apparently affected enrollment, which had doubled since the school's first three years. The winter term enrollment had been 100 in 1893 and was now 107, an increase of 30 over the fall term. For many years the enrollment was largest in the winter term: in the rural area served by Moorhead Normal there was less work available during the winter months. These figures do not include the model or practice school.

For some reason, perhaps out of pride, the Daily News listed the names and home addresses of Normal students, "a correct list," on January 22, 1894—on its front page. Although the enrollment and number of faculty members had approximately doubled, the number of graduates did not increase proportionately. The answer is simple enough: the demand for teachers, especially in the rural schools of western and northern Minnesota and North Dakota, was so great that a student who had taken a term or two of work at the normal school could find a teaching job. By looking at the student lists it is clear that many did just that and never returned: the women had married and the young men had gone into some other kind of work. Not many of them remained rural school teachers for long: the normal school work and a teaching position were a step up in the world, but few found these teaching positions either profitable or desirable enough to hold them long.

After eight had graduated from Moorhead Normal in 1890, there were only three in 1891. For the Class Day program that year, the scene from The Merchant of Venice borrowed two male students from the lower classes. Students who must have been just short of graduation in 1891 (for some reason) bolstered the 1892 class to 21, 10 of them in the advanced program. There were a total of 10 in 1893 and 10 in 1894. In brief notices the Moorhead Daily News reported that Winona
In 1902 Henry Marshall was the only young man in the graduating class pictured with President Wild and class sponsors Edwin Reed and Alice Odell.
Normal had graduated 63 in 1889, a record that was surpassed by Mankato in 1893, when 77 women and 14 young men had made up the largest class ever graduated from any Minnesota normal school.

The same steady growth continued at Moorhead Normal. In 1898 there were 234 enrolled in the "normal department," 30 in the preparatory class, and 114 in the training school. In 1899 there were 285 normal school students, 36 in preparatory, and a drop to 95 in the training school.

There was a large graduating class to mark Livingston Lord's last year at Moorhead Normal and a larger one at the end of Frank Weld's first year, 43 graduating in 1899 and 79 in 1900. But there were also problems. To alleviate the overcrowding a large-scale remodeling project—with an addition that provided for a gymnasium and a larger assembly hall—disrupted school work from 1901 to 1903.

A negative decision on the state certification of normal school graduates apparently affected the enrollment adversely at the beginning of this new century, until protests by the State Normal Board had the decision reversed. The "Normal Notes," in the Daily News, reported an attendance of 217 on December 13, 1901, even though "this term opened with a large number of new pupils, especially young men." The writer then identified a half dozen, five of them men, who "have attended the school at some former time."

A steady upward trend of enrollments resumed in 1903. On December 1 registration of students had reached 308, plus 140 in the training school, making a total higher than in any previous year. In 1904 the enrollment was nearly 340, but in 1905 a large jump brought in more than 425 students for the winter term, a new high which again began to strain seating space in the auditorium and classrooms.

Almost as important as the number of students was the proportion of young men enrolled, according to the Red Letter. In the fall of 1904 there had not been sufficient manpower available for a football team, but the numbers had more than doubled for the winter quarter. Even so, "43 men, when scattered among nearly 300 girls, are still as rare as raisins in a pudding." The Red Letter was more optimistic a year later: the normal school girls were gladdened by the sight of so many new male students.

A new set of enrollment figures can be extrapolated from a mention of attendance at opening exercises in The Bulletin in 1906. At the Normal's opening exercises, the first assembly of the new school year, 1906-07, the attendance was 310, exclusive of the Model School; this was 50 more than the previous year and 100 more than 1904. The article went on to say that attendance would exceed 360 in a few weeks. Moreover, the morale of the personnel was "conspicuously high, so work would be handled with greater energy and decision." The Bulletin published in August 1908, reviewing the commencement held two months earlier, pronounced the 1907-08 year "the most prosperous" in the history of the college. Enrollment was high in all departments, the Senior class numbered 130, and "the affairs of the faculty and students were conducted in harmony." Student organizations were "energetically alive," the material equipment of the school better than it had ever been, and the model school, now installed in their impressive new building, was prospering.

The number of students graduating from the advanced course, which meant two years of normal school course work on top of a full high school academic program, can also be used as an index of Moorhead Normal's growth. There were six such graduates in 1890, 13 in 1900, 25 in 1906, 33 in 1911, 51 in 1914, and 73 in 1915.

The number of faculty members increased from the original 5 in 1888 to 17 in 1900, 21 in 1905, and 37 in 1916.

Buildings
Frank Weld loved to read and teach literature, probably above all else. He taught courses in English literature, read to the whole school in opening exercises from the most interesting new books he could find, and lectured or read (dramatically), both on and off campus, as frequently as his busy life would allow.

But Weld was also a capable leader and administrator who persuaded the state legislature to appropriate more money for the Moorhead Normal School, including extra funds to re-model and add to the Moorhead Normal buildings as the institution grew. From the 1901 legislature he got a $40,000 appropriation to improve and add to the main building. Work began at once and
continued for more than two years, the original building re-modeled first and the additions completed in 1903-1904, after more funds had been appropriated. School work was disrupted for two years, but Weld got the facilities he wanted.

At the beginning of the 1901-1902 school year, the Moorhead Daily News published a long article under the headline “Ready for Opening,” only slightly tempered by the words “Extensive Repairs . . . About Completed”:

The result of three months of labor by contractors and laboring men at the normal building under the supervision of President Weld is apparent in an interior in which artistic decoration is combined with thorough utility and effectiveness.

As the visitor on business will naturally seek the general office, he will now be directed to a general office entirely worthy of the name and of one of the best normal schools of the state. He will find an office which is roomy and well lighted and which is most tastefully decorated. The steel ceiling which has been placed in the office is beautiful in design and decoration, the field being of cream color, the panels a blending of buff and straw color, while the raised borders of the panel are of a bluish green tint. An 18-inch cove completes the ceiling, the whole effect being a richness of tone which is most pleasing to the eye. Enclosed within an oak and maze glass partition is the office of the registrar, Miss Kirk. The office of the president opens directly into the general office.

One misses the old assembly room which is now no more. It has been cut up into four rooms of which the general office is one, the others being designed for instruction in drawing, music and reading, the corridor being extended through to the east end of the building, the beauty of the steel ceiling effects being particularly noticeable in the corridor.

On the first floor, in the model school department most extensive alterations and repairs have been made. Hard wood floors have been laid from end to end, steel ceilings in effective designs take the place of the old, and new blackboards have been provided in every room. A panel of maze glass has been placed in each door, and the two southwest rooms have been thrown into one by the removal of the dividing partition. What was sought for by President Weld was a general brightening up of the interior, and the quiet taste displayed in reaching this result is most commendable.

An important innovation will be inaugurated in the model school, which opens at 9 o’clock tomorrow morning. In the future all of the classes will be conducted by the trained corps of critic teachers, their work being observed by the members of the graduating class under the direction of Prof. Hillyer, the superintendent of the model school department, who will also instruct the graduating class in general methods, etc.

Hereafter all pupils of the normal will enter the building through the doors at either end of the lower floor, the young ladies at the east end and the young men at the west end, the main entrance in the center, leading to the second floor, being in the future reserved for the faculty. A maze glass partition with swinging doors has been set in at each end of the model school corridor, leaving a passageway for normal students but cutting off the model department from the general entrance way. A spacious vestibule has been erected at each of these lower entrances, which contain small lockers for the accommodation of rubbers and overshoes.

Much has been accomplished during the summer, yet much remains to be done before the normal building is placed in strictly first class condition. This remaining work must be postponed to another year. The main point is that the work done this summer is of the thoroughly up-to-date order and the scheme can be readily continued next year and in a manner which will place the old building as nearly as possible in accord with the fine new addition which is a certainty for next year.

Resident Director C. A. Nye has shown a lively interest in the improvements at the normal and is determined that its affairs shall be placed in such condition that the very best results may be attained. To this end he will do all in his power to bring about such an understanding between the normal board and the board of control that the interests of the normal shall not suffer.

In the first issue of the Normal Red Letter published at the beginning of the next year, there was no article on building changes, but references were made to the work going on in the day-by-day “chronicle”:

September 2—Entrance examinations. Registration begins.—New addition but half finished; the work is being rushed.—Steel ceilings are going up in the main corridor.

September 4—Steel ceilings are going up in the rooms; the instructors move.
September 11—Side walls of new addition are completed.

September 18—Iron girders for the roof of the new addition placed in position.

In the April 1903 Red Letter a very full description of the new addition was printed. This carefully-written article gives a very fair idea of “Old Main,” the building that burned on February 9, 1930. Some changes were made later but none of them major, except the addition of the model school building 30 feet away to the west—a separate building facing west but connected to the main building by a corridor. This newer, well-constructed building also burned in 1930:

Very slowly and quietly the various departments of the new addition to the main building are being completed and opened up to the uses of the school. The assembly hall has been in use since the last week of the winter term, the gymnasium is regularly open for physical exercises, and the various departments of the second floor will soon be equipped and ready. The time has therefore arrived to give a running sketch of the building and to indicate the uses for which it is designed. There is the greater demand for such a sketch, perhaps, because reports have been circulated, both in our own community and in the legislative chambers at St. Paul, that are not only uncomplimentary but utterly erroneous.

For the new addition is not a monstrosity, a misshapen parasite that clings to the main block and ruins its symmetry. It is an honest piece of architecture, erected with honest pains and devoted to honest ends. Both in itself and in its relation to the main building, of which it forms a part, it is architecturally effective. In the words of State Architect Johnson, who examined the plant on March 19th, it is the best piece of building erected for the state this year.

SYMMETRY OF THE WHOLE

The addition is a west extension to the main building, ninety feet long by about seventy feet wide, over all. It has three stories, corresponding to those of the main building, and the general plan of its exterior is patterned closely after that of the older part. The noble symmetry of the main building, with its towers, its aspiring peaks, its pillared windows and its deeply arched portico, has often excited favorable remark. It was therefore a delicate matter in constructing so large an addition to preserve the balanced symmetry of the whole. Because of the unusual height of the center roof-peak on the main building, as compared with the roof-peak on either side, a perfect balance between the old structure and the new was practically impossible. It would require another ninety-foot addition on the east end fully to accomplish this. But the new addition, except for its slightly lower roof (which rises to the height of the secondary peaks, not the main peak), and its distance from the main entrance, is in perfect harmony with the old building; it has the same proportions and the same design of ornament. Its decorative gables, like those of the main building, are particularly attractive.

THE GYMNASIUM

The entire space of the ground floor is occupied by the big gymnasium, with its dressing rooms and baths. In the boys' dressing rooms there are about twenty-five lockers, four shower baths and complete toilet equipment; in the girls' dressing rooms there are more than treble this number of lockers; and

The 1903 addition to Old Main—which added an auditorium, gymnasium, and classrooms—was attached to the original building on its west side. This photograph was taken between 1904 and 1908, because it shows Wheeler Hall and a streetcar but not the Model School, added later and attached on the west side of Old Main.
the furnishings are more elaborate. The gymnasium has a fine maple floor, is ceiled in Georgia pine and has a double row of windows along its outer walls—42 in all. It is high, roomy and dignified. A narrow balcony will surround it. Its one defect is the presence of four steel pillars distributed evenly throughout the eastern two-thirds of its length. The west third is entirely free and will afford sufficient space for practicing basketball. For all other athletic purposes, except indoor baseball, the pillars will offer no obstruction. Since the solidity of the building demanded the pillars, either on the first or the third floor, the wisdom of placing them in the gymnasium instead of in the auditorium is manifest to all.

THE SECOND STORY
The second floor includes, on the south, a library and a biological laboratory, both of ample size and similar in form. They are adequately lighted, and convenient for their special uses. From each, by way of a corner tower, a winding staircase proceeds to the wings of the stage above. By this means performers in an entertainment can reach the stage without passing through the auditorium. In the biological laboratory there are provisions for running water, and the east wall is supplied with about 200 square feet of slate blackboard. This room is tinted in shades of green, while the library is colored in soft browns. All the rooms of this second floor are furnished with steel ceiling, the patterns of which are very attractive.

The north side of this story is devoted to a long drawing room, with an art room annex, and to a small lecture room that will be used by the President. The walls of the drawing room are done in two shades of brown, the darker shade covering the lower part of the side walls, and the lighter shades leading from the picture molding to the ceiling. A picture rail is placed a little above six feet from the floor and is designed to support bits of statuary or bric-a-brac and the best specimens of student drawings. A north light from many windows, regulated by shades, will give a proper illumination for the art work that will be carried on here. In the small annex will be preserved the few specimens of statuary, casts, etc., already in possession of the school, and such as may be secured hereafter. A striking feature of this second story is the main corridor, which extends two hundred and eighty feet straight away through the entire building.

THE AUDITORIUM
The crown of the new structure is the auditorium. It covers the entire top floor, and will accommodate upwards of seven hundred people. The dimensions of the floor space exclusive of the stage are 48 x 90 feet. This space is occupied by students’ desks and an extra row of seats along the walls. The balcony is graceful in proportions, and is encased in Georgia pine—the finishing wood of all the rooms in the new addition. It is reached by two stairways, the principal ascent rising from the main corridor at the entrance to the auditorium, and the second from the south-east corner of the auditorium itself. Two rows of windows, one below and the other above the balcony, let daylight into this big room. At night it is illuminated by a long row of incandescent lamps extending around the front of the balcony, by bracket lamps under the balcony and by chandeliers from the ceiling. The front of the auditorium is decorated with simple dignity. On either side of the stage a pair of fluted Corinthian pilasters gives an impression of solidity to the wall spaces, which are further relieved by niches. The proscenium arch that spans the intervening space is graceful both in outline and in ornament. The stage itself is deep and ample. Its extreme width behind the scenes is 40 feet and its depth 20 feet; its proscenium arch is 26 feet broad and 20 feet high. It is fully equipped with modern stage appliances, has a complete switchboard and dimmer, and is supplied with several sets of scenery that are both tasteful in design and elegant in execution. The Venetian drop curtain is a work of rare beauty, unsurpassed in delicacy of workmanship by anything of its kind in the northwest.
The assembly room is aptly named the auditorium, for its acoustic properties are well-nigh perfect. Voices from the stage pitched in a natural tone, singing or speaking, can be distinctly heard in all parts of the house. This was a consideration to which President Weld gave careful attention, not only during the drafting of the plans but in the actual construction of the building. His individuality is discernible in many of the most salient features of the addition, but nowhere more clearly nor to better advantage than in this. When it became necessary to cut down on the specifications, in order to keep within the appropriation, he kept a careful eye on everything that was vital to the acoustics of the auditorium. As a consequence, a listener in any part of the hall can hear distinctly every utterance from the stage.

It is plain from what has been said that the workmanship of the new addition is first class. Any defect in material, every flaw in the work, has been quickly sought out and perfected. No detail has been overlooked, and the vigilance of the builder has been untiring. It is therefore only fitting that the name of W. H. Merritt, the Moorhead contractor who was responsible to the state, should be gratefully associated with this work. The contract was a large undertaking. That Mr. Merritt has fulfilled it with such success, and won the favor not only of the patrons of the school but of the more critical eye of the state, is a handsome tribute to his integrity and skill.

Eighty years ago there was general agreement that "model schools" (also called training schools or practice schools), were essential to the proper education of teachers. At Moorhead Normal this department had always been very important and staffed with highly skilled "critic teachers"—but had been housed in college classrooms, which were now needed by the growing institution. President Weld persuaded the 1907 legislature that Moorhead's highly regarded model school deserved proper facilities in its own building, and $55,000 was appropriated for this construction. It is not clear why bid-letting and construction were delayed nearly a year, but the March 1908 Bulletin announced that the contract had been awarded to Fridlund Brothers of Moorhead, plans could be examined in the normal school library, and the building would be completed before the end of the year.

The February 1909 Bulletin probably explains why completion of the new model school was delayed until another legislature was in session. Frank Weld was always an effective spokesman for his school and regularly "did well in St. Paul," but his success in getting an appropriation from the newly-assembled 1909 legislature seems a remarkable coup. A full description of the new Model School—a showplace of Moorhead Normal for more than two decades—was supplemented by diagrams drawn by Harold Stanford of the Normal faculty. The description and diagrams explain a good deal about the operation of Moorhead's Model School and its relation to the normal school proper.

NEW MODEL SCHOOL BUILDING

The new model school building, which was completed about the middle of January, and furnished by an emergency appropriation of the state legislature, was formally taken possession of by the training department in February. It is now regularly occupied by that industrious band of teachers and pupils.

The building is an ample structure, 134 by 60 feet, built of buff brick and trimmed with stone. It consists of a high, airy basement floor, two floors in the clear, and a big attic. Its front is toward the west, facing Eleventh street; and though it is
placed some thirty feet away from the main building, it is connected with the latter by means of a wide brick passageway.

The building is heated by steam from the central heating plant, and is provided with a simple but quite adequate system of ventilation. It is admirably equipped in respect to sanitation; has convenient and commodious toilet- and bath-rooms, and plenty of wardrobe accommodations. It has superior facilities for domestic science and a delightful equipment for kindergarten. Its assembly and recitation rooms for the respective departments are designed with particular reference to convenience and economy in conducting classes, and it is believed that facilities for recitation will be ample for some time to come. The building has a number of particular features that will add much to the life of the school—the library on the ground floor, the lecture room for observation purposes adjoining it, the combined sewing-and-dining rooms at the opposite end of the same floor, and the big play-room in the attic.

In material of construction, and in workmanship, the building is a fine example of school architecture. This is the result of the capable and painstaking effort of the designer, State Architect Johnson; the builders, Fridlund Brothers of Moorhead, and the overseer, Mr. White, acting as agent of the Board of Control.

A notable feature of the new structure as an essential part of the expanded normal school plant is its admirable articulation with the main building. The first floor of the new building is on the same level as the floor of the gymnasium, and consequently its main corridor connects directly with the gymnasium by means of double doors. This is a fine entrance. The second floor of the new building, while on a level slightly lower than the chief floor of the main building (the administration and library floor), connects with the latter by an easy flight of stairs and a broad landing. The same conveniences on the third floor of the new building afford access to the main floor of the auditorium and to its balcony. Still another advantage of this connecting passageway is the fact that a series of easy staircases enables one to pass up or down from one floor to another, from the level of the gymnasium to that of the balcony of the auditorium, without entering either the old or the new building proper.

It is apparent, therefore, that the facilities of entrance and exit at the auditorium are exactly doubled by this articulation of the model school with the main building. The means of access, moreover, are more direct and simple by way of the model school than by way of the entrances to the main building. They lead the visitor in a single direction, through a straight, broad hallway, and up a series of convenient stairs.

Any detailed descriptions of the arrangement and purpose of the different rooms is made unnecessary.

This photograph taken from Seventh Avenue west of Eleventh Street shows how the Model School related to Old Main and Wheeler Hall in the background.
The Model School’s main entrance was on Eleventh Street.

by the accompanying diagrams—the careful and accurate work of Mr. Stanford. By a glance at these floor plans, the reader will be able to understand the exact position, proportion, and purpose of the various apartments. It will be noted that the kindergarten and primary departments are on the third floor—an unusual arrangement. The purpose of this is to secure easy access to the playroom on the floor above—an accessory that will be much used in cold or stormy weather.

A second women's dormitory, first referred to as "The Annex," was constructed just east of Wheeler Hall in 1910 at a cost of $70,000. Named Comstock Hall soon after its completion, this building was joined to Wheeler Hall by a narrow corridor. A new kitchen and dining hall in the basement of Comstock Hall served both dormitories thereafter. The building of Comstock Hall caused little stir at the college because its construction east of the campus center did not intrude on the activities of the school. Comstock Hall was about the same size and shape as the older dormitory, and for the next 50 years the two "old" buildings standing side by side were thought of as a pair. But the dormitory built in 1910 was far more substantially built and a fireproof structure—which Wheeler emphatically was not. In the World War II era, steel stairwells were put into Wheeler Hall to provide some measure of protection, but the structure was very vulnerable. When the two dormitories were razed in 1964 to make way for the new Livingston Lord library, Wheeler Hall was demolished easily, but Comstock Hall required very determined battering to bring down its walls.

The November 1911 Bulletin reported the extensive remodeling of the past summer. After these alterations and improvements, Old Main remained in essentially this condition up to the fire of 1930. Wheeler Hall, which always looked much better than it was, stood 100 feet away from the academic building and escaped the fire—although the girls living there had gathered their valuables and were prepared to evacuate on a minute’s notice. Frequent repairs were needed to keep the building usable as a dormitory, but its first floor reception area remained very attractive. Despite the statement in the 1911 Bulletin, however, Wheeler Hall was in no way comparable to Comstock.

Both the main building and Wheeler Hall have been elaborately remodeled this fall. In the main building the most decisive changes have been made in the boiler rooms, the gymnasium, and the classrooms. The five old boilers that constituted the heating plant for all buildings were taken out bodily and replaced by three giant boilers of high power and modern workmanship. Accessory machinery was also provided here, and the heating plant put into efficient trim for service. In the gymnasium the most notable change was the building of a running track and balcony around the entire room. This involved the elimination of the box staircases at the east end of the room. The result, together with the wainscoting of the entire...
interior and the improvement of the floor and the casings, has added greatly to the usefulness and dignity of the gymnasium. The remodeling of the classrooms has consisted of piercing some partitions with doors, in order to connect certain rooms that need to be associated in class work, in partitioning two or three of the larger rooms in order to provide more recitation rooms, and in re-plastering, re-flooring, and redecorating almost all the rooms on the first, second and third floors of the original building. The Y.W.C.A. has been given a convenient room on the third floor for use of the society, and a new faculty room, opposite the president's office, has also been provided.

Wheeler Hall has undergone a thorough remodeling, so that this dormitory is now quite as complete and modern as Comstock Hall. In some respects it is even superior, as for instance in the plumbing facilities provided for the chambers and the spacious reception rooms on the first floor. Both the normal dormitories are now as fine as any in the state, having modern conveniences of an approved type and many of the comforts and even elegancies of a refined home.

Weld Hall
James Ballard, born in 1900 and a student at the Model School and Normal continuously for 13 years—from his enrollment in the first grade until he graduated with the Advanced Diploma in 1918—has vivid memories of President Weld's building program. Although his New England heritage kept him from a career on the stage, Weld always did his best to promote theatre at the Moorhead Normal School.

The new auditorium and stage provided by the 1902-1904 alterations were an impressive step forward, but Jim Ballard suggests that Weld was already thinking ahead to even better facilities. Ballard takes for granted what seems clearly indicated in contemporary accounts: when Maude Hayes was added to the faculty in 1910 to teach reading and direct plays, the President involved himself in theatrical productions:

The stage and lighting effects he (Weld) and Maude Hayes had to work with offered a challenge... The front curtain of the stage of the auditorium in Old Main was a Venetian scene, and a more unlikely place for that scene could hardly be found than Minnesota. There were three other drop curtains: one was a forest glade, another appeared to be a castle dungeon, and a third was a modern interior (1900 modern, of course). The audiences had to have strong and active imaginations.

"However, the days of such tribulations were nearing an end," Ballard continued. "Plans were under way for a new building that would contain a large auditorium as well as classrooms."

The 1913 Minnesota legislature appropriated $100,000 for a new science building at the Moorhead Normal School. Construction, which had begun in 1914, was nearly complete when classes began in the fall of 1915. The Moorhead Daily News story of September 6, 1915 said:

The Normal school faces the most successful year since it was founded. The new building is practically completed and is a magnificent structure. The auditorium is large and thoroughly
modern, with remarkable acoustic qualities, a fine lighting system, and perfect stage equipment. The old auditorium will be used as a lecture and class room. The class rooms in the new building are large and comfortable.

When it was first put into use, this new building—which was soon named Weld Hall—accommodated manual training on the basement level (to the rear or north), the sciences in the front or south part of the basement level and on the main or foyer level, home economics on the top floor, and music on the two top floors.

Although the new building was no doubt “sold” to state legislators as a science building—so labeled in college publications of the time—and James Ballard’s father was the major share of Moorhead’s science program, the younger Ballard was most impressed by the new structure’s provisions for “show business”:

Local ideas combined with technical help resulted in a stage with accommodations that must have pleased Frank Weld. The lighting was a marvel for those years. The three strings of overhead lights were fitted with a combination of white, blue and red bulbs that were controlled from dim to bright from panels in the wings. A similar arrangement handled the footlights. The combination could light up the stage from brilliant white to dull purple.

“This lighting installation and its cost did not have a solid support from certain members of the faculty, including my father,” said James Ballard. “Young people who were being trained to go out to teach school in small towns deserved to have a more practical background than how to run stage lighting. However, the project went through to completion.”

Caswell Ballard’s eldest son was in his early teens when the new “science building” was ready for occupancy. Despite his father’s reservations about the money spent on the auditorium, James reveled in the new facilities. He became an understudy to Frank Elwell Weld, two years older and the president’s son, in the motion picture
booth (not the present main floor booth which was put in when a major remodeling of Weld Hall 20 years ago removed the balcony):

A final bow to the arrival of show biz was a moving picture booth and machine at the rear of the balcony. This, the complainers said, was going too far from education and over into the field of the movies. I am sure there were many students in those years whose parents advised them to shun all movies and their influence. However, show biz again won out and the motion picture installation went forward to its expensive conclusion. That first year Frank Weld, Jr. was the operator and I was his assistant. Remember, these were the days of silent, black-and-white pictures.

One of the first pictures to be shown to the students showed a rosebud gradually unfolding into full bloom. I feel sure that Pres. Weld selected this “educational” presentation to prove to the skeptics that movies could serve an educational purpose. Perhaps the botanical subject was chosen with my father in mind.

Anyhow, the film was under way, under the control of Frank Junior, and I was sitting with my face pressed to an opening in the front wall of the booth. Suddenly the picture came to an abrupt end and I sounded off to Frank, speaking loud since projections machines were noisy in those years: “I wonder how they do that?” Remember, camera tricks that are common now were marvels then. My voice boomed out through that hole in the booth and brought a roar from the students. My friends never let me forget the incident until I graduated.
Chapter 9

Chapel, the Model School, Summer School

Despite growth that necessarily changed the Moorhead Normal School in many ways after 1900, President Weld was determined to hold on to some practices that growth made difficult but his convictions told him were essential. Morning chapel, or opening exercises, gave him an opportunity to reach his students at the beginning of each school day. With his faculty arrayed behind him, facing the students, Weld could talk to the school or read from the books that impressed him. He was a splendid speaker and reader and was well aware that he could exert an influence through this brief daily contact. There is evidence that he knew all of the students, many of them very well.

Remodeling, and an addition to the main building, disrupted the Normal School’s activities from 1901 to 1903. There was no hall large enough to hold opening exercises for nearly two years, and some public programs of the school were held off campus. But in the remodeling, the training department fared well, and a few years later a separate model school building was constructed. Every aspect of practice teaching was improved in Weld’s first ten years at Moorhead; and when the new building was occupied in the winter of 1908-09, Moorhead Normal had a Model School that was the envy of other institutions.

From the vantage point of the present day it is natural to ask, “Why had the Moorhead Normal School waited until 1903 for its first summer school?” Lack of state funds for such sessions is the obvious answer, and investigation shows that funds were withheld because summer schools strengthened the normal schools and added to their year-round enrollments. That is, enrollment in the regular school year increased considerably if summer sessions were added. Also, county school superintendents, who had been receiving state funds to operate institutes (which were often called summer schools) since 1891, were not anxious to face competition from the much better course work that could be offered by normal school faculties on their own campuses. When the normal schools were able to offer the kind of summer school work they considered ideal, they even operated summer model schools to allow practice teaching under critical supervision.

Chapel: Opening Exercises

As if to reassure alumni and friends of Moorhead Normal that the school had not changed under President Weld, the second issue of the Normal Red Letter printed the following in its “local” items: “The chapel exercises are impressive and attended with much interest. The alumni and others who have attended school here will be interested to know that they are conducted as formerly: when the march is played, the faculty first take their accustomed places on the platform; the children of the model school then file in; a song follows—the students’ hymnal is still used—after which the Lord’s Prayer is repeated. Another song is sung. President Weld then either reads or talks to the school. Among the many interesting things that have been read during the past few weeks are sketches from Rowland Robinson’s charming books entitled “Danvis Folks” and “Uncle Lisk’s Shop”; Orson Marden’s essay, “An Unwavering Aim”; Dr. Van Dyke’s essay, “A Haven of Work”; Rudyard Kipling’s “Impressions of America”; Elbert Hubbard’s “Message to Garcia” and his essays on Walt Whitman, Jane Austen, Charles and Mary Lamb; and extracts from Max Nordau’s Degeneration.”

The lead editorial in the first issue of the Red Letter had explained the reasons for starting the new publication, outlined its aims and policies, and appealed for widespread support of the new effort—which, the editor averred, could be “a potent factor” in the future of the Moorhead Normal School. The editorial in the second issue speaks in glowing terms of the benefits students receive from “Our Opening Exercises,” a long-established institution at Moorhead:

When we think of the benefits which we receive from our school training, we very seldom stop to consider what is known as our Opening Exercises, and yet these exercises, which we all enjoy so much, have, without doubt, a greater influence upon our lives than any of us realize.

We are all very busy people. How much of drudgery and how little of music and rest and lightness there is in almost every day of school work; and we would probably seldom stop to think that “God moves in a mysterious way, His wonders to perform” if we did not sing that beautiful hymn occasionally. “Jerusalem, the Golden”; “Lead, Kindly Light”; “Summer Suns are Glowing” and all the others grow more and more beautiful and inspiring as we allow them to become more and more our own. For a moment, too, our minds rest, and we look to “Our Father” and receive help and strength.

There are many things in literature, often spoken of as dry and uninteresting, which are really the best and greatest thoughts of good and great men: and unless our attention was called to them, many of us would never know “Carry a Message to Garcia,” “Self-Reliance,” “Blessed Be Drudgery” and many of the essays of Emerson, Lowell, Higginson, Charles Dudley Warner, John Burroughs and others. Though we may forget these for a time, the pleasing and forceful way in which we have heard them read has so impressed them upon our minds that when we see them again they will seem like old friends, and we shall be more likely to read and enjoy that with which we are familiar.

Many of us can scarcely find time to keep in touch with the works of the day, and although we all know and have enjoyed, over and over again, Kipling’s Jungle Stories, Barrack Room Ballads, and Indian Tales, few if any knew that he had
written "From Sea to Sea" until we heard "How I Went to San Francisco" and "My Visit to the Opium Den." Many new books are brought to our notice in the same way during the year . . . let us remember that we always get the best in literature and be more appreciative of this part of each day's exercises.

In Frank Weld's second year as president, and also the second year of publication for the Red Letter, the editorial page told readers that "the character of the paper is well established," has "a large and rapidly increasing subscription list," and aims to be "a mirror of school events . . . suggestive of the character and work of the school." The editor then turns to "Chapel Exercises," beginning with a quotation from Plato. Some changes had been made for the 1900-01 school year, said this December issue of the Red Letter, but these changes even increased morning chapel's inspirational quality:

Plato says: "The purpose of education is to give a body and soul all the beauty and all the perfection of which they are capable." Do we, as we assemble every morning in chapel, realize how great an influence our "morning exercises" exert towards that perfection? Though the exercises have been changed somewhat this year, the change in no way detracts from their beauty and impressiveness; it has rather added to it. In place of the usual opening hymn has been substituted the "Sanctus," which adds much to the sacredness of the exercises. Following the reading of the Scripture we look to "Our Father" for help and inspiration, and as we chant these familiar words we feel that we are for a moment uttering a prayer in the Divine Presence. Then follows a hymn. Many of the hymns this year are new, and others are gradually being added to the list. Here it is that we become familiar with the great writers of the past, and to most of us, whose time is limited, this is a great advantage. Even if we are unable to make a close study of all that is read to us, it gives us at least a passing acquaintance with much that is best in literature. It is during the morning exercises that we receive many little bits of valuable suggestion and encouragement, which tend to keep away worry and discouragement and to brighten up the day's experience.

Two months later, in the February 1901 Red Letter, the editorial page carried another article entitled "Chapel Exercises":

The opening exercises of the Normal is a feature of the day's program looked forward to with pleasure by the students. We believe there is no other part of the day's program from which more real pleasure and profit is derived. We have special reference to the opportunity it affords the students of becoming acquainted with so many of the good things that are fresh in literature, and of learning something of those who wrote them. It brings one to a realization of the fact that not all that is good in literature belongs to the mossy ages of the mystic past. The nature of the exercises necessitates a generous use of the short story, and selections from Stevenson, Thompson, Flint, Field, Reppplier, Howells, Butler, Robinson, etc. have contributed to our pleasure. Mr. Thompson's animal stories and Rowland Robinson's sketches of life in New England seemed particularly interesting; "Wally," "Lobo," and "The Springfield Fox" by the former author, and "Granther Hill's Patridge" and "Sam Lovell's Camps" by the latter being special favorites. Memories of many of these gems of literature will remain with the students long after their work at the Normal is ended, and they will carry away with them a desire for more of the same sort. The taste for good literature thus acquired will not only benefit the students themselves, but will be reflected in the lives of those who receive instruction under them.

Nearly every issue of the Red Letter (and of the Bulletin later) alludes to "the good things" that President Weld had been giving his students "in addition to his talks." He had been reading to them from recent works by William Dean Howells, Jack London, William Allen White, Elbert Hubbard, and John Burroughs in the fall of 1904. During the first week of the fall term in 1905, the president gave four short talks to the students at chapel: "In the first of these his message was this: 'Keep on good terms with yourself, stand by your ideals. Respect yourself and others will respect you.' The theme of his second talk was: 'What the heart desires and dwells upon that is the thing that endures.' The talk on John Hay and his whole-hearted way of doing things, simply and well, was aptly concluded with the reading of two of his poems: 'Jim Bludso' and 'Little Breeches.'
last talk of the week was on ‘Obedience,’ in which the relation between freedom and obedience was set forth. ... All the talks were voiced in that convincing style, so practical and yet so bathed in the light of the ideal that they warmed the heart and quickened the dreams of all.

But though Weld usually presided each morning, frequently giving inspirational talks or readings, he also introduced to his students a considerable range of speakers from outside the college. The Rev. Gilbert Wilson of Mandan, N.D. talked to them about Indian mythology on October 13, 1900. This clergyman had made “a deep study” of Sioux myths and legends, had “gone so far as to be able to converse intelligently with them in their own outlandish gibber.” Mrs. Bolley of Fargo talked of her travels in Russia on November 10, 1904. The Red Letter said Normal students were prepared for this talk because President Weld had recently read to them from Frazer’s Real Siberia. Mrs. Bolley had spent much time among the Russian peasants, according to the Red Letter, she had found them eager to grasp “new ideas brought in from the outer world.”

A year later the Rev. Irving P. Johnson of Minneapolis, who was conducting “a series of interesting mission meetings” in Moorhead and Fargo, delivered an address on “Character” to the Normal students. “A man’s character flows onward throughout his life like a river; it has three dimensions—length, breadth and depth,” said Johnson, explaining that perseverance determined the length of the dimension, helpfulness to his fellow men determined breadth, and strength of faith determined depth of character. The Red Letter found his address intelligent, definite, direct; it was “as impressive as it was short.” “We shall be glad to have Rev. Johnson with us again.” Although students went directly from the opening chapel exercises to classes and presumably would have a shorter recitation period if a speaker ran overtime, they obviously preferred their morning talks to be short. A speaker on an important education question was reported to have spoken well but “exhaustively.”

Not all of the programs that came to Moorhead Normal students during their morning opening exercises were speeches. Although Lew Huntoon of the First National Bank came up to speak to the students on “Banking,” Attorney George Perley came to the school to sing several solos at chapel exercises. Countless important campus visitors—political figures, schoolmen, clergymen, important people in all walks of life—addressed the students of the Normal School at opening exercises. Even an occasional woman, though this was a rare occurrence.

The terms “chapel” and “opening exercises” seem to have been used interchangeably in President Weld’s years at Moorhead Normal. And though music was an important part of these brief programs, inspirational talks and readings were more important.

Even though they were considered a nearly essential part of the Normal School program, the half-hour opening exercises were suspended for nearly two years. From the summer of 1901, after the legislature had appropriated funds for a remodeling project, until March 1903, the school was without an assembly hall. Because the second floor assembly room had been outgrown, it was divided into four classrooms as the first stage in the remodeling process. When a 90 x 70 foot three-story extension had been constructed on the west side of the main building, the third floor became the new assembly room. Its 48 x 90 feet of floor space would accommodate upwards of 700 people; there was a balcony and a 40 x 20 foot stage, with a proscenium arch 26 feet wide and 20 feet high.

The appropriation made by the 1901 legislature was inadequate for the remodeling and addition originally planned. The need to proceed carefully no doubt explains why the project was stretched out over two years. Chapel exercises were held in the new assembly room for the first time on Tuesday morning, March 17, 1903, at the beginning of the spring term. Students, who had missed their half-hour morning chapel period, were pleased with the new “auditorium,” which it was called thereafter. Its acoustical properties were exceptionally good because President Weld, an accomplished performer, had given close attention to the plans drawn and to the construction process. Besides the assembly or chapel exercises held every morning, the new auditorium was used widely for afternoon and evening programs, some of them sponsored by groups outside the Normal School.

The Model School

In the first year of its existence, no practice teaching was done at the Moorhead Normal School; the second year, however, the eight students who made up the first graduating class of 1890 had an opportunity for “systematic observation of schools and actual practice in teaching.” President Lord arranged for five grades in the Moorhead public schools to be under the joint supervision of the city superintendent and teachers of the Normal School. From 1890 to 1893 teachers had joint appointments as Moorhead public school instructors and Normal School “critics.”
It was awkward to arrange schedules for practice teaching under this arrangement, and in the fall of 1893 the Normal School set up its own training school in the Normal School building. This Model School, which became its accepted name, grew in prestige and enrollment. The critic teachers were members of the Normal School faculty, although they received lower salaries because they had lesser academic qualifications; and they were listed after the Normal School faculty in the rosters printed in the annual catalogues.

In many ways, however, these model school students and their critic teachers were involved in activities of the Normal School. In the early years of the institution, when all students enrolled are listed in the annual catalogues, the model school pupils also appear, by grades.

As the Normal School grew and developed new programs, better facilities and more critic teachers were provided for the Model School. Miss Edith A. Scott came to Moorhead Normal to become the first "principal of the Training Department" in 1899.

No one questioned the value of practice teaching as a part of the Normal School program. When the third issue of the newly founded Normal Red Letter was published in May 1900, it carried an editorial headed "The Model Schools:"

The model schools are essentially for the purpose of giving students in their Senior year some work in practical teaching. It would be hard to estimate the true worth of the work, and we can only point out a few of the ways in which practice teaching may be of permanent value to us. We all know the "force of habit," and can easily see how important it is to form correct habits at first in the work that we have chosen. In the model schools, mistakes in the method and manner of presenting subject matter are corrected, and good points are commended—in short, good habits of teaching are formed. The value of thorough preparation and of having a definite plan of work are learned. This is valuable, not only in school work but in every phase of life. There is always someone coming in, and the teacher who has been "frightened to death" when she has had visitors, finds after a time that she can go on with her lesson in perfect peace, even though the room is full of people.

There are few things so helpful in broadening character as coming into contact with other people—getting into sympathy with lives and ways different from our own. There is ample opportunity for this in model schools. We observe, and see the teacher from many different points of view. Everyone has faults, as too, everyone has some strong point, and no matter how poor a lesson may seem, something good can always be said about it and something can be learned from it.

The practice teachers become familiar with some of the best books to use in each grade, as well as apparatus, games and exercises, so valuable especially in primary grades.

It is always good and elevating to know people who are superior to ourselves. In knowing and working with our critic teachers, students must, both by effort and unconsciously, develop ideals and aspirations; and become broadened and strengthened in character.
In the catalogues from 1901 through 1905, a separate faculty is listed for the “Training Department and Elementary School,” headed by Thomas A. Hillyer, superintendent. The teachers then appear in hierarchic order, the critic or supervisory teacher for the grammar department (seventh and eighth grades), first. Also included on this roster are the names of the normal school teachers of physical culture, music, and drawing, evidence that they did some teaching or supervising in the training school. When Normal School and Model School teachers were listed together as part of the same faculty, the latter always appeared last. A report on the beginning of classes in the Model School in 1902 said all the work was going forward in fine style, and that the teachers were nearly as impressive as the Normal School faculty!

Some upward mobility was possible and training school teachers occasionally became members of the Normal faculty. Louise W. Mears, who had been a critic teacher in the grammar department 1901-1903, taught geography for the next four years, 1903-1907. Abbie L. Simons, who had been a critic teacher in the intermediate department 1901-1903, then taught English for four years, 1905-1909.

Thomas Hillyer also appeared on the Normal School faculty as teacher of general methods and the history of education. In 1908 he was elected president of the Mayville, North Dakota, Normal School. In the next few years several Moorhead Normal teachers and graduates joined his faculty at Mayville.

In the summer of 1901 the academic building was remodeled extensively in preparation for the three-story addition to be constructed in 1902. The Model School department located on the first floor was altered and improved in the first stage of the project. The Moorhead Daily News reported that new hardwood floors had been laid, new steel ceilings put in, and new blackboards provided. Two southwest rooms were combined into one, and the interior brightened by the removal of the partition. “A maze glass partition with swinging doors has been set at each end of the model school corridor, leaving a passage way for normal students but cutting off the model department from the general entrance way.”

The News also reported “an important innovation” in the Model School, although the changes made were not explained. “In the future all of the classes will be conducted by the trained corps of critic teachers, their work being observed by the members of the graduating class under the direction of Professor Hillyer.”

In the fall of 1902, while work was being rushed on the half-finished addition that would provide an assembly room-auditorium and a gymnasium, there was some disruption of classwork because remodeling was still being done in the old building. Steel ceilings were going up in classrooms and corridors, and on September 10 the seventh and eighth grades of the Model School “were driven upstairs” by the construction work.

A separate Model School library had been set up as a part of the reorganization and remodeling process, and the December 1905 Red Letter said 150 books had been transferred from the general library to build it up. The changes had made it possible to accommodate an increasing number of student teachers: in the fall term 21 Normal students were doing their practice teaching in the Model School and in the winter term 45.

The first fall issue of the Red Letter in 1906 announced that “the Model School has enjoyed an unusually happy opening.” Without revealing whose judgment or language was reported, the Normal School paper said, “Its pupils are sound as little hickories, and the work has gone with particular zest this fall.”

In 1908 a Model School building was constructed at a cost of $55,000. This building faced west towards Eleventh Street, but was connected to the main building by a wide brick passageway. The February 1909 issue of the Bulletin reported that the building had been completed about the middle of January and “furnished by an emergency appropriation of the state legislature” which was then in session. It was “formally taken possession of by the training department in February,” according to the Bulletin, which added, “it is now regularly occupied by that industrious band of teachers and pupils.”

The Moorhead Normal School had a right to be proud of its new Model School building:

It has superior facilities for domestic science, and a delightful equipment for kindergarten. Its assembly and recitation rooms for the respective departments are designed with particular reference to convenience and economy in conducting classes, and it is believed that facilities for recitation will be ample for some time to come. The building has a number of particular features that will add much to the life of the school—the library on the ground floor, the lecture room for observation purposes adjoining it, the combined sewing and dining rooms at the opposite end of the same floor, and a big playroom in the attic.

The accurate floor plans of the new Model School prepared for the February 1909 Bulletin by H. M. Stanford make it possible to understand a good deal about the operation of the school.

Model School students also used the gymnasium which was added to Old Main in the 1903-1904 building project.
This photograph of the children's library in the Model School was printed in the 1916 Praeceptor.

The happy situation of Moorhead Normal's Model School is described in the September 1910 issue of the Bulletin. In the early years of the twentieth century, attendance at the Model School was a sought-after privilege in Moorhead:

The Model School is so prosperous as to provoke a sense of pious apprehension on the part of many of its friends lest the gods grow jealous. With an equipment that is the envy of all teachers in the regular departments, with only one change in its teaching force, and with an enrollment neither too large nor too small, but proportionally distributed through the several grades, it is leading a fortunate life. School gardening is nicely under way with them; manual training and domestic art, as well as incidental construction along lines of geography and language, occupy part of their attention; the walls of the building are being decorated with sumptuous pictures; and athletics has enthusiastic attention, basket-ball being directed by a coach, and foot-ball having sprung up spontaneously. As usual, a spirit of purposeful industry characterizes the place, which has always been distinguished as the honey-making part of the hive.

James Ballard, who was in the lower grades when the improved facility became available, thought the new Model School building gave Moorhead Normal greater prestige in the community.

By 1907 the Model School had completely filled the available space in the first or basement floor of Old Main. There was the same squeeze in the Normal School proper. Rather than add another addition to Old Main, a legislative appropriation was made for the construction of a separate building for the grade school directly west of Old Main, with a connecting hallway between the two buildings.

The new buildings incorporated the very best ideas of school architects, aided and modified by ideas of the teachers. The result was to be a design that was extremely modern and far superior to any grade school then operating in the Fargo-Moorhead area, and a model for many future grade schools.

Basically the design called for four rooms, each to be the 'home room' of two grades, with the smaller classrooms adjacent where the practice teaching would be done. Each of the four large rooms had a "Critic Teacher," who was responsible for the two classes attendance and for the practice teachers she received from the Normal School.

In addition to the basic design that produced a two-story building with two home rooms on each floor, there was a basement level which housed the domestic science rooms, where sewing was taught to the 7th grade girls and cooking to the 8th grade. The basement floor also contained a room for demonstration teaching that was conducted by one of the 'Critic Teachers,' who would bring in a class from her room. The floor of this room was sloping so that all students taking this particular course in practice teaching could see and observe the demonstration class. The basement also included a library especially designed for children of the Model School grades. This was a startling feature at that time, for no other school in the area included a childrens' library in its grade school facilities.

The opening of the Model School created a sensation among the teachers and parents of children in the other schools of Fargo and Moorhead since it provided so many features that were lacking in older school buildings. A good number of students who had been attending other local public schools transferred to the Model School. There was no problem in providing grades with ample attendance. For example, I recall that when I was in the 6th or 7th grade two pupils who were the children of the federal judge in Fargo, Oak and Elenor Amidon, came all the way from Fargo by streetcar for the better instruction and other advantages of the Model School.

The only criticism offered by those not wishing to send their children to the Model School was that most of the actual teaching was done by Seniors from the Normal School. However, this was balanced by the instruction and control offered by

A pre-World War I Model School classroom. The 'critic teacher' or supervisor is seated; the three young ladies standing are no doubt student teachers.
the experienced critic teachers and all the other
features on the plus side.

A curious educational experiment that probably lasted only a single year and may or may not have involved the whole Normal School is described by James Ballard, who was in the fifth or sixth grade of the Model School at the time:

About 1911 the Moorhead Normal School held classes from Tuesday through Saturday, and not on Monday. Such a work week was at such variance with the usual educational pattern that it immediately raised the question, "Why?". . . . Humans are natural procrastinators. Students tend to leave assigned work until the last day and last few hours of the weekend. They loaf the first day, and if it is Saturday have to do their studying on Sunday. Studying is work and work on the Sabbath is frowned upon. The solution? Re-arrange the school week: hold classes on Saturday and not on Monday. Students, with their procrastinating habits, would not work on the Sabbath but have all day Monday for homework.

Parents of Model School students were content to change their family routine if they considered Model School education superior to that of the public schools, according to Ballard, but it was another matter for Model School students:

When I got up to go to school on Saturday mornings, the boys in my neighborhood were all outside playing—while I had to trudge off to school. And on Monday mornings, when my pals were going to school, I was left home to play by myself. Few in our neighborhood attended the Model School as compared to those going to the public grade school.

Summer School

Although many Red River Valley teachers had their first contact with Moorhead Normal through attendance at a summer session in the early years of this century, summer schools were not a part of the original Normal School program. At the time Moorhead Normal was founded, the teachers institutes conducted in many Minnesota towns were a Normal School function in one sense only, each of them having an institute conductor on its faculty; but these one- or two-week sessions, held during the school year, were inspirational rather than instructional in nature and were never held on the Normal School campuses.

There was a continuing teacher shortage, especially in the rural schools of western and northern Minnesota, and in 1891 State Superintendent of Public Instruction David Kiehle obtained state appropriations for summer training institutes of four-week duration, which were commonly called summer schools. County school superintendents directed these sessions, but a great share of the teaching was done by normal school faculty members. In the early 1890s about fifty of these institutes in different parts of Minnesota enrolled 5,500 rural school teachers.

Presidents Irwin Shepard of Winona Normal and Livingston Lord of Moorhead took the lead in surveying state opinion about these summer sessions, and then suggested some changes. Shepard pointed out that the "glaring defect" of the situation was that the extensive buildings and facilities of the four state normal schools—"provided by the state for the purpose of training teachers"—were idle, and the normal school faculties scattered during the three summer months. The Winona Normal faculty voted unanimously in favor of a plan for the normal schools "to continue their regular work through the entire year," a plan and a course of study to be presented for approval—first to the Normal
Board and then to the legislature. This “Winona Plan” drew wide support, “swept the legislature as no other educational measure ever did,” and was approved on April 20, 1897.

This scheme had been proposed to the State Normal board as early as December 20, 1894; the board referred it to a committee of the four school presidents and the Superintendent of Public Instruction. On August 26, 1896 the board approved the report submitted to them by Livingston Lord for the presidents. Their four-part endorsement of the “continuous session plan” included a recommendation that the faculties be increased one-third, their annual appropriation increase one-fourth, and the plan go into effect July 1, 1897.

A special meeting of the Normal board on April 27, 1897 adopted the resolutions Lord presented. The resolutions revealed some obstacles to be overcome in making the 48-week continuous service plan work, and some concerns: “The presidents of the schools deem it advisable that the provisions of the law forbidding any teacher other than the president from teaching more than nine months in any one year should be so interpreted as to allow, at the discretion of the resident director and the president, certain teachers to teach during the coming summer term and during nine months of the next school year, beginning October 1, 1897, provided the interests of the school appear to require it. This is for the purpose of adjusting the vacation of the various teachers in such a way as to avoid the vacations occurring at the same time.”

Another surprising resolution concerned students, not faculty: “Students taking full work shall not attend more than three terms consecutively, excepting upon special permission of the faculty.”

A motion passed by the board on August 11, 1897 is hard to understand: “Teachers from the several faculties who shall teach in the summer schools under the requirements of the State Department shall be paid for one week each of such service by the schools for which they are taken, at the same rate as is paid by the Department.”

A century ago the State Normal board followed a practice of having a committee of the board present at each school during the last two or three days of every quarter when students were being graduated and certified to teach. Under the continuous sessions plan, then in effect at Winona and Mankato only, the board would have ten graduating classes to examine each year: four each at Winona and Mankato and one each at St. Cloud and Moorhead. The fifth normal school at Duluth was then being planned; the board anticipated that if and when all five normal schools operated on the continuous session plan, they would have 20 graduations and examinations to supervise annually, “which would be wholly impracticable.”

Nonetheless, at their June 15, 1898 meeting, the board accepted a committee recommendation that two of their members be present during the last two or three days of each quarter: “for the purpose of inspecting the operations of the schools, examining graduating classes as to their professional knowledge and general qualifications for their duties, scrutinizing the class records, approving the graduation of those who may be recommended therefore by the faculties, and finally passing upon all doubtful cases as they may appear upon the records, either after a special examination of the candidates or a personal interview with them.”

It is difficult to find anything in the recommendations that would make the board’s supervisory tasks easier, or even possible if this were to be done 20 times each year. If the committee “deemed it desirable to conduct special oral examinations of the classes aforesaid, it shall be the duty of the presidents to furnish complete and accurate lists of the names of the candidates, and require the actual attendance upon the same of all who are present at the schools, excusing only those who may be absent at the time and engaged in their duties as teachers, at a distance so great as to render their presence unadvisable.”

Perhaps this was only a threat, intended to make certain that the normal schools present for graduation only well qualified “candidates.” The board resolution goes on to specify that the visiting committees “remain at their respective schools and witness the graduation exercises in each case.” Finally, the committee “should make it their business to inspect the grounds, buildings, and equipment of the schools, and present a report of the entire proceedings at the next ensuing meeting of the board.”

With recommendations.

When the continuous sessions plan was put into effect at Winona and Mankato for the summer of 1897 and 1898, enrollment at the two schools was stimulated. Total enrollment rose from 376 to 508, and the number of high school and college graduates enrolled—all of them taking strictly normal school work—went up from 161 to 297. A promise had been made to the county superintendents of schools, who were prime supporters of sessions held during the summer months: attendance would be restricted to high school graduates and teachers in service holding second grade certificates. Without this restriction Winona estimated that its summer enrollment would have been 50 to 75 percent greater and well beyond the seating capacity of the school. President Shepard’s enthusiastic statement about the “continuous session” or summer school innovation has been summarized into eight points: “1) cordial and unanimous support, 2) no conflict of interests, 3) the normal schools’ objectives more fully realized, 4) equipment in continuous use, 5) plan a boon to self-supporting young people, 6) distributed vacations desirable, 7) favored entrance of graduates into rural school work, and 8) opportunity to graduate at times other than year’s end relieves tendency to over-work.”

But after this bright beginning, summer sessions were not held from 1898 to 1904. The champions of continuous sessions, Presidents Shepard and Lord, announced their resignations late in 1898 to take new positions. The forces opposed to the appropriation of money for summer sessions gained ascendance in the legislative appropriations committees, and John Lind was elected governor on a platform of financial retrenchment. Winona Normal’s early historian castigated the
termination of the summer school program: “The most important and most widely accepted educational movement in later Minnesota history ceased suddenly through the narrow policy of making advisable financial retrenchment fall on educational progress rather than upon less important functions of the state.”

A long editorial deploring the demise of the continuous sessions plan appeared in the October 1900 Normal Red Letter. The article must have been written by President Weld, or at least under his guidance:

CONTINUOUS SESSIONS

Two years ago, when the legislature of Minnesota refused to make the necessary appropriations for continuous sessions in the normal schools of the state, there was much disappointment in educational circles and among students connected with these institutions. That there were legitimate grounds for this disappointment seems evident. The advantages of continuous sessions may be grouped as follows: advantages to the student, advantages to the rural schools, advantages to the state.

As a rule students of the normal schools are not the children of rich parents. Many of them are compelled to earn the money which pays the expense of their schooling. Continuous sessions would be a boon to them in this respect. By teaching any two of the fall, winter, and spring terms, expense money for the remaining term, as well as that for the summer term, could be obtained. In this way at least two terms of the work at the normal could be done yearly. The cost to students during the summer would be less than at any other session of the year; discouragement through long periods of absence would cease, and a larger number of students would complete the courses.

Instructors would be given the advantages of a full term, yearly, for self-improvement.

What benefits the teacher benefits the schools, hence it naturally follows that the second advantage is an outgrowth of the first. Students working their way through the normal school go out into the rural schools, carrying with them new ideas and the best methods of the normal instructors with whom they have come in contact. These matters are fresh in their minds. They are ambitious, full of life and vigor, and more than one county superintendent of the state can testify to the high grade of work done by them.

What benefits the teacher benefits the state, but, besides the greater advantage of having a better educational system and a more enlightened people,
a financial advantage arises. When the state expends large sums of money in erecting buildings, purchasing apparatus, libraries, etc., it naturally expects, and does receive, return for the outlay. Under the continuous session plan the capital represented in buildings and equipment would be bringing in returns continuously, instead of lying idle a fourth of the year. In this latitude the heat of summer is seldom so oppressive as to interfere with vigorous mental labor. Institutions of learning in the central states to the south of us that receive but the fag ends of our stimulating breezes continue their labors throughout the year.

Again, the summer schools of the state could be abolished with continuous sessions at the normal schools. Although summer schools have been a source of some inspiration to the teachers of the ungraded schools, yet we believe that it is pretty generally conceded that they are, at best, simply a make-shift. A review of four weeks is a poor substitute for a term of good solid work under trained instructors with libraries, apparatus, and other conveniences offered by a normal school. That there is need of more teachers, trained in normal schools, is evident from the great demand at present for first-grade teachers, a demand which the normal schools are unable to supply.

There is no further word about continuous session in the Red Letter. In the December 1902 issue, however, the front-page article is "The Summer School Crutch," with an accompanying picture of its author, Superintendent Lafayette Bliss of Waseca. Mr. Bliss supported his arguments with "a picture of some schools drawn from my field notes, made while I was inspector of summer schools." Mr. Bliss had conducted such schools himself in different parts of the state, and for two years had inspected them "scattered from Duluth and Hallock in the north to Winona and Luverne in the south."

Because of the lameness known and acknowledged to exist in the preparation of rural school teachers for their work, the Summer School Crutch was introduced into our state system, and whatever may be said against its use, there has been better, more active and straighter walking, and less educational limping than before the crutch was used. However, the crutch must not be relied upon to such an extent as to make the lameness chronic, which it was intended to help cure.

Superintendent Bliss's article begins with a recital of charges made against the summer schools organized by county superintendents and largely supported by state funds since 1892. Although the horrible examples cited by critics of the schools seem too outrageous to have actually taken place, Bliss says only that the summer schools need intelligent, constructive criticism. "The carping, destructive, fault-finding that has of late become all too common is not needed, and does no good. It is unwarranted by the facts and is entirely unjust."

The first "picture" Bliss gives of a summer school is a very bad one. Because the students in attendance were too deficient in the fundamentals of grammar and arithmetic, the teachers were able to accomplish very little in the four-week session. Also, there was so little organization and so much informality that students began leaving for the day at ten o'clock. "This was a type of all schools under county superintendents who have not energy and enthusiastic interest in the work." Only the performance of the teacher of U.S. History and reading kept the school from being "a conspicuous failure." The two other examples Bliss described were much better, but they were obviously more like institutes or conferences than summer academic sessions.

It seems more than a coincidence that this article appeared in the Moorhead Normal Red Letter a few months before the institution's first summer school was announced. The schools Bliss described were certainly "crutches" and nothing more. It must be assumed that Frank Weld, like Livingston Lord and Irwin Shepard, felt that Minnesota normal school students should be able to take a full quarter's work during the summer months and that normal school faculty members would be used to staff the summer term. Their continuous sessions plan was presumably opposed by enemies of the normal schools, who realized that such a system would strengthen the schools. It was probably opposed also by county superintendents who did not want to give up their own summer institutes and feared the competition of summer work offered on the normal school campuses.

To repeat an earlier statement, for five years no summer school work had been offered on a normal school campus. When the Moorhead Normal School advertised its first summer school in the May 1903 issue of the Normal Red Letter, it was apparently an experimental venture, at Moorhead Normal only. It would be a six-week session, with classes to begin June 22. Students were informed that they could complete the work of a regular normal school term "by taking two recitations daily in a subject." This concentrated work could, of course, be done in only one or two subjects. The subjects offered in the summer session were listed, with an abbreviated catalogue description of each course: practical psychology, drawing, American literature, reading, physical culture, United States history, arithmetic, elementary algebra, English grammar, physiology, geometry, physics, geography, civics, English composition, and music (private lessons in voice culture and piano could be arranged). Pedagogy and methods in primary arithmetic were also offered but not with twice daily recitations. Last, "President Weld will give three lectures a week on English authors. This course will be elective and open to all students who seem to be qualified to take such work."

A sub-head announced "Special Inducements Offered to Young Teachers to Attend," but there was no explanation—unless the twice-daily recitations enabling students to complete a term's work in six weeks was the "special inducement." This summer school program looks like a part of the regular normal school offerings, with a provision for acceleration (or concentration) through double sessions each day.

The first fall issue of the Moorhead Normal Red Letter (October 1903) reported on the success of this first
Moorhead summer school. The tone of this article, too, suggests that the Moorhead session may have been an experiment to test the "feasibility" and "worth" of such schools on normal school campuses, using the regular normal school faculty. The only outsider was alumnus G. E. Parkhill, who taught geography because Ruth Dowling had left the Moorhead Normal faculty in 1902 and critic teacher Louise Mears was not "moved up" to fill the vacant geography position until the fall term of 1903.

If the feasibility of summer training schools at the normals is to be judged by the number of students who attend, the enthusiasm manifested, and the practical efficiency of the teaching, the success of the recent summer sessions must go far toward establishing their worth. Three hundred students were enrolled in the Moorhead Normal School, and their scholarship, gauged by the regular normal school standard, was of a very high character. The attitude of these students toward their work and the course was most encouraging. In addition to the regular courses, eight lectures were given during the session. Following is the corps of instructors:

Frank A. Weld, conductor; literature; Caswell A. Ballard, physiology and civics; Harold M. Stanford, physics and geometry; Alice M. Osden, reading and physical culture; Thomas A. Hillyer, psychology and pedagogy; Helen M. Downs, arithmetic and algebra; Mary Olson Stanford, English grammar and primary methods; Lena Lee Leonard, music and history; G. E. Parkhill, geography; Abbie L. Day, drawing and penmanship.

"No summer session was held in the Winona Normal School from 1898 till 1904, when (through the direction of State Superintendent John W. Olson) a part of the money for summer schools (or institutes) was apportioned for the support of summer schools to be held at the normal schools." (Ruggles' *History of Winona Normal School*). Edwin Cates says that summer school classes were first introduced to St. Cloud Normal in 1904 also. The courses offered were those taught at Moorhead the previous summer. St. Cloud's announcement said the teaching force would consist of "regular members of the Normal faculty," but Cates pointed out that only 10 of that summer's faculty were from the normal school and 11 others were county superintendents of schools. Also, the venture was advertised as a "Joint Summer School." (*Centennial History of St. Cloud State College*, 1968).

The summer schools continued to flourish at Moorhead and the other normal schools in subsequent years, but even as late as 1910 there was reference to legislative hesitation about summer sessions at the normal schools. The April 1904 *Red Letter* reported that "the signal success of the summer schools in the normals last year has encouraged the department of education to re-establish the schools this year!"

The program outlined for 1904 seems similar to the 1903 summer school, but the *Red Letter* article also says that "the counties of Becker, Ottertail and Grant will join with Clay in making the Moorhead school a distinguished success." The mention of these counties, and the reference to the department of education "re-establishing" the sessions, suggests that funding of summer schools was not under the control of the State Normal board.

The October 1905 *Red Letter* listed the students who attended the past summer's school at Moorhead, which was "the most successful of the summer sessions." Nearly all of the students had been "bona fide teachers," who realized the value of concentrated study as preparation for teaching: names and addresses of the students were listed to show "how potent a factor the summer school has become in extending the influence of the state normal into every community in this northern field." The announcement of the 1906 summer school, which occupied the first two pages of the May 1906 *Red Letter*, describes a six weeks' session like those in 1903-1905. This time it was called a "joint" summer school, held at Moorhead Normal through the cooperation of the State Superintendent of Public Instruction and with the participation of Becker, Clay, Ottertail, Grant and Wilkin counties.

A twelve-week summer school was held for the first time in 1907, running from June 25 to September 13. Double courses were offered in U.S. history and geography the first six weeks and in English grammar and arithmetic the second six weeks. Most of the courses were intended to run the full twelve-week term, but the school was aware that many of the students would have teaching positions requiring their presence before the summer term ended on September 13. The catalogue made generous provision for such situations: "Students who for any reason are compelled to leave school before the close of the term may receive credit for whatever work they may have accomplished." When the 1908 catalogue said the 1907 summer session had been a success "from most points of view," it might have added "except opening and closing dates." The administration looked forward to "a very successful session" the coming summer—with the schedule moved forward more than two weeks:

The summer term of 1908 will open June 8th, and the first six weeks of the term will close July 18. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations. The second six weeks of the term will close August 29. Double courses in some subjects will be offered as last year, and while special effort will be made to meet the requirements of rural school teachers, yet a definite purpose of the school will be to carry on regular normal school work. The model school will be in session, so that candidates for graduation may carry forward their work in the training department. Special effort will be made to accommodate graduates of high schools, who desire to begin one of the courses of study for high school graduates, or who desire to complete unfinished work in one of those courses. Information concerning the work of the summer term will be furnished upon application to the president of the school.
The time adjustment had the desired effect because "the summer session of 1908 was the most largely attended, the most complete, and the most nearly like the regular sessions of any yet held at the Moorhead Normal." Any lingering opposition to summer sessions at the normal schools had apparently been erased: "its success was so marked, and its patronage of so high a quality, that there is no longer any doubt in this section of the state as to the efficiency of this mode of public education. The attendance, moreover, was constant for each half session, and there was no decisive falling off at the opening of the second half." The students also heard inspirational talks by professionals on the lecture circuit and musical concerts by the best local talent.

Some of the Moorhead Normal faculty taught during the entire twelve weeks of summer school, as did two of the most respected city superintendents in northwestern Minnesota. Superintendents Bohlander and Lurton often taught in Moorhead Normal summer sessions while they were superintendents at Detroit and Moorhead.

The August issue of the Bulletin shows the distribution of the Normal faculty during the 1908 summer sessions:

During the first half of the session President Weld conducted the school, Mr. Ballard presiding during the second half. In the absence of Mr. Weld on lecture trips in June Mr. Stanford had charge of the chapel exercises and similar functions.

The faculty for the summer session was as follows: President Weld, Miss Hazelton, Miss Dredge, Miss Leonard and Miss Pence during the last half; Mr. Stanford, Mr. Kingsford, Miss Simmons, Miss Sprague, Miss Rumball, Miss Donaldson, Miss McKenzie, Miss Knpton, Mrs. Ware, Supt. Bohlander and Supt. Lurton during the entire term of twelve weeks.

The September 1909 Bulletin tabulated the summer school enrollments for the five Minnesota normal schools in the summers of 1907-1909. Statistically Moorhead compared very favorably with the three older and larger institutions, exceeding all of them in the number of students who had attended for twelve weeks and ranking second only to Winona in the number graduated. Duluth Normal, the newest school, had only a seven-week session and a much lower enrollment than the other schools.

In the September 1910 issue of the Moorhead Normal School Bulletin a rather sweeping and highly laudatory statement sums up the summer school situation at the end of the decade:

Year by year the summer session has been growing in popularity and importance. When the legislature, several years ago, authorized summer sessions in the normal schools, there was a prevailing impression that the plan was a doubtful experiment. Now, however, at least from the standpoint of the teachers in the common schools or of young people aspiring to teach, there is no longer any room for doubt that the summer term is a much-needed feature in the machinery of public education. Every session adds fresh testimony to its efficacy. Every summer witnesses a larger enrollment and a better-schooled, more capable body of students. The session of the past summer at the Moorhead Normal School was exceptional from every point of view. The increase in enrollment over the summer sessions of earlier years greatly exceeded even the rate of increase of the regular sessions. The scholarship of the students was of a better type. There were more regular teachers, whose experience was an educational asset; the grade of work accomplished was therefore higher. The faculty, comprising as it did many of the best teachers of the Normal School as well as several of the recognized leaders among the superintendents of this part of the state, was an exceptionally strong and enthusiastic body of teachers. As a consequence of experience in offering courses of study, moreover, the work of the summer term articulates nicely with that of the three regular terms of the year. Altogether the summer session is one of the strongest factors that the state has ever evolved for the upbuilding of a progressive, professionally-competent body of teachers.
After Graduation

It is often said, and commonly believed, that normal schools (later teachers colleges) did not maintain close contact with their graduates because they did not rely on alumni support to fund the schools. But Moorhead Normal graduates organized an alumni association within five years of the school's founding and held reunions at commencement time with faculty help. Ten years later the annual catalogue included the names and addresses of the 397 students who had graduated from Moorhead Normal to that date.

There were complaints, at times, that the officers of the alumni association were remiss in planning and publicizing reunions and that graduates of Moorhead Normal did not remember their Alma Mater as they should. Both student and official school publications printed a great deal of news about the school's graduates, and it is obvious that many of them maintained contact with their old school. However, this brief, early history of the alumni organization and what the Normal School expected of the Association is a foreshadowing of trouble ahead. As the number of graduates increased and scattered widely, alumni relations became complex and needed much attention from the Moorhead campus.

Moorhead State Teachers College published alumni directories in 1922 and 1927. These publications include the names and date of graduation of all of the normal school alumni listed in 1903-1904 catalogue. For nearly a quarter of the graduates, the notation in the directories of the 1920s reads, "last known address," which no doubt means that the school had lost contact with the person. Two-thirds of the women had married; 58 of the 397 graduates listed in 1903 had died.

Six young women named Rushfeldt, who graduated from the Moorhead Normal School between 1906 and 1916, are listed in the alumni directories of the 1920s—with some information about them. Because Mrs. Paul J. Christiansen's mother was Eleanor Rushfeldt (Mrs. Sigurd Bue), it has been possible to learn a good deal more about this remarkable family in the years following their attendance at Moorhead Normal.

Alumni Reunions

As soon as the school had any alumni, they began coming back to Moorhead Normal at commencement time. A lengthy article in the Moorhead Daily News of May 26, 1893 describes the elegant dinner at Markow and Muselin's Cafe in Fargo held at 2 p.m., just after commencement that year, and attended by 21 from the class of '93 and former classes. Members of three of the school's earlier classes took part in the dinner program. June Eddy, '90, "gave a realistic scene of life as viewed from within a school room in the grades." Bertha Darrow '91 spoke on "Music Hath Charms" and Ida Hancock '92 on "Blessed Be Drudgery" (a favorite Livingston Lord slogan that the class of 1892 had chosen as their motto). In "The Pedagogue in Politics," Andrew Lommen '92 "told the practical and humorous side of the election and life of a county superintendent." Clara Vivian '92, "now of California," had written a poem for the occasion, which was read by one of her classmates.

At the end of the program, J. Paul Goode, the master of ceremonies, spoke of "former unsuccessful attempts to have an alumni dinner." Goode "recalled some incidents of college life, and spoke of the associations and memories which go to make up that feeling towards the home school which gives rise to the name of Alma Mater." The News called the dinner a "complete success" and gave credit to the "untiring efforts" of Mr. Goode. An alumni meeting was held "during the reception in the evening at the Normal School," and officers were elected.

The following year, during the commencement activities a month later than usual, a Wednesday evening meeting of the alumni association was held at Moorhead Normal and "the Class of '94 was joyfully received by the Alumni." There would be an alumni banquet during commencement week the following May, said the article, and "all members of the alumni are expected to attend." The moving force behind the meeting was the same in 1894, but for some reason there was "limited time" for their meeting and apparently no opportunity for a banquet. "Mr. Goode, who did all in his power last year
Pianist Bertha Darrow continued to perform at Moorhead Normal functions for nearly a decade after her graduation in 1891.

to organize the Alumni association, was present at this meeting and by his valuable suggestions and encouragement did much to promote a spirit of good fellowship.

When the Class of 1900 "was admitted to membership" at the May 31, 1900 meeting of the Alumni association, the Normal Red Letter said the school's alumni now numbered 375. Officers were elected as usual at this commencement week meeting, but something had happened to the alumni enthusiasm and cohesion of Moorhead Normal's first years. The article ended on a note of complaint: "The response from the Alumni this year was very feeble. It is to be regretted that this was so, and it is to be hoped that in the future the Alumni, each and every one of them, will remember their Alma Mater, at least once a year, and especially at that time of year when dues are asked for."

What had happened? The alumni would have found a new president and an almost entirely new faculty at their old school if they had returned to Moorhead for the 1900 commencement events. Even worse, J. Paul Goode, who had been the prime mover in organizing an alumni association, had left Moorhead Normal in 1898, two years before. Perhaps no one on the faculty now worked at the task and the Alumni association had sagged.

Perhaps it was only a question of which Red Letter reporter was writing about alumni relations, because another article in the same issue of the Red Letter conveys a very different impression. About 30 alumni had taken part in the reception held the evening before in Wheeler Hall. President and Mrs. Weld and Preceptress Caroline Grover had been on the reception committee with eight of the alumni. After "about an hour spent in general conversation, all assembled in the dining room, where an elegant three-course luncheon was served."

There is evidence that the writer of this article was unusually enthusiastic: "Mrs. Burnham was introduced as Toast-mistress. It is impossible to describe the skill, wit, and originality with which Mrs. Burnham handled this part of the program. Mrs. Burnham's resources were limitless, and her witty sayings were thrown in here and there, whenever it seemed that they were needed." This marvel was no doubt Letitia Morissey, who taught music at Moorhead Normal from 1897 to 1900 and had recently resigned to marry James Burnham of Moorhead.

Unlike the brief discouraged-sounding article on the alumni association meeting held the next day, the account of the alumni social affair was expansive. "Greetings were called for from every class since 1890 and responses were received from all." Amanda Norgard, noting "the spirit of brotherhood and bond of fellowship" that united the alumni, hoped that the 79 reinforcements her class would bring to the association would "reflect honor upon the school."

Early issues of the Normal Red Letter gave much attention to graduates of the school. Notes on a district teachers convention held at Crookston in the fall of 1900 said that 9 of the 24 teachers of that city's "corps of teachers" were Moorhead Normal graduates "and Supt. Hitchcock says they are doing good work." Seven recent Moorhead graduates had attended the Crookston meeting. A "reunion of alumni" had been held in Minneapolis later that year in connection with the state meeting of the Minnesota Education Association.

After she became Mrs. James Burnham, Letitia Morissey continued to participate in Normal School events. She taught music 1897-1900.
Beginning in 1903-1904, the Moorhead Normal catalogues began including Alumni Association membership rosters. From the length of the list, all graduates of Moorhead Normal appear to be included. What the Alumni Association dues were or what percentage of eligible members paid them each year are not revealed.

The August 1908 Bulletin concluded with “Alumni Notes” and a comment on the school’s relations with its graduates:

A regrettable fact about the commencement events of this year was the absence of an alumni gathering. The banquets of former years, and even the informal spreads at the conclusion of the graduating exercises of recent years, have been accompanied by a fine spirit of good-fellowship and have had an undoubted effect for good upon the social life and solidarity of that “greater normal” of which the institution itself is only a part.

Gatherings of this kind, however, should be conducted solely by the alumni. The school should have only a secondary part in promoting such assemblies; and no part at all in financing them. But no leading spirit has arisen among the alumni in recent years who has been willing to go about the task of rallying the alumni at commencement time, and the persons elected to perform this function—by a curious misfit of circumstances—have been scattered to remote quarters. Who will be the captain to rally the clans at commencement time this year?

This statement is unrealistic, of course. Elected officials of the Alumni Association could not be expected to “perform the function” expected of them: maintain membership records and current addresses, “rally” members and plan reunions at commencement time. It was no “curious misfit of circumstances” but a strong probability that those elected to lead the alumni and perform such tasks would be doing graduate work at Columbia or teaching in Seattle. As long as the Normal School expected to play only “a secondary part in promoting such assemblies and no part at all in financing them,” the result was predictable: little alumni activity and a deterioration of alumni records.

In 1922, a year after the school became Moorhead State Teachers College, a new president (Dickerson) took the lead in preparing an “Alumni Record,” which was printed and mailed out as an issue of the official college Bulletin. The forward begins: “For years Moorhead State Teachers College has been without a record of the activities and present residences of its alumni. . . . It was found that there were 2,000 graduates of the advanced and elementary courses, and that of this number information concerning only the recent graduates was accessible.” A small group of alumni and faculty members worked for a year and then published their results when they had reached “the point of diminishing returns.”

Five years later another Bulletin entitled Alumni Directory, 1889-1927 was published under President MacLean, but no similar effort was made in the next 50 years. The “Forward” of the 1927 publication announced that “the Alumni Association maintains an active membership list.” Also, for a fee of 25 cents to cover postage, the college would notify graduates of alumni gatherings and for an additional 50 cents send them the weekly Mystic.

Some years later, when the Alumni Association reorganized, they apparently decided to concentrate on a comparatively small body of alumni, all of them living in the Fargo-Moorhead area, who were ready, willing and able to help their college. This group gave that help very effectively after the February 9, 1930 fire that threatened the very existence of Moorhead State Teachers College.

After World War II, however, when an attempt was made to recover membership rolls and current addresses, the task had become almost insurmountably difficult. Most alumni contacts had lapsed too long. A large share of the school’s graduates had changed addresses during the war years. A whole new start had to be made and little could be accomplished until the college set up and staffed an alumni office.

Placement Reports

Eighty and ninety years ago spring issues of the Normal Red Letter and the Bulletin reported the placement of graduates in the schools of the area. Most of them had
obtained positions several months before commencement. There was no question that they would find teaching jobs. At the end of its long list of placements in April 1902, the Red Letter news story said: “Beside the large number already located several others have positions in view and without doubt every member of the class will be definitely located in the near future.” Most of the placements—nearly all of them 90 years ago—were in Minnesota towns, although there were always a few in North Dakota.

Although the young men who graduated found their positions in the small towns of northwestern Minnesota, the young women who earned Advanced Diplomas in the early 1900s spread out across the state. There were concentrations in the larger towns of the area, nine in Crookston in 1904 and probably more in Fergus Falls. Many were teaching in Moorhead and Fargo. The girls had a good deal of choice of positions, and they sometimes went out in clusters of three or four to the same small town, which no doubt made their lives more pleasant. Besides the area schools in which Normal School graduates were placed each year, some towns at a greater distance from Moorhead appear on the placement lists with some regularity: Canby, Glencoe, Windom, Redwood Falls, Glenwood, Aitken, and Stillwater. Later, some young women obtained their first positions in large cities like Minneapolis and Seattle.

The young men who graduated from Moorhead Normal School usually took positions as school principals in small towns, usually in northwestern Minnesota. Nearly every issue of the Red Letter and the Bulletin carried news items like “Leslie Fuqua '03 is principal of schools at Winnipeg Junction. . . . Martin H. Gullekson '03 is principal of the graded schools at Stephen. He reports a most successful beginning and entertains high hopes for the future. . . . J. D. Mason '01 continues at the head of the Twin Valley schools.” Edward Parkhill had become principal at Hawley when he graduated in 1900 and was at Pelican Rapids several years later.

In 1904 five young men who had earned their Advanced Diplomas took such small town principalships: James Bilsborrow at Audubon, Julius Skaug at Lake Park, Wallace Butler at Evansville, George Wardeberg at Roseau, and George Barnes at Rockford. Four of them, the Red Letter reported, “took with them girls” from their graduating class “to assist them” in the lower grades of the school system. When these men left their positions, they were often succeeded by other Moorhead Normal graduates. In 1908 “O. W. Bergan '05 was principal at New York Mills, having succeeded S. O. Tang '01, who resigned his charge of the schools after several years of very satisfactory service.”

Sometimes the news items reveal that the young men took these positions to earn money for further education. Two 1908 news items: “Curtis Pomeroy, '06, who has conducted the schools of Hendrum with marked success during the past two years, is attending the law department of the State University. . . . Otto Bergh, an advanced graduate of 1906, is principal at Hendrum his home town, this year, having interrupted his college course at the University of Wisconsin by reason of a very handsome offer on the part of the board of education at Hendrum.” In 1911 Bergh took his B.S. at Wisconsin and Pomeroy graduated from the U of M law school. Fifteen years later Bergh was superintendent of the University of Minnesota's School of Agriculture and Experiment Station at Grand Rapids, Minn. and Pomeroy practiced law in St. Paul.

Seventy and eighty years ago, young men often used teaching as a stepping stone to other professions. Besides Charles Loring and Henry Mackall, seven other graduates of the early 1900s became lawyers and another half-dozen doctors or dentists. More of them remained in education, of course, usually as school superintendents or high school teachers in Minneapolis or St. Paul—for further study at the University of Minnesota or other schools. Very occasionally they would go into college teaching or administration.

Some Years Later
By using the two alumni directories published in 1922 and 1927, it is possible to discover what happened to the graduates of the early 1900s in the quarter century after they received their Advanced Diplomas. Understandably, almost none of the young men and few of the women remained in the towns where they first began teaching. A small percentage of the women married farmers or small town businessmen and even fewer were still teaching in area schools. A number had moved to the Twin Cities of Minneapolis and St. Paul, some of them teaching in school systems there, but others were scattered around the United States—a surprising number in East Coast states like New York, New Jersey, Connecticut, and Massachusetts. Ada Comstock, who had earned an Advanced Diploma at Moorhead Normal in 1898 after attending the University of Minnesota and graduating from Smith College with a B.A. degree, was president of Radcliffe College. Ada Bodkin '95 was doing graduate work at the Pennsylvania College for Women in Pittsburgh and Elizabeth Burbank '96, who had taken a B.A. at the University of Minnesota, was director of a girls' trade school at Worcester, Massachusetts.

But the largest out-migration of Moorhead Normal graduates was to the rapidly developing West, to the mountain states of Colorado, Montana, and Idaho and many to the Pacific Coast. A few went to Oregon and California, but more to Washington. Martin Lewis '99,
Alma Dodds, '01 from Wheaton, was a missionary in China for more than 35 years. She adopted and educated this girl but lost contact with her when the Japanese invasion of China in the 1930s forced Miss Dodds to return to the United States. Courtesy Dorothy Dodds.

who took a teaching position at Lockwood in 1900 was one of the first. The same issue of the Red Letter said that Maude Baker '96 had "come home to Moorhead to be married to David Ross Watson of Home Valley, Washington." Later, "Hannah Boe '04 would be teaching at Everett under the principalship of George Barnes," also of the Class of 1904. Others found teaching positions in cities like Centralia and Tacoma, and the schools of Spokane and Seattle drew many teacher graduates of Moorhead Normal. Not all of the migrants to the West Coast remained in the teaching profession, however, though they may originally have gone west to teach. Cato S. Broniche '97 became a fuel dealer in Seattle and Sadie May Chesborough '00 a real estate dealer in Huntington Park, California.

At least four of the women who graduated in this era were devoting their lives to the missionary work of their churches. Anna Ahlberg '00, who became Mrs. Thomas Salyer, had attended the Moody Bible Institute and the Columbia School of Oratory in Chicago; in the 1920s she was engaged in Home Mission work in Kentucky. Alma Dodds '01, who had studied at the Moody Institute and a nurses training school in Chicago, was a missionary in Shantung, China. Jessie Carlson '07, who had studied at the U of M and the Northwest Bible and Missionary School in Minneapolis, was in Venezuela. Another young woman was in Turkey and a few years later, according to the alumni directories of the 1920s, Moorhead Normal graduates were doing missionary work in Japan, South Africa, Madagascar, Bolivia, and Chile.

Only few generalizations can be made about the students who graduated from the Moorhead Normal School. Quite clearly, they had been liberated from their home backgrounds, for they very rarely returned to the communities they came from. Only a few became farmers or farmers' wives. Many more became bank cashiers, newspaper editors, or businessmen (or women). Occasionally they did very well: George Barnes '04 eventually became a vice president of Rand McNally. Jelmer Bengston found a career as a Minnesota assistant secretary of state and had a son who became an All-American football player at the University of Minnesota. A respectable number remained in the teaching profession, some in the classroom and some as administrators. Looked at as a body of graduates, their lives and careers seem extremely diverse.

There is no evidence that there was any jealousy of two of their turn-of-the-century classmates whose parental support propelled them into more exalted educational and social circles. The Red Letter and Bulletin frequently reported news of George Comstock, who had attended Moorhead Normal and its model school, and Henry Mackall, who was a 1902 graduate. In 1908 Comstock "was a prominent candidate for a position on the Harvard football team this fall and will doubtless gain one of the coveted places on the great eleven." In 1909 "George Comstock has been elected a member of the Hasty Pudding Club at Harvard, the oldest and most aristocratic social organization in the college." Earlier, "Henry Mackall '02 has joined the Sigma Alpha Epsilon fraternity at the University of Minnesota." After Mackall graduated from the Harvard law school, his father invited Henry's friends to a party celebrating that event in Moorhead.

Christine Goetzinger, who graduated from the advanced program in 1895, was elected Superintendent of Schools in Ottertail County in 1898 and 1902. In 1906 she left that position to become Mrs. George E. Parkhill. Twenty years later she was living in Portland, Oregon.
Eleanor Rushfeldt (left) and Ethel Tainter, both Hawley girls and lifelong friends, taught at the Fosston, MN high school after they graduated together from Moorhead Normal in 1908.

Until one-room rural schools went out of existence, the county superintendent of schools was an elective office, and a number of Moorhead Normal graduates sought and were elected to the position. As Andrew Lommen indicated in his talk to the alumni, in 1893, these were political offices, and often an important step in being elected was getting the Republican endorsement for the office. Two of the best known and most able area county superintendents were Anna Swenson '00, who had been county superintendent of Big Stone county for several years (February 1909 Bulletin) and Christine Goetzinger '95, who retired in 1906 after serving as Otter Tail county school superintendent for eight years. Her county was so large and populous that Miss Goetzinger was given an assistant superintendent in 1901, George E. Parkhill '01. These two Normal graduates were married in 1907 and moved to Oklahoma, where Parkhill was "in the banking business." Anna Swenson became a Moorhead Normal faculty member in the World War I era, and later a member of the State Board of Education.

Across the Red River in North Dakota, James Hetzler was elected Traill county superintendent of schools in 1900; he was a former Moorhead Normal student who had not graduated from any program.

In the 1908 elections, the November Bulletin reported that at least five Moorhead Normal alumni had been successful candidates:

"Four graduates of the normal school were elected to office as county superintendent of schools at the recent election for the first time, while at least one other was re-elected to this office. L. M. Mithun, '01, of Warren, was re-elected county superintendent of schools in Marshall county, a position that he has already held for several terms. H. F. Anderson, '07, was elected on the Republican ticket in Red Lake county, leading his opponent by a large majority. S. O. Tang, '01, was elected on the Republican ticket in Clay county without opposition. Marie Lovness, '08, was elected as an independent candidate in Norman county, leading her opponent by an overwhelming majority. Blanda Sundberg was also a successful candidate, winning out in Kittson county over the veteran superintendent, Mr. Cowan."

The Bulletin should have reported that Mrs. Caroline Chilton Auxer of Frazee had been elected in Becker County two years earlier.

A number of later Moorhead graduates were elected to these positions, which continued to be important until the World War II era. Eleanor Rushfeldt '08 of Hawley defeated Tang in Clay County in 1911 and was re-elected four years later. Norwegian-born Ole Sande, who had graduated from the elementary program in 1914, was elected superintendent in Pennington County (Thief River Falls) in the 1920s and then joined the MSTC faculty as a supervisor of rural schools. Harold Eastlund was elected in Pope County (Glenwood) soon after he graduated from Moorhead State Teachers College (with a two-year Advanced Diploma) in 1923.

Two non-alumni members of the Moorhead faculty of 50 years ago had served as county superintendents in southern Minnesota: Margaret Bieri in Faribault County and Georgina Lommen in Houston County.

The Rushfeldt Family of Hawley

Hans Rushfeldt emigrated to the United States from the far north of Norway in 1869, with his parents and three brothers. Following his marriage to Elefina Olson (from Hammerfest, the northernmost city in the world) in 1883, Hans became a hardware merchant and implement dealer in Hawley; he served as mayor in the 1890s and promoted the installation of a telephone system, electric lighting, city water, better roads and schools. Four of Hans Rushfeldt's daughters graduated from the Moorhead Normal School between 1906 and 1916, and two of their cousins. Some of the others may have attended also, but the early directories included only students who had graduated.

The first Rushfeldt listed as a graduate of Moorhead Normal was a cousin, Irene, who completed the elementary program in 1906 and later studied at the University of Minnesota. After teaching for nine years she married Charles W. Maier of Eckelson, N.D.

The daughters of Hans and Elevina Rushfeldt had one thing in common, a compelling drive to continue their
earned a B.A. at the University of Minnesota. She became a writer of some distinction and is remembered as a withdrawn, solitary young woman who did much of her writing in a rustic cabin on an island in Cormorant Lake. Her short story “Coffin for Enoch,” appeared on the “Roll of Honor” in Edward J. O’Brien’s Best Short Stories of 1931, along with Scott Fitzgerald’s “Babylon Revisited” and William Faulkner’s “That Evening Sun Go Down.” Elise Rushfeldt’s name in the “Biographical Notices” at the end of O’Brien’s book is followed by “lives at Lake Park, Minnesota.” No more.

Eleanor Rushfeldt, born in 1885, was a strong personality who had a number of careers during her long lifetime (she lived to be 97). There was no high school in Hawley until later and she began studying at Moorhead Normal. She also attended St. Olaf College, where she met a young man named Sigurd Bue. In 1908 Eleanor earned the Advanced Diploma at Moorhead Normal. She was elected Clay County Superintendent of Schools in 1911—defeating incumbent S. O. Tang a decade before passage of the Nineteenth Amendment to the Constitution gave women the right to vote (in 1920). Although Eleanor Rushfeldt won re-election, she resigned the position to marry Sigurd Bue and raise a family of four children.

In the 1920s, when their children were growing up, Mr. Bue was a banker at Alexander and Crosby in western North Dakota. When he was killed in an auto accident in 1928, Eleanor Bue moved to Fargo to earn a degree in foods and nutrition at the North Dakota Agricultural College (in two years) and worked for a year in the institution’s foods laboratory.

Eleanor Rushfeldt Bue began another new career when the State of Minnesota set up a welfare system. As a county worker she wrote the first welfare order in the state (under the new system) and she later became district supervisor for southeastern Minnesota, with her office in Rochester.

She traveled extensively: when a daughter’s husband was appointed Governor of Truk Island, a mandated territory entrusted to the United States after World War I, Eleanor Bue visited the distant Pacific outpost. For a number of years, late in her life, she was a Concordia College dormitory director. After her retirement she lived in Moorhead near her eldest daughter, Eleanor Bue Christianson. Mrs. Bue died in 1982.

Ruth Rushfeldt, who graduated from Moorhead Normal’s advanced program in 1914, taught for two years and then studied at the Fargo Conservatory of Music (which later became a part of Concordia College). She married businessman W. N. Parkinson of Blackfoot, Idaho and the couple moved to Long Beach, California in the 1920s. Here she taught music and became a professional piano accompanist—appearing with many famous artists during a long career.

Helen and Alma Rushfeldt may not have attended Moorhead Normal after their graduation from Hawley high school. Helen became a college teacher and Alma a registered nurse; both were married late in life, Helen to James Duff, a university professor, and Alma to Carl Heimark, who farmed near Hawley.

One of the younger daughters of Hans and Elevina, Agnes Rushfeldt, earned her Advanced Diploma at Moorhead Normal in 1916. Her younger sister, Nina, earned a bachelor’s degree at St. Olaf and probably did not attend Moorhead Normal. Both young women did extensive graduate work over a period of years at several institutions and taught together in a suburb of St. Louis—Agnes business education and Nina English. At the same time they purchased property in San Jose, California; after their retirement they moved to San Jose, where they built a home. Both Agnes and Nina Rushfeldt are still living.

Elsie E. Rushfeldt, another cousin of the Hans Rushfeldt daughters, also graduated from Moorhead Normal in 1916. The 1927 MSTC directory gave her address as Hawley.

Of special interest to Moorhead State alumni is Eleanor Rushfeldt’s life-long friendship with Ethel Tainter. These two impressive, strong-minded Hawley women graduated from the Normal School together in 1908 and continued to be close friends in later years when both lived in Moorhead.
Only very rarely did Moorhead Normal graduates become members of the faculty, and then for short periods. Annie Haenert of Fergus Falls graduated from the elementary program in 1902 and the advanced in 1910. The following year she was on the college faculty as "secretary." In the 1920s she was Mrs. A. A. Winther of Lindsey, California.

Lulu Wagner, the daughter of Moorhead banker Johnston Wagner, graduated from Moorhead Normal in 1902 but maintained a close connection with the college throughout a long lifetime (she died in 1969 at the age of 87). From 1911 to 1913 she was on the faculty as "an assistant in the common school branches." Many of the photographs used in this history were given to the college archives by Miss Wagner.
Chapter 11

The Very Literary Normal School

The changes taking place at Moorhead Normal after 1900 were neither abrupt nor striking, and a larger student body, more faculty members, and the changing times were probably more responsible than the coming of a new president. Livingston Lord's normal school was a formal, tightly-knit, highly-disciplined institution. Direction came from the top, from Lord to his faculty, to the students. From the information available a century later, it is difficult to discern any student initiative—or even freedom at MS before 1900.

Frank Weld's school, by comparison, seems sprawling, more loosely organized and less dedicated, even more carefree. This change, of course, meant transformation of a normal school into a college, a gradual process that became evident after 1900. Essentially it was a change—over from an institution controlled entirely from the top, by administration and faculty, to a school or college including many activities and organizations that were largely student impelled. Before the process had developed very far, students who came to Moorhead Normal were probably learning almost as much outside of their classes as in them.

This is not a criticism of the quality of academic learning in the classrooms at Moorhead: the new kind of "education" was an added dimension. Most of the students came from farms or small towns. Their associations had been rustic; they needed social growth to match their academic progress at Moorhead Normal if they were to become the effective teachers Frank Weld envisioned. Some hard-bitten pioneer farmers protested in the 1870s that three-month school terms were long enough for their sons and daughters to learn to "spell and cipher." Perhaps, but Lord, Weld, and their faculties knew they could get the support of most parents, who had higher hopes for their children. Properly educated teachers would be apostles of culture in northern Minnesota and Dakota, regions that had very recently been frontier territory. To fulfill such roles they had to acquire some polish.

It seems obvious that the weekly or monthly rhetoricals were intended to prepare Normal School students to perform in public. To become successful teachers they needed the poise and confidence gained through successful experience in appearing before audiences. A regular part of graduation ceremonies at the Normal School were the "Senior rhetoricals": faculty and students looked upon these as final recitals which would demonstrate the skills of the graduating class, and might affect the recommendations and job offers each graduate would receive.

The "pieces" recited, usually poetry, were nearly always of high literary quality and morally uplifting. A century ago the favorite authors were Shakespeare, Sir Walter Scott, and Lord Alfred Tennyson—Scott and Tennyson then enjoying reputations far greater than they have today. Although American writers could not aspire to such exalted status, Longfellow and Whittier were popular—once again much more highly regarded than they are in the twentieth century.

But though the rhetoricals were essentially student performances, they were obviously faculty directed and bolstered. Soloists like John Paul Goode, Louise McClintock, and Letitia Morrisey added variety to a program of readings—no doubt making the evenings more attractive to both students and townspeople. The school wanted good audiences at these regular programs for various reasons, including public relations and the effect a successful appearance (judged by audience reaction) had on the student performer. Only gradually were Normal School students entrusted with the direction of these programs.

President Weld's first catalogue said that "a large and prosperous literary society is maintained by the students, and it enjoys the support and encouragement of the faculty." There is some evidence that the Moorhead Normal's literary societies could count on more faculty support than student enthusiasm. When the first Praeceptor yearbook was published in 1916, two blackboarded pages were labeled "Chrysonthian Literary Society" and "Delphic Literary Society": the pages were blank except for the words "In Memoriam" printed at the bottom of each page. The assumption must be that the two societies had shown no signs of life during the year—or not enough to furnish copy for their pages in the yearbook. When these two societies were organized is
uncertain, but before they came into being (some time after 1910), three or four similar societies had already expired—after a few years of existence.

Rhetoricals—Recitals

Rhetoricals were considered a part of the academic program of the Normal School, not an extra-curricular activity, even though they were evening performances open to the public. The catalogue paragraphs on the Normal School “reading” courses end with a full description of the scope and intention of the rhetoricals held one evening a month (and sometimes more often).

Some time after 1900 these programs were moved from Friday to Monday evenings. When the outgrown assembly hall was cut up into classrooms in 1901, rhetoricals were held in the Wheeler Hall dining room and sometimes off campus at the Congregational Church. During Frank Weld’s regime, there was a good deal of variety in these required programs. On January 26, 1900 a mixed program of music and readings was bolstered by Mrs. C. A. Nye’s solo and ended with the grave-digger scene from Hamlet. On February 16, “in place of the usual rhetorical exercises, the English comedy entitled Our Boys (by Henry J. Byron) was presented.” Miss Osden had “given much time and conscientious effort” to the training of the cast; the Red Letter story ends with the notation that “the program was enriched by some excellent musical selections under the direction of Miss Watts.”

Instrumental music, not only piano solos, became a part of rhetoricals in the 1900s: a guitar solo by a student and a faculty-student violin-clarinet duet. In the fall of 1901 a girls’ glee club made the program “almost entirely musical” in a rhetorical entitled “Ballads and Folksongs.” President Weld gave an address on “Shakespeare’s History Plays” and a reading from King Richard II as the outstanding attraction of the rhetorical entitled “An Evening With Shakespeare.” Said the Daily News review: “Mr. Weld’s reading was a decided surprise to probably a larger number of those present who had never had the pleasure of hearing him and it was an agreeable surprise. His selection was one of wide scope and allowed ample opportunities for the display of his fine abilities. His effort was a splendid one.”

All students of the graduating classes were still required to participate in rhetoricals some time during the school year. At the final rhetorical exercises of 1902-03, held in the newly completed auditorium on April 27, 1903, inclement weather interfered with the attendance, according to the Red Letter. But the program announced may have lacked appeal: it had apparently been organized primarily to give members of the graduating class a last chance to perform. The half reading and half music program had no unifying theme, and the article said, “All members of the Senior class have appeared in these exercises and they can now give their attention to the class play for the remaining month and a half.”

The first rhetorical program of the next school year, on October 24, 1903, “was heartily enjoyed by a house-full of people.” The readings, taken from the works of Henry Wadsworth Longfellow, were interpreted to the full satisfaction of the Red Letter reporter, who used such terms as “a graceful and absorbing manner,” “with appreciative sympathy,” and “a dramatic power well suited to the weird and ghostly narrative.” The musical numbers “gave evidence of some natural talent and much careful training.”

It was “a happy crowd of fully 400 young people, together with a few maturer persons,” that listened to the second rhetorical exercises on November 16. The Red Letter lavished praise on this “Evening with the Children,” which included some participation by primary grade children. “Little” Lucy Weld sang “with an exceedingly pretty grace and a delicately expressive voice,” and the senior readers had chosen selections like “Mice at Play,” “Sue’s Wedding,” and “That Other Baby.” For some time, apparently, the rhetoricals had been in the hands of the Senior class, without the faculty bolstering of earlier years. Now a slight change was being made: “In accordance with a custom that President Weld inaugurated with this program, Miss Simmons of the faculty gave a short address as an introduction to the program, indicating in a delightful manner the spirit and significance of the occasion.”

“A thronged house” rewarded the student performers at the Christmas rhetoricals of 1903. “A noble chorus” of fifty voices sang beautifully, a solo was “a gem of delicate purity,” and the readings from James Whitcomb Riley, Eugene Fields, and Lew Wallace’s Ben Hur drew unstinting praise. One reading “took the house by storm.”

Sidney Lanier, “that most exquisite American poet,” provided the matter for the May 2, 1904 rhetoricals. Because his poetry was chiefly lyrical and therefore
Little Lucy Weld posed for this picture with big sister Moselle a few years before the family moved to Moorhead. She was some years older, but still "little Lucy Weld" when she performed at a rhetoricals program.

Presented few possibilities for dramatic oral interpretation, the Red Letter observed that the selections were chosen "with appreciative insight, giving fresh evidence of Miss Remmele's good taste." Another instructor introduced the program and Mrs. McCollum Smith was "winningly in harmony" with Lanier's work. Probably because Mrs. Smith taught physical culture, a "club drill" concluded the program, the instructor being assisted by four young men. This innovation drew "a special meed of praise": it was "a happy climax to the evening's wealth of harmony"; "it was the poetry of motion and of physical grace."

In 1903 the "annual recital" on October 26 was an elaborate public program given by Miss Edith Watts, teacher of music, and Miss Ida M. Remmele, teacher of reading, assisted by a pianist and violinist from Fargo. The lengthy and varied program was concluded by student selections: two vocal solos, a girls' quartet, and a male chorus.

New reading and music teachers were scheduled to give a recital a year later, but the illness of Miss Ethel Middaugh (which led to a throat operation) postponed the event. However, Miss Middaugh had organized a Normal School orchestra, which was enthusiastically received at the second student recital on November 21, 1904. Beginning in 1904-1905, the term "student recital" was used instead of "rhetoricals," but the programs were of the same type, part musical and part dramatic reading. Most often these recitals were unified in some way, usually through the selection of readings by a particular author. The first issue of the Red Letter for 1904-1905 gave the school year's schedule: Mark Twain on October 17, James Russell Lowell on November 21, Thomas Bailey Aldrich on December 19, sea stories on January 16, a dramatic program on February 11, a miscellaneous program on March 20, Thomas Nelson Page on April 17, and scenes from Shakespeare on May 15.

A Whittier recital on February 27, 1905 did not fit into this schedule and was apparently an extra attraction, or an experiment. The introduction was made by a student, "A Hunting Song" was sung by the grammar school, and the final number was "Class Day Polka" by 18 young ladies, members of a physical education class taught by Miss Grace Kingsbury. Mrs. McCollum Smith was congratulated "on the public enthusiasm her recitals have aroused throughout the year," but there is no other comment on the performances.

A "dramatic recital" for the benefit of the Red Letter contributed $50 "to the yawning coffers of the treasury," the December 1905 issue reported. It was a mixed program: two boys did Mark Twain's "Encounter with an Interviewer"; there were songs by a girls' glee club and a "ladies" quartet; and a flag drill was "given by a number of young ladies who had been trained under Miss Dayton's direction" (Elsie Dayton was the new teacher of physical education). The second part of the benefit program was "The Sunbonnets," a farce comedy in two acts--"Women's Aid Society" and "Ladies Benevolent Society."

Edith Watts taught music at Moorhead Normal 1900-1904 and was a frequent soloist at school programs.
Despite such fund-raising efforts, the Normal Red Letter ceased publication at the end of that school year, but recitals continued to be given. Most often their programs were printed in the issues of the quarterly Bulletin without comment, but there were exceptions. In 1906 the first recital of the school year was given on Saturday afternoon, October 13: “of high ethical tone and varied in its appeal, it exerted a happy influence.” The miscellaneous program included piano solos, songs by the glee club, serious and humorous readings, and scenes from As You Like It and The School for Scandal.

An issue of the Bulletin for March, 1908 explained the two-fold purpose of these recitals:

Recitals are held in the Auditorium of the school. All students are required to attend these exercises, and the public is invited.

The purpose of the recitals is two-fold: That the school, as a whole, may enjoy the entertainment, the instruction and culture that come from hearing what is best in the literary world read clearly, understandingly and impressively; that the individual students may receive the experience, the discipline, the growth in power that come from thinking and speaking before an audience.

The next school year Miss Rumball, who taught reading, was assisted by Miss Jessie Hazelton, who taught music, and Miss Alice Pence, physical training (dances or drills were now most often included in these recitals, or Senior recitals). The mid-October program “was devoted chiefly to humorous selections and diverting ‘stunts,’ concluding with a clever farce ‘My Lord in Livery.’” But on Saturday evening, November 21, 1908, when a committee of the State Normal Board was on campus, a more elaborate and serious Senior recital was presented. Its title was “The Literature of Modern New England.” The first number, “Plymouth—the Cornerstone of American literature,” was illustrated with lantern slides (“a series of beautiful stereoptican views”); a newly organized men’s chorus sang “The Boys of the Old Brigade”; and a girls’ gymnasium class presented “A New England Minuet.”

Another new feature was the debate incorporated into the Senior recital of January 16, 1909. This was a patriotic program focused on the Civil War era, perhaps because the centenary of Abraham Lincoln’s birth was approaching. Both the girls’ glee club and the men’s chorus took part, and gym girls did a flag drill. The debate was: “Resolved, that the South had a Right to Secede in 1860.” Three faculty judges gave the decision to Ella Hanson and Minnie Olson, who argued the negative case against Paul Tjonn and Orville Wood.

The Literary Societies

Moorhead Normal was a very “literary” institution. In opening exercises five days a week President Lord had introduced books, new and old, to his students, reading bits to tempt them to read the rest themselves. President Weld continued this practice, taught a course in English literature, and lectured widely throughout the area, most often on literature; and the regular rhetoricals, which students were required to attend and which drew hundreds of Moorhead citizens to the Normal School assembly halls, were essentially the oral interpretation of literature. Music was added to give variety to the programs, and later physical demonstrations, but the “meat” of these performances was nearly always interpretations of English and American literary masterpieces.

Besides this faculty-impelled emphasis on literature, a literary society was organized at Moorhead Normal in 1894, a student organization which had become “an important element in the life of the school” according to the 1899-1900 catalogue. “The work (of the literary society) is healthful, envigorating and profitable,” according to the catalogue, and it enjoyed “the support and encouragement of the faculty.” There is evidence that the Moorhead faculty worked hard to make the literary society attractive to the students, and took pains to support it.

The 1899-1900 Normal School catalogue had also devoted a brief paragraph to the “Debating Society,” a newer activity which may have been introduced because there
were more young men at Moorhead Normal: "The young men of the school maintain a debating society, and the work of the present year has been earnest and very profitable. The meetings of their society are held Saturday afternoon." But the rather remarkable group of young men who were attending the school at the turn of the century also had other interests. They manned the school's first football teams in 1899, 1900, and 1901, and they supplied the Normal Red Letter with editors and business managers. These boys or young men were almost invariably elected as presidents of the Junior and Senior classes. It is notable that many of them went on to law school soon after their graduation from the Normal School.

The April 1900 Red Letter described the programs of the February 9 and March 23 Literary Society meetings, complimenting each of the readers and giving the gist of their selections. These Red Letter articles were awkwardly written, but there was no question about the magazine's intentions: "Great interest is manifested by the students in the work of the Literary Society." In the same issue of the magazine a third article headed "Debate" gave a name to the new activity, which was primarily, but not exclusively, male:

The Forum Debating Section was organized at the beginning of the winter term as an adjunct to the literary society. It was found necessary to do this in order to give the large number of members better opportunities to take part in debates and literary work in general. The Debating Section meets every Saturday afternoon at two o'clock. Debating is the leading feature of the program, supplemented by reading of papers and impromptu speeches. The aim of this work is to give the members practice in studying questions with the view of discussing them in debate, or presenting them in written discourse. Such questions as Direct vs. Indirect Taxation, The Admission of Island Territories Lately Acquired as States, Educational Tests for Immigrants, and other subjects of general interest have received consideration. The preparation for the debates is not overlooked, and at every meeting there is ample evidence that the disputants have studied their subject thoroughly. The Debating Section has members enough to insure success, yet any student wishing to join will be welcomed. The only obligation a member is under is to fill the allotted place on the program. We would urge our fellow students to take active part in the work of the literary society, or the Debating Section. The training that debating gives is of inestimable value to man or woman. Those who are preparing to teach need this training just as much as those who are studying law. The members of a well-conducted debating society acquire the ability to think as they talk, to be self-possessed, and to meet unexpected argument from opponents with composure and effect. When we come to take charge of a school, we will find that this ability will be worth to us the effort that it cost.

The third issue of the Red Letter (May 1900) devoted two more articles to the Literary Society and its debate section. There is a hint of trouble ahead, because the first article begins on a note of complaint (too few meetings), and devotes most of its space to a faculty member's inspirational address.

THE LITERARY SOCIETY
Though the work of the Literary Society has been somewhat handicapped lately by the infrequency of its meetings, the program of Friday evening, April 20, was one of the most interesting and helpful that has been presented during the school year.

The inaugural address of Syvert Kjelsness, the new president, showed what a literary society should do for every school, and what it has done for our school. Not only has it given us higher literary standards and developed the power to discuss public questions of the day, but it has been a valuable opportunity for self improvement and for acquiring a broad education. In closing, Mr. Kjelsness thanked his friends for the confidence shown him by his election to the presidency, and hoped the society would prosper during his term of office.

A vocal solo, "There, Little Girl, Don't Cry," was given by Bessie Van Houten in a very pleasing and attractive manner.

Mr. E. B. Huey, of the faculty, delivered a very pleasing address, in which he gave the members of the society many strong suggestions and helpful criticism in regard to their work as students. Mr.

Bessie Van Houten of Moorhead, who earned the Advanced Diploma in 1904, was one of the most admired students attending Moorhead Normal during the early years of Weld's presidency. She appeared as a soloist or a member of vocal groups in a number of public programs.
So seriously was a Moorhead Normal-Fergus Falls debate taken that the Red Letter printed the arguments of the three Moorhead debaters, ending with that of Wayne May, the third speaker, who "delivered his argument with ease and fluency." In later life he became a physician and surgeon, practicing in Minneapolis.

Huey said that results accomplished in school depend upon the way in which students make use of their talent. For the most part, they do not put themselves in right relations with their environments. There are four ways, especially, in which Normal students fail. First, they think of the Normal school as the main source of education. They do not think of it as the place in which to learn how to obtain an education, and that it is merely a help and an inspiration to attain this end. They must, therefore, not consider the school course the end of life's purpose. Second, Normal students fail to have high ideals. When they graduate they feel that they have reached the height of ambition. They have not formed high ideals which it is their purpose to realize. Emerson said rightly, "Hitch your wagon to a star." Everyone should make it his fundamental principle to do all he can to make the world move along. Third, students do not have faith. There is a withering of the faith-side of the soul, a lack of faith in self. This element in character should be more fully developed. Fourth, there is a failure to live in helpful environments. Students must seek the best environments, and surround themselves with great expectations and ideal companions. What the average Normal student needs, then, is a broader view of education, higher ideals, faith, and the most helpful environment. "You have brains, are industrious and teachable—three essentials. You can secure them if you wish; they are within your reach."

“A Far-away Melody,” by Mary E. Wilkins, was well read by Cecelia Busness and enjoyed by all. Myrtle Henry recited “Brother Ira's Singing” in a lively, enthusiastic manner, which did not fail to express the sentiment of the story.

An instrumental selection by Agnes Lewis closed the program. Miss Lewis’s music is always appreciated by her fellow-students.

THE FORUM DEBATING SECTION
The last meeting of the Forum debating section have been interesting as well as instructive, the meeting of March 24 especially so, and was well attended even by the lady students. The most interesting part of the meeting was the debate on the question: "Resolved, that the United States shall favor England in the Boer war."

The debaters were: Martin Gullickson and Leonard Eriksson, on the affirmative; and Leslie Fuqua and Christian Wold, on the negative. The debaters had studied the question thoroughly and handled it skillfully. A paper on Dreyfus was given and there were discussions on Reed's Rules of Order and Parliamentary Practice. The next and last meeting is looked forward to with interest by the members of the section. An address on City Government will be given by Lawyer Peterson of Moorhead. There will also be a debate. The members are justly proud and well satisfied with the work they have done this year, and now gladly lay aside the essayist's pen and orator's manual to join the boys in baseball and to get more time to enjoy the pleasant May evenings of the Red River Valley.

The next fall (1900) the Moorhead Normal Literary Society and its Forum Debate Section failed to get organized, perhaps because the great enthusiasm over football used up all student energy. There were no editorial complaints in the Red Letter, but the January 1901 issue of the magazine revealed the concern and displeasure of President Weld. He made an address at the “short but very interesting program” of the Literary Society held on January 4:

As it was the first program given by the society this year, the opening number was the inaugural address of the new president, Jelmer Bengtson. Mr. Bengtson's remarks were brief and to the point. He spoke of the aim and history of the society, of the good work it had done in the past, and then of its future work. In speaking of the home policy of the society, Mr. Bengtson particularly emphasized the necessity of procuring new members to take the places of those who have graduated from the school. Frequent meetings were advised, and a unity and sturdiness of purpose was recommended as a means of securing strength. In regard to the foreign policy of the society, Mr. Bengtson mentioned the debate which is being arranged with the Fergus Falls high school. He said that as a society they must hold together and work as a unit for the defeat of that body, and win not only the debate but also respect and renown as a society.
Following the president's address, Nita Bohike rendered an instrumental selection in a pleasing manner.

It was with a feeling of mingled pleasure and anticipation that the audience heard the president announce the next number on the program. Nor were they in any way disappointed as President Weld proceeded with his address.

Mr. Weld first spoke of the work of the society, and among other things said that he regretted that the society had not begun its work for the year last fall. He knew that the members had thought best to defer active work until the winter term, hoping thereby to have more time to devote to the interests of the society. He feared that this would not be the result. He expressed great confidence in the sincerity of purpose which actuates the student body in whatever they undertake to do, and wished the society unbounded success in the work which now lies before it. Mr. Weld is deeply interested in the society as a helpful element in the development of the school. It is not alone the faculty which makes a school. The students play an important part, and every effort looking to individual development has its influence in the development of the school. It is not alone the faculty which makes a school. The students play an important part, and every effort looking to individual development has its influence in the development of the school. The students play an important part, and every effort looking to individual development has its influence in the development of the school. It is not alone the faculty which makes a school. The students play an important part, and every effort looking to individual development has its influence in the development of the school. It is not alone the faculty which makes a school. The students play an important part, and every effort looking to individual development has its influence in the development of the school. It is not alone the faculty which makes a school. The students play an important part, and every effort looking to individual development has its influence in the development of the school.

Mr. Weld then spoke of the significance of the word "literary," and urged the members of the society to study the best things in literature. When a piece of good literature is mastered, the spirit of it becomes a personal possession. It is a source of inspiration and is suggestive of culture and refinement. In this way the literary society becomes a source of great opportunity for one to aid others. Opportunity is one of the greatest blessings given to man, and when it is removed, all that is best in life has been taken away. Mr. Weld spoke of the ideals which should be created by students, and said that all progress depends upon our ideals. Our ideal is always a movable star, and kindly advances as we approach it. We never attain to an ideal. It should be, and always is in advance, and broadens as we develop. Without ideals there would be little in this world or the next for which to live. The grave would be the end, and life would be an aimless dream. The conditions which make or mar our happiness are within ourselves, not in our surroundings. We may create fruitful conditions, where there had been a barren waste. The need at present is not for more people, but for better quality. He urged the society to keep uppermost the thought that its progress and development would be commensurate with the ideals which its members create. He believed that the society would grow in influence, and would become a potent factor for good in the work of the school.

This photograph of a physical science classroom (in the 1916 Præceptor), appeared on "The Forum" page, presumably because it was the regular meeting place for this "literary organization of the young men of the Normal School." The writeup ended on an ambitious, optimistic note. The members hoped their activities would soon gain greater recognition from the Administration: "A committee is now at work upon plans which, if carried out, will place the Forum on an equal footing with Athletics."
Mr. Weld then read a short story, written by Mary Knowles Bartlett, entitled "En de Rapide." The story is written in the French-Canadian dialect. Before reading the story, Mr. Weld spoke for a few minutes regarding the place which the short story occupies in American literature.

The closing number on the program was a reading by Cynthia Jones entitled "Christmas at the Quarters." Miss Jones' reading of the negro dialect and her impersonation of the negro parson were excellent, and the selection was greatly enjoyed.

A second January meeting of the society was given over to debate. The question was "Resolved that the United States ought to Construct and Operate the Nicaragua Canal." The negative prevailed. On January 12 the Forum Debating Section (of the literary society) had debated the right of intercollegiate football to the "unqualified support of all persons engaged in educational work." The negative won a two to one decision. There were also extemporaneous speeches, one on "basket-ball" and the other proclaiming "that our great poets of the future would come from this part of the country, that there are, in fact, unmistakable signs that they are already growing up on both sides of the Red River." On January 19 the Forum debated the Chinese question.

The two February 1901 meetings of the Literary Society were reported at astonishing length on pages two and three of the March Red Letter. They seem calculated to placate President Weld, whose enthusiasm for Rudyard Kipling and for early English literature was well known to his students.

LITERARY SOCIETY

Two very interesting and instructive programs have been rendered by the literary society this month. The first of these occurred Friday evening, February 15. A clever device for relieving the tedium of roll-call was employed at this meeting.

Each member of the society responded to his name by giving a quotation from Kipling. Owing to the unfavorable condition of the weather, a number of members who were to take part in this program were absent, and their places were supplied by other members, who made extemporaneous speeches. Clyde Gray was given the subject "Novels." Mr. Gray spoke of the value of novels as literary productions, of the great lessons which they teach, of the pleasure they can often give. . . . "Titchener" was the subject presented by Nora Walstad. Miss Walstad spoke of the value of psychology in child study in developing the imagination, and in giving breadth of view. Amanda Bergh spoke of "Liquid Air," and of the interest the physics class had in it. In speaking of "Ship Subsidy," Martin Gullickson made a short but interesting speech. . . . Otto Bergh was given the subject "Hypnotism." . . . No one is more at home with any subject than is J. D. Mason with that of Ghost Stories. . . .

SECOND MEETING

The next program was given Thursday evening, February 21. As an introduction a violin solo was given by Cornelia McGrath, accompanied by Agnes Lewis at the piano. The young ladies responded to a very urgent encore.

Mr. Ballard presented a paper on "Colonization," which was greatly appreciated by the audience. "THE BEGINNINGS OF ENGLISH LITERATURE" was the subject of a very interesting and instructive paper read by Clyde Gray. The following are some of the leading facts presented. . . . (The Red Letter then devoted some 300 words to the literature of the Anglo-Saxons, with references to Caedmon, Cynewulf, and the epic Beowulf—evidence that the young man had listened attentively and taken good notes in the course President Weld was teaching that year!) . . .

As this program immediately preceded Washington's birthday, it was but fitting that the greatest American should be the subject of a paper read by J. D. Mason . . .

As this was the last meeting of the Literary Society this term the regular election of officers was held. The new officers are: John Clauson, president; J. D. Mason, vice president; Nora Walstad, secretary; and Martin Gullickson, treasurer. The president appointed, as his program committee, Dennis Gaine, Martin Gullickson and Bertha Angus.

Quite clearly, a concerted effort was made in 1901 to promote the work of the Literary Society. The March issue of the Red Letter carried an article describing the activities of the Society and the Forum section:

OUR SCHOOL SOCIETIES

The school societies represent the spirit of advancement in a school, and should receive the hearty support of every pupil. The Literary Society, the oldest of the school organizations, was started in 1894. Since that time it has been doing active work with the exception of a year and a half. Under the constitution the meetings are to be held every Friday evening, excepting those evenings on which the Rhetoricals are held, making two or three meetings each month. It is very desirable that every student should become an active member of this society, particularly those of the upper classes, as they will prove helpful to the society, as well as deriving great benefit from it themselves. High school graduates have already had some work of this character, and will be prepared to bring suggestions and fresh impetus for work from outside schools. They also will receive new ideas from the other members, and inspired by each other a higher degree of excellence can be attained. The present is essentially an age of societies and clubs, and to every student leaving this school will come some of the duties incident to such organizations. It is therefore to the advantage of each student to do what he can to prepare himself
for such duties. Great possibilities are open to this society through the cooperation and earnest work of its members.

But this was not all the attention the March 1901 Red Letter paid to the school's Literary Society. On the editorial page there is a brief endorsement of the plan of answering to roll-call in the Literary Society by a quotation from some chosen author. This was a good idea but the magazine reported that it was not very well carried out by the members. If each one would respond at all the meetings, he would soon have a store of quotations which would be invaluable.

The March editorial page also printed "an abstract of a paper read before the Literary Society by Mr. Ballard." The title of his paper was "Colonization," and its content focuses on the period ten thousand years ago when Lake Agassiz had "drained away to the north. . . . Can you imagine this great stretch of country. . . . naked and bare, with slight traces of vegetation? What a wonderfully rich field for plant conquest and colonization. . . ."

About the same time, at the beginning of the 1901 spring term, the "Normal Notes" reported a talk by Superintendent Van Dyke of Fergus Falls to the Moorhead students on the value of extra-curricular activities: "Mr. Van Dyke spoke of the many things which make school life interesting and are not found on the ordinary school curriculum. He mentioned debate work in the literary societies, football and basketball as important factors in the education of any person who desires a thorough preparation for life."

There was further proof some months later that not all of the Literary Society's meetings were devoted to literature. In the fall of 1901 the first meeting of the literary society "was attended by an enthusiastic crowd and proved a great success." There was a possible explanation in "Normal Notes": "One of the features of the evening was the songs by the football team." The "Normal Notes" for November 13 reported: "There will be a meeting of the literary society next Friday evening at 8 o'clock. The program will be devoted to athletics, chiefly football, and has some very good numbers on it." The meeting was a conspicuous success, thanks to the careful planning of faculty members Harold Stanford and Edwin Reed. After a humorous football song by a student-faculty quartet, Stanford explained (at some length), the three-year progress of football at the normal school. Grace McKenzie spoke on rugby, Oscar Askegaard on the present game of football, Louise Rhodes on the great Harvard-Yale game, and Henry Mackall on "Rooting as an Element of the Game." Reed closed the program with the humorous "Mr. Dooley on Football," which drew much laughter, and a "critics report." The "Normal Notes" said the program was held in Miss Julia Monette's primary room because it provided the most space and had a piano.

Other devices were employed to stir student interest and participation in the Literary Society. About this time (there is no date or explanation in the Red Letter), the society was split into two, the Augustine and Livingston Literary Societies. It seems more than a coincidence that these two sonorous names are Frank Weld's middle name and the first name of his predecessor. The intention, surely, was to stir a spirit of competition among the student members of the two societies.

At this time, also, membership in the two literary societies was restricted. In the October 1902 Red Letter a brief note announced that the list of students eligible to the literary societies had been posted on the bulletin board on September 19. Making membership a privilege that had to be earned through scholarly achievement no doubt increased the prestige of the two literary societies.

In the fall of 1902 both societies met to elect student members of the Red Letter staff, a practice that continued for the next three years. Both societies elected new officers each term, probably to pass leadership opportunities and responsibilities around. On December 3, 1902 the two societies held a joint meeting to make plans for a debate with Mankato Normal. But the competition between Augustines and Livingsons "for the beautiful silver cup donated by the business men of the city" played a major role in preserving the vitality of the two groups.

The third annual cup contest between the Augustine and Livingston Literary societies occurred on the evening of May 16, at this Normal Auditorium. As usual, the liveliest interest in the outcome of the event was shown. Both societies made strenuous efforts to put forth the best talent and the best fight possible. The Augustines had the confidence and

Henry Mackall, who became a leading Minneapolis lawyer, was a popular and highly influential member of the Normal School's student body at the turn of the century. He probably did more than anyone else to introduce football after Frank Weld became president in 1899—although Mackall was smaller and younger than most members of the 1900 team. He was the second string quarterback.
poise gained through two former victories, while the Livingstons were nerved by a fierce determination to show their haughty rivals that they also could possess the coveted trophy. The result was a contest of superior merit and excellence. The Augustines carried off the cup, but the Livingstons put up a fight of which they have reason to be proud.

The judges of the literary events were Rev. Eleanor Gordon, Judge Pollock and R. W. Richards; those for the musical numbers were Prof. George A. Stout, Mrs. Grace Lincoln Burnham and Howard Moody. The Augustine society won the debate and the essay, which gave it four points, while the Livingstons captured the vocal music, the declamation and the instrumental music—a total of three points.

The value of competition to stir interest within the societies and in the whole Normal School student body is revealed in the following story from the February 1904 Red Letter.

On January nineteenth an old-time spelling match was held between the two literary societies in the auditorium. A larger crowd than usual, probably drawn by the novelty of the affair, attended this joint meeting. As soon as the contesting parties had taken their stand, one on either side of the room, the battle opened. Miss Dow pronounced the words. After the first few rounds each society had about decided who were to be its best supporters. As the words grew easier, the more mistakes were made and the more excited grew the spellers. The "eives" and "ieves" rapidly thinned out the ranks. Four spellers went down by illogically changing sealing-wax to ceiling-wax. Mr. Skaug, who was prepared for anything up to words of twenty letters, was put down by "dynamite." While yet eight Livingstons were on the floor, Miss Clara Pearson was the only Augustine member standing. One by one she "spelled them down" until Mr. Bergh alone held his ground. Indeed it seemed as if the contest would end in a tie. Miss Dow pronounced "article." It was Miss Pearson's turn and she spelled the word correctly. Vertical was the next word. "V-e-r-t-i-c-a-l-e," quickly spelled Mr. Bergh. It was such an easy catch, and the Augustines had won.
Frank Weld’s Faculty

Livingston Lord’s Moorhead Normal faculty was undoubtedly remarkable, considered individually or as a closely knit group devoted to the first president. In the next twenty years, however, during the presidency of Frank Weld, the school emerged as from a cocoon and began a steady climb until it became a much larger and more varied institution. Toward the end of that era it was ready to become a college, and at the beginning of the next decade became Moorhead State Teachers College. Weld’s faculty was clearly developing in that direction.

“The New Ones”

The Moorhead Daily News article announcing the faculty for 1899-1900, Weld’s first year, said “all members of the faculty will be new excepting four, namely Misses Ford, Morissey, Dowling, and Marsh.” The turnover was even greater; within a year Ellen Ford joined Livingston Lord’s faculty at Charleston and Letitia Morissey left teaching to marry James H. Burnham of Moorhead. In Weld’s first catalogue (the 12th annual, for 1899-1900), the list of faculty notes that Ellen Ford resigned November 29, 1899, and Letitia Morissey March 1, 1900. At the end of the school year, Faith Marsh also resigned her position to do graduate work at Pratt Institute. Ruth Dowling, who had come to Moorhead to teach geography in Lord’s last year—replacing John Paul Goode who had gone on to do graduate work at the University of Chicago—remained a member of the Moorhead faculty until 1902.

The News article gives very complete information about the new faculty that came to Moorhead Normal with Weld. The editor was impressed by their qualifications and emphasized their educational experience:

Mr. Caswell A. Ballard, who during the past five years was superintendent of the city schools at Fergus Falls, has been engaged to take charge of the science department. He will also be curator of the museum. Mr. Ballard is well and favorably known throughout the northwest as an all-around school man. He is a graduate of our own State.

Photographs of class sponsors Caswell and Ida Bell Ballard appeared with President Weld and members of the class on the large composite of the Class of 1904.
The MS archives provide no explanation for this picture, but science teacher H. M. Stanford is seated cross-legged in front and Mrs. Stanford is immediately behind her husband. The other 19 young women and two men are certainly students, probably members of the 1902 graduating class. The photograph was apparently taken in Stanford's classroom.

University, where he won distinction in the scientific department. He was for several years employed by the state authorities in collecting and classifying the extensive botanical collection in the State University. Mr. Ballard's scholarship is broad and accurate, and he is an acknowledged authority in the field of botanical research. He will teach biology and chemistry.

Miss E. Alice Kirk lives at Faribault. She was educated in the Faribault high school, Winona Normal school, and she has had a thorough course in a business college. She has had a successful experience as a teacher. She will be registrar and librarian.

Miss Mary E. Olson has been engaged to teach mathematics. Miss Olson was educated in the Zumbrota high school, the Winona Normal school, and the State University. She was graduated from each of these institutions as valedictorian of her class. In the University she specialized in the scientific department. She has already published some articles which have attracted attention in scientific circles.

Miss Glenna Smith of Chicago will teach reading and literature. Miss Smith was educated at the West Division high school in Chicago, Iowa College, and the Columbia School of Oratory of Chicago. She is a strong teacher and a reader of much power.

Mr. Harold Stanford has been engaged to teach physics and allied subjects. He is a graduate of our own State University, where he attained high rank, graduating as one of the leaders in his class. He took an extended course in physics and higher mathematics. He was superintendent of schools at Mapleton last year.

Miss Edith Scott is a graduate of the Cortland Normal school in New York. After a successful experience of six years as a teacher, she went to Oswego and completed the course for critics in that normal school. She will be principal of the model school and teach in the grammar grades.

Miss Beulah Simmiker has been a teacher in the Minneapolis schools during the past six years. She was educated in the Anoka high school and the Winona Normal school. She will have charge of the intermediate department in the model school.
She has long been regarded as one of Minneapolis' best teachers.

Miss Julia B. Monette will be in charge of the primary grades in the model school. Miss Monette was educated in the Winona Normal school and the Cook County Normal school at Chicago. Miss Monette is recognized as being one of the most brilliant primary teachers in southern Minnesota. She has been connected with the Stillwater schools during the past three years.

Miss Caroline Grover of Evanston, Ill., will be the new preceptress of the Ladies' hall. Miss Grover has had very adequate preparation for the important position to which she has been called. She was educated in the Evanston high school, Northwestern University and Lewis Institute, connected with Chicago University. During the past two years she has had charge of the department of domestic science in one of the large western high schools. Her brother, Frank Grover, is the well-known Chicago lawyer.

Edmund C. Huey of Pennsylvania comes here to teach psychology and history. Mr. Huey was educated at Lafayette College, Penn., and at Clark University, Worcester, Mass. After his graduation from Lafayette, Mr. Huey taught for several years. He then entered Clark University, where he pursued a course of study during three years, when he received his doctor's degree. Mr. Huey is an accomplished scholar in the realm of psychological research. He has written and published several valuable papers, and his writings are recognized as being real contributions to educational literature. After Mr. Huey had been engaged to come to Moorhead, he was offered the assistant professorship in the psychological laboratory at Columbia University. Mr. Huey arrived in Moorhead Wednesday evening.

The 1899-1900 catalogue lists a position in literature and history that Weld was apparently unable to fill. One other new faculty member was missed by the newspaper, perhaps because she was not hired until after the fall term. The catalogue lists Eugenia Winston as teacher of Latin and librarian. The Normal Red Letter dated March 1900 reprinted an article from the Mansfield (Pennsylvania) Normal School Quarterly:

When school began after the holidays, both teachers and students were surprised and grieved to learn that Miss Eugenia Winston had resigned and accepted another appointment. Miss Winston is certainly a fine teacher and scholar, a graduate of the University of Wisconsin with the degree of A.B. Her A.M. was obtained at Chicago University, where she specialized in ancient languages. When the position of Greek and Latin was offered her in the Normal school in Moorhead, Minnesota, she accepted, as being work more along the line of her favorite study than the languages coupled with the general history in which work she was engaged here. Miss Winston's year's work in Mansfield had proven her worth, which measures the loss the school has suffered.

For the following year, 1900-1901, only three new teachers came to Moorhead. Edith Watts taught music at Moorhead until 1904, with time out for European study and travel in 1902-1903; Alice Osden taught reading and physical culture for three years and Elma La Trace penmanship for one year.

Edith Allen Watts, a mezzo-soprano from Louisville, Kentucky replaced Letitia Morrissey. Miss Watts had studied at the Chicago Conservatory of Music, and like her predecessors often appeared as a soloist on Normal school programs. Alice M. Osden was hired to fill Glenna Smith's position in reading and physical culture. Miss Osden received her training at the Emerson School of Oratory in Boston and had received "valuable experience" in the public schools of Texas. Miss Elma La Trace had been educated in normal schools at Ottawa and Perth, Ontario, but came to Moorhead from Birmingham, Alabama, where she had been supervisor.

Harold and Mary Olson Stanford were class sponsors in 1901.
of penmanship and drawing in the city schools. Her position at the Normal school was teacher of penmanship; but since Faith Marsh was returning to Pratt Institute for more graduate work, "Miss La Trace will in all probability also have charge of the department of drawing," according to the Moorhead Daily News.

In 1901 there was another large turnover, with ten new faculty members hired, some as replacements and some to fill new positions: the Moorhead Normal faculty now numbered 19. Some of these new people would play important roles in the development of Moorhead Normal. Once again the news story speaks of the new faculty and their qualifications in glowing terms:

The faculty for the coming year is as follows: Frank A. Weld, president; Ruth E. Dowling, geography and history; C. A. Ballard, biological sciences; Mary Stanford Olson, arithmetic and English grammar; Alice M. Osden, reading and physical culture; H. M. Stanford, physical sciences; E. Alice Kirk, registrar; Edith Allen Watts, music; Julia B. Monette, critic; W. G. Chambers, psychology, Thomas A. Hillyer, superintendent of the model schools; Edwin T. Reed, English; Margarethe Heisser, drawing; Elizabeth Donaldson, Latin; Anne Kelly, penmanship and mathematics; Louise W. Mears, critic; M. Marion Trimble, critic; Abbie L. Simmons, critic; and Dora Eaton, preceptress.

As to the new members of the faculty, W. G. Chambers is a graduate of Lafayette college, at which institution he stood at the head of his class. He then became connected with Clark university at Worcester, Mass., later taking a post graduate course at the Chicago university.

Thomas A. Hillyer is a graduate of the state normal school at Normal, III., and of the Chicago university. He assumed the duties of superintendent of the city schools in one of the large cities of Illinois and afterward took a post graduate course at Harvard, where he secured a master's degree in the department of philosophy of education.

Edwin T. Reed is a graduate of the University of Minnesota and of Harvard in the department of English. He was for some time superintendent of schools at Rushford and for the past three years has had charge of the schools of Cloquet. Mr. Reed is a writer of some note, having published two volumes of lyric poems which elicited most favorable comment and are said by those competent to judge to give promise of greater things in the future.

Miss Margarethe Heisser is from Minneapolis. After graduating from the city schools she taught in the grades for a time, then taking up the study of art. Going to New York, she became a member of the Art League, returning to Minneapolis after three years of drawing. Miss Heisser had charge of drawing in the department of manual training at the Central high school for three years, later opening a studio at 719 Hennepin avenue which became a favorite resort for lovers of art. The Minneapolis Journal gave an illustrated write up of Miss Heisser's studio and spoke in terms of highest praise of the work she had accomplished.

Miss Elizabeth Donaldson is well known through her connection with our city schools. A host of friends will welcome her back to the city and will wish for her all manner of success.

Miss Annie Kelly was educated at the Stillwater schools and at the normal school at Winona. She has wide experience as a teacher and was for four years superintendent of penmanship in the Stillwater schools.

L. W. Mears graduated from the Peru, Neb., normal school. After an experience of three years as a teacher, he was called back to the normal as critic teacher, where he continued three years, going then to the Chicago university from which institution he this spring received a degree. (The Daily News made an error in converting Louise Mears into a male, "Louis" or L.W.).

Miss M. Marion Trimble is from Illinois, in the schools of which state she received her education, graduating from the normal university. She has had a wide and valuable experience in school work, and during the past year she was a primary teacher for observation purposes at DeKalb, Ill.

Miss Abbie L. Simmons is also from Illinois and for a number of years was a teacher in the grades and high schools of a large suburb of Chicago and later attended the university, receiving the degree of B.Ph. She is said to be a teacher of wide experience and rare attainments.

Miss Dora Eaton was educated in the Chicago schools, in which she later taught. Miss Eaton displayed such effectiveness in certain lines of work that she was assigned to the Hull House district of Chicago, among the poor of the city. She was eminently successful in caring for them, and during the several years of her association with them she exerted a strong influence for good. Miss Eaton recently took a course in domestic science at the Lewis Institute, Chicago, and comes most highly recommended, the superintendent of schools of Chicago writing a strong letter as to her worth.
The faculty, as presented above, embraces exceptional talent, and the coming year at the normal gives promise of great results.

In the October 1902 issue of the Red Letter, four new faculty were introduced: "All of these are teachers of experience and scholarly attainments." Three of the four remained on the faculty for only one year, however: critic teachers Elizabeth Parkinson (primary), Edna E. Heywood (intermediate), and Lena E. Leonard, who taught music and was school librarian—not a full-time position until five years later. But Helen A. Dow, who taught mathematics, remained on the normal faculty for four years and played a considerable role in the life of the school during that time—notably as a highly popular class counselor.

Miss Helen A. Dow, who has charge of the department of mathematics, is a graduate of the normal school of Cheney, Wash., and has secured the degree of A.B. from Whitman college, Oregon, and B.S. from Chicago university. Her teaching experience covers work in a normal, then high school at Spokane and Whitman college.

Miss Edith Parkinson, who has charge of the primary grades, is a graduate of one...
Margaret Isabelle Deans, usually called Belle, joined the Normal faculty as seventh and eighth grade critic teacher. She remained on the faculty from 1904 into the 1920's, most of that time as superintendent of the elementary school.

offerings: George G. Green was hired to teach manual training. Green stayed at Moorhead only three years, but from 1904 to the present day manual training (later called industrial arts) has been an important element in Moorhead's program and a distinctive feature of the institution. Some years before Moorhead Normal (or even Moorhead State Teachers College) began placing teachers in junior and senior high schools in other fields, one member of secondary school faculties was very likely to be a Moorhead alumnus, the teacher of manual training. Forty to seventy years ago this was a required course for boys in most Minnesota high schools, usually offered on the junior high school level.

Mr. G. G. Greene, who inaugurates the new course in manual training and also takes the work in drawing which Miss Smith relinquished at the close of last year, comes to the school from the St. Cloud normal, where he has conducted the work in manual training for three years past. He is a graduate of Beloit college in Wisconsin and took two years of technical training at the Massachusetts Institute of Technology in Boston. For two years he was an instructor in the Hillside School in Wisconsin, from whence he went to Muskegon, Mich., where he spent two years as instructor in the Hackley Manual Training School before taking up his engagement at St. Cloud. Mr. Greene and his family moved to Moorhead early in the fall, occupying one of the Wheeler houses on Seventh street.

Miss Ethel A. Middaugh, who succeeds Miss Watts as instructor in music, is a graduate of the New England Conservatory of Music in Boston and has had individual instruction under such finished artists as Dr. LaFrone Merriman, Charles A. White, Edwin Klähre, Louis C. Elson, J. Wallace Goodrich, and Alfred Williams. Her teaching experience extends over four years, of which she spent the past three as instructor in music in Alfred university, Alfred, N.Y. She is an accomplished pianist and musician as well as a charming soprano soloist.

Miss Grace L. Kingsbury will devote her energies exclusively to physical education. She is a graduate of the Sargent School of Gymnastics, Cambridge, where she spent a year in graduate study. She attended the Harvard summer school for three seasons. She has taught in the School of Education of Chicago and in the Chicago university, and during the past year has had charge of the gymnasmium maintained by the Business Woman's Club of Chicago.

Miss Clara A. Nelson, who is teaching arithmetic and penmanship, was one of last year's graduates, who by her superior scholarship and beautiful character won the admiration and good will of both the faculty and student-body.

Besides the changes already indicated, others of great importance were made necessary by the withdrawal from the school of Mr. Chambers and Miss Remmele. Mr. Hillyer, superintendent of the model school, now has charge of the department of psychology and pedagogy, devoting most of his attention to teaching in the normal department while at the same time directing the work of the practice teachers.

Mrs. McCollom Smith, who last year inaugurated the work in physical education, is now in charge of the department of reading and expression—for which she is amply qualified, both by endowment and education. She still attends to the duties of Preceptress of Wheeler Hall, though Mrs. Dilly,
G. G. Greene was Moorhead's first teacher of manual training, joining the faculty in 1904.

who has been installed as housekeeper, relieves her from many of the more exacting activities that formerly attached to that office.

The article on faculty changes in the October 1905 Red Letter is jaunty and semi-humorous as well as informative. The "scribe" is undoubtedly Edwin Reed, one of "the flock that came in 1901." His lengthy article was headed "The New Ones":

The Scribe of the Red Letter Board (which is now in solemn session) takes pen in hand and writes, at the dictation of the Board, a sober account of the new members of the faculty.

There are eight of them—almost as many as the flock that came in 1901. Ten alighted at that time, many of whom have since flown. Of the precious eight, four are additions to the faculty outright, raising the total number of instructors to twenty-one. Four take the places of teachers withdrawn from the school.

Mr. E. G. Quigley, bachelor (of two or three different things) will teach psychology and general history. He has taught before—a lot. He has been principal of a high school in Iowa and of another in Illinois. He graduated from the Cedar Falls, Ia., normal school, and graduated again from the Iowa State university. We hope he won't graduate from this school for a long time. He has curly hair; but that isn't his fault. Anyway, he is class counselor to the Juniors and that would make anybody's hair curl. He will soon get the drop on the Seniors. He's all right, all—ask the Juniors.

Miss Elizabeth L. Smith is the new preceptress at Wheeler Hall. As they used to say on class night, she "occupies the high chair at the head table." She is about the right size, traditionally, for a tip-top preceptress. She will also be assistant in English and history. For the past few years she has been principal of the high school at Crookston, and that's high enough to reach any old high chair. She is a graduate of Knox College in Illinois (some member of the board says "that's what knocks," but the scribe scorns such interruptions). She is all-around counselor, advisor and disciplinarian to the whole bunch of girls, and to such of the younger boys as Otto Bergh, Conrad Hovden and Ole Bergen.

Miss Ida Benedict teaches drawing. She has been supervisor of the art work in the public schools of Fargo for several years. She has always been able to see a good thing, however, and has had one eye glancing over Jordan. Seeing a good thing and drawing it is second nature to her; so she came over here and drew a better position. She is, in short, a drawing character. Incidentally it occurs to us that she is a graduate of the Winona Normal and of Pratt Institute, Brooklyn. We don't know much about Winona Normal, but Pratt Institute is the best ever.

Miss Harriett Rumball, the new teacher of reading, will not have much to do. All our students learned to read in the third grade and haven't done much of any reading since. Besides, one of the members of the board remarks that she is too pretty to work hard. "Well, well!" says another, "there's Miss Don—" But we should never get this serious write-
up of the faculty finished if the scribe set down all the bright remarks of the board. Anyway Miss Rumball has taught in the normal school at Indiana, Penn. (Clara never knew that Indiana was in Pennsylvania before. She came from Dakota.) and that was where Mr. Chambers came from. Besides she is a graduate of the University of Toronto and of the Emerson College of Oratory, which is in Boston, New England.

Miss Belle Dredge is the critic teacher of the intermediate department. She is good natured and lovely. Miss Simmons used to have her position; so they had to send her up where she wouldn't waste so much time going back and forth. Miss Dredge is a graduate of the Mankato Normal (why weren't some of them patriotic enough to graduate from this school?—Keith says it’s too young.) She is also a graduate from the State University.

Miss Adelaide Kibby is another graduate of Mankato, has traveled here and there, and attended universities from Chicago to Leland Stanford. She has charge of the little tads down in the model school. Clara says “tads” is a barbarism; but she's thinking of tadella pens or young barbarians at play. They (the little tads, not the pens) are not so stylish as the girls at Stanley Hall, where Miss Dredge has been teaching, but they’re lots more genuine.

Elsie Dayton, who comes from the East, teaches physical education. She has the whole gymnasium to herself. She is tall and handsome and walks like other folks. She had an exhibition in gymnastics at the same educational association where President Roosevelt spoke last summer, and the President thought it was great and engaged her. (Ruth says “You’ll have to say ‘President Weld thought it was great’ or they’ll think President Roosevelt engaged her. Pshaw! You are all too intelligent to think any such thing, aren’t you? Ruth has finished that new-fangled course in theme writing, and is a stickler on coherence. Everybody knows that President Roosevelt wouldn’t engage anybody to come way out into Minnesota to teach gym work!) Miss Dayton is a graduate of a New York normal, and of the Anderson School of Gymnastics at New Haven, Conn., where the Yale boys play football.

Miss Inez Field Damon (L.F.D.) teaches music. She talks in the fashionable Boston brogue, but not very pronounced. (That is, her Boston brogue is not very pronounced—not her speech.) She is a graduate of Smith College. Smith is a very plain name for a very fancy college. She brought her mother, Mrs. Damon, with her (she’s fine, too) to be sure that she (Miss Damon) behaved herself. She has already organized a girls’ glee club, and is doing great work.

In the fall of 1906 there was no Red Letter to print the pedigrees and assignments of the new faculty. That year, however, there were only three new faculty members, and the necessary information about them can be gleaned from issues of the newly-founded Moorhead Normal Bulletin. Alice M. Knapton held a position that could probably be called para-professional: she was sometimes called the “Normal secretary.” She was also the textbook librarian during her two years at Moorhead and taught penmanship and spelling.

Ruth Hutchinson was a preceptress and taught Latin at Moorhead from 1906-1910; after doing graduate work in 1908-1909 she returned to teach Latin for another year. The Normal Bulletin printed a glowing tribute to her in August 1908, when she “withdrew” from her position as preceptress.

Belle Dredge, who came in 1905, remained on the Model School staff through World War I.
Miss Ruth Hutchinson, who for the past two years has been Preceptress of Wheeler Hall, withdrew from the faculty last June to take graduate work in Teachers' College, Columbia. She was the recipient of many gracious expressions of esteem and confidence at the hands of the leaders of the community during the closing days of her stay here, and has left an indelible impression of her nobility and gentleness of character on the minds of all who came in contact with her resourceful personality. As Preceptress she combined a gracious and abundant generosity with a firm and high-minded sense of the responsibilities of her office. She was one of the most popular and influential of the ladies who have presided at Wheeler Hall.

The third new teacher in 1906 was Katharine Leonard, who would be the school's “department” of mathematics for the next 35 years. Miss Leonard had her bachelor's and master's degrees from the University of Vermont, where she was elected to Phi Beta Kappa in 1898. She had done graduate work from 1903 to 1905, while she was a high school teacher (1898-1905). Her picture in the November 1906 Moorhead Normal School Bulletin shows a dark-haired, handsome young woman wearing a towering hat. She seems dignified and aloof, an appearance Miss Leonard maintained at Moorhead until her retirement in 1940.

Five new faculty members came in the fall of 1907. Alice C. Pence (physical education), Jessie C. Hazelton (music), and Arthur P. Laughlin (manual training) each taught for two years at Moorhead Normal. Many years later, in the late 1930s, Mrs. Hazelton Askgaard again joined the faculty. She came back as assistant dean in 1938 and became dean of women at Moorhead State Teachers College a year later. After first coming to Moorhead to teach from 1907 to 1909, this Chicago woman had married Edwin Askgaard, the son of a pioneer Rustad farmer; following the death of her husband and when her children were grown, she returned to the school that had brought her to the Red River Valley thirty years before. Mrs. Askgaard remained on the faculty until she retired in 1949.

Three other new faculty members of 1907 remained at Moorhead four or five years. Belle C. Scofield was a critic teacher in the intermediate grades until 1911. Jessie G. McKenzie became the school's first full-time librarian, serving until 1912. Albert S. Kingsford, who taught geography and history for five years, was active in college and community activities during his stay in Moorhead. When she talked about her Moorhead Normal studies 70 years later, Jessie Buckley Murphy remembered Kingsford's classes especially—perhaps because political science and history challenged her fine and active mind more than other subjects.

An article in the August 1908 Bulletin tells as much about the faculty members who left that year as it did about their replacements:

There are five changes in the faculty this year. Miss Donaldson has resigned as head of the department of Latin to go to Oxford University, and is succeeded by Miss Reba G. Wharton. Miss Simmons has accepted a position on the faculty of the Agricultural College in Fargo, and is succeeded by Miss Evelyn Newman (English grammar). Miss Hutchinson has begun a course in graduate work at Teacher's College, Columbia, and her place as head of Wheeler Hall has been filled by the election of Mrs. Ware. Miss Kibbee returns from her year's leave of absence, having secured her degree at Chicago university, and has resumed her position of critic teacher in the primary grades. Finally, Miss Knapton, who has been text-book librarian and secretary to the President, has gone to Seattle, and her position is filled by the election of Miss Grace Walker as secretary to the President and Miss Lucy Weld as text-book librarian.

The new members of the faculty are peculiarly qualified to discharge the duties of the positions to which they are elected. Miss Reba G. Wharton is a graduate of the University of Illinois. She has spent two years in European travel and study, and has had a valuable experience as a teacher of Latin, first as teacher in the high school at Quincy, Ill., then as head of the Latin department of the East Aurora, N.Y. high school, and finally, for the past three years, as head of the same department in which she was formerly a teacher, at the Quincy high school.

Miss Evelyn Newman is a graduate of the Louisville, Ky., normal school and has two degrees from the University of Chicago—Bachelor and Master of Arts. She has taught in the schools of her home city, Louisville, Ky.

Katharine Leonard joined the Moorhead Normal faculty as a teacher of mathematics in 1906. When she retired in 1945, Miss Leonard was still the whole mathematics department of Moorhead State Teachers College. She died in 1962, at the age of 87.
In another article the Bulletin reported that the hiring of Elizabeth L. Ware to replace Ruth Hutchinson was a momentous change, because Mrs. Ware would be Dean of Women at Moorhead, a new position and an innovative change.

The next issue of the Bulletin, November 1908, introduced another new member, Mary C. Rainey, who would remain in Moorhead for the rest of her career. With her newly-earned University of Chicago degree, Adelaide Kibbey presumably went on to a new position instead of returning to the place she had held at Moorhead Normal from 1905 to 1907:

Miss Mary C. Rainey, of Oswego, N.Y., succeeded Miss Adelaide Kibbey as primary critic teacher in the model school, on the withdrawal of Miss Kibbey in September. Miss Rainey is a graduate of the Oswego State Normal School and a graduate of Teachers' College, Columbia University, department of Kindergarten and Primary Supervision. She taught for some time in the public schools of New Jersey and, following this, spent two years as teacher of kindergarten and primary at the Oswego State Normal School. She is in every respect amply qualified for the work she is doing at the normal school and has taken her place as a congenial and efficient member of the family.

A new model school building would be completed for Miss Rainey to move into 18 months after her coming to Moorhead Normal. This building burned along with Old Main in 1930, and for more than two years Mary Rainey taught her primary grades and directed student teachers in the small private houses the college acquired to continue the model school program. In April 1932, near the end of her teaching career, Miss Rainey once again moved her classes into a new model school, the present Lommen Hall.

E. R. Collins and J. Harold Powers head the list of new teachers in 1909, and both were to play active roles at the college for more than a decade. Collins brought Moorhead Normal its second doctorate when he succeeded E. S. Quigley as teacher of psychology and the history of education. Powers, who transformed the school's musical program in the years before World War I, had an unusual dual assignment for two years, teaching manual training as well as music. Gertrude Peters was on the faculty for only a year, 1909-1910, but she established the new department of domestic science—or household economy, which became its catalogue designation the next year. The September 1909 Bulletin printed a complete account of faculty changes that fall:

Superintendent E. R. Collins, of Fort Madison, Ia., succeeds Mr. Quigley as teacher of psychology and history of education. For the past two years Mr. Collins has been superintendent of the public schools of Madison, a city of 10,000 inhabitants. He was educated in the public schools of Kirksville, Mo., and at the Iowa State University, where he secured the degrees of B.S. and M.A. Subsequently he completed work in the department of education at the University of Iowa which entitles him to the degree of Ph.D. He has had a varied experience in educational work, which has included teaching from the rural school upward. For four years he was principal of the high school at Iowa City, the seat of the State University. He is married, and since coming to Moorhead has taken up his residence, with Mrs. Collins, at 511 4th Street South.

Mr. J. Harold Powers, who joined the normal at the opening of the summer session, came to the
Mary C. Rainey, who came in 1908, still headed the primary department in the 1930s. E.R. Collins, an Iowa school superintendent, joined the Normal School faculty in 1909 after he had completed his Ph.D. in education at the University of Iowa. J. Harold Powers headed the Moorhead Normal music department for ten years, beginning in 1909.

School from Crookston, where he has been director of music and manual training in the public schools for two years. Mr. Powers is a graduate of the Crane Musical Institute at Pottsdam, N.Y., and of the Potsdam State Normal school. He has studied with eminent teachers of music in New York City and has had successful experience in teaching music in both studio and public school work. In addition to his musical training, Mr. Powers has had excellent training in manual arts at the Bradley Polytechnic Institute in Brooklyn. Since coming to Moorhead, Mr. Powers has established his family, a wife and infant daughter, in a home at 121 Sixth Street South.

Miss Ruth Hutchinson, who was formerly preceptress at Wheeler Hall, has returned to the normal school after a year's work in English at Teachers' College, Columbia, where she secured the degree of M.A. She is now in charge of the Latin department, and is welcomed back to her friends in this community with genuine enthusiasm.

Miss Mary Neer joins the faculty as critic teacher in the intermediate department of the model school. Her home is in New Jersey. She is a graduate of Teachers' College, Columbia, and has had successful experience as a teacher in the East.

Miss Florence Meyer succeeds Miss Pence as teacher of physical education. Her home is at Yonkers, N.Y., and she has taught in New York City. She is a graduate of Barnard College and has a master's degree from Columbia.

Miss Gertrude Peters comes to establish and carry on the new department of domestic science. She is a native of Michigan, her home being at Springport. She is a graduate of the State Agricultural College of the University of Michigan, and took a year's graduate work at Columbia, where she received her master's degree last June. She has had experience as a teacher and, in her work in the summer school as an organizer of new enterprises, has manifested her competence as an executive.

Miss Elizabeth Keppie, who last March succeeded Miss Rumball as teacher of reading, is from Pawtucket, Mass. She was educated in the public schools of that city, and in the Pawtucket Training School, where she was also a teacher. She graduated at the head of her class from Emerson College of Oratory, and has had experience as a teacher in all grades of public school work. She has already established herself as one of the conspicuous successes in the galaxy of the normal's reading teachers.

Before introducing the nine new people who joined the Moorhead Normal faculty that fall, the September 1910 Bulletin explains why there were vacancies for these new teachers to fill. The resignations reflect creditably on the institution, and the faculty was expanding. This article on faculty changes is unusual in other ways because it reveals the distinguished scholarly parentage of two of the new teachers, the expected marriage of another, and the "nearly completed" Ph.D. degree of the new Dean of Women. The confident, easy tone of the article suggests that it was probably written by E. T. Reed, who was responsible for many such articles in the Red Letter and Bulletin during this era.

Since last June many changes have occurred in the faculty. Mrs. Ware, Dean of Women, withdrew in the course of the summer to take a trip abroad for recreation and study. She is now at Oxford studying for a superior degree. Miss Keppie, teacher of reading, resigned to go to Los Angeles normal school as teacher of expression; Miss Newman, teacher of composition, resigned in June and is now General Secretary of The Studio Club of New York City. Miss Hutchinson, teacher of Latin, has gone to Western Reserve University as instructor in the department of English. Miss Walker, secretary to the president, heard the call of the West and is now teaching at Tacoma. Mr.
Florence Meyer came to teach physical education with a bachelor's degree from Barnard and a masters from Columbia. After teaching from 1909 to 1912, she returned to teach a single year in 1913-1914.

Allen F. Wood was apparently hired in 1911 to start a new department of business. Although such a department did not materialize, Wood remained on the faculty for 14 years. In that time he taught penmanship, mathematics and the physical sciences and acted as registrar for a time.

Nellie Chase taught history and English at Moorhead Normal from 1910 to 1914.

Stanford, in order to try a change of occupation, secured a year's leave of absence. Miss Neer, intermediate critic teacher, is supervisor of primary teaching at Camden, N.J. Thus, through several withdrawals, as well as through the enlargement of the school, nine new members of the faculty have taken their places with the members of longer service. The faculty corps now numbers twenty-six. In addition six janitors and engineers are now in the employ of the school, besides a number of helpers at the dormitories.

In briefest abstract, the professional qualifications of new members of the teachers force are as follows:

Mr. S. W. Hockett, who takes Mr. Stanford's work in physics and chemistry, comes from South Haven, Mich., where he has been principal of the high school for the past three years. He is a graduate of the University of Iowa and one of the leaders of his class. He subsequently took a master's degree, with honor, at the same institution where he was also a member of the honorary scientific society, Sigma Phi. Mr. Hockett expects to bring a bride to Moorhead in the course of the year.

Miss Nellie Chase of Iowa City, who comes to teach history and composition, is a graduate of the University of Iowa, where her father, Dr. Chase, is a member of the medical faculty. She has specialized in history and English. Following her graduation from Iowa University, she went to Mount Holyoke, where she spent a year on her favorite subjects. She taught one year at Sutherland, Ia., and three years in the high school of Decorah, Ia.

Miss Mabel Bently, of Olwein, Ia., the new teacher of domestic art, was a student at the state agricultural college of Iowa, and subsequently graduated from the course in household economy at Lewis Institute, Chicago. For the past two years she has been preceptress of the ladies dormitory and teacher of household economy at the Mayville, N.D. normal school.

Miss Alta Robinson of Iowa City, Ia., is an honor graduate of the University of Iowa, where she also took her master's degree and received the special certificate (on examination), denoting scholarship attainments in English. She has nearly completed the work for a degree of doctor of philosophy. She has taught in both high schools and colleges. She was instructor in rhetoric at Beloit College for one year, assistant in English at Iowa University for three years, and instructor in English at Westminster College, New Wilmington, Penn., for the past two years. At the normal she is teaching grammar and composition and occupies the position of Dean of Women.

Miss Tryphena Anderson of Montevideo, who is to teach Latin at the normal and also serve as preceptress of the Annex, has been teaching Latin and German in Windom Institute, Montevideo, for the past few years. Her father, who is a clergyman, is a classical scholar of accomplishments, and her uncle, Prof. J.E. Olson, is the distinguished Scandinavian scholar of the University of Wisconsin. A student at Carlton College, she subsequently graduated from the University of Minnesota and has had a varied experience in teaching.

Mrs. Cecile A. Kimball, who joined the school in June, is from Grand Rapids, Mich. She was educated in the Agricultural College of Michigan, and The Teachers' College, Columbia University,
where she completed a course in household economy and institutional management last June. She is a woman of rare personal refinement and occupies the responsible position of superintendent of the dormitories.

Miss Maude Hayes, teacher of reading, was formerly of Nashville, Tenn., but has more recently made her home in Chicago. She studied at the University of Nashville, where she took both the Bachelor's and Master's degrees. She is also a graduate of Emerson College of Oratory, Boston, and has been a special student at the University of Chicago. She is an experienced teacher of reading, her last engagement having been with the State Normal at Emporia, Kan.

Miss Anna Haenert, secretary to the president and teacher of penmanship, is a graduate of the Advanced Course of Study in this normal school, and a teacher of extended experience in the public schools of the state.

Two of these new teachers would play important roles in the history of the school for many years to come, notably Maude Hayes. Several young women had taught reading at Moorhead Normal during Frank Weld's presidency, apparently with some distinction. Because Weld himself was a master in this field, he no doubt took special care in hiring reading teachers. After the lovely Harriet Rumball (1905-1909) married Resident Director C.A. Nye in 1909, Weld had hired Elizabeth Keppie, who had "graduated at the head of her class" from Emerson College of Oratory in Boston. Although this young woman was newly arrived in Moorhead when the article was written, the Bulletin had confidently announced that "she has already established herself as one of the conspicuous successes in the galaxy of the normal's reading-teachers." The lure of Los Angeles, then just beginning its expansion into a big city, may have enticed Miss Keppie away from Moorhead after a single year. In any case, Miss Hayes, also a graduate of Emerson but a Southern lady, not a New Englander, filled the reading position at Moorhead thereafter as long as the course was offered. Still teaching at Moorhead State Teachers College until her retirement on the eve of World War II, her field was designated "literature" in the 1920s, and she was chairman of the college English department in the 1930s. Byron Murray, who succeeded to that position in 1939 when Miss Hayes retired, spoke of her as "chairman of speech and later of English."

However, there were no speech courses, so designated, until the 1920s. "Reading" can probably be best described as the oral interpretation of literature. The reading selections studied in the course were analyzed for effective presentation to an audience, not for private understanding. In that sense "reading" courses were speech, not English courses, as those terms are used in the present day.

Nellie Chase remained in Moorhead for the rest of her life. After teaching history and English from 1910 to 1914, she married City Clerk Grant Price. Like Jessie Hazelton Askegaard, Nellie Chase Price came back to teach at Moorhead State Teachers College after raising a family. Mrs. Price was a frequent part-time teacher of English in the 1920s and 1930s.

The faculty changes announced in the November 1911 Bulletin reveal further growth in enrollment, a considerable turnover in the Model School faculty, and, apparently a change in student-teacher ratio. There are other puzzling matters: an assistant was employed for C. A. Ballard in the biological sciences, yet Ballard had no assistant in later years.

Still more puzzling is the case of Allen F. Wood. He was apparently hired to start a new department of business training, which did not become a reality at Moorhead State until more than 40 years later. The next three Normal School catalogues list his assignment as penmanship, and penmanship and mathematics in 1915-1916. The first Praeceptors and the World War I catalogues give his assignment as penmanship and registrar, and later the physical sciences and registrar. In 1919-1920 he taught physical science and geometry and, from 1920 until he left the faculty in 1925, physical sciences or physics.

Carl B. Wilson, who acts as Mr. Ballard's assistant, joined the faculty in June. He is a graduate of the high school at Wellington, Ohio; of Oberlin College, where he received both the A.B. and A.M. degrees; and is registered at the University of Michigan for the degree of Ph.D.; besides doing special work in agriculture and biology at the Iowa State Agricultural College at Ames. After his graduation from Oberlin he taught in the Oberlin Academy and has also done some college instructing before coming to the Normal.
Another new department, that of Business Training, is in charge of Allen F. Wood, who also came here in June. He is a graduate of the high school at Saline, Michigan; of the State Normal College at Ypsilanti in the same state; and of the University of Michigan, where he received his B.A. degree. He has been superintendent of schools at Sheboygan, Michigan, and principal of the high school at Mt. Clemens, Michigan, from which place he came to Moorhead.

J. W. Eck is another of the new men on the faculty, and he has charge of manual training and the direction of athletics among the boys of the Normal and the Model School. He is a graduate of the State Normal at De Kalb, Illinois, and has attended the University of Illinois, receiving the degree of Bachelor of Science. He has taught in the schools of Kentucky, notably at Louisville. In his department advanced work is now given to prepare supervisors of manual training.

The Latin department has had an addition in the person of Charlotte Rankin of Minneapolis, a daughter of Professor A. W. Rankin of the College of Education in the State University. Miss Rankin has attended both Minnesota University and Smith College, graduating this year from the latter. She joined the faculty in July for the second summer session, teaching English; and has already become very popular at the Halls, where she is a leader in many social activities among the students who live there. She acts as assistant preceptress of Wheeler Hall.

Fannie Sims of Chicago teaches drawing and acts as preceptress of Comstock Hall. Her education has been carried on in the Chicago public schools, Armour Institute, Chicago Art Institute, and Chicago University, and has been largely along the lines of design, art, and textile work. She taught for three years in the elementary school connected with the College of Education at Chicago University. Miss Sims also joined the faculty in July.

Bertha Rogers of Massachusetts succeeds Miss Scofield as critic teacher in the third and fourth grades in the Model School. Miss Rogers is a graduate of the State Normal School at Worcester, Massachusetts, afterwards teaching in the schools of that state. She has done advanced work in Harvard University, Clark University, and secured the degree of B.S. from Teacher's College, Columbia.

Aurelia O'Connell of New Richmond, Wisconsin has charge of the fifth and sixth grades of the Model School, as critic teacher. She is a graduate of the River Falls Normal, Wisconsin, and of Teacher's College, Columbia. She has taught several years in schools in Minnesota and Wisconsin, coming to the Moorhead Normal from the normal at Stevens Point, Wisconsin. Miss O'Connell succeeds Miss Myrtice Clark, also of Wisconsin.

Another new member of the Model School faculty is Myrtle Sholty, who has the first two grades as critic teacher. Miss Sholty is a graduate of the Wabash, Indiana, high school, her home town; of the Wabash Training School for Teachers, and of Chicago University, where she also secured a certificate from the College of Education. She has taught in the Wabash schools and in the Stevens Point, Wisconsin, Normal School.

Anna Handeyside, who succeeds Miss Haenert as secretary to the president, is a graduate of the State Normal College at Ypsilanti, Michigan, and of the Cleary Business College. She comes to the Moorhead Normal from the Agricultural College in Fargo, where she has been filling a similar position under Professor Ladd.

Two changes have been made which are in the nature of promotions. Miss Anderson becomes Dean of Women, upon the withdrawal of Miss Robinson to accept a similar position in the University of South Dakota at Vermillion. Miss Rainey is the first incumbent of a newly created position, that of supervisory critic teacher of the primary grades, Miss Sholty taking the work formerly in her charge. Both promotions are especially merited and their friends congratulate these popular members of the faculty.

One new addition is worth special notice. Three men had been hired for the new department of manual training since 1904, but John W. Eck, who took over that department in 1911, held the position longer than his...
three predecessors together and became a faculty member of some prominence. Furthermore, he had an additional responsibility: “the director of athletics among the boys of the Normal and the Model School.”

Because the files of the quarterly Bulletin are not complete, it is difficult to follow the faculty changes from year to year. Also, despite the extensive stories about the new teachers who were added to the Normal faculty, some names are missed—perhaps because of changes taking place during the school year. Later records show that Frances Freeman taught household economy from 1911 to 1914 and that she had assistants the last two years: Bessie Hopkins in 1912-1913 and Emir Best in 1913-1914. Furthermore, changes were made in teaching assignments from year to year. In 1912-1913 Nellie Chase was teaching only history and Albert Kingsford geography and sociology—a new subject in the curriculum. E. D. Strong taught history and sociology from 1912 to 1914. W. M. Tucker came to teach geography in 1914; in the previous two catalogues no faculty member was listed with that assignment.

From 1912-1913 onward it seems best to introduce new faculty members, with their credentials and previous experience, by tracing the development of departments and new programs. In the earlier years of Weld’s presidency, lengthy accounts of each year’s new faculty have been included in this history for what they tell about the development of the young institution. They are perhaps justified by the color and verve of Edwin Reed’s writing, the slightly boastful or hopeful tone of Weld’s own accounts of the new people he was bringing to the Normal School, and the wide-eyed stories published by the Moorhead Daily News about the new scholars and teachers coming into the community.

**Why Did Faculty Members Leave Moorhead?**

In the first decade of Frank Weld’s presidency, the Normal Red Letter (from 1900 to 1906) and the Bulletin (from 1906 onward) printed a good deal about former teachers. Many, even those who had been in Moorhead for only a year or two, came back to visit the school, and the Normal faculty and students were obviously interested in the activities of those who had left the Moorhead faculty. Most of them left for more promising positions elsewhere, or to be married. After marriage few of them taught again, though there were exceptions. Divorce or separation were considered so disgraceful that ladies who lost their husbands this way did not return to Moorhead, although the Moorhead News printed an article about one very popular Normal School teacher (Letitia Morissey), whose marriage went awry. After their husbands died or after their children were grown, several women returned to teach at Moorhead many years after their first teaching appointments.

The September 1909 issue of the Bulletin was especially informative on the subject of normal school marriages.

An article on “Changes in the Faculty” began with the news of Harriet Rumball’s marriage to the “Hon. C. A. Nye, Resident Director of the school, who had just returned from a trip around the world.” Miss Rumball had submitted her resignation at the beginning of the spring term in 1909; her marriage took place later in New York. In June Miss Alice C. Pence, who had taught physical education from 1907 to 1909, resigned in June and was married in Lexington, Kentucky on September 15. The bridegroom was Arthur E. Cannon of Fargo; “Mr. and Mrs. Cannon have taken up their residence in a new house in North Fargo.” Miss Ruth Dowling, who had taught geography from 1898 to 1902, was married on September 28 at New York to the Rev. Robert Dodge Merrill of Babylon, Long Island. Miss Alice M. Osden, teacher of reading and physical culture 1900-1903, had taken a similar position at the Los Angeles Normal School, and had been married to William Browne Hunniwell in that city on August 7. Finally, the Bulletin records the marriage of Moorhead faculty member Edwin T. Reed to Miss Katherine Hartwell in that city on August 28, and their August trip “to the North Pacific coast, visiting Yellowstone Park, the coast cities, and the Rocky Mountain resorts of the Canadian Pacific.” The Reeds would occupy the Wagner house on Fourth Avenue during the coming winter, the article noted.

Since Reed was very probably responsible for the editing and much of the writing of the Bulletin, this marriage may explain the spate of marriage articles in this issue. The marriage of Miss Nellie Erickson ‘02 of Fergus Falls in August to Moorhead attorney C. R. Chapin is also noted; Mr. Chapin had built a house on 12th Street South that summer, “near the Normal school” (to the north, since there was no building south of the school until several decades later). Another marriage-to-be is not announced in this Bulletin issue. The article said only that Miss Jessie Hazelton had severed her connection with the school in June and had been
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Ruth Dowling, geography, 1898-1902, was one of the few teachers who served under both Lord and Weld.

spending the intervening months at her home in Chicago. Not long thereafter she was married to Edwin Askegaard, and returned to the Red River Valley.

It can be assumed that many of the young women who resigned their Moorhead positions after teaching only a year or two left to be married. However, many women chose teaching careers instead of marriage, and some of them remained in Moorhead for the rest of their lives. Katharine Leonard and Maude Hayes, who came to the Normal School in 1906 and 1910, remained on the Moorhead faculty until they retired in the late 1930s—mainstays of the institution through three decades. The Bulletin articles just noted also mentions "Miss Elizabeth Donaldson, who after eight years of service to the school as head of the department of Latin, spent the past year, in company with Miss Jessie Comstock, at Oxford University and in Italy." Miss Donaldson had decided not to return to the normal school and was taking advanced work at Columbia. Although she had severed her connection with the institution, she was still interested in the school when she talked to President Dille in 1975. A vital, vibrant person at the age of 99, she had never married.

Many faculty members left Moorhead to take more promising and prestigious positions elsewhere. Will Grant Chambers (psychology and education, 1901-1904) went to the Colorado State Normal school at Greeley, Colorado, and later to Pennsylvania State University. His successor, Edward G. Quigley (1905-1909), became an assistant professor at the University of Minnesota, where he had a long and distinguished career. Their colleague of the same era, Thomas A. Hillyer, who had been superintendent of the Moorhead Model school from 1901 to 1907, became president of Mayville (ND) Normal; Miss Nellie Olson, the Moorhead public school librarian and high school Latin teacher, went with him as normal school librarian at Mayville. The following year, Miss Lillian Sprague, who had been a Moorhead primary grades critic teacher, went to Mayville as director of the model school.

Others took positions at nearby institutions apparently more to their liking—or for other reasons. Miss Lena Leonard taught music at Moorhead for a year (1902-1903) and then went on to Wesley College at Grand Forks, an institution later incorporated into the University of North Dakota. Although she found her new life and work "very agreeable," she spent parts of her holidays with Moorhead families. Miss Abbie Simmons, who had been a critic teacher (1901-1905) and later an English instructor (1905-1909), had "gone over into Macedonia," according to the Bulletin. She had become a member of the faculty at North Dakota State Agricultural College in Fargo. In her last three years at Moorhead, Miss Simmons had been a member of the department headed by E. T. Reed, who wrote "gone over into Macedonia."

Earlier Red Letter articles had noted that Preceptress Dora Eaton and critic teacher Edna Heywood, both at Moorhead from 1901 to 1903, were teaching at the newly-founded Duluth Normal School.

Arthur P. Laughlin (1907-1909) went on to a position in the public schools of Peoria, Illinois, as director of the manual training program—presumably because the salary was better or because he was from that part of the country. The Normal School Bulletin of August 1908,
After a single year on the Moorhead faculty (1904-1905), Ethel Middaugh resigned to set up her own music studio in Fergus Falls.

reporting on faculty vacations, noted that “Mr. Laughlin took his family to the old haunts in Illinois.” Better salaries or the “Go-West” spirit took Edith A. Bickell (primary critic teacher 1903-1905) to Lewiston, Idaho, and Alice Knapton (school secretary 1906-1908) to Seattle, where her sister was living.

In the fall of 1905 the Normal Red Letter had reported that Ethel A. Middaugh (music 1904-1905) had “a studio of music” at Fergus Falls, and that Grace E. Kingsburg (physical education, 1904-1905) was teaching in a dramatic school in New York. This last news item has an enigmatic note added: “the gym classes no longer play baseball.”

Some very sad news of former faculty members is also recorded. The Bulletin of February 1907 told of the November 15, 1906 death of Mrs. Cora McCollom Smith (preceptress and reading instructor, 1903-1905) at Waterloo, Iowa. The same issue of the Bulletin reported that a painting exhibition showing the work of Margarethe E. Heisser (drawing, 1901-1903) had opened at the Fargo Public Library, under the sponsorship of Judge and Mrs. Charles F. Amidon. The August 1908 Bulletin noted the tragic early death of Moorhead Normal’s best known young artist-teacher:

The death of Miss Margarethe Heisser, teacher and artist, left uncompleted an original and significant artistic career, one of the most individual that has blessed the dawning interests of these northwestern prairies. Miss Heisser was on her way to the Fort Totten Indian Reservation to undertake for the Federal government an important commission to paint certain types of Indian life, when she was overtaken with the illness that soon resulted in her death. This occurred in June.

Miss Heisser was teacher of drawing in the normal school during the years 1902-1904. Prior to that time she had conducted a studio in Minneapolis, where President Weld first made her acquaintance. At the completion of her work here she went abroad, where she studied art and painted a number of pictures. These were sold, through the kind agency of Mrs. Heffelfinger of Minneapolis, at such a handsome return that Miss Heisser was enabled to continue her stay abroad for another year. On her return to this country she came to spend some time with Judge and Mrs. Amidon of Fargo, where she began her notable series of portraits of some of the distinguished administrators and jurists of this section. Among these portraits, that of President Weld, which now hangs in the library, was arranged for by the class of 1907. Miss Heisser took the commission with real enthusiasm and executed the portrait with loving care. As a consequence, it is more than a mere likeness of our president—it is a true portrait, revelatory of character and personal atmosphere.

Possessed of undoubted creative power, Miss Heisser had some of the eccentricities of genius. She had also, however, a remarkable power of holding the friends who really knew her; of impressing her large and lucid ideas agreeably upon her associates; and of giving, through a thousand kindly offices, a reassuring friendship to those who base their affinities on the essentials of a thinking life.

It is not surprising that many of the young women left the Moorhead faculty to be married. In the near frontier

Margarethe Heisser (drawing, 1901-1903), considered a very promising artist, was deeply mourned after her sudden death in 1908.
cities of the West, educated and cultured young ladies were desirable wives for the ambitious young men who had gone West to become the professional men or business leaders of new communities. From the first years of the new normal school, teachers had left the faculty to become the wives of such men: Louise McClintock, one of the first five teachers, had married Resident Director Thomas Kurtz in 1890. Nearly two decades later another resident director, attorney C. A. Nye, had married Harriet Rumball, who had taught reading at Moorhead from 1905 to 1909. Letitia Morissey had married banker James Burnham in 1900. These three instances suggest that young women who were conspicuously successful public performers were especially attractive to prominent men. Louise McClintock and Letitia Morissey were music teachers, highly successful both as soloists and directors in Moorhead-Fargo, and Harriet Rumball was a reader who often performed publicly. Both Kurtz and Nye had been widowed and were some years older than the teachers they married. Miss Morissey’s marriage to young James Burnham ended unhappily, according to a later report in the Moorhead Daily News.

The early issues of the Bulletin, in continuation of such departments in the earlier Red Letter, printed a good deal of personal news about present and past Normal School teachers, especially about their travels and vacation activities. The unmarried ladies usually visited their old homes and families, Katharine Leonard going back to Grafton, Vermont in her first years at Moorhead. The men with families took them to lake resorts, the Ballards renting a cottage at Shoreham on Lake Melissa (near Detroit Lakes) in 1908. Some Moorhead State graduates of later years will remember the Ballard cottage on Pelican Lake, the site of summer institutes in the 1920s and 1930s. The special interest the whole college took in the Stanford family is revealed in the following 1908 item, a sample of the Bulletin’s style, probably Edwin Reed’s:

“Mr. and Mrs. Stanford took the double twins for a month’s outing at Spicer, on Green Lake, near Willmar. Mr. Stanford could not enjoy all the sport with his boys and girls because he was needed at summer school, but the little tads saw to it that he got a taste of it.

The “little tads” were two years old in 1908. One of the last items in the last issue of the Normal Red Letter (May 1906) had announced their birth:

There are two of them. Two blue-eyed, yellow-haired boys came to gladden (or it may be in a few years to sadden) the hearts of their twin sisters, Ruth and Beth. On the morning of April twenty-ninth Mr. Stanford walked with firm tread, his chin lifted higher and his snapping wit seeming keener than ever before. But there was an elderly look overtopping all this exuberance, as though already the responsibilities of two real boys was laid upon the father’s shoulders. The wishes of every one are that each of the twin boys may grow to be as worthy as his father.
A year later one of the twin boys died very suddenly of pneumonia. The news saddened the whole Normal School and classes were cancelled on the afternoon of the funeral.

The September 1910 issue of the Normal School Bulletin tells why Harold Stanford left the faculty:

Mr. Stanford, who for ten years has been head of the department of physical sciences, is in Chicago this year on leave of absence. He has undertaken a business engagement with the Wells Brothers Publishing Company, who made him an inviting offer as manager of their agency department. His office address is 383 LaSalle Street, Evanston, Ill. Both he and his family will be greatly missed from the normal community during their absence.

The leave of absence became a permanent one. Twenty years later he was publisher-president of the Standard Education Society of Evanston, Illinois.

Weld’s Faculty Meetings and Organization
The tightly knit faculty of Livingston Lord needed no formal organization. It was also small enough so they could meet at the President’s house or in his office. With the succession of President Weld, this mode of operation did not change at once. The “Events of the Quarter” section of the November 1906 Bulletin found one of these meetings worthy of mention: “The second faculty meeting of the year was held at President Weld’s home on Thursday evening, October eleventh. The feature of the meeting was Mr. Ballard’s paper embodying his observations of the San Francisco earthquake. As a summary and analysis of the great phenomenon it was an admirable exposition, and readers of the Bulletin will find much pleasure as well as profit in reading it when it appears as a subsequent number.”

The fall quarterly Bulletin dated September 1910 noted a faculty picnic as well as two faculty meetings:

The faculty picnic, held September 19, was as usual, a most enjoyable affair. The place was near the Hartwell farm, on the Sheyenne river, and as the day was delightfully warm and pleasant, the drive there and back was no small part of the pleasure. The committee in charge, Misses Kirk, Leonard, McKenzie, and Mrs. Kimball, are to be congratulated on the success of the picnic.

President Weld announced “standing committees for the year” at the first formal faculty meeting of the year, held in the domestic science rooms of the Model School on September 27.
Composition teacher Burl Martin, who was on the faculty for a decade in the World War I era, worked effectively with the young men enrolled at Moorhead Normal, advising the Owl fraternity and managing athletic teams.

Deficiencies and Graduation: Mr. Ballard, Mr. Collins, Mr. Kingsford, Miss Deans, Miss Dredge, Miss Kirk.

Social Entertainments and Public Programs: Mr. Weld, Miss Robinson, Miss Anderson, Miss Hayes, Mrs. Kimball, Mr. Powers, Miss Bentley, Miss Clark.

Library: Miss McKenzie, Mr. Reed, Miss Rainey.

Athletic Board: Miss Meyers, Mr. Hockett, Mr. Kingsford.

Catalogue and Bulletins: Mr. Weld, Mr. Reed, Miss Chase.

Museum: Mr. Ballard, Mr. Hockett, Mr. Kingsford, Miss Scofield.

Young Women's Christian Association: Miss Robinson, Miss Benedict, Miss Leonard, Miss Chase.

Registration: Miss Kirk, Mr. Ballard, Miss Leonard.

This meeting was devoted to “informal addresses” which were “in the nature of reports of recent conventions that dealt with problems of general interest.” President Weld led off with a “graphic account” of the National Education Association’s convention and election of officers. Mrs. Ella Flagg Young, Chicago superintendent of schools, had been elected president in “a very dramatic coup.” Her election, President Weld believes, will be fortunate for the Association, however circuitous the means whereby she secured this exalted office, now for the first time occupied by a woman.

Librarian Jessie G. McKenzie reported on the American Library Association convention held at Mackinac Island, Michigan June 30 to July 6. The 700 librarians present (out of a membership of 2,000) heard addresses on the historical significance of Mackinac Island in the fur trading days of the Westward Movement and on the necessity for close cooperation between schools and libraries. Albert S. Kingsford, who taught geography and history from 1907 to 1912, reviewed the National Conservation Congress which he had attended in St. Paul the first week in September. Mr. Kingsford spoke of the pioneering work of John Wesley Powell, F. H. Newell, and Gifford Pinchot and acknowledged the importance of Theodore Roosevelt’s support of the movement. Roosevelt had attended the St. Paul convention, along with President Taft, “scores of U.S. Senators and state governors,” other political figures, railway presidents and “men of national prominence in the business and professional world.” In a summary of Kingsford’s report on the St. Paul “congress,” the Bulletin recognizes its accomplishments.

A tremendous impetus was given, it is believed, to the problem of “Conservation” in its broadest sense. Conservation was made to include: The preservation of our mineral resources, our oil wells, our water power, our forests, our scenery and our soil; the reclamation of our swamp and arid lands, the careful protection of public health, the right education of youth, economic administration of government expenses and improved methods of taxation. The issue was sharply drawn between those favoring Federal control and the so-called states rights party, but with a preponderating influence favoring the Federalists. Altogether it was one of the most remarkable gatherings held in the nation.

The final report at this first faculty meeting was Edwin T. Reed’s account of the University of Minnesota’s 1910 summer session, “where he had taught English I and II in the college section.”

He spoke of the different classes of students: those of advanced scholarship, teaching in high schools, seeking additional training along specific lines; university students completing elements in a course of study; normal graduates adding to their training; and considerable company of teachers, of more or less experience, trying for credit on teacher’s certificates. He spoke of pleasant contact with members of the old faculty of the university, notably Professor Sanford, whose tireless industry in teaching, preaching and lecturing was so significant a spiritual force in the summer school. He referred to the many advantages offered in the way of intellectual entertainment—lectures, recitals, concerts; to the ascendent position which Mr. Quigley is filling in the College of Education; to the urbane and energizing spirit with which Dean James conducted the wide interests of the school; and to the new plan whereby the elementary
subjects will hereafter be handled by the Agricultural College, leaving the University free to do exclusively college work.

The second faculty meeting on October 4, 1910 was devoted primarily to adopting a series of resolutions presented by the athletic board. Students “serving” on athletic teams “may be excused from recitations when occasion requires, providing their class work is of a high order of merit.” The librarian reported that $300 had been expended on departmental book orders and $150 on magazine subscriptions. “The scholarship of the students was discussed.”

The faculty committees announced for 1911-1912 in the November Bulletin do not differ greatly from the previous year, except that President Weld does not designate himself as a committee member and several new faculty members receive assignments. Of some interest, however, is Weld’s charge to his faculty:

At the first faculty meeting of the year, which was held in the domestic science rooms following a faculty luncheon, President Weld made a short address and announced the faculty committees for the year. In his address he emphasized the importance of those activities through which the teachers of the school make their influence felt upon the student body and the community, apart from classroom instruction or purely professional service. He commended especially the work done by members of the faculty as class counselors.

The standing committees were announced as follows:

- Deficiencies and Graduation: Mr. Ballard, Miss Anderson, Mr. Collins, Mr. Kingsford, Miss Deans, Miss Kirk, Miss Rainey.
- Organization of Courses: Mr. Collins, Miss Deans, Mr. Kingsford, Miss Anderson.
- Social Entertainments: Miss Anderson, Miss Hayes, Miss Dredge, Mrs. Kimball, Miss Freeman, Mr. Martin, Miss Sims.
- Library: Miss McKenzie, Mr. Reed, Mr. Wilson, Miss Shorty, Miss Rogers.
- Athletics: Mr. Kingsford, Mr. Hockett, Mr. Eck, Miss Meyers.
- Boys’ Activities: Mr. Martin, Mr. Kingsford, Mr. Reed.
- Bulletins: Mr. Reed, Miss Chase, Mr. Wood.
- Museum: Miss Deans, Mr. Hockett, Miss O’Connell.
- Young Women’s Christian Association: Miss Chase, Miss Leonard, Miss Rankin.
- Students’ Boarding Places: Miss Anderson, Miss Dahl, Mr. Collins.
- Public Programs: Mr. Reed, Mr. Powers, Miss Hayes.
- Registration: Miss Kirk, Miss Leonard, Mr. Ballard, Miss Handyside.

Martha Lois Metcalf taught home economics from 1914 to 1918 and was the faculty adviser (“Mother Witch”) of the Witches, the oldest sorority.

Faculty member Arthur W. Johnson and Allene Coffland, who were married in 1918, raised a family in Jamestown, N.D. after World War I.

A few months following their marriage in 1918, Ray Durborow died of “the flu” in New York and Ethel Banta Durborow returned to teach at Moorhead State until 1950.
Not gowned and batted like the other Owls, Frank A. Weld stands at the left of Moorhead State Teachers College President R. B. MacLean in the center of this picture. Weld came back to the campus in June, 1926 to give the main address at the four-day Owl Silver Anniversary celebration. His speech, entitled "The Spirit of Owldom," was printed in The Silver Anniversary Roost which came out some years later (and provides most of the information included in Chapter 13 of this history).

Weld began: "I found that I could not bring myself to prepare a formal address when I came to consider what I should say at the time of the celebration of the Silver Anniversary of the Owls. My thought, immediately, dwelt upon associations too intimate for formal statement. And so I come to you with an address of composite character which I hope you may find to be, in point of interpretation, not without some significance."

He went on to say: "I am an Owl . . . The Order of Owls is a very human organization . . . The spirit of Owldom is the spirit of America at its best. The ultimate goal in this thought is service to mankind in daily walks of life. The full-fledged Owl . . . steps out into the world to face his problem, namely, to bring into closest connection two phases of life, the cultural and the common."

In his lengthy speech Weld quoted a great deal of poetry, beginning with William Morris' introduction to his Earthly Paradise, a poem by Edwin Reed entitled "Aspiration," and a poetic passage from the Bible. He read Rupert Brooke's sonnet beginning "If I should die," quoted from Hamlet and Faust, and included lengthy poems and passages from lesser poets.

Although the picture printed here was taken five years after the Moorhead Normal School became Moorhead State Teachers College, the four-day 1926 silver anniversary observance was more a Normal School than a Teachers College celebration. The Owls from 1921 to 1926 included in this group are outnumbered by men who had joined the fraternity between 1901 and 1921.

Old Owls like Ralph Iverson and George Simson (both in this group, George, in the back row, one of the newest Owls in 1926), could identify most, if not all of this group; I can see Judge Julius Skaug in the back row, Art Storms on the right side, and many others.

Art Johnson, now a Jamestown business man, was the president or general chairman of the event; Paul Thonn (or Thonn), an attorney in Northwood, Iowa, chairman of the finance committee; and Delmer Goode, who had joined E. T. Reed at Oregon State after World War I, was the editor of The Silver Anniversary Roost.
Chapter 13

The Owls, 1901- ; Two Sororities

The Owls, a fraternity which began in 1901, is Moorhead State's oldest and most colorful organization. Former President Frank Weld came back to Moorhead to speak on "The Spirit of Owldom" when the group celebrated its twenty-fifth anniversary in 1926. Some years later the Owls published The Silver Anniversary Roost, which includes the history of organization, explains how its ritual developed, and tells the story of the young men who founded the Owls.

Because this remarkable publication tells so much about the young men at Moorhead Normal in the early part of this century, the Owls are given their own chapter in this history. The Owls have initiated more than a thousand men since 1901 but now face the same difficulties the newer Greek-letter fraternities have encountered in recent years. In the past half century the Owls have not been particularly unusual despite their name and traditions. In the first quarter of this century, however, the Owls were notable in many ways.

The founding of two sororities with equally distinctive names in 1905 and 1909 will be noted in this history, but not much more than recognition of their beginnings. Neither "the Witches" (1905) nor "the Gamma Neche" (1909) had a historian like Delmer Goode, who produced The Silver Anniversary Roost.

The Ghost House

James D. Mason, the original "Father Owl," and the empty Kurtz mansion are the two indispensable ingredients in all versions of the fraternity's founding. "The original bunch that called themselves Owls used to meet at odd times and talk over the project of establishing an organization," Mason recalled later. "The boys called me 'Father Owl' possibly because I conceived the idea of forming the club, possibly because I was considerably older than the rest." Mason had enrolled at Moorhead Normal in 1895, when he was 31. On his graduation in 1901, when the Owls had been formally organized with a ritual, initiation, and mystic numbers, he was 37. After graduation he served as principal of the schools at Twin Valley and later became the editor-publisher of a weekly newspaper at Fertile, Minnesota.

The other indisputable element was the empty mansion on the corner of Eighth Street and Fifth Avenue. Built by banker (and first Normal school resident director) Thomas Kurtz about 1880, the house had been vacant for some years at the end of the century after the Kurtz family moved to Montana. One of the fraternity's founders left a description of the mansion in 1901. "The house impressed me at the time as imposing, antique, and forlorn. Somewhat back from the street, the house stood in the center of a terrace, the lawn covered by a dense mat of uncut grass and surrounded by trees. To the back was a dense growth of unkempt trees and shrubs. The real reason the house was vacant is immaterial; the affirmed reason was that it was haunted. This was sufficient, as well as to the liking of the 'bunch.'" (Otto Bergh)

Mason said the legend of the haunted house inhabited by ghosts and owls antedated the formal organization of the fraternity by several years:

The original bunch that called ourselves Owls used to meet at odd times and talk over the project of establishing an organization. At our meetings we usually had something in the line of eats, told stories (Skaug usually carried off the belt), sang songs. . . .

The fable that the Kurtz House was haunted goes back several years. In the fall of 1897 I asked for and was granted a room in the then vacant Kurtz residence, known later as the Ghost House. Astronomy was one of my studies that fall term. One beautiful evening in late September or early October of that year I ascended to the roof of the building for the purpose of locating some star groups. While thus engaged, I heard a bevy of Normal girls passing on the walk below. One of them said, "Wait, girls, while I fix my quarter!" At that moment I sent forth a low gutteral owl whoop—"Whoo-oo-oo-Whoor, Whooh!" We suspect the "fixing" process was not completed, for there was such a sudden burst of speed carrying those young ladies away as to remind one of the disturbed partridge striving to elude the huntsman.

The next day at the dinner table with nine young ladies of Wheeler Hall—practically the same group that had figured in the evening episode—we were quizzed quite closely regarding the big dark dwelling in which we roomed, the girls speaking of it as the empty house, owl house, haunted house, and ghost house. From that time on a few of my companions and myself were spoken of as "The Owls."

Although Mason was the founder of the Owls, two faculty men probably did more to shape the fraternity. Harold M. Stanford, born at Kandiyohi, Minnesota in 1875, was the same age as most of the Owls (and younger than some) when he came to Moorhead Normal with President Weld in 1899. After his first year at Moorhead, Stanford married Mary E. Olson, who had also joined the faculty in 1899. He taught physical science. The Silver Anniversary Roost printed Stanford's version of the founding of the fraternity and his first connection with it. "As I recall it, the Owls originated shortly after the first of the year 1901. Having occasion to call on James D. Mason, who occupied a room at the otherwise vacant Kurtz residence located at the corner of Eighth Street and Fifth Avenue South, Moorhead, in the early spring of 1901, I stumbled upon the 'gang' there. Being discovered, they probably thought the safest plan was to take me in. In arranging for their first party at the close of the year, a number of other fellows were taken in. There must have been from 12 to 15 by the
time the party was 'pulled off.' I am not sure just who constituted the first group, but Mason, Gray, Bengston, and Clausen were there the first night I was present. Mrs. Stanford and I acted as chaperons, or patron and patroness, at the first ‘blowout’ held in the Ghost House May or June, 1901.'

Besides the four mentioned by Stanford, nine more young men were involved in the earliest meetings: Otto and Casper Bergh, Robert Hill, Martin Gullickson, James Billsborrow, Julius Skaug, Louis Mithun, Melvin Hegge, and John Hyslin. Otto Bergh remembered that a second group was initiated with Stanford in the spring of 1901: George Wardeberg, Clyde and Wayne May, Emil and Lewis Larson. By that time, according to Bergh, the Owls had developed some kind of initiation. However, the form used later was apparently worked out shortly after this time, because there is agreement that ‘the ritual was written by Brothers Hill and Wardeberg, with the assistance of Mr. H. M. Stanford, in whose laboratory initiations were held for many years. This old ritual, covering what is now the secret initiation or first degree, has been added to and improved since, of course, yet remains substantially in the same form today as originally written.” (Ralph Iverson)

When “mystic numbers” were assigned to the 19 Owls who became members the year the fraternity was formally organized, no distinction was made between the first and second group, because Wardeberg was assigned number 2, just after Mason. Harold Stanford was number 15. After Mason graduated from Moorhead Normal in 1901, Wardeberg succeeded him as Father Owl; since the mystic number system came in at this time, it was probably thought that the second Father Owl should be assigned number 2. He was succeeded by Julius Skaug (14), the third Father Owl.

Writing about the year 1902-1903, Lewis Larson remembered: “Several new members were initiated, including Professor Edwin T. Reed, head of the English department. It was he who worked out the list of officers and their duties. He started the record book known as the ‘Green Book,’ which was a valuable reference for many years. He wrote a number of the best-loved Owl songs. The authorship of the Owl Creed is not known, but the impression is that he wrote it.” (Silver Anniversary Book)

Curtis Pomeroy, who became an Owl the following year, re-inforces this opinion of Reed’s importance to the fraternity: “While the original men started a sort of organization—I knew them all personally at the time—still Professor Reed is really the one who shaped the whole beginning of the Order. Being a member of several fraternal orders, he knew how one should be formed and the manner of initiation.” (Silver Anniversary Book)

In addition to the Father Owl, the officers elected each year were (and are) a Monk, a Scribe, a Guardian Angel, an Outer Guard, an Inner Guard, and a Treasurer. The Owl Creed has remained unchanged for more than 80 years:

I believe that the good in mankind exceeds the bad and triumphs over it.
I believe that the good in this man can outgrow the bad and conquer it.
I believe that refinement of heart makes for refinement of manners; that beauty of surroundings makes for purity of soul.
I believe in a sound mind, in a sound body; in clean habits, and temperate passions.
I believe in companionship and good cheer; in efficiency and zeal; in scholarship; and in a courageous, humble, and enduring spirit.
I believe in the ultimate brotherhood of man, and the present brotherhood of Owls; and I accept this man on the same terms that he has promised to accept me, as a Brother Owl.

From the fraternity’s beginnings, the Owls were a singing group; the Silver Anniversary Roost included more than 30 Owl songs, chants, toasts, and memorial poems. Much the best known of the songs—familiar to hundreds of Owls and other Moorhead State students (especially to the girls who lived in Wheeler and Comstock 30 to 80 years ago, who were regularly serenaded by the Owls)—is the “Gathering Song” written by Edwin Reed:

Behold how many birds there are—We're the Owls, the jolly Owls!
We're gathered in from near and far—We're the Owls, the jolly Owls!
Now bolt the door and drop the bar, No solemn saint shall come to mar The feast that's always up to par—We're the Owls, the jolly Owls!
We have no love for lots of light—We're the Owls, the jolly Owls!
A half a moon will do all right—By distant stars we guide our flight, See everything that's out of sight, And whoop her up for half the night—We're the Owls, the jolly Owls!
They say that Owls are rather tough—We're the Owls, the jolly Owls!
If b'il'd or roasted sure enough—
   We're the Owls, the jolly Owls!
All other fowl that runs the bluff
   Will see we're strictly up to snuff,
And find the old Roost rather rough—
   We're the Owls, the jolly Owls!
Now fellow fowls, come have a seat—
   We're the Owls, the jolly Owls!
A feast is on whene'er we meet—
   We're the Owls, the jolly Owls!
We're like the Dutch, we always treat;
   Qur appetites, they can't be beat;
And so we sing and eat and eat—
   We're the Owls, the jolly Owls!

Although H. M. Stanford helped the Owls organize themselves into a fraternity, his marriage in 1901 and the birth of two sets of twins to Harold and Mary Stanford in the next few years allowed him little time to look after and socialize with the Owls. Edwin Reed, however, the same age as the older Owls of the fraternity's early years, remained a bachelor until he married Kathie Hartwell, a Moorhead Normal graduate, in 1909. Before his marriage, Reed gave much attention to his students and their activities. The Silver Anniversary Roost reprinted the news item from the March 1905 issue of the Normal Red Letter that described the dinner party Reed had given at the Columbia Hotel "for the members of the Owl Club and the members of the Red Letter Board." His marriage did not separate Reed from the Owls, either. The fall Quarterly Bulletin in 1910 reported that "Mrs. Reed entertained The Owls at dinner on the evening of September 15th, in honor of her husband's birthday."

Mystic Numbers
When these young men put together a formal organization in the 1900-1901 school year, the 19 "founders" of the Owls were assigned the first "mystic numbers" of the fraternity. Mason, of course, was number one. The others were all student leaders of Moorhead Normal in the early years of Frank Weld's presidency. George Warderberg (2), born in Norway in 1873, edited the Normal Red Letter in 1901-1902. The issues of that publication for the next several years told of his studies after his graduation from Moorhead in 1904, but also refer to his health problems. He died at the home of his brother at McIntosh, Minn. in 1907. Martin H. Gullickson (3), born in Iowa in 1879, was a Red Letter business manager and debater. After attending the University of Minnesota, he became a school superintendent at Lake City in southern Minnesota. Jelmer P. Bengston (4), born in Sweden in 1881, graduated from Moorhead Normal in 1901 and was president of his Senior class. He also went on to the University of Minnesota and was a long-time Minnesota assistant secretary of state.

Clyde D. Gray (5), born in Pennsylvania in 1877, was editor-in-chief of the Normal Red Letter in its first full year of publication, 1900-1901. Following his graduation from Moorhead Normal in 1901, Gray married and raised a family. He was superintendent of schools at Gaylord, Minnesota for many years. The next three Owls (by mystic numbers) all graduated in their early twenties in 1901, and all were drawn to the West: at the time of the Owl silver anniversary, John K. Clausen (6) was a druggist in Montana, John Hyslin a farmer in Saskatchewan, and Melvin A. Hegge a bookkeeper in Idaho.

Brothers Otto and Casper Bergh (9 and 10) earned elementary diplomas in 1901 and came back to complete their advanced diplomas later. Both became school superintendents in northern Minnesota. Casper died in 1910, but Otto took a B.S. from the University of Wisconsin and was directing the University of Minnesota's School of Agriculture and Experiment...
Station at Grand Rapids at the time of the Owl 25th anniversary. Two younger brothers, Stephen (33) and Herman (34) Bergh, both graduated from Moorhead Normal in 1907. Stephen became an electrical engineer in Sidney, Montana, after attending the University of Wisconsin; Herman earned a B.A. at the University of Minnesota and became a St. Paul high school teacher.

Louis Mithun (II) was born in Norway in 1875. After some years of teaching, he became the editor of a weekly newspaper at Buffalo, Minnesota and was involved in Minnesota politics (he was a delegate to the 1920 Republican national convention). Mithun died in 1920. Robert A. Hill (12), born in 1872, took a B.A. from the U of M in 1910 and became a St. Paul high school teacher. James D. Bilsborrow (33), born in 1881, graduated from Moorhead Normal in 1904, attended the U of M 1907-10, and became a state leader of farm advisers at the University of Illinois. Julius Skaug (14), who graduated in 1904, attended the U of M 1906-09 and became a lawyer and county judge at Mobridge, South Dakota.

Clyde (16) and Wayne (17) May, born in Minnesota in 1875 and 1877, were editors, debaters, and athletes at Moorhead Normal. Clyde became a dentist at Coleraine and Wayne a physician and surgeon in Minneapolis, after taking their training at the University of Minnesota. The third set of brothers in the “Old Gang,” Lewis (9) and Emil (18) Larson, were born at Elbow Lake in 1876 and 1878, attended Moorhead Normal from 1897 to 1904 (when Lewis graduated), and were members of the school’s first football teams. Lewis Larson went on to the University of North Dakota and later became a pioneer settler in Canada’s prairie provinces, probably in the large migration of U.S. citizens in the years before World War I. At the time of the Owl silver anniversary, Lewis Larson was living in Metiskow, Alberta and reported that he was “postmaster, superintendent of telephones, real estate agent, registrar, justice of peace, commissioner, librarian, collector” and spent his spare time in electrical engineering. Brother Emil Larson was a policeman in Sioux Falls, South Dakota.

Sharing some of the glory of this “Old Gang,” who were almost venerable 25 years later when the Owls relived the founding of the fraternity, were small groups of young men who were initiated in the next few years. Two of the four inducted in 1901-1902 might be called boys, not young men—Henry Mackall (21) born in 1885 and Eugene Askegaard (23), born in 1884—but they played on the same football team and were no doubt on the same footing as the rest of the Owls. At the time of the Owl Silver Anniversary, Askegaard was a farmer and merchant at Comstock, Minnesota, where his family had been pioneer settlers more than a half century before. Mackall had gone from the University of Minnesota to Harvard Law School: he was practicing law in Minneapolis and would soon become the senior partner in his own large firm.

Twelve years older than these two boys was Ole Runnings (20), who was born to immigrant parents on a farm near Pelican Rapids in 1872. He was 31 when he graduated from Moorhead Normal in 1903 but went on to the University of Minnesota for three more years. In the 1920s he was a teacher at Verdi, Minnesota. Henry E. Johnson (22), born in Sweden in 1880, studied law at Minnesota and went into practice in Minot, North Dakota. It is worth noting that eight of the Owls of the first decade were born in Norway or Sweden. Many others had immigrant parents.

New members in 1902-1903 were Charles Putney (24), born at Keene, New Hampshire in 1876; Wallace Butler (26), in Michigan in 1879; Herman F. Anderson (27), Sweden in 1874; and Amer C. Matheson (28), Norway (no date). Putney became a dentist, practicing in Fargo; Butler an agent in cereal investigations of the U.S. Department of Agriculture; Anderson, a small town school superintendent; and Matheson a teacher at Thief River Falls.

Orville Perkins (29) initiated in 1903-1904, born in Illinois in 1876, was the same age as the first Owls. After graduating in 1904, he was in the “show card business” in Denver and later in Brooklyn; he died in 1924. The other three new members that year were: younger; George Barnes (30), born at Clearwater, Minn. in 1884, was the West Coast “general field agent” for Rand, McNally—and later a vice president; Conrad D. Howden (31), born at Perley in 1882, studied engineering at the U of M and joined Swift & Company; Curtis H. Pomeroy (32), born in New York State in 1886, became an attorney and manufacturer in St. Paul. Five other younger men became Owls in 1904-1905: Stephen and Herman Bergh, already mentioned; Ole W. Bergan (35), born in 1883, attended Concordia College (then a preparatory school) in 1903-1904 and Moorhead Normal in 1905-1906, becoming a newspaper editor at Fergus Falls; William A. Walker (36), born at Lisbon, N.D. in 1886, studied electrical engineering at the U of M and joined a Chicago firm as a sales representative; and Henry G. Dahlby (37), born in St. Paul in 1887, was an editor and secretary to the mayor of Seattle before his sudden death in 1926.

It is difficult to summarize the careers of a like number of men who completed the Owl roster of the first decade. A large share of them went on to further education after they graduated from Moorhead Normal, though most of them first took teaching positions. Four became lawyers, Orville Wood (63), 1909-1910, joining a Wall Street firm after earning a B.A. at the University of Texas and an LL.B. at Columbia. Clarence B. Larson (61), 1908-1909, attended the universities of Minnesota and North Dakota before taking a medical degree at Northwestern and becoming a physician and surgeon at Wolf Point, Montana. His brother Harry (60), 1908-1909, graduated from Minnesota in dentistry and practiced in South Mountain, Pennsylvania. Keith Walker (38), 1905-1906, attended Fargo College, the University of Minnesota, and Donder’s School of Optometry and practiced in Riverside, California. Two others found college teaching positions, two were school superintendents, and three became teachers in Minneapolis, St. Paul, and Seattle.

Three Moorhead Normal graduates farmed later in Minnesota, Montana, and Washington. Three became bank cashiers in small towns and six others went into businesses in larger towns or big cities, working for
A dozen Owls, including two faculty members, posed for the group picture in the makeshift Bulletin Praeceptor of 1918: back, Lowell Shorman, Ralph Iverson, Victor Westlund, B.G. Martin, James Ballard, Herbert Bjorkquist, and Charles Lein; front, Ralph Paxton, Terry Sharpe, Melvin Hearl, John W. Eck, and Frederick Rosel. "Babe" Hearl enlisted in the infantry that spring and died of wounds in a French hospital a week before the November 11 Armistice.

themselves or others. Robin Walker (70), 1910-1911, was the advertising manager of the J.I. Case Threshing Machine Company in Racine, Wisconsin 12 years after he graduated from Moorhead Normal (in 1914). David Sonquist (52), 1907-1908, took a B.S.A. degree from NDAC and an A.M. from the University of Chicago; he was a YMCA secretary in Trenton, New Jersey in 1926. Erik Allstrom (59), 1908-1909, who was born in Honduras in 1884 (no doubt to missionary parents), attended Denver and Northwestern Universities and the Garrett Biblical Institute; he was a minister in Tucson, Arizona at the time of the Owl silver anniversary celebration—and returned to Moorhead to take part.

Three of these young men were born in Norway. Elmer B. Knutson (46), 1905-1906, attended the U of M and St. Cloud Normal after his single year at Moorhead. In 1926 he was "agricultural representative, American Railways Association," which may mean that he represented U.S. railways in Europe, seeking immigrants who would buy railroad land. Henry Megrund (44), 1905-1906, was the postmaster at Shelly, Minnesota 20 years after his graduation. Edward Sherley (68) was a Moorhead painter in 1926, after attending Moorhead Normal in 1908-1909 and 1910-1911.

Opportunity for Intellectual Development:
"Even the Owls"
The Normal Red Letter of February 1902 argued, in an editorial paragraph, that "Our school offers great opportunity for individual development" outside of the classroom. After citing the rhetorical exercises, the Literary Society, and the Forum, the writer said "Even the Owls" (the title of the piece) were worthy of consideration:

Education as a factor in individual development is applied for only a few years. Nature has almost completed her product before it is placed in the hand of the teacher. As far as the entire development of the individual is concerned, school education is only a moment of time. Is it not then worth while to make the most of it, while the moments last? Our school offers great opportunity for intellectual development. Besides the regular class work we have the rhetorical exercises, Literary Society and the Forum. Last, but not least, the "Owls" have appeared on the scene of action. They have high hopes that they may exceed their brothers of last year, and our "Father Owl" is already contemplating some mysterious things for next spring's "turn-out."

It might be noted that Owl George Wardeberg was editor-in-chief of the Red Letter and Owl R. A. Hill an editorial writer.

There were times when the Owls were on the brink of extinction and were probably saved by their faculty members. Curtis Pommeroy remembered one such occasion: "In the fall of 1905 there were three of us back in school—Professor Reed, Conrad Hovden, and I. We held several meetings to determine if it would be worth while to try to go ahead and build up the society. We determined to go ahead and put our best efforts into starting all over to build up the Order. I do not believe any one knows how near the Owls came to being no more." A surprising number of members had graduated in 1904 and the order had taken in only four men that year, two of them about to graduate. In the next few years, however, some of the men who were to take most active roles in subsequent years became Owls: Stephen and Herman Bergh, William and Keith Walker, Arthur W. Johnson, Sigurd Hagen, Arnold Trost, Gjert Skeim, and Delmer Goode.

Other faculty members also became Owls and played active roles in the fraternity while they were on the
Moorhead Normal faculty. Among the first was Edward G. Quigley (40) 1905-1909, psychology and education, who was the toastmaster at the 1907 Christmas banquet. New music teacher Jessie Hazelton sang "The Owl and the Pussy Cat" at this dinner and E. T. Reed gave an original ballad "composed of puns and pleasantries about all the Owls, alumni and faculty." Another active faculty member was Waldo S. Hockett (66), who succeeded Harold Stanford in the physical sciences from 1910 to 1912. Burl Martin (72), who taught English grammar for ten years beginning in 1910, was an active member and adviser for the Owls after Edwin Reed went to Oregon State in 1912. Other faculty members were John W. Eck (77), who taught manual training from 1911 to 1920, Robert R. Reed (81), Edwin Reed’s brother, who taught English 1913-1917, and Earl D. Strong (91), who taught history and sociology from 1912 to 1914.

Ira Slingsby (103), who coached at Moorhead Normal between graduation from Fargo College and studying dentistry at Northwestern, became an Owl in 1914-1915. L. Wallace Rusness (113), who was first an athletic star and later a coach at Moorhead, became an Owl in 1915-1916. Raymond Durborow (115), who came to teach social studies the next year, became an Owl in 1917; he died in the influenza epidemic that swept the country the next year. Just after World War I, Roger Sergel (149), Alex J. Nemzek (152), Dan Preston (153), and Ward G. Reeder (154) became faculty Owls.

About five years after the founding of the fraternity, a two-stage initiation ceremony emerged. "In its earliest states the custom seems to have been that a candidate was initiated at one meeting and received his second degree at the next regular meeting." (Ralph Iverson) Gjert Skeim told how a more elaborate but very decorous ceremony emerged: "I well remember the Second Degree party of February 1907, but I do not know whether it was the first of its kind. The party was held in the Library, that spacious room (really a suite) lined with books and graced with sculptures and pictures and with its legend 'Silence' hung in an archway. The program mingled good cheer, humor, and ceremonial.

The two candidates were Delmer Goode and myself. I read an 'Ode' done in verse and Delmer an 'Episode' in prose, both being in the usual Second Degree vein, dealing freely in personalities. One of the ladies, acting for the Order, presided from a dais and at the conclusion of the ceremony dubbed the candidates 'Plumed and Crested Owls.'"

Some years later the Second Degree part of the initiation took on a very different character and was held later in the year, usually in April. It culminated in a program and dance. However, the Owl affair that Normal School students remembered with most pleasure was the Christmas banquet. Delmer Goode wrote with great feeling about the first such affair in 1906: "The Christmas banquet, now an established tradition, had its beginning in the banquet held at Mrs. Trost's just before the Christmas vacation. A delicious menu and a memorable program contributed to an occasion that the Order did well to perpetuate as a new tradition. Mr. H. M. Stanford was toastmaster. Both he and Mrs. Stanford gave colorful reminiscences of the early beginnings, describing particularly the first spring party held in the Ghost House in 1901. Mr. Stanford reviewed the membership from the few he first knew until, he said, the next candidate for membership, who has been pledged and is here tonight as a guest, will be the fifty-first Owl."
Goode continued, "I was that fifty-first Owl, and was initiated shortly after the Christmas recess. To my dying day two things pertaining to my Owl membership will linger with ineffaceable vividness: the happy moment of a December noon when Stephen Bergh gave me my bid to become an Owl, and the thrill with which I heard the entire banquet company that December night sing the inspired 'Gathering Song.'"

Respectful attention was given to this event in the February 1909 issue of the Normal School's quarterly Bulletin:

A social function that has come to be an annual event is the Christmas banquet of the Owls. This year the affair was carried out with the usual attractive surroundings, on the evening of Saturday, December nineteenth, at Masonic hall. The banquet was prepared by Mrs. A. J. Hanson and Mrs. Holmquist.

Fifty-two people, including the members and their guests, were seated at table, and the occasion was altogether a very bright and convivial affair. One thing in particular made this banquet notable: the presence of Mr. and Mrs. Weld, who were able, for the first time, to escape other engagements and attend.


Beginning in 1910, former Owls studying at the University of Minnesota began to organize Owl get-together dinners at Minneapolis hotels during the Minnesota Education Association conventions in late October or November. At the dinner held in connection with the 1915-1916 convention, the 15 alumni Owls from different parts of Minnesota began to plan for a 25th anniversary celebration ten years later. The idea was kept alive in subsequent years, in large part through the efforts of Delmer Goode. While he was superintendent of schools at Clarkfield in southern Minnesota, he began mailing out a mimeographed "Quarterly Roost" to his fellow Owl alumni. This publication, which reported on the whereabouts and activities of former Owls, maintained communication among the men who were active in promoting the twenty-fifth anniversary celebration.

For a time, of course, World War I intervened, but Goode's patriotic fervor in reporting on the Owls in the various branches of the Armed Services may have increased enthusiasm for a reunion in 1926. Goode spent some months in France in 1918, and soon after he was mustered out of the Army joined Edwin T. Reed at Oregon State. In 1920 issues of the "Quarterly Roost" began coming out again, now from Corvallis, Oregon. There was news of the Home Roost in Moorhead and of Owl alumni, but especially progress reports on the 25th anniversary celebration. The key figures were Arthur W.

Many new members had joined the fraternity, but the Owls are not identified in this "Home Roost 1919-1920" photograph. Adviser Burl Martin (left, middle row) and new faculty members Daniel Preston (second from right, back row) and Roger Sergei (right, middle row) can be identified. In the front row are students Bill Curran (second) and Ralph Iverson (fifth).
Johnson (42), who had become an Owl when he was a student in 1905-1906 and later returned to teach at Moorhead Normal; Paul Thonn (53), and Delmer Goode.

On the Moorhead Normal campus, faculty member Burl Martin kept the organization going. Martin reported on Owl activity in 1918-1919: “The eighteenth year of the Order started without any kind of Home Roost activity. There were only four boys in school, two being just in from the training school. All interest was centered in the Army camps and battle lines. The Armistice changed the spirit of everything, but the men in the service were still in the camps. The whole fall term was a quiet one.”

Charles Lien picked up the account: “By Christmas the Owls were returning. I had a turn as Father Owl until Edgar Wright returned to school. On March 3 the Owls gave a dance attended by outside men. About 50 were present. The gym was decorated in the national colors.” When the Owls held a spring party on May 31, there was talk of a “suitable memorial for the Owls in the service, and the two men who made the supreme sacrifice. . . . A beautiful tribute to the memory of Melvin Hearl, written by Delmer Goode, was read by President Weld.”

“Babe” Hearl (Owl 123) had attended Moorhead Normal from 1916 until he entered the Army in 1918. He was killed by machine gun fire in the Argonne Forest a week until the end of the war became the Melvin E. Hearl Post. Adolph R. Anderson (106), who had attended Moorhead Normal from 1914 to 1917 and played on one of its best early basketball teams, was killed in a truck collision in France on February 10, 1919.

In subsequent years it became a custom for the Moorhead State presidents to be elected honorary members of the Owls. Frank Weld, who was president when the order began, was another matter, however. His son had become an Owl in 1913-1914 (Frank Elwell Weld, 96) when he was 16; and Lucy Weld, who had married Curtis Pomercy (32) after his graduation from law school, had been “the little sweetheart of the Owls” before her sudden death in 1918. The Owls had a special reverence for “Father Weld.” The 1920 Præceptor described his initiation into the Owls at Christmas, 1919:

The annual Christmas reunion of the Owls was held on Saturday, December 13, when Owls from all parts of the nation returned to the Home Roost. Special significance was attached to this reunion because of President Weld’s initiation into the Order, and the conferring upon him of both First and Second degrees. The day’s program started with the Owls in charge of the chapel services for the day. At this time speeches were given by Arthur W. Johnson, Paul Thonn, Sigurd Hagen, and Fred Sanders, all paying tribute to the past services of President Weld.

In replying, President Weld reviewed some of the early history of the school, pointing out the ways the Owls had been of service to him in his administration.

In the afternoon the initiation was held. The annual banquet came at seven o’clock, with a short and spicy program of toasts. At the conclusion of the banquet, Miss Benson, acting for the Order, conferred upon Dr. Weld the degree of Plumed and Crested Owl. The dance which followed was undoubtedly one of the most elaborate and enjoyable ever held at the school. In all, over ninety guests were present.

At the end of Moorhead State’s Normal School era, the Owls were preparing for a four-day celebration of their 25th anniversary. Arthur W. Johnson, who had been teaching at Moorhead Normal when he went into the Army Air Corps in 1917, was “president” and general chairman of the event. With his brother Perry (98), Johnson had started a seed and farm implement business at Jamestown, North Dakota when they were mustered out of service. Paul Thonn (53), now an attorney at Northwood, Iowa, was chairman of the finance committee for the big event. But it was Delmer Goode who made it work with his indefatigable publicizing. Later, the Silver Anniversary Roost that he wrote and edited—and finally got published in 1941—recorded the Owls’ beginnings, their great 25th anniversary observation, and the stories of the young men who made the fraternity one of the distinctive phenomena of the Normal School era.

The Owls meant much to these young men who found themselves surrounded by femininity at Moorhead Normal. To none of them, however, had the Order meant
as much as it did to Del Goode. After he had been back to Moorhead from Corvallis, Oregon for a celebration of the Owls’ 70th anniversary in 1971, he wrote to Wayne Ingersoll about the role Moorhead Normal and the Owls had played in his life:

To me Moorhead is a dear place. I arrived there at 17 full of joy of at last getting to college and found it full of satisfactions. I, who never had a brother and was a misfit among my peer group at Ashby because I was promoted to the 7th grade at the age of 10, was thus associated for years with pupils older than I was, and did some marking time because I had exhausted the offerings of the Ashby school, at last found myself in a challenging environment. Wonderful teachers and perhaps best of all a bunch of fellows (also older, it is true), who by Christmas time had chosen me as an Owl brother. I warm at the thought of the Owl Christmas banquet after I had been pledged but was not yet initiated, when Owl voices were loudly raised in singing, “Behold, how many birds there are!” . . .

In Moorhead my vocational choice was clinched: teaching. From the age of 18, when I got a North Dakota teaching certificate and taught rural school a year between my two years at Moorhead, my professional life has been devoted to teaching. Twenty years of my life were devoted wholly to editorial work, but it was educational editing.

After World War I Goode had gone to Oregon State because Edwin Reed was director of publications there. Goode made his own career as a professor of education and later editor of a journal of professional education, *Improving College and University Teaching.* He traveled around the United States for this journal in 1948, visiting colleges and universities in a number of states. In New York City he had found one of his Moorhead Normal roommates, Sigurd Hagen (45), and in Minneapolis another roommate Otto Ramstad (39), who had gathered more Owls at his home: Curtis Pomroy (32), Jelmer Bengston (4), and Herman Bergh (34). To the end of his life Delmer Goode maintained contact with many other fellow Owls.

When he returned to Oregon and wrote again, Delmer Goode had sad news: Edwin Thomas Reed had died suddenly at his Corvallis home on August 25, 1948, at the age of 75:

The night after I visited his grave in beautiful Oak Lawn Memorial Park near Knollbrook, his home, I dreamed vividly of my father. When I awoke I realized a truth, that in my years of association with Mr. Reed, since 1906 but especially here at Oregon State College since 1919, he was more than colleague and friend. He gave me wise counsel, high example, sympathy and encouragement such as come from a father at his best.

**The Witches and the Gamma Neche**

Moselle Weld, with the help of mathematics teacher Helen A. Dow, founded Moorhead Normal’s first sorority in 1905. Although President Weld had misgivings at first, he was won over, and “the Witches” were organized during a Halloween meeting at the Weld home. The founding members were Dora Hanson, Camilla and Clara Rawson, Grace Walker, Eulalia Tufts, Moselle Weld and sponsor Helen Dow.

The “Knowing Witchy Bunch” soon became “the Witches.” Even after this name was changed to Pi Mu Phi in 1924, the sorority emblem was still “a witch riding upon a new moon which bears seven pearls; she carries a broomstick in her left hand.” The group’s initiation and ritual retained much of its Halloween party origin. Sorority colors were black and white.

This first MS sorority “went national” in 1964 and became the chapter of Gamma Phi Beta. They acquired a sorority house at 515 10th Street South after prolonged deliberations of the Moorhead Planning Commission, which considered objections of nearby residents.

The Gamma Neche (Gamma Nu after 1924) sorority was founded in 1909 by four Moorhead High School girls: Mae McCubrey, Marie Faulders, Myrtle Baker, and Eckley Pilot. When they became Moorhead Normal students these girls organized a group “to make the ties of friendship stronger, encourage social activities, and foster better school spirit and higher standards.” With six other girls they formed the Gamma Neche on February 16, 1909, making up the sorority’s name from the initials of each charter member.

The group received help and encouragement from President Frank Weld and critic teacher Abbie Louise Day. A year later mathematics teacher Katharine Leonard became the sorority’s adviser, holding that position for many years. She was joined by other faculty women later, Mabel C. Bentley in 1910-1911 and Nellie Chase (who became Mrs. R. G. Price in 1914). The first *Praeceptor* indicates five faculty members in 1915-1916: Jennie Sanders, Wilhelmina Meyer, Helen Harrelson, and Ethel M. Banta (later Mrs. Durborrow), besides Katharine Leonard.

These “Witches” are not identified because they are not Normal School girls: the photograph was borrowed from the 1922 *Praeceptor* when the sorority members were still Witches and not quite Pi Mu Phi. Most Teachers College alumni will recognize the “Mother Witch,” Flora Frick (second from left, middle), who began teaching at Moorhead Normal in 1919.
A faculty member, or faculty wife, was identified as the Gamma Neche "directress" later, Mrs. John Frederick in 1917-1919 and history teacher Anna Boutelle in 1920. In that year's Praeceptor, seven women are honorary members: Maud Hanson, Mabel Benson, Katharine Leonard, Ruth Symes, Mrs. Dan Preston, Mrs. John Eck, and Mary Brumby.

Although the yearbooks devoted two or three pages to each sorority, there were few writeups of the year's activities. The 1916 Praeceptor, however, said "some of the (Gamma Neche) social activities of the year have been the three annual dances, a Christmas party, 'spreads,' candy pulls, parties in the domestic science rooms, theatre parties, and a progressive dinner." Also, "the Witches gave the Gammas a sleighride, and Mrs. (Burl) Martin and Mrs. (John) Eck entertained the girls of the sorority."

The list of Gamma Neche charter members in the 1916 Praeceptor varies somewhat from other versions of the sorority's founders: Ethel McCubrey, Nelly Almen, Myrtle Baker, Edith Kerr, Alma Langvin, Grace Aldrich, Marie Faulders, Ellen Lund, Cora Wollan, Cora Johnstad, Miss (Abbie Louise) Day, and Mrs. Nye.

The Gamma Neche became the Gamma Nu sorority in 1924. In the 1960s, when the Moorhead State sororities joined national organizations and acquired houses, the group became the Theta Nu chapter of Delta Zeta and acquired a sorority house just outside the college gates.

In the 1916 Praeceptor four of the younger faculty members were included on the Witches membership roster: Miss Osborne, Miss Hopkins, Miss Welter, and Miss Agnes Thornton (although it was apparently improper to give a faculty member a first name, there were two Miss Thorntons on the faculty). A more matronly figure on the group picture was identified as "Miss Metcalf: Mother Witch." Although there was no account of the year's activities, the Witches included a rhyme (or song):

Pee-a-wee! Pee-a-wee!
The Witches are here.
Pee-a-wee! Pee-a-wee!
'Tis the Witches you hear.
Out of the gloom,
From over the moon
They come—the Witches.
Pee-a-wee!
Expansion and Change

During Frank Weld's presidency Moorhead Normal became less a scholarly academy and more a practical training school to prepare its students for the teaching positions open to them. By 1915 Latin had been abandoned, and students were coming to Moorhead Normal to become manual training or home economic teachers. Much attention was given to practical education early in the twentieth century. Educational journals published articles on "industrial education." At Moorhead the first manual training courses were offered in 1904 and a domestic science teacher was added to the faculty in 1909. For whatever reason, the industrial arts program has continued to be a Moorhead State mainstay ever since, while the home economics program was dropped in the 1920s.

Some of the practical-vocational programs attempted did not take root at all. Sixty or seventy years ago a few courses labeled "agriculture," a part of the new program in rural education, appeared in the Moorhead State curriculum but soon disappeared. In the years before World War I a faculty member named Allen F. Wood joined the staff to teach "business" courses. He remained on the faculty for a decade, but his designated teaching assignment was usually penmanship. Later he also taught mathematics, the physical sciences, or psychology, and in 1918-19 was the normal school's registrar. Business courses did not become a part of the Moorhead State curriculum until more than thirty years later.

During the first half of the twentieth century, a new program in rural education was developed and special emphasis was given to practice teaching in rural schools under carefully selected supervisory teachers. The system of affiliated schools became an important part of the Moorhead teacher education program and continued for nearly thirty years—until ungraded rural schools quickly disappeared after World War II. The whole system of teacher education at the college developed impressively in the 1920s, and the Department of Education became a dominant force at Moorhead State Teachers College.

In the 1890s the State Normal Board had authorized a kindergarten program at Winona, the oldest and most prestigious of its institutions. In 1914 Ethel Banta was employed to inaugurate a kindergarten department at Moorhead Normal. She had studied at the Chicago Kindergarten Institute 1903-05, worked as a kindergarden director for eight years, and spent 1913-14 at Teachers College, Columbia. Miss Banta resigned March 1, 1918 to marry Dr. Raymond Durboraw, who taught history and sociology at Moorhead. When he died in the influenza epidemic of 1918-19, Mrs. Durborow returned to her old position, which she held until her retirement in 1950—a much loved, respected and revered gracious lady.

The practical-vocational aspect of the institution's history is, of course, closely related to its training school. Perhaps unavoidably, this history will not do full justice to the story of Moorhead Normal's—and Moorhead State Teachers College's—model or training school program. The "Model School Annex" added to Old Main in 1907 was a considerable building; and in the expansion of the Moorhead Normal faculty after 1900, large numbers of critic or supervisory teachers were added to the staff. A cursory look at Moorhead Normal's faculty roster will be misleading: a sizeable share of the teachers listed in the college catalogues and pictured in the school yearbooks were training school supervisory teachers. Many of them were graduates of Moorhead Normal who returned to teach for a few terms after taking advanced work at the University of Minnesota, Columbia Teachers College, or other institutions. Very few of them became permanent members of the Moorhead State faculty until the 1920s and 1930s.

In those decades, during the presidency of R. B. MacLean, the training school added an impressive junior high school, which later was expanded into a small high school of some distinction.

The faculty of the model, training, or campus school was never completely separable from that of the normal school or teachers college. College faculty members in specialized areas also taught, or acted as critic or supervisory teachers, in the training school. Training school teachers attended faculty meetings and were sometimes elected to positions on the faculty Senate, even after Moorhead State became a university.

Physical Education for Women

In early Normal School days, women were involved in an activity called "physical culture." Boys and young men were obviously assumed to need no such training, but some kind of organized physical activity was a part of the program for Normal School women. Physical culture seems very far removed from the physical education programs of later years, and not in the same realm as the women's sports of the 1980s, but it was their ancestor at Moorhead State.

Throughout the 1890s physical culture was linked with reading and literature: that is, the faculty member hired to teach reading also taught the courses in literature—and in physical culture. Five teachers in all took the three-part teaching assignment. Alice M. Oden (1900-1903), however, was not required to teach literature. She was a popular and successful teacher, praised for her reading performances and sought after as a class adviser. In the January 1901 Normal Red Letter, Miss Oden explained the need for physical culture courses in the Normal School curriculum and described the Emerson system of physical culture:

All progressive educators of the present day believe that physical training of some kind is a necessary part of the school course, and that no system of education is complete without it, but all do not
realize its far-reaching benefits. Work in physical culture should begin the first day a child enters the schoolroom, and continue regularly to the end of his school life. Every year adds to its beneficial effects on both body and mind. "'Tis not a soul, 'tis not a body we are training up, but a man, and we ought not to divide them." Go into the schoolroom, and what do you find there in nine cases out of ten? A stoop-shouldered, pale-faced teacher, who, through lack of proper exercise, has not enough vitality to sustain the constant demand made upon her nervous system. She carries her head forward at an angle of sixty-five degrees, and her chest— I know not where. Only one side of her nature has been developed. Is she to blame? No. There is so much to be accomplished. The intellectual wheel must make so many revolutions each day, and, if in the grind teacher or child falls beneath the wheel, so much the worse for them. I call a system vicious that develops an abnormal intellect with no corresponding physical power. We must first secure health of body, untiring strength, with grace, and this will induce a keenly alert mental attitude.

The Emerson system of physical culture, which is taught in the Moorhead State Normal School, is universal in its application. It is adapted to people of all ages. Children are very easily taught the exercises. Their bodies are usually so free, and they imitate so naturally, that after seeing an exercise correctly given a few times, they will often take it perfectly. They like to show the meaning of each one. Children are greatly benefited by the exercises, especially those who have been allowed to assume careless positions in school, and so have a slight curvature of the spine, or a misplacement of hips or shoulders. Let the teacher be sure that she stands correctly herself, for through presence does she exert the widest influence. Other students enjoy the work quite as much as the little ones. As they begin to realize greater freedom in the body, it is a real joy to escape from the sense of awkwardness with which growing youths and maidens are prone to be afflicted. They gradually lose that self-consciousness which made it painful for them merely to cross the room in company, and they actually forget their hands. Students find the exercises most invigorating, especially those who have a great deal of brain work to do and little time for exercise. After hours of study the student will be refreshed and strengthened, if the entire series of exercises may be taken. If there is not time for all, the student may at least take the neck and the reaching exercises, that a vital supply necessary to repair the waste may be quickened.

The Emerson system calls for about three hundred movements, some of which are repeated. This consideration is of great value, for "repetition is the key-note of perfection." It is repetition that develops a tendency to habitual muscular freedom and response. There is no special costume needed, while the time required for taking the exercises is so short as to render them of special value in this age. "With the perfection of womanly development comes the finest physical conditions, the greatest capacity for the enjoyment of healthful play, and the possibility of greatest service to mankind."

Ella Gedney, who became Mrs. Leslie Welter, remembered that "marching" took the place of athletics in 1888-1889. More than half a century later she remembered playing the piano for the marching and playing the same march day after day. Since the school had no gymnasium during the first 15 years of its existence, it is understandable that some such activity had to take the place of more vigorous exercise. When a gymnasium was included in the addition to the main building completed in 1903, a change could be made. In 1931, looking back to his twenty-year presidency of the
school, Frank Weld said Moorhead had been the first Minnesota normal school to hire a teacher of physical education.

The November 1903 Red Letter announced that Mrs. Cora McColom Smith, the preceptress of Wheeler Hall (1903-05) and director of "the new department of physical training," had lectured on "Physical Education" on October 12:

The lecture was exceedingly frank and practical. Its conclusions were based on Mrs. Smith's own fruitful experiences as a student under competent physical authorities, and as a director of gymnasiums. She covered a wide range of topics in a positive and stimulating manner, and heightened all her points by personal illustrations.

Another paragraph in the same issue of the school magazine revealed that normal school women could look forward to more vigorous and varied physical education with the completion of the new gymnasium, a part of the extensive addition to Old Main that also included an auditorium and classrooms:

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

Mrs. Smith was not a young woman and may have found activities in the new gymnasium too taxing. Several years after she left Moorhead, the school received word that she had died of a heart attack at Waterloo, Iowa on November 15, 1907.

Grace E. Kingsbury, who taught a single year 1904-05, may be considered Moorhead's first teacher of physical education. She was succeeded by Elsie M. Dayton 1905-07, Alice C. Pence 1907-09, Florence A. Meyer 1909-12, Louise Freer 1912-14 and Florence Meyer again in 1914-15.

Some time in this period the Moorhead Normal women began playing basketball and competing with teams from other schools. In 1916, when Moorhead's first yearbook appeared, a varsity team and its coach are pictured. The women had a winning season and a coach-physical education teacher with surprising credentials. Gertrude E. Sturges had an A.B. from Oberlin and an M.D. from Ohio State University. The writeup begins: "With several of the players from last year and new girls who had before been on the basketball floor, Dr. Sturges, our worthy coach, formed two teams who defeated North Dakota Agricultural College's two teams and Fargo College's two teams." Both the first and second teams had unbeaten seasons, but the yearbook article, after noting that the girls had also defeated the "ladies of the faculty 17-7," added, "Girls thought it was a hard game."
The 1916 girls basketball writeup says: "With several of the players from last year and new girls who had never before been on the basketball floor, Dr. Sturges, our worthy coach, formed two teams who defeated the North Dakota Agricultural College's two teams and Fargo College's two teams." The girls on the picture are not identified but the first team lineup is given in the Praeceptor: Captain Eva Hanson and Helma Benson, forwards: Nora Christianson, jumping center, and Helen Hartman, running center; Ellen Wollan and Mattie Stennes, guards. Coach Gertrude Sturges was a medical doctor.

Dr. Sturges was succeeded by Allene Coffland, who had also taken a bachelor's degree from Oberlin and had taught for three years at Western Reserve University before coming to Moorhead. Miss Coffland turned athletic competition in another direction. Class teams were organized and a round-robin tournament played. In volleyball competition, dormitory women played off-campus "town" women. Although the play was intramural, "numerals were awarded to women who had played six or more halves of basketball," according to the 1917 Praeceptor, which added a note of thanks: "The women of the school deeply appreciate the time and the help which Miss Coffland, the director of women's physical education, has given them."

Allene Coffland's interests were not confined to physical education and women's athletics. She directed the dances in the 1917 production of Shakespeare's Tempest, staged by reading teacher Ruth Southwick. Miss Coffland resigned her position on March 1, 1918 to marry Captain Arthur W. Johnson of the U.S. Army Air Service on March 20.

When Flora M. Frick joined the Moorhead faculty in 1919, the rapid turnover of physical education teachers ended. Miss Frick remained on the faculty until her death in 1957. Miss Jessie McKellar, who came in 1924, also remained at Moorhead State throughout her teaching career, retiring in 1964. Sharp-tongued Flora Frick had taken a bachelor's degree at Butler College and her master's at Northwestern University. Jessie McKellar, a tall, graceful lady, had a bachelor's degree from the University of Wisconsin. For four decades these two women were the MSTC women's physical education department.

Manual Training
In the early 1900s there was a groundswell of educational and public opinion in the direction of "industrial education" course work which would be called vocational education later. In his annual report on Minnesota's high school in 1908, George B. Aiton, the highly respected state inspector of high schools (and close friend of Livingston Lord), saw "no revolutionary tendencies" in the schools but warned colleges preparing teachers that they must include utilitarian subjects in their curriculum or lose "in a degree their present control of the teaching force in the high schools." He goes on to explain: "The industrial subjects are gaining; mechanical drawing, wood-work, iron-work, cooking, and sewing, all show substantial gains." As a result, "Owing to a very heavy demand for industrial work, there has been a turning to technical, agricultural and normal schools for special instructors."

"The subject of Industrial Education seems to have come to stay," said an editorial writer in the October 1902 issue of the Normal Red Letter. "Every educational magazine contains some article or comment upon it. Teachers' associations and institutes are discussing it. It is a sadly belated town that has made no attempt to introduce it to its schools in some form. Both theory and practice are yet crude, but the principle is sound and the correct application will soon be worked out."

The same issue of the Red Letter, looking forward to the meetings of the Minnesota Educational Association in St. Paul, December 31, 1902-January 2, 1903, spoke of the influence of the association as "a potent factor in
When the Manual Training Was in 39" (1916 Praeceptor). Before Weld Hall was built, the manual training shops were on the top or attic floor of Old Main.

educational progress" in Minnesota, and singled out one area of progress in particular. "If the association had done nothing more than bring before the educational thought of the State the splendid results achieved in industrial training, it would have accomplished much...."

Whatever President Weld and his faculty thought of the turn away from academic learning toward vocational training in Minnesota's secondary schools, they were ready to follow the trend by 1904. Some of the other state normal schools were already offering "industrial education" courses. At the 1904 commencement exercises at Moorhead Normal, the first student thesis (read by Margaret Elliot) was "The Educational Significance of Manual Training." The Red Letter said this thesis "held the instant attention of the audience in view of the introduction of the new course in manual training at the normal next year."

To begin the new program at Moorhead, President Weld brought to his faculty George G. Greene, who had been teaching manual training at St. Cloud Normal for three years. Greene graduated from Beloit College in Wisconsin and had taken two years of technical training at the Massachusetts Institute of Technology. Before going to St. Cloud, he had taught four years on the secondary level at the Hillside School in Wisconsin and the Hackley Manual Training School in Muskegon, Michigan. At Moorhead Greene taught drawing as well as manual training.

Quarters were found for the new department on the third or "attic" floor of the Normal School, which housed the manual training department until Weld Hall was built ten years later. Greene no doubt began his work by teaching mechanical drawing in the fall quarter. Minnesota's State Board of Control had not acted promptly enough for the wood-working equipment to be installed in time for the fall term. The December 1904 Red Letter reported that everything was ready at the beginning of the winter quarter: "The manual training department is now in full blast, and Mr. Greene is making things hum. The room is furnished with fourteen planing benches, each supplied with a complete set of tools of the finest quality. Besides these benches there are three or four lathes and a band scroll saw. The room presents a very neat appearance. The students who are taking the course report the work exceedingly interesting, and it is to be regretted that the room is too small to accommodate a larger class."

Greene also taught manual training to model school students, who had already produced some manual work that could be exhibited. At the Becker County Teachers' Association meeting held at Lake Park on November 5, 1904, Greene's talk on "Busy Work" was "the most notable feature" of the Saturday afternoon session, according to the Red Letter. His address was "richly illustrated" with objects made by the model school children, and his talk "brimful of helpful suggestions and pointed directions."

The following spring's Northwestern Minnesota MEA meeting also had Greene on the program, speaking on "Manual Training in the School."

George Greene remained at Moorhead Normal for three years. Arthur P. Laughlin succeeded him from 1907 to 1909 and J. Harold Powers from 1909 to 1911. Powers' primary interest was music, however, and that field soon required all of his attention (he remained at Moorhead Normal until 1918.) John W. Eck, who came in 1911, was
This group of women was labeled “Home Economics” in an early 1920s Praeceptor. Although there is no identification of individuals, instructors Isabelle Collins and May Turner can be seen in the front row.

A valued and active member of the Normal faculty until 1920. Besides teaching manual training, he was a sought-after class adviser and during his first year served as the school’s athletic director. However, there is no information about the extent of his duties in this connection. In 1912 the first athletic director at Moorhead Normal became a member of the faculty. From 1920 to 1924, George K. Wells, who had a B.S. degree, held the manual training position.

Home Economics
Five years after George Greene brought “industrial education” to Moorhead Normal, a home economics program was introduced. It was usually called “household economy” the first years, and sometimes “household arts.” In 1909 and 1910 the quarterly Bulletin called it “the domestic science department,” but by the World War I years home economics had become the accepted term.

Gertrude Peters was hired in 1909 to teach the new courses, but remained only a single year. She was a graduate of the institution now known as Michigan State University and had a newly acquired master’s degree from Columbia when she joined the Moorhead faculty. The September 1909 Bulletin said Miss Peters had experience as “an organizer of new enterprises” and “had manifested her competence as an executive.”

Mabel C. Bentley, who succeeded her, also remained for only one year. She had studied at the State Agricultural College of Iowa (now Iowa State University), and had “graduated from a course in household economy at Lewis Institute, Chicago.” Miss Bentley had been preceptress of the ladies dormitory and teacher of household economy at Mayville (ND) Normal for two years before coming to Moorhead.

Although her name does not appear among the new faculty introduced in the November 1911 Bulletin, Frances R. Freeman taught household economy from 1911 to 1914 according to college records. She also had assistants, Bessie Hopkins in 1912-1913 and Emir Best in 1913-1914. Martha Lois Metcalf, who had taken a B.S. at Columbia Teachers College, succeeded Miss Freeman in 1915 and remained on the Moorhead faculty until 1918. Bessie Hopkins, a 1912 Moorhead Normal graduate, returned to serve as assistant in household economy from 1916 to 1919.

The 1919 Praeceptor had no section devoted to faculty members, that space being devoted to Moorhead Normal men who had served in World War I. However, a group picture of the Home Economics Club identifies two women as Miss Ryan and Mrs. Johnston, an indication that they were faculty members.

In 1919-1920 home economics was taught by Chleo Lunger, B.S. and May C. Turner, whose qualifications were study at Stout and Dunwoody Institutes. The following year only Miss Turner appears in the yearbook. From 1922 through 1924 Isabel Collins, M.A. was identified as home economics “principal,” with May
Turner as assistant. In 1924-25 Sada Anderson, B.S., Michigan State (then Agricultural College) and May Turner were teachers of home economics. In 1926 only Miss Turner appears in the yearbook; thereafter no teachers in this field.

The Home Economics Association was organized during the winter term of 1915 "to discuss subjects of interest to homemakers for which the limited class time gives no opportunity." The 1917 Praeceptor listed six talks by members of the faculty ("and others"), which the club had found most helpful:

Art in the Home ........... Miss Ida H. Benedict
Landscape Gardening ...... Mr. George B. Kendall
The Invention of Puffed Rice Mr. Caswell Ballard
Music in the Home ........ Mr. J. Harold Powers
Diseases of Children ......... Dr. O. J. Hagen
The Business of Being a Woman .... Miss Natalie Thornton

Like other departmental clubs, the Home Economics Association also had social functions. A get-together party in the fall, a fireside Christmas party, and a spring picnic were annual affairs. In 1916-17 the club voted to establish a home economics scholarship to be awarded to the student in the department who attained the highest ranking in all normal school subjects.

When Weld Hall was completed in 1915, the home economics department moved into new quarters on the third floor of the new building. For a time the department served small noon lunches at a nominal price to students and faculty.

Kindergarten

Kindergarten training, the "invention" of German educator Friedrich W. A. Froebel (1782-1852) came to Minnesota's normal schools very early through the persistent efforts of Irwin Shepard, president of Winona Normal. Winona historian C. O. Ruggles says that Shepard was inspired by a talk on the kindergarten movement in 1875 and "witnessed for the first time a kindergarten in operation" at the Philadelphia Centennial Exposition of 1876. Froebel's most important work, Menschenerziehung (The Education of Man), was translated into English for the first time in 1877, and Shepard no doubt read it.

The 1916 Praeceptor included most of the newly-organized Home Economics Association membership in this photograph. The yearbook did not identify the women pictured, but instructor Martha Lois Metcalf is third from the left in the back row and Bessie A. Hopkins, who was "Assistant in Household Economy," is second from the left in the middle row.

Ethel Banta, who came to Moorhead Normal as a kindergarten teacher in 1914, resigned in 1918 to marry history teacher Raymond Durboraw.
An unidentified Model School Kindergarten (or primary) teacher with her flock before her on the floor.

In 1880 President Shepard opened a kindergarten in connection with the Winona model school but supported it by charging tuition ($18 per year). Two years later the State Normal Board gave Winona authority to grant diplomas in kindergarten work, on two conditions: 1) "That the standard for graduation in academic and professional requirements should be equal in value to that required for graduation from other departments," and 2) "that no appropriation from the state should be asked for its support." In the next dozen years 28 Winona graduates had paid the "prohibitory" tuition of $50 per year for this training. In addition, according to President Shepard, "500 graduates from the Normal department have enjoyed the advantages of observation and a limited course of instruction." The State Normal Board listened to Shepard's plea for state backing in 1892, and thereafter granted Winona a special appropriation of $2,000 annually to support the kindergarten program.

Until she retired in 1950, kindergarten training at Moorhead was linked with the name of Ethel Banta Durboraw, who joined the faculty of the Moorhead Normal School in 1914. College records show that Mabel M. Osgood, B.S. was employed in 1913-14 as a kindergarten teacher, but little is known about her or her work. Ethel M. Banta, who assumed that position the following year, was known to two generations of Moorhead students and greatly respected.

An asterisk after Miss Banta's name in the 1918 catalogue notes that she had resigned March 1, 1918. She was married that summer to Dr. Raymond H. Durboraw, who had joined the Moorhead faculty in 1915 to teach history and sociology. Durboraw had been an Iowa public school teacher until 1910. At the University of Iowa from 1910 to 1915 he earned both undergraduate and graduate degrees, a B.A. in 1913, a Ph.D. in 1915. Durboraw died in 1919, a victim of the influenza epidemic that swept the country at the end of World War I.

Following the death of her husband, Ethel Banta Durboraw returned to teaching at Moorhead Normal. Her first training had been done at the Chicago Kindergarten College, but she later earned both B.S. and A.M. degrees at Teachers College, Columbia.

Kindergarten work at Moorhead was obviously attractive to prospective teachers. Wilhelmina Meyer was on the staff for four years, beginning in 1915, as an assistant in the kindergarten department. In the next decade a number of young women held that position, Vera Cronquist in 1920-1921.
Chapter 15

Instead of its full membership, the 1917 Praeceptor pictured the officers and executive board of the Country Life Club. In the picture are Hjalmar Distad (president, front row), Carita Robertson, Ethel Gronner, Donald McConachie, Maud Hanson, Tella Iverson, and Mary A. Covant (adviser, back row).

Rural Education

Rural school teaching had been a prime concern of the Moorhead Normal School since it first opened its doors. In the late nineteenth century, when northwestern Minnesota was settled and school districts were organized, the demand for teachers was greater than the supply of qualified people to fill the school positions. Certificates to teach were issued by county superintendents of schools, who examined candidates any way they wished; and because the demand for teachers was so great, the certificates were readily obtainable by anyone who had a little education.

School terms were short, only three months at first, partly because the hard-pressed farmers were reluctant to spend money on education. Many of them felt that the ability to read, write, and cipher was sufficient training for their children, who were needed to work on the farms. Caswell Ballard told a humorous story of a school district that put its teaching position up for bids. A reasonably competent teacher was underbid by a man who only professed (actually bluffed) a little learning.

Some of the first students who enrolled at Moorhead Normal had taught rural schools even before they had any normal training. Many more interrupted their studies to take rural teaching positions whenever they ran out of money. As soon as they were able to return and complete one of the normal school programs, they would qualify for better teaching appointments in town or city schools.

One can only conjecture about the many students who attended a normal school for a term or two without graduating from any course. At the time Moorhead Normal first opened in 1888, students who were not high school graduates—much the largest part of the student body—were examined and classified according to their knowledge and ability. However, by direction of the Normal School Board, applicants who had second grade teaching certificates issued by county superintendents were admitted without examination. It seems likely that some of these students left the Normal School after a term or two to return to rural school teaching because they found the Normal’s requirements too rigorous.

After the 1906 meeting of the Northwestern Minnesota Educational Association, President Maxwell of Winona Normal gave an exhaustive report on “The Normal School and the Supply of Rural School Teachers.” Only 22 percent of all Minnesota teachers were Normal graduates, 8.6 percent of them teaching in rural schools. But the Normal School influence on rural education in the state was much greater than these figures indicate, said Maxwell, because many other rural teachers had attended for a term or two at one of the Normal schools: “Of the hundreds of students who take work at the normals but do not finish a course before going out to teach, the great majority are teaching in country schools.”

It must not be assumed that these rural schools gave their students a bad education. If the teacher was a poor one, or the school situation bad, students may have learned little, but there is a good deal of testimony to the contrary from people who attended one-room country schools early in the twentieth century. Ben Logan, in his nostalgic account of growing up on a Midwestern farm (The Land Remembers, 1975) tells what such schooling could be when the teacher was a good one.

We didn’t know it at the time, but we just may have been participants in the best educational system ever devised. In that richly-varied one-room community there was no artificial separation of children into good and bad, smart and dumb, young and old. We were all in it together. Subjects and years weren’t tied into neat bundles. They all overlapped, so there was only one subject: education. I made my way, year by year, up through the grades, but that was only on the record book. I was in all of the school years each year. I watched the younger children at the blackboard. I listened to them recite. Each time, it was a review of information already studied. Each time, I...
brought something new to it from my own widening world. I watched and listened when older children were in class. It was an introduction to the demands school would make on me next year, or the year after that.

The process was so natural to me that I took it all for granted. It was like life on the farm, with everything happening at once, each thing related to everything else. I had trouble later in high school and college. I was bewildered by the separation of subjects into isolated units, as though chemistry lived on some separate planet that didn't even share the same orbit as history. There was no such separation in our one-room community.

The Department of Rural Education
Just before the turn of the century, normal schools in Michigan and Wisconsin had begun offering special programs in rural school teaching, and the movement spread to Minnesota some years later. Summer institutes were conducted by county superintendents to improve rural school teaching; and, beginning in 1905, high school normal training departments began preparing young people for country teaching positions. Moorhead Normal began teaching courses in rural education somewhat belatedly, but once in the field soon developed a highly successful program.

In the fall of 1914 Mary A. Conant began teaching courses in rural education at Moorhead Normal. She was a 1906 graduate who had four years of public school experience and four more years as a high school normal training instructor before coming back to teach at Moorhead. In 1916 the Department of Rural Education was set up, twelve years after the first such department had been organized at Western State Normal School in Kalamazoo, Michigan. The Western Illinois State Normal School at Macomb, Illinois had established a rural teacher-training situation in 1906. That year Moorhead had offered a summer session of rural-oriented work in conjunction with the school superintendents of Becker, Clay, Grant, Otter Tail, and Wilkin counties. The program included model school work.

In 1918 Miss Conant was succeeded by another Moorhead Normal graduate, Anna Swenson, who had been superintendent of schools in Big Stone County most of the years since her graduation from Moorhead's advanced course in 1900. After two years at Moorhead, Miss Swenson became a member of the Minnesota State Department of Education. Better known to most Moorhead alumni because of her twenty-year stay at Moorhead was Margaret Bieri, who headed the Department of Rural Education from 1920 until her retirement in 1940.

In 1905 the new system of high school normal training departments began to train most of Minnesota's rural school teachers. At first a student could take a year of normal training after completing two years of high
school; later three years of high school were required, and finally four years and a high school diploma.

At the normal schools the five-year curriculum for students who were not high school graduates was phased out in the early 1920s. After 1915 there had also been a three-year course in rural teaching for students who were not high school graduates. Since 1916 there had been separate two-year courses for high school graduates preparing for rural and graded school teaching.

The Country Life Club; the Demonstration School

Mary Conant organized the Country Life Club in her first year of teaching at Moorhead, and the club quickly became an important Normal School organization. It was fortunate in choosing a strong person as its first president: Carl Iverson of Ashby, Minnesota. Although he did not follow a career in education, Iverson returned to his home community and was elected to the Minnesota state legislature. He was re-elected term after term for 40 years and received state-wide attention for his uncompromising political independence.

The Country Life Club obviously had a strong appeal to Moorhead students, most of whom came from the farms and small towns of northwestern Minnesota. The club's bi-monthly meetings, held in the school gym or in the Model School observation room, were well attended; the club's membership remained above a hundred each year. The 1919 Praeceptor reported that these meetings were devoted to community singing and "plays and recreation suitable for rural schools and rural communities." Purely social meetings were sometimes held, and the joint meeting of the Country Life Club and the South Side Farmers' Club was especially enjoyable and profitable. These social functions may explain something about the Country Life Club. To judge by the officers elected and other students active in the organization, the club's membership was not confined to students who expected to teach in rural schools upon graduation from Moorhead State. Many of them would, but a number of others could aspire to better-paying and more prestigious positions in town and city schools.

Adviser Margaret Bieri, who had recently joined the Moorhead faculty, is at front right in this photograph of the Country Life Club members posed on the front porch (east exposure) of Comstock Hall.
In the 1917 Praeceptor, opposite a large picture of the officers and executive board of the Country Life Club, a photograph of Miss Amanda Johnson appears with this caption: "Miss Johnson is in charge of a one-room school located three miles south of the Normal School and affiliated with it through the Department of Rural Education. This is a typical country school and Miss Johnson is demonstrating to the teachers in training the possibilities of growth in development in such a school and community." Normal students had the opportunity to visit the school, observe the work done, and take part in the teaching, and "as a result the Normal School is able to send out a much better class of rural teachers."

The college students who went out to observe the work of the Sunnyside School were interested in many things, the handling of the hot lunch program and recess activities as well as enlightened methods in teaching reading and other subjects. In the 1920s, Sunnyside would become the first of the "affiliated schools," which would give MSTC students their student teaching experience. At the end of the Normal School era, however, it was "the Demonstration School."

The 1917 Praeceptor devoted a page to the rural school three miles south of Moorhead (later called "Sunnyside"), where Normal School students enrolled in a rural teaching program could see demonstrations directed by Amanda Johnson.

Four pre-World War I horse-drawn school busses belonging to the Glyndon Consolidated Schools are ready to load students at the school building. During this era Moorhead Normal had a special arrangement for student teaching with the Glyndon district, and for more than ten years after the war, some MSTC students (in elementary or junior high school programs) would register for student teaching and go out to live for a quarter in the Glyndon teacherage and do their student teaching under resident supervisors.
Caswell A. Ballard, 1867–1949

Caswell A. Ballard, 1867-1949

There is no better way to trace the development of American education from the Civil War to World War II than to follow the life and career of Caswell Ballard, who came to the Moorhead Normal School as a member of President Weld's first faculty in 1899. Ballard was the school's most widely respected faculty member for nearly forty years, until he retired in 1937. He had twice served as acting president.

Caswell A. Ballard 1867–1949

There is a double reason for devoting a chapter of this history to the life and career of Cas Ballard. His years of teaching at Moorhead Normal and Moorhead Teachers College bring us up to the half-way point in the institution's hundred-year history. And because his son James persuaded his father to write "autobiographical sketches" when he retired from teaching, we know much more about Ballard than about any of the school's other early teachers.

Cas Ballard ended his personal story at graduation from the University of Minnesota in 1894, just before his twenty-seventh birthday. Later he sketched in the events of his later life very briefly: shortly after returning to teach science at Fergus Falls, he succeeded Frank Weld as superintendent of schools in that city; he married Ida Bell of Fergus Falls in 1898; when Weld was elected president of the Moorhead Normal School in 1899, Ballard went with him to Moorhead to teach science; four children were born to Cas and Ida Ballard from 1900 to 1915; he served as interim president of Moorhead Normal in 1919-1920 and again in 1923; and in 1937 he retired from teaching at the age of 70.

For the first four decades of the twentieth century, Ballard's career and the development of the new institution at Moorhead moved forward together. In the publications of the school—annual catalogues, quarterly bulletins, school newspapers, magazines, and yearbooks—Ballard's activities can be traced. He was a teacher his students could never forget, and many of them have been eager to talk about his classes. Even better, his eldest son James, born in 1900 a year after his parents moved to Moorhead, has reminisced about his 13 years at Moorhead Normal—eight years at the Model School and then five more at the Normal School, which earned him an Advanced Diploma in 1918. Thereafter James Ballard went on to complete his education elsewhere, but his sister Margaret continued the reminiscence. Peggy Ballard married Oscar Thompson of the Class of 1932, who earned a doctorate and became a professor of education—teaching in Iowa and Pennsylvania colleges.

One bit of Ballardiana this history cannot record, unfortunately. Fifty and sixty years ago Cas Ballard regaled audiences with "a Norwegian Fourth of July Oration," but tape recorders had not been invented and none of the many who remember the humorous performance will undertake to reproduce it. Ballard became well acquainted with Norwegians and other Scandinavian immigrants after his family moved from Indiana to Minnesota in 1884: seventeen-year-old Cas became a "hired man" on farms around Zumbrota, Minnesota, working with people he had never encountered in Indiana, and he was obviously much interested in the languages they spoke. "The Swedish language was difficult for me and I was not impressed much by it. The Danish language gave me the impression that those using it were angry or about ready to fight. But the Norwegian language was always pleasing to me. Perhaps that was because most of the men among whom I worked were of that nationality."

The Pioneer Farm in Indiana

Ballard began his autobiography with a description of the "pioneer" farm in Indiana where he lived from infancy to manhood. He felt impelled to point out how this Indiana farm differed from the flat farmlands of western Minnesota where his children had grown up.

A prairie farm is usually a regular shaped quarter-section of land, while a pioneer farm carved from the native forest is an irregular-shaped parcel of land of varying size and shape. Such a farm consisted of a number of fields for cultivation, usually small, cleared of timber, but with here and
there tell-tale stumps—mute reminders of the past—and a large area of woodland yet to be cleared.

The Ballard farm was typical, located in Hendricks County 22 miles southwest of Indianapolis. It consisted of 83 acres of fertile, rolling land, 36 acres of the farm still virgin forest.

Almost everything needed in the home was produced on the farm. Mother took butter, eggs and poultry to the village to be traded for such articles as pins, needles, thread and calico. . . . Tea and sugar were about the only foods we bought, and coffee. . . . Father would take a bushel or two of wheat to a grist mill. . . . The miller took enough of the wheat to pay him for the grinding, ground the remainder and gave it back to father as flour, shorts and bran. . . . In the fall of the year mother rendered the fard needed in the cooking. She also made all the soap that we used. . . . We dried quantities of apples, peaches, corn and pumpkin. . . . Sorghum molasses we had in abundance from a patch of sorghum we raised each year. We even raised peanuts in the garden, which, roasted in the oven, saved us many a nickel which we did not have. In the spring we sheared the sheep, took the wool to the woolen mill in Indianapolis and sold it. As part payment we received woolen cloth for clothing to be made in the home. . . .

"The early pioneer farm was self-sufficient," Ballard wrote. "On our farm the primary object of crops was to furnish us with an adequate food supply." It was possible to raise small sums of money through the sale of extra livestock or grain, but there was not much to sell nor was much money needed. The natural world around the farm was of great importance, for it furnished fuel, building materials, acorns, beech mast to feed the hogs, wild berries to vary the diet, and many of his mother's remedies. "Mother frequently tapped Nature's medicine chest." Camomile and boneset tea were tonics, comfrey root and slippery elm bark cold remedies, and in the spring a refreshing tea was brewed from the roots of the sassafras tree.

Cas Ballard realized that in his boyhood he had been part of a way of life that was passing. "As a little boy I attended a 'log rolling,' the last one held in our neighborhood. A neighbor living about a mile from us wished to increase a field by three or four acres, then covered by heavy timber. During the winter months the farmer had felled all the trees and made ready for the big event." When Ballard's father shouldered his axe and headed for the spring rendezvous, he took his young son with him, perhaps wanting him "to witness the passing of an old backwoods custom." Cas remembered that he was obliged "to keep well back out of the way as the men deftly cut, rolled and piled the logs." Despite the hard work of preparing the logs to be burned, it was also a festive occasion, with contests of strength and skill in using the axe. After a hearty meal prepared by the neighborhood women, there was a shooting match with squirrel rifles, some of them still equipped with flintlocks.

In harvesting, too, the old order was passing, though not entirely gone. "We had no reaper and when the crop was small, as was often true, father cut the entire crop with a cradle (scythe and cradle) swung by hand." However, some of the farmers had reapers and by a system of "swapping work" would cut a neighbor's grain. Since binders had not yet been invented, the grain then had to be bound by hand. Skill was required "to correctly and rapidly bind wheat. I learned to do both," Cas Ballard remembered with some pride. "At the age of 14 I was able to take a man's place in that work. . . . I bound wheat behind the reaper, and was paid a man's wage for it, $2 a day. With this, my first money, I bought my first suit of store clothes."

The Ballard family, probably of French Huguenot descent, had come to southern Indiana from North Carolina shortly after 1800. About his father, Joshua Ballard, born in 1834, Caswell wrote: "Education was not generally held in high esteem in Indiana at that time. In fact, many of those pioneers considered it to be rather effeminate. It is hardly to be wondered at, then, that my father's formal education consisted of only a few short winter terms in the 'district school.'"

Other activities demanded the time and attention of young men on frontier farms:

The clearing of land from the heavy forests of hard-wood, the planting and harvesting of crops, the splitting of rails and the building of miles of rail fences called for the help of the boys of the farm the year around. So although my father's school education was very meager, in nature's school he was adept. He knew the woods and the fields. He knew the many varieties of hardwood trees and their value and uses. He was skilled in the use of the narrow-bladed ax, as well as the then-common broad ax. He was skillful in the knowledge and use of the primitive farm methods and implements of that day.

As the son of such a father, growing up in the rural Indiana of his boyhood, it is most remarkable that Cas Ballard became a scholar and teacher. His mother was the determining factor. Nancy Eames was born at Bethel, Maine the same year as Joshua Ballard. She was the granddaughter of a Revolutionary War soldier and grew up in a region where schooling was valued very highly. "She attended such schools as were available, and because her family as well as the community favored education for their young people, she made plans for continuing her schooling. She became a rural teacher where, on a salary of one dollar a week plus room-and-board, she saved money toward that end. In the fall of 1855 she entered Mt. Holyoke Seminary (now Mt. Holyoke College) at South Hadley, Massachusetts. She was accompanied by her older sister, Elizabeth. They took with them bedding and such food supplies as could be used. She also did menial work in the dormitory to help pay her way. In this way she was enabled to spend one year (1855-56) of study at Mt. Holyoke."

How Nancy Eames found her way to Indiana, where she became the wife of a young farmer named Joshua Ballard after two years of teaching, seems most
Three generations of Ballards—Joshua, James, and Caswell—posed for this picture at Pelican Lake in 1914.

unusual—unless we remember that New England felt an obligation to educate the growing nation. In the decade before the Civil War, Cas Ballard writes, Indiana was being populated with settlers from North Carolina and the neighboring state of Ohio. "Many of these settlers brought large families, with the result that the school population immediately became too large to be cared for by the limited facilities and qualified teachers of the region. In response to a call for qualified teachers, Governor Slade of Massachusetts sent out to Indiana a large group of young women from New England. My mother was among this number."

After the Ballard family had moved to Minnesota in 1884, his sister Edna entered Zumbrota high school. Her seventeen-year-old brother was reluctant to do so. "I really wanted to go to school but my only experience had been in the country school in Indiana," he wrote later. "False pride, diffidence or timidity kept me from making a start."

Cas Ballard did not think the Indiana school he attended was remarkable in any way, "no better, no worse than thousands of others throughout the Midwest." However, he remembered every feature of the building and every tree in the school yard. The double desks of heavy dark oak, were "puritanically straight" and uncomfortable, made by a local carpenter. There was only one attempt at ornamenting the walls of the schoolroom, a placard bearing the biblical injunction: "Fear God and Keep His Commandments."

The course of study we followed was not as mechanical and certainly not as elaborate as the more modern curriculum. It had passed the period of 'Webster's Blue-back Spelling Book' and had outgrown the simple three R's, although they were very strongly featured. Our place in school was designated by the reader we used. The pupil was in the 'Primer Class,' the 'Second-reader Class' or 'Fourth-reader Class' as the case might be. The fifth reader marked the highest class, although once in a while a sixth reader appeared. There were no supplementary readers. The average family could not afford to buy them even though they had been published.

These books, 'in universal use at that time' according to Ballard, were "McGuffey's New Eclectic Readers," the 1853 revision of the original versions first published in 1836 and 1837. He agreed with a judgment made on these readers nearly a century later: "While the books served well their purpose of teaching the art of reading, their greatest value consisted in the choice of masterpieces in literature which by their contents taught morality and patriotism, and by their beauty served as a gateway to pure literature."

Ballard commented on the teaching of arithmetic, geography, and history in this Indiana school but concentrated on the "high place" of spelling, the competitive drills, and especially the contests between schools. "These spelling schools were held in the evening and were to us what basketball is to the school of the present. There were five schools in our circuit. Each one of these schools held two or more spelling schools each winter. Men and women of the district, as well as pupils, attended. Two captains were named to choose sides. Everyone was eligible. Our plan of
organization called for four persons as pronouncers and two well-known farmers of the community as scorekeepers. . . . Interest ran high and local champions were cheered to the last word. For my last years in the country school I was one of three such champions in our school."

The Move to Minnesota

When Joshua and Nancy Ballard moved their family to Zumbrota, Minnesota in 1884, their son Caswell—after noting that he had helped his father cut firewood for the coming winter from timber growing along the Zumbro River—wrote, "I became a roving hired man with little thought or plan for the future." After Christmas he had attended high school for a few weeks, but now that he could do a man's work he felt obligated to do such work. He was past school age. In the winter he cut ice on the river (for two cents a cake) and filled most of the ice-houses near Zumbrota at $2.50 for each house. In late August, September and October he was the youngest member (at 18) of George Dixon's threshing crew.

To Cas Ballard, that 15-man crew "was an interesting study in sociology." They were hard-working men, but "On Saturday night, or when rain stopped work for half a day or more, the crew went to the nearest town, where they spent their time and money in saloons." Because the threshing rig never worked more than four or five miles from the Ballard farm, Cas always spent his Sundays at home. Whenever he came in late, there was a light in the window. On Monday mornings, before he started back to Dixon's threshing rig, his mother always had a breakfast for him at four o'clock. By contrast, "I never heard of that crew, that autumn, voluntarily refer to home, mother, or school. None of them seemed to have any definite plan for the future. I am sure that my experience that fall was one of the influences leading me to continue school work."

The Ballard farm was less than two miles from Zumbrota, and in the winter months most of that distance could be covered by skating on the millpond, which extended from the town almost to the farm. At the beginning of the winter term, when there was little farmwork to do, Cas entered high school. "Since all my preparation had been in the rural schools of Indiana, my work that year was largely in geography, United States history, English grammar, elementary algebra and plane geometry." The superintendent (then called principal) of the seven-teacher Zumbrota school was Frank A. Weld, "a fine-looking young man, recently graduated from Colby College of Waterville, Maine."

Ballard interrupted his own autobiography for a brief account of Weld's life and career to that date, because "He took an active interest in me and did all he could to help me make up for lost time, for I was then nineteen years of age and had accomplished nothing in the high school." Weld planned a course for Ballard that would enable him to graduate from high school in June of 1889, "but he told me it would mean very hard work."

At the end of the spring term Ballard had passed the state high school board examinations in the courses he had studied, and that summer had begun to study Latin grammar, helped by his mother and Mr. Weld. "While milking, many nouns and adjectives were declined and verbs conjugated. I wonder what the cows thought that summer?" In his junior year he was enrolled in both Latin grammar and Caesar, plus "the usual courses of solid geometry, chemistry, physics, general history, psychology and the history of Greece and Rome." In his senior year he studied both Cicero and Virgil and taught the class in Caesar most of the time, because of the limited number of high school teachers. "My class did well in its final examinations." And he shared the school janitorial duties with another young man.

Both Cas Ballard and his younger sister Edna, who had graduated from high school the year before him, hoped to enter the University of Minnesota in the fall of 1889. to that end, Cas had taken his janitorial job and Edna had taught a country school in 1888-1889. In the spring of 1889, however, both of them became ill with measles. Edna died of meningitis just as she was beginning to recover from measles. Cas recovered and was able to graduate with his class only because Mr. and Mrs. Weld took him into their own home for the last month.

The University of Minnesota

Caswell Ballard said he was sad and discouraged about his prospects for further education that summer of 1889. A college course seemed remote. He was 22 years old. Their farm yielded a fair living for the family but no more. "Working through haying and harvest might bring me $40, but that was inadequate." But Nancy Eaines Ballard wrote to her uncle Gayton Ballard, a Brooklyn businessman, asking for a loan of $250 to pay the

Caswell Ballard, with the help of Zumbrota school principal Frank Weld, completed a high school program in 1889 at the age of 22, and entered the University of Minnesota that fall.
A whole new world was opening for me. I was intensely interested in my work and enjoyed it. Latin, mathematics and the sciences were especially attractive to me and I did equally well in them.”

At the end of his sophomore year at the University, Ballard got a job teaching science and mathematics at Fergus Falls high school, where Frank Weld was now superintendent of schools. Cas received $55 a month, with an extra $75 payment for taking care of the textbooks and school supplies. From his $570 income he was able to repay the $250 loan from his uncle Gayton. Cas had planned to teach a second year, but a $250 scholarship in the department of botany brought him back to the University. The scholarship came to him through Professor Conway Macmillan, who had hired Ballard (in the summer of 1891) to work on the botanical survey of Minnesota. During the school year Cas identified, mounted, and labelled plants for the University herbarium. In the summer of 1893 Macmillan organized a summer camp for botanical study on Lake Kilpatrick, 40 miles north of Brainerd. Ballard was in charge of collecting flowering plants and drying and packing them. The following year, now a University senior, he gave a course in botany in the school of pharmacy.

After graduating from the University of Minnesota in June of 1894, Ballard weighed two different opportunities in the field of education:

First, I was given the opportunity of continuing my work at the University as an assistant in the Department of Botany with the idea of ultimately obtaining a Doctor’s degree. This would have required three or four years of work with a salary advancing gradually to $1200 to $1500 annually. This would have been slow in coming since the head of the department was receiving but $2400. At that time the higher degrees were little emphasized. A Bachelor’s degree was all that was necessary for ordinary teaching positions, although a Master’s degree was being considered desirable in many college positions. Professor Macmillan and those in the department urged me to take this course; my age, the time element involved, and the fact that good teaching positions were available without advanced degrees, caused me to take the other alternative.
Ballard adds, "Seven of the advanced students with whom I worked became Doctors of Science, and five of them were identified with prominent university positions. I would have been in that group had I continued." He does not mention that another of the botany assistants, A. P. Anderson, became wealthy after he invented and marketed puffed wheat. Ballard and Anderson had brought supplies and specimens from the Lake Kilpatrick botany camp at the end of the summer in a 16-foot boat, making the five-day trip through Big Gull Lake, the small Gull and Crow Wing rivers, to the Mississippi and Minneapolis. In his autobiographical sketches, Ballard tells why he chose another role for the rest of his life:

The alternative course was to enter the educational field at once by beginning high school teaching. At the present time, the former course, with the objective of a doctorate in science, would doubtless be chosen. But it was different at that time. I thought I was too old to take more time for schooling. That was a natural feeling and I hear it today among students, but I really was. I was graduated on the seventh of June, 1894, so I took pride in saying that I received my degree at the age of 26. But since my birthday was June 10, on which day I became 27, I got little comfort from the statement.

Ballard's diploma was impressive in several ways. It was written in Latin, on an 18-by-24-inch piece of sheepskin, and signed by six men:

Cyrus Northrop, President of the University
W. W. Folwell, Secretary of the University
John S. Pillsbury, President of the Board of Regents

Because one-year old Curtis Ballard was seven years younger than James, this portrait must have been taken in 1908.

D. L. Kiehle, Secretary of the Board and Superintendent of Public Instruction
Knute Nelson, Governor of Minnesota
D. P. Brown, Secretary of State

Ballard continued to do much collecting for the State Botanical Survey but he deliberately cut his ties with the University, turning down invitations to become a member of the botanical staff for summer sessions and declining to join a party of botanists for a six months' collecting trip to New Zealand.

The Road Taken

In the fall of 1894 Caswell Ballard went back to Fergus Falls high school to again teach science under Frank Weld. In December of that year Weld took a position with the publishing firm of D. C. Heath, and the Board of Education elected Ballard to succeed him as superintendent, a position he held for four years. In the meantime Weld had taken a superintendency at Stillwater, Minnesota, and in August, 1898 Ballard had married Ida Belle of Fergus Falls. The following year, the State Normal Board chose Frank Weld to replace Livingston Lord as president of the Moorhead Normal School. And when Weld, faced with the problem of hiring a whole new faculty for the school, offered his former student a position, the Ballards moved to Moorhead in the fall of 1899. Cas said he filled the position in science formerly held by J. Paul Goode. Weld made it clear that the position would be permanent. "Since permanancy and a reasonable school salary were the things we desired," Cas said, he was glad to accept the position Weld offered him. It seems clear that he wanted to settle down and raise a family, and was especially happy to be working under Frank Weld.

I had graduated from the high school at Zumbrota under Mr. Weld in 1889, and Ida had graduated from the high school at Fergus Falls under him in 1891. We had both taught a number of years under his direction, so our introduction into the Normal School circles was an easy transition. My position in the Normal School at once gave us a standing in the community.

Meanwhile a baby had come to live with us. This was James, born October 29, 1900. He was known as 'the faculty baby.' James has had many positions of distinction, but none more exclusive and unique than that of 'Faculty Baby.'

Three more Ballard children were born later, Curtis in 1907, Margaret (now Mrs. Oscar Thompson of Waterloo, Iowa) in 1911, and Edward in 1915.

In the Twelfth Annual Catalogue of the State Normal School at Moorhead, 1899-1900, Weld's and Ballard's first year, "Biological Sciences, Curator of Museum, Algebra" follow the name of Caswell A. Ballard. Algebra classes were soon turned over to another instructor because Ballard did not have time to teach them. In subsequent catalogues his assignment is "Biological Sciences, Curator of Museum." The latter took much of his time. In the first issue of the Normal Red Letter, published in March 1900, the importance of the museum was explained. Although his name was not
Edward, Margaret, Curtis, and James Ballard.

mentioned in the article, it is clear that it was an offshoot of Ballard's involvement in the Minnesota botanical survey.

There is a tendency in modern education which strongly emphasizes the use of the eye. The use of objects, illustrative material, laboratory methods and nature study all show forcibly this trend. Since this is true, the right kind of museum should be found in every school, side by side with the library. It should supplement the library and be supplemented by it. It can be made to enrich, more or less, almost every study in the curriculum, and especially is this true of the subjects of reading, history, geography and the sciences. The old style museum, which was a heterogeneous collection of curios, cannot do this and is giving way to the new, which should be a carefully selected collection of material that has a practical bearing on the needs in question. Such a collection the Moorhead Normal plans in time to have.

The museum has recently received a very valuable collection of about six hundred flowering plants. This collection comes as exchange material from the botanical survey of Minnesota, and when mounted and properly arranged will be of inestimable value to the botanical department of the Normal school. The specimens received are typical Minnesota plants and represent nearly every family of flowering plants common to the state. This material together with some already on hand is being worked over and reclassified as rapidly as possible. The new classification is based upon the natural system of Engler and Prantl. When this is completed the herbarium will be thoroughly modernized and in good condition for growth, and it is to be hoped that friends of the school will bear this in mind in the future.

Two months later the Red Letter announced that Moorhead Normal was about to receive a valuable collection of fauna, chiefly corals, from the Philippine Islands. Two scientists sent out by the Minnesota Academy of Natural Sciences had returned from a two-and-a-half-year expedition, bringing back many species previously unknown to science. "There is much duplicate material in the storerooms of the academy, and the Moorhead Normal School has had the good fortune to secure some of this material for exhibition in the museum," the article reported. The May 1900 Red Letter said the consignment was expected in a few days and would be displayed in the Moorhead Normal's museum as soon as it had been cleansed and prepared for exhibition. The article concludes, "This very valuable collection was secured through the efforts of C. A. Ballard of the Faculty of this Normal School."

In a December 1900 Red Letter article, Ballard explained the survey. He began by tracing its authorization and
funding. Such surveys were called for in the state constitution of 1858. Legislative action which provided funds entrusted the survey work to the state university. "The law provides that: 'The Natural history survey shall include, first an examination of the vegetable productions of the state, embracing all trees, shrubs, herbs and grasses, native or naturalized in the state; second, a complete and scientific account of the animal kingdom, as properly represented in the state, including all mammalia, fishes, reptiles, birds, and insects.' From this we see that the scope of the state botanical survey is by no means a limited one." Ballard noted that the work of collecting specimens had been carried on throughout the state for ten or twelve summers. He does not mention, however, that he had been one of the scientists doing the survey for the past ten years. He ended his article by emphasizing the importance of the survey. "The constantly increasing mass of material collected is growing more and more valuable. As classified and arranged, this material is continually used by students of botany in the university. It is as essential to them as is a library."

In the summer of 1901 Ballard spent five weeks at the Vancouver Island Seaside Botanical Station studying both plant and animal life with a group of advanced students. The next summer he was able to take his wife and small son with him on a collecting expedition. Dr. Freeman of the University of Minnesota was at work on his book, *Minnesota Plant Diseases*, and enlisted Ballard's help in collecting plants on the north shore of Lake Superior. "What a summer we had!" he wrote later in recalling the primitive area around Grand Marais where they camped for some weeks.

Mr. and Mrs. C. A. Ballard in 1920, when he was acting president of Moorhead Normal.

A Red Letter news story noted "the great improvement" made in the Moorhead Normal biological laboratory in 1903: "The laboratory has taken on a new grace; for though its furnishings are not ornate, its large oak cabinets with solid pedestals and glass fronts, surmounted by busts of Linnaeus, Huxley and Darwin, lend a new charm to the work carried on in this department." Another news item told of Ballard's election as secretary of the Minnesota Science Teachers at the convention held in St. Paul April 13-14, 1904.

"Waste Lessons in Science" by Caswell A. Ballard was the lead article in the February 1904 Red Letter. The opening sentence explained the title: "Waste lessons in science are of two kinds—first, lessons on scientific subjects given in such a way or under such conditions as to make them a waste of time to both teacher and pupil; and second, odds and ends of time which will invariably be found occasionally in the daily program, so occupied with some lesson in nature as to render valuable such moments as would otherwise have been wasted." Ballard was writing about mandated science components in elementary school programs: the problem was a lack of knowledge and interest on the part of the teacher. He recommended nature study, but with a warning: "Bring the child into sympathetic relations with nature. Remember, however, that sentimentalism and sympathy are not synonymous."

In 1906, at the second faculty meeting of the fall term, "Mr. Ballard's paper embodying his observations of the
San Francisco earthquake” was the feature attraction. According to the November Quarterly Bulletin, “As a summary and analysis of the great phenomenon it was an admirable exposition, and readers of the Bulletin will find much pleasure as well as profit in reading it when it appears in a subsequent number.” The article, which appeared in the next issue of the Bulletin (February 1907), cleared away much of the misinformation contained in newspaper and magazine articles. He explained the geology of California which caused the quake and traced its destruction in the smaller centers outside of San Francisco. There was little loss of life, he reported, and it was now difficult to see visible results of the quake in San Francisco; most of the great destruction had been caused by the subsequent fire that laid waste 2,500 acres of the city. Ballard also noted that “probably 95 percent of the buildings injured by the earthquakes were poorly constructed. From the lessons learned, the disaster might prove a blessing in disguise.

Beginning with the 1913 catalogue, Ballard’s fields are identified as biological sciences and chemistry. In the 1920 and 1921 Praeceptors they become “general sciences” and then simply biology for three years. Thereafter the designation reverted to biological sciences and chemistry until Karl Parsons took over chemistry in the early 1930s. These changes can presumably be charged to editorial inconsistencies.

When the old chemical laboratories in Weld Hall were dismantled in the early 1960s, two small notebooks were discovered that had no labels but seemed to record tests of alcoholic content. It seems probable that Ballard tested confiscated evidence for law-enforcement officers during the Prohibition Era, but there is no information available about this matter. It may be significant that his two younger sons, Curtis and Edward, both chose careers in chemistry.

Ballard had written in his autobiographical sketch that “my position in the Normal School at once gave us a standing in the community.” He bought property soon after moving to Moorhead in 1899, which qualified him to hold public office in the city, and he was soon elected to the Moorhead City Council. The November 1906 Bulletin reported that he was a member of the council committee inspecting types of street paving in Minneapolis. Results followed quickly. A special city election supported the committee’s recommendation to pave the main streets; the September 1909 Bulletin reported that “14 blocks of paving, covering all the principal business thoroughfares,” had been completed the previous summer.

After serving on the council for six years early in the century, Ballard became a member of the City Charter Commission for 30 years, and later served on the council for another eight years. Because of his outstanding work as chairman of the council’s finance committee, he was
many times urged to become a candidate for mayor but consistently refused. He had now become a highly respected elder statesman in the community as well as at Moorhead State Teachers College. His role in the 1929 banking crisis is revealing. After Moorhead's banks were closed by bank examiners on Christmas Eve, a dynamic young grain dealer named Max Goldberg thought he might interest the bankers of Minneapolis and St. Paul in starting a new bank which would relieve Moorhead's financial crisis. He asked Cas Ballard, now in his sixties, to go to the Twin Cities with him. With Ballard's prestige backing him, Goldberg got his new bank started, and because it absorbed many of the failed bank's investments, Moorhead citizens were able to recover most of their deposits.

At the Moorhead Normal School it was clear that Ballard was second-in-command under President Weld. In the catalogues his name headed the faculty lists, which were not alphabetical. The 1910 catalogue identified him as "secretary of the faculty." There is no way to determine what that title meant, and it did not appear later. However, school news items often noted that Professor Ballard had charge of opening exercises in the absence of the president.

In his autobiographical sketch Ballard told of being called back to Moorhead to fill in during a presidential interim. "In 1919, following the World War, we decided to spend a year in California primarily to give me the opportunity for study at the University of California at Berkeley. James entered the University as a sophomore; Curtis and Margaret attended a public school. Life is full of surprises, and one of these for us was the resignation of Mr. Weld from the presidency of the Normal School, with the request from the Normal Board that I return to take charge until Dr. Dickerson, the newly elected president, would be available in March. The family completed the year in Berkeley and then joined me in Moorhead." Ballard served as president from December 1919 to March 1920.

Ballard makes no mention of again serving as acting president after Oliver Dickerson resigned in 1923 and before R. B. MacLean could take up the presidential duties. The account of his thirty-eight years on the Moorhead faculty is very sketchy, however. It may be that since the acting president's role did not call him back from a leave, Cas Ballard did not consider it worth mentioning.

In the 1920s and 1930s Ballard became widely known in the upper middle west as an ornithologist. For some years he conducted week-long bird-hunting sessions at the Ballard summer cottage on Pelican Lake, about 45 miles from Moorhead. His daughter Peggy remembers that she and her mother were kept busy housing and feeding students during these sessions. In the ornithology classes offered during the spring quarter on the Moorhead campus, students kept an account of the birds they sighted and positively identified each week. There was considerable competition among members of the class, who sought to compile the longest and most impressive lists, and some students undertook lengthy expeditions seeking bird habitats. Ballard kept his students honest in class sessions, questioning them about the birds they had reported. Students stood up to recite in his classes, and anyone unsure about just what he had seen or heard could become very uncomfortable during Ballard's questioning response to the recitation.

The 1938 yearbook of Moorhead State Teachers College was dedicated "to Caswell A. Ballard, the Grand Old Man of the College." A full-page photograph shows him in his office surrounded by birds; the backdrop depicts common birds perched or in flight, and Ballard seems to be examining a mounted specimen on his desk.

Both the faculty and Moorhead State alumni gave dinners in his honor when Cas Ballard retired in 1937. At the faculty dinner the guest of honor surprised his colleagues, who presented him with a traveling bag as a retirement gift: Ballard gave each of them a booklet of his own poetry, four short poems.

From 1947 to 1950 the first construction at Moorhead State since 1932 was under way: the college was getting its first men's dormitory, badly needed since World War II veterans had returned to the college in considerable numbers. As if by acclamation, the building was named Ballard Hall. On May 10, 1949, acting on a recommendation from the Moorhead State Teachers College alumni association, the State Teachers College Board passed the necessary resolution in recognition of Ballard's "lifetime of service to the community, to the state, and to the nation. As a teacher and as a citizen, he served his profession well."

Caswell Ballard died at Cedar Falls, Iowa on June 1, 1949, ten days before his eighty-second birthday. A

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Margaret Ballard and Oscar Thompson on June 6, 1932, when Oscar received his bachelor's degree from Moorhead State Teachers College.
special end-of-school edition of the college newspaper, the Western Mattie, noted his death briefly: the special issue, which featured high points in the school’s history and the progress of the newly named men’s dormitory, was dedicated to Ballard.

After the completion of Ballard Hall, a formal dedication was held in connection with Homecoming, on October 13, 1950. Ida Bell Ballard presented a plaque identifying the building named for her husband. Some years later, MSU artist Nels Johnson completed the portrait of Caswell Ballard that hangs in the central lobby of the building, a portrait commissioned by the college faculty at the time the building was named.

The End of Latin
Caswell Ballard retired at the age of 70 in 1937, the year Moorhead State Teachers College celebrated the fiftieth anniversary of the institution. He had been a tie between the Normal School and the College, because he came to Moorhead in 1899, the year President Frank Weld succeeded Livingston Lord. Like Lord and Weld, he was a thorough-going scholar who thought an educated person should know Latin well. At Moorhead Normal, however, only the eldest of his four children was able to get four years of Latin, and the fourth year only because Cas Ballard gave his son a tutorial in Virgil.

James Ballard, “The Faculty Baby” of 1900, had gone through his first eight grades of schooling at Moorhead Normal’s Model School in 1913. The next fall he enrolled at Moorhead Normal in the five-year program leading to the Advanced Diploma. His father may have known that the Latin track at Moorhead Normal was hanging on precariously, but he was very sure that his son James should have four years of Latin. In telling his own story, James Ballard describes the end of Latin at Moorhead Normal.

When a new student registered for the five-year course at the Moorhead Normal school in the fall of 1913—as for 25 years before that date—there was an important decision to be made. The course of study had to be either the regular English or the Latin Course. Many of the students came from rural districts or very small high schools, where Latin was not offered, perhaps not even mentioned as a factor in further education. The local doctor or lawyer may have mentioned that his college work had included the study of Latin, but he certainly did not suggest it for a Normal School student starting out to be a rural grade school teacher. So the freshmen were left to make that important decision themselves.

I had no such problem. My father told me to register for the Latin Course, and I did.

As a scientist, and particularly one specializing in Botany, a solid foundation in Latin seemed essential to him. So, when I moved over from the eighth grade of the Model School to the Normal School I enrolled in the Latin course leading to an Advanced Diploma. The Latin Course at that time was for four years: Beginning, Caesar, Cicero, and Virgil.

The Beginning class in Latin was perhaps 20 to 25, and the drop-outs at the end of that year were many, perhaps as much as 50 percent. Many in the class, having concluded that Latin was not necessary in their teaching plans, decided to bow out the following year. Further, the school administration was leaning away from Latin as a logical course for teachers, who were perhaps headed for rural school teaching. As a result the Latin Course was to be phased out, with no Beginning Class starting that year. The class that had started, however, continued. Thus, about 12 of us trudged forward into Caesar.

At the end of that second year the drop-outs continued, almost another 50 percent, leaving a mere handful for third year Cicero. This was the concluding class, as we were not followed by any other Latin classes; and so this was the last chapter in the history of the Latin Course at Moorhead Normal.

The curriculum, however, had indicated a fourth year Virgil class when we had started. The administration decided that this course should be eliminated under the circumstances, because of lack...
of interest. So Latin was concluded at Moorhead Normal at the end of that year with the Orations of Cicero.

But not for my father or for me. The original course had included a fourth year of Virgil, and that course I was to take, even though he had to teach it himself. And he did. Five days a week I presented myself at his office, and the Virgil class was in session. This was preceded by my study of Virgil at home the evening before under my father's watchful eye. The course may have been considered unofficial, and the procedure would probably be frowned upon today, but there was 100 percent attendance in that Virgil class.

At the end of the school year, I received a passing grade. I was glad to hear my Latin textbook close for the last time. But when it did I had earned the distinction of being the last student to study Latin at the Moorhead Normal School.

Although there is no record that Caswell Ballard protested against the educational changes he saw taking place during his long career as a teacher, he probably didn’t like many of them. He was an educational conservative but he was also realistic. When his fellow teachers remembered him, they spoke of his wit, his unfailing sense of humor, and his common sense. For nearly forty years both the school and the city of Moorhead counted on his unperturbed stability.

Ballard spent nearly his entire adult life teaching at the Moorhead Normal, later the Moorhead State Teachers College. He was fully aware that he was always compromising with reality. In the last year of his life he wrote a letter to his friends on the MSTC faculty which recalled his coming to Moorhead school: “We came to the Normal School when there were only two buildings on the campus, wooden sidewalks, and a faculty of 14. In the field dealing with teaching, the customary courses were offered, with literature, history, mathematics, and science often neglected. Latin was offered too. It was not popular.”

Like Livingston Lord and Frank Weld, Ballard regretted the hours spent on methodology and technique when the students needed more academic learning. Always, however, he did his best for his school and for his students. As noted earlier, the students stood up to recite when he questioned them about what they had learned. They came prepared. When Ballard was satisfied that they had done as well as could be expected, he said, “You may stop there.”

Mr. and Mrs. Ballard in 1937, when he retired from teaching.
Weld's Students and Their Classes

In the first two decades of the twentieth century, before it changed from a normal school to a teachers college, Moorhead Normal underwent some fundamental changes. It grew rapidly—no comparable growth was seen again for fifty years, in students, faculty and buildings—and those who now enrolled usually had high school diplomas. The five-year programs which admitted eighth grade graduates were not discontinued until the 1920s, but in the years before that Moorhead Normal had been changing rapidly from a five-year school for such students into a two-year post-high school institution. The campus was now clearly dominated by young women (and a few young men) who had just graduated from high school. They became members of the Junior class as soon as they entered Moorhead Normal, joining forces with a small group who had completed three years of the school's five-year program. These young people had a healthy appetite for "school life," for parties, dances and class activities. When they became Seniors the next year they always had class colors and a class motto; more important, they sponsored a class play and after 1915 always published a yearbook—which celebrated their class.

During the first decade of the new century, however, many of the best students who enrolled at Moorhead Normal still had teaching experience in rural schools before they came to "the Normal." Interviews taped the last few years have added much to our information about the students who attended the school during Frank Weld's presidency. They expected to obtain much better positions after completing requirements for the Advanced Diploma, and they were not disappointed. If they remained in the teaching profession, they nearly always went on for further education, usually at the University of Minnesota. Most of the women married, which ordinarily ended their teaching careers.

The Normal Red Letter, a monthly publication that began to come out during Frank Weld's first year at Moorhead, tells a good deal about individual students and their organizations. When it ceased publication in 1906, the official Bulletin, a quarterly supported by state funds, still included some personal and social items in a regular department labeled "Events of the Quarter." Two crowded paragraphs reveal the kind of information gleaned from this source:

From the issue of February, 1907:

Socially the school has been pleasantly engaged. The Hall girls gave a large party in the gymnasium on December eighth, and another at the Hall on February fourth. The Acme Club entertained at Fraternity Hall on December twelfth; the Owls gave a banquet to their lady friends December twentieth; Wheeler Hall celebrated Christmas with fitting ceremonies just before the holiday vacation began, the University of Minnesota Glee Club gave a concert at the auditorium January third; Pres. and Mrs. Weld gave a faculty luncheon December 14th; Miss Simmons entertained the Fortnightly Club in the library; and Mr. Quigley gave the Seniors a sumptuous time on the evening of January twenty-eighth. In addition there have been many informal gatherings.

The September, 1909 Bulletin reported that the new school year was getting under way as it should:

Both the Senior and Junior classes began activities early and have shown a zealous inclination to make their class organizations count for something during the year. The Seniors, who organized early in the year, selected officers as follows: counselor, Mr. Kingsford; president, Lucy Weld; vice-president, Harry Larson; secretary, Olga Lommen; treasurer, DeEtte Cenfeld. The Juniors, who organized immediately after the Seniors, made the following selection of leaders: counselor, Mr. Powers; president, Arnold Trost; vice-president, Paul Tjon; secretary, Katie Nevramon; treasurer, Minnie J. Engles.

When the first Praeceptor (Latin for teacher) was brought out by the Moorhead Normal Senior class of 1915-1916, more information about student life at Moorhead Normal was recorded year by year.

Although graduates of the school now occasionally found positions in the rapidly developing high schools of the Red River Valley and the surrounding area, Moorhead Normal was essentially a school for the education and training of elementary school teachers. Many of the young men went out as principals of small town schools, positions that often earned for them the title of "professor" in their communities. A surprising number of the Moorhead graduates were elected county superintendents of schools. The Normal School was very conscious that its graduates should be well prepared, both in and out of the classroom, to take on positions of responsibility. In his prefatory remarks to the 1916 Praeceptor, President Weld said normal schools must "give scholastic and professional training to young women and young men who desire to teach in the elementary schools," but he also speaks of the "comradeship and spirit of cooperation" these young people took with them from their terms spent at Moorhead Normal, attitudes attained through participation in extra-curricular activities.

Throughout the Normal School era, the idea prevailed that the two years of education students could get at such schools was adequate training for teaching. Although a few students had still spent five years at normal schools, most now came with high school diplomas and spent only two years together. They were the Juniors and Seniors—which they were still called for some years after state legislation authorized the former normal schools to give four years of post secondary work as state teachers colleges. One of the phenomena that
later generations find hard to understand is the exalted status of these classes, the “Juniors” and “Seniors” of a two-year collegiate institution. A partial answer is that the normal school Advanced Diploma had so much prestige in the teaching profession: those who earned it felt they had been awarded a kind of degree.

The Three Tier Student Body

Eighty-six year old James Ballard, who virtually grew up on the Moorhead State campus, enrolled in the five-year Latin Course at Moorhead Normal just before World War I and graduated with an Advanced Diploma just after the war ended. He was well acquainted with the institution because he had also attended the Model School for eight years. Looking back at his normal school years, he thought the student body fell into three groups or “tiers” in the 1913-1919 era. The goal of many students who had only elementary school education and aspired to teach in rural schools was the Elementary Diploma, which could be earned in three years of normal school work.

“These students were older than the average student of today, and more serious about their education,” says Ballard. “With only a bare eighth grade education, they were eager to take up subjects that would bring up their level of knowledge so they could take on the responsibility of teaching in the average rural school.” This three-year course was designed to provide enough teachers for the country schools and had an appeal to students who could expect little financial support from their families.

In Moorhead Normal’s first 15 years, nearly three-fourths of its graduates had earned the Elementary Diploma. A few of these three-year graduates returned later to earn their Advanced Diploma, but only if they intended to remain in the teaching profession.

Caroline Nelson of Lake Park was a fair example of this type of Normal graduate except that she was probably more intelligent and attractive than most of her fellow students. Dr. V. D. Thysell of Hawley and Moorhead, her son, said his mother was 22 when she graduated from the Moorhead Normal School in 1903. “I believe she must have taught some of the time between grade school and entering Moorhead Normal,” said Dr. Thysell. He knows that she had taught six years before she was married in December 1907. Her last four years of teaching, after her graduation, were in two schools close to Hawley, where she met and married Albert Thysell of that city. This ended her teaching career; she had four children in the next 12 years.

Presumably Caroline Nelson taught first in the rural school near her farm home from 1898 to 1900 with only an eighth grade education. Since she was born in 1880, she probably did not begin teaching until she was 18 years of age. Because so many rural women followed this pattern a century ago, we must speculate about their situation. They would almost certainly have completed their eighth grade educations some time earlier: what did they do in the intervening years while they were waiting to be old enough and mature enough to teach? High schools were established in Lake Park and nearby Hawley a few years after 1900, but such schooling was not available in the 1890s. Caroline would have taken an examination given by the county superintendent of schools to get her teaching certificate. These examinations were of varying degrees of difficulty, and it may be that the young people spent some time preparing for them after completing their eight years of common schooling.

Caroline Nelson’s family background was not unusual for the area except that her father had been a teacher in Norway for six years before emigrating. Even and Bergit Nelson migrated from Telemark to Wisconsin in 1867; immigrants customarily went first to an established settlement where they had relatives or friends. Three years later the Nelsons made a 47-day journey by ox-team to take up land southwest of Lake Park. The area was being settled because the Northern Pacific railroad was being built westward from Duluth. When the new farmers could break up their land and raise crops, they would be able to ship the grain to markets.

The attractive Miss Nelson made a more fortunate marriage than most of her fellow Moorhead Normal graduates. Her husband and his two brothers were in the hardware and implement business in Hawley with their father, Nels Thysell. Two sons of Albert and Caroline Thysell became physicians; a third son continued the family implement firm, in partnership with his sister’s husband. A well-established high school in Hawley when Caroline’s children were growing up was no doubt a considerable factor in their lives, but so was their

Caroline Nelson. ’03 (Courtesy Dr. V. D. Thysell).
mother, who had graduated from Moorhead Normal in 1903 before a high school education was available to her.

In the World War I era, the number of students enrolled in this three-year elementary course, which had been very popular in the early years of the century, was declining, says James Ballard. The Advanced Diploma, for many years the highest awarded by a normal school, now became the popular goal. There were two routes to this diploma. The well-known five-year course, designed many years before, gave students a high school education, some courses we would now describe as junior college work, and the professional training and practice teaching which would prepare holders of the Advanced Diploma to become confident and sought-after teachers. Most of them taught in city elementary or junior high schools, but some became high school teachers, nearly always in special fields like music, manual training, or domestic science.

The real change taking place in the normal schools came through “the growing number of high school graduates who either wanted to become high school teachers (in the new small-town high schools), or were directly concerned with teaching special subjects in the larger high schools.” Ballard, who saw the change taking place, said, “Over the course of a few years the number and proportion of the high school graduates coming to the normal schools for the two years of study (leading to an Advanced Diploma) grew rapidly, and they acquired a position of more importance in the graduating class.”

James Ballard said, “Over the course of a few years the number and proportion of the high school graduates coming to the normal schools for the two years of study (leading to an Advanced Diploma) grew rapidly, and they acquired a position of more importance in the graduating class.”

James Ballard, '18.

Delmer M. Goode of Ashby, 1889-1983

Delmer Goode was a farm boy from Ashby, a very small town just east of Fergus Falls. Ashby lacked an accredited high school 80 years ago, but Del was so far beyond his classmates that he was able to take and pass a number of state examinations in high school subjects when his local schooling came to an end in 1906.

The Goode family was divided about further schooling for their son. His father wanted help on the farm and expected eventually to turn it over to him. An aunt, his father's sister, had talked college to her nephew for some years, however; and in 1906 his mother also recognized that Delmer, who was rather small, should depend on brains instead of brawn.

Ashby is nearly midway between Moorhead and St. Cloud, which had an older normal school. But three members of an Ashby family, Carrie, George, and Mary Barnes, had already gone to Moorhead and become teachers. Carrie Barnes helped young Goode write to President Frank Weld of Moorhead Normal, listing the state certificates he had in lieu of credits from an accredited high school. Weld replied that he could complete the five-year Latin course in three years at Moorhead Normal.

Delmer Goode was lucky in his associations at Moorhead. He fell in with the young men who had recently organized the Owl fraternity (in 1901). Goode, as he later said, was starved for such companionship...
Delmer Goode, '09, in the 1930s (Courtesy Oregon State University archives).

when he entered Moorhead Normal. He became the most enthusiastic Owl of them all, and in subsequent years the best preserver of their traditions.

Del Goode was not an athlete, as many Owls were. “Some afternoons, when there were no other fellows around (they were playing basketball), I used to walk to Fargo just for something to do. But one day I happened to go up to the top floor of the old building, a kind of attic which the Owls later got for their meeting place and called the Home Roost. It was Manual Training then, a new program at the school, and I had never seen anything like those wood-working shops. I got the notion, ‘Why can’t I take this?’ I got into the course and explained to President Weld that it would be recreation for me. It turned out that it was just like a new world to get up there and work with my hands. It was very delightful.”

And it also helped Delmer Goode to earn more normal school credits that first year than President Weld had prescribed. In May 1907, when he was eighteen, he wrote examinations for a teaching certificate in North Dakota. His family had moved temporarily to Forest River, north of Grand Forks, where his father was a grain buyer, running an elevator. Del taught in two North Dakota country schools that next year (1907-1908). The first school was south of Grand Forks, very near the Red River, and he taught for six months, beginning in the fall. “I was very much appreciated. There were a lot of Scandinavians in the community, and they’re all for education, you know, so they liked teachers and I had a good time. Then for the spring I got a school near Forest River for three months. The wife of a wealthy farmer really dominated the school board and wanted to have more school. We started an extra month and got in two weeks, but then a hot spell came and she decided it was too hot for school. But I had nine and-a-half months of experience in North Dakota rural schools that year.”

The next year Goode went back to Moorhead Normal, though he was only able to finance his fall term with his savings. “I bought books out of my first salary; I wasn’t very saving.” But his father had been won over and the family supported him the rest of the year. “President Weld, under the suggestions of the faculty, felt I should not try to graduate in June, that I should take some summer work. I stoutly resisted and said ‘I’m willing to take any number of courses that you want me to take spring term, if it’s possible, but I’d like to try.’ So I was registered for seven courses that last quarter of my Senior year. I got seven ‘A’s’ and I graduated in June, 1909.”

Goode was a small-town superintendent in North Dakota (Omemee, now out of existence) for two years and Minnesota (Pine River and Clarkfield) until he went into the Field Artillery in 1918. In this period he spent two years and five summers at the University of Minnesota, taking his B.A. with distinction in 1916. After service in France in World War I, he joined E. T. Reed at Oregon State and remained at that college-university for the rest of his career, taking an M.A. there in 1939. He died at Corvallis in 1983. In 1975 Moorhead State University had added to his many honors by naming him a Distinguished Alumnus.

At Oregon State Goode had been (successively) assistant editor, editor, and director of publications, editing the international journal Improving College and University Teaching from 1953 to 1978. He became a professor of education, specializing in college and university teaching and curriculum—offering graduate workshops and seminars for more than 30 years.

Delmer Goode was superintendent of schools at Clarkfield in southern Minnesota when the United States entered World War I. On October 2, 1917 he sent out the first (mimeographed) copies of The Quarterly Roost, which announced that plans for the Owls’ Silver Anniversary reunion would be interrupted because the president-general manager of that affair was now Captain Arthur W. Johnson of the U.S. Aviation Service and “Thorsten Lommen is in France!” On January 28, 1918, Goode announced that he, the editor-designate of the Silver Anniversary book, would soon exchange “book and typewriter for gun and blade.” There were now 30 Owls in different branches of “the Service.”

The 1926 Owl Silver Anniversary celebration was a great affair, with former President Frank Weld coming back to Moorhead to deliver the main address, “The Spirit of Owldom.” It took Goode 15 years to compile The Silver Anniversary Roost, the 155-page book that recorded the great gathering and the history of the fraternity, its activities and membership.
Edwin Reed produced a playful poem for some occasion honoring Goode. The title is "D. M. G."

He doesn’t drive an auto car,
Or ride a bike or risk the jar
Concomitant with making speed
Upon a Don Quixote steed.
But goodness gracious, when it comes
To planning out colloquiums
And bringing them and all their friends
To happy and triumphant ends,
Or mapping in a fitting way
A seventy-five years charter day,
No lavish commentator lives
To tell the story they reveal
Of competence and patient zeal.
He organizes with a skill
Unparalleled, and stamps his will
On many an academic dream
Because he’s master of the theme.
If he is picked to lead the search
To name a pastor for the church,
He plans the wisest way to do it
And hold the plan until he’s through it:
So when the right man is detected
He’s some persimmons—and elected.
In conference he never hurries
Or gives away his secret worries.
Avoiding shock or irritation,
But seeking final consummation,
By simple tactics and maneuvers
He puts across his pet chef d’oeuvres.
His style is so direct and thorough
At times indeed it seems to burrow
Deep down amid the nether spaces
That neighbor with the commonplaces,
And thus may foster the illusion
The colloquy may lack conclusion—
A style that—though it be intensive—
Leans largely toward the comprehensive.
But pray, be not too quick at guessing
The implications I’ve been stressing—
I said not that he is prolix—
Just slightly lavish in his mix.
His name is Goode, but is he good?
Listen, neighbor, if I could
Get a viva voce vote
From every voluntary throat
Of those who’ve known him, long and well,
And thus have felt his binding spell,
This is the chorus they’d attest:
He’s good, he’s better, he is best!

Tessie Buckley of Sauk Centre, 1888-1981
Tessie Buckley’s Sauk Centre high school was a good one. Perhaps because they could get a normal training course in their Senior year, all five Buckley girls became teachers; Tessie graduated in 1905, the year after Sinclair Lewis. During the next year, (actually 14 months), she got two years of teaching experience: her teacher’s contracts (now in the MSU archives) show that she

Tess Buckely when she graduated from Sauk Centre high school in 1905 (the year after Sinclair Lewis), and set out to teach her first rural school (Courtesy Vivian Murphy).
Tessie was the youngest Buckley girl when this photograph was taken with older sisters Mae and Anna Elizabeth (Libby); Agnes and Florence Buckley were born later. Of his five daughters, their father Dan said: "They'll be no good to us on the farm. We'll make teachers of them!"

All five girls did become teachers, but Tessie's elder sisters both died at the age of 26. Agnes and Florence graduated from Moorhead after Tess, who received her Advanced Diploma in 1912!

Her students. His wife had died in 1906. Tessie Buckley remembered her impression of Edward Murphy when he came to the Felton school in the fall of 1909: "He had been hunting prairie chickens and came to the school in his hunting togs and knee-high leather boots, a dashingly handsome dark-haired Irishman with the commanding presence of a sea captain."

Murphy had the finest driving horses in the area and took the new teacher wherever she wanted to go, to Fargo, Crookston, or Grand Forks. When she left the Felton school to enroll at Moorhead Normal for the 1911-1912 school year, Murphy put a neat buggy and a shining black horse (named "Trouble") at her disposal. Despite the temptation of this attractive conveyance, Tessie Buckley received her Advanced Diploma in June 1912 and a contract to teach the Normal Training Department at Slayton (Murray county) in southern Minnesota. In three years there her salary went up from $80 to $100 per month. She was very young to hold such a position, but President Weld's letter of recommendation may have secured the job for her:

STATEMENT—MOORHEAD STATE NORMAL SCHOOL
Miss Tessie Buckley is twenty-four years of age. She is five feet, four and one-half inches in height and weighs one hundred twenty-six pounds. She has excellent health. Her home is at Sauk Centre, Minn. She obtained her early education in the public schools of that city and graduated from the Sauk Centre High School. In June she will complete the advanced course of study in this normal school.

Miss Buckley has an unusually strong, forceful character. Her efforts are well directed and purposeful. In point of intellectual attainment she is exceedingly strong, in fact, we have seldom, if ever, had a student in this school who surpassed her in scholarship record. She is a thorong-going student, and she does not neglect the social side of life; she appears well and she dresses in very good taste.

Miss Buckley is making special preparation for taking charge of a Normal Department in a high school, and I believe she will do this work in a competent and satisfactory manner. Her previous experience and her present training are of a nature to especially qualify Miss Buckley for the field of work she desires to enter. During her high school course at Sauk Center, she took one year of training in the Normal Department of that school.

Of the six years she has taught, two years were spent in the rural schools of Ottertail County, and for four years she was principal of schools, two years at Lucca, ND and two years at Felton, Minn. In all of this work Miss Buckley was successful to an unusual degree. (During the present year, Miss Buckley is making a thorong study of the work in the Elementary school of the Moorhead Normal School and is doing actual teaching in each of the departments.)

As a teacher, Miss Buckley has unusual skill. She is energetic and business-like and takes responsibility well. Her practice work is genuinely practical; she handles difficulties intelligently and is always able to bring the concrete to bear effectively. Her habits of English are good, and she readily adapts her vocabulary to the children's comprehension. She secures good results from her pupils in thought and expression. Her control is excellent.

Miss Buckley has taken a commendable interest in the various school activities. She is an able basket ball player and is capable of coaching a basket ball team.

Miss Buckley can sing and can play to a limited extent. She can teach the music of her own department; however, she has a much stronger inclination toward the teaching of drawing and has had good preparation for it. She can teach sewing and is prepared to teach or direct the other handwork of the grades. She is qualified, also, to teach beginning Latin and German.

I feel confident that Miss Buckley will make a success of Normal Department work, and I recommend her heartily for such work. Feb. 25, 1912. Signed: Frank A. Weld.
State Normal School
TERM REPORT AND TEXT-BOOK ACCOUNT

Name: Tessie S. Buckley
Home Address: Sack Center, Minn.
City Address: 402. 94. S. So.

Program for 2nd Summer Term Year: 1909. Registration No. 271

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Tessie Buckley's grade reports for the 1909 and 1910 summer sessions, and for her last term at Moorhead Normal, the spring of 1912. When asked why she took manual training in the second summer session of 1909, she replied (at the age of 88), "Because it fit into my schedule."

Tessie Buckley thought all of her Moorhead Normal teachers were excellent but quite demanding. Nevertheless, she took as many courses as she could get into a day. She was a fine dancer but turned down a role in the class play because she could not spend the time required for practice. Her grades were "A's" in all subjects except penmanship and manual training. She had learned vertical writing and wrote neatly and precisely, but got poor results with the new Palmer Method prescribed in 1912. She took the woodworking course because it fit into her tight schedule; she earned a "B."

In 1915 Edward Murphy persuaded Tessie to become his wife, thus ending her teaching career though she returned to the classroom both in and out of Felton during the World War II teacher shortage. Son Vincent was born in 1917, daughter Vivian in 1919, and Dan in 1922. Edward Murphy died in 1934, and in the Great Depression the Murphys held on to their farm precariously. However, Tessie managed to repay a 30-year government loan in just 13 years, and sons Vincent and Dan made their way through Moorhead State Teachers College. Seventeen-year-old Vivian, stricken with paralysis the summer before she was to enter college, was her mother's charge after 1937; Vivian became a writer of distinction during their quarter century together in the house at Felton. There were other trials for the family; son Dan, after flying 54 missions as a B-26 navigator-bombardier in World War II, was missing in action for six weeks in 1943; fortunately, he turned up (only slightly wounded) in a German prisoner-of-war camp when the war ended.

When Clay County became a hundred years old in 1970, Tessie Murphy was honored (in a special Spring Bulletin) for her 35 years as an active member of the County Historical Society board; she also had long years of service as clerk of the Felton town board and treasurer of the school board. In 1972 she was named a Distinguished Alumna of Moorhead State.

Claire Henn of Perham, 1887-

Claire Henn also had rural teaching experience before she enrolled at Moorhead Normal in 1907. She was following a highly-successful elder brother to Moorhead: Joseph Henn was a member of the Frank Weld's first graduating class of 1900, the celebrated "Naughty-naughts," the class that presented a dramatized Odyssey as their class play. Small and slender like his sister, Joseph Henn was cast in the role of Telemachus, son of the title character.
Clara Henn as a high school graduate (Courtesy Reid family).

(_odyssey s or Ulysses). After graduation from Moorhead Normal, Henn was a teacher and principal at Lake Park and his home town of Perham.

Both parents of Joseph and Clara Henn had immigrated from Germany; they had met and married in industrial New Jersey before coming West to the new state of Minnesota. The elder Henn’s trade was shoemaking—he made a special pair of shoes for a Perham businessman with a misshapen foot—but few Perham residents could afford hand-made shoes and shoe-repairing offered poor support for his family. When his wife died and his eldest daughter Mary took over home-making duties, Henn became the custodian of the Perham school where his son became principal. It was a more adequate and reliable source of income than shoe-making-repairing.

Joseph Henn was a graduate Moorhead Normal was very proud of when his sister enrolled at the school. He was teaching chemistry at Fargo high school, a distinction for a normal school graduate. Joseph Henn did not continue in his teaching career, however: he was hired away by a large farm implement firm and continued working for them until his retirement.

Clara Henn had secured her rural teaching position ten miles from her home in Perham when she was 18. Because the motherless Henn family was so close-knit, Clara went home on weekends—though she had to walk the ten miles to get home before dark. She said she stepped off the road and hid behind trees when she heard a “rig” coming: the driver might be a convivial farmer who had stopped at a saloon on his way home.

Sunday afternoons she could usually count on a ride back to her school with a German family returning from services at Perham’s St. Henry’s Catholic Church.

Clara attended summer sessions at Moorhead Normal and moved up to a better position at Dent, a small town near Perham where she was the teacher principal of a graded school. She returned to Moorhead Normal to earn the coveted Advanced Diploma in the 1908-1909 school year. When she was about to graduate, she had the usual application pictures taken—but never used them. One of her instructors had been Superintendent Bohlander of Detroit (the “Lakes” was added in 1926), who taught science courses at Moorhead Normal during summer sessions. “This girl does not need to send out application letters,” he told President Weld. “I want her to teach at Detroit.”

At Detroit she lived up to the superintendent’s expectations: she was a highly successful teacher of the seventh and eighth grades. Besides her solid academic preparation at Perham high school and Moorhead Normal, the spirited Miss Henn had taken part in athletics as a normal school student and she organized Detroit high school’s first girls’ basketball team. In 1913 “Chick” Henn became Mrs. Wallace Reid. She became a force in the community, but from behind the scenes: her husband was the highly respected president of the school board when I was growing up in Detroit Lakes.

Now in her hundreth year, Clara Reid can still identify the girls on her basketball team of 75 years ago and describe their special qualities. She also remembers some experiences at Moorhead Normal, vividly. A reading teacher refused to put up with her tears of frustration and embarrassment when she was to perform. “You stop that,” she said, “and I did.”

But when there was trouble at Clara’s home in Perham and Clara had to drop out of school for a time, the Normal school could adjust. The small news item in the

Clara Henn and her Moorhead Normal friends dressed up to visit the Fargo stores. Clara is second from the left in the middle row and her roommate Abbie Walton in front, right (Courtesy Reid family).
quarterly Normal Bulletin says merely that “Clara Henn returned to her home in Perham because of the illness of her sister.” Elder sister Mary, who was mothering her younger siblings and running the Henn household, had broken her arm. Clara took up those duties until her sister was able to resume them. When she returned to Moorhead Normal, Clara was allowed partial credit for the work she had completed in each course, or took examinations later to earn full credit for the courses when she was able to pass such exams.

Unlike Tessie Buckley, Clara Henn had time for extra curricular activities. She was a member of the Athletic Board of Control, a student-faculty committee that managed Moorhead Normal sports activities before the school had coaches and athletic directors. “To have a good time,” she and her friends dressed up extravagantly (see picture) and made forays into Fargo to visit the big stores and admire their wares, not to buy. She enjoyed living in Wheeler Hall, but her most lasting memory of that dormitory was less flattering than Elizabeth Burbank’s of a dozen years before. The building had been used for a dozen years when Clara Henn lived in it, and one of its occupants in those years had come from a careless home. To trigger her memory when I interviewed Mrs. Reid five years ago, I read from a Moorhead Normal catalogue which described the dormitory’s amenities: it had steam heat, electric lights, and laundry rooms. “It had something else, too,” Mrs. Reid broke in. “Bedbugs!” When she had brought her trunk back to Perham at the completion of her stay at Moorhead Normal, she infested her bedroom. The family took drastic measures: they burned her trunk and its contents and boiled her bed clothes, thus cleansing the household of the disgraceful infestation.

The Classes Organize

Nothing tells as much about Moorhead Normal School (in the five years before it became a teachers college), as the Praeceptors published between 1916 and 1921. These annuals were productions of the “Senior Class,” the graduating students who were about to achieve the Advanced Diploma, and these “Seniors” emphasized the fact in many ways.

The first Praeceptor was dedicated to President Weld: his picture and Mrs. Weld’s appear first in the book. A “Greeting” from the president comes next: “The Senior Class of 1916 presents to the public the first number of the Praeceptor, a publication which will be continued by succeeding Senior classes in the Normal School.” After congratulating the Seniors on the high standards they had set for succeeding classes, Weld emphasized the important role of normal schools and the teachers they graduated:

No institution of learning is so closely identified with the public welfare as the state normal school. The great majority of the youth in our state do not advance beyond the elementary schools, and it is this great population which the normal school, through its graduates, is called upon to prepare for citizenship. The function of the normal school is peculiar. The schools of secondary character, the colleges, and the university have as their objects general culture and the acquisition of knowledge. The normal school, so far as its limitations will permit, must impart culture, discipline, skill, and that, too, for specific and technical purposes........

Weld went on to exalt the role of elementary school teachers, who needed professional training of the highest order. But they also needed something more, and the president expressed the confident hope that this Senior class, “so suggestive of comradeship and the spirit of cooperation, may carry a bit of inspiration to prospective teachers.”

Quite clearly, Weld believed that Moorhead Normal graduates should go out to teach with more than the knowledge gained in its classrooms. The emphasis on “comradeship and the spirit of cooperation” is revealing: in 1915-1916 the graduating Senior class had produced a yearbook of high quality. This could not have been done without a strong class organization, capable class officers, and class advisers who were willing to work closely with the students.

Such class organization had been fostered by the faculty and administration since the Normal School’s earliest years. Because many students drifted in and out of the school—attending a term or two, taking teaching positions, and then returning for more education—it must often have been difficult to organize the school’s classes and instill a spirit of comradeship. And yet it was always attempted: news items about the school each year reported the election of officers and the choosing of
advisors or counselors. Later articles reported on the choosing of class colors and mottos, and such information was sometimes printed in the school's catalogues. The *Normal Red Letter* praised the classes that organized early and carried through with a schedule of class activities. Class loyalty was praised constantly.

It is impossible not to wonder how members of the faculty felt about being elected class advisors, for such honors carried with them very considerable obligations. When the Moorhead Normal was twenty years old, the quarterly *Bulletin* carried these brief notes in the "Events of the Quarter":

In March, "Mr. and Mrs. Stanford entertained the Senior class at a Washington Party in the gym."

In November, "Mr. and Mrs. Kingsford, class counselors to the Juniors, gave their class a right royal entertainment on the evening of October 31st. Naturally, the program of events followed the traditions of Halloween."

Also in November, "Miss Wharton, class counselor to the "A's," entertained her class in the faculty rooms at the school on the evening of Monday, November 9th, in a style that provoked the unstinted admiration of her followers."

Dozens of such news stories can be gleaned from early Normal School publications. Married faculty members entertained "their" classes in their own homes, unmarried faculty in local hotels or restaurants at times; later the parties were most often held in the Normal School building, the gym a favorite location after it was completed in 1903. There were nearly always refreshments. These parties must certainly have required a good deal of ingenuity in planning, taken a considerable amount of time in preparing, and called for some expenditure of money. Yet such affairs went on year after year. Articles about them praised the hospitality of advisors, some of them apparently becoming special favorites of the students. Did they sometimes try to outdo each other? How were such affairs financed?

The assumption is that "loyalty," a feeling of pride in being part of something, was an important factor in making a student's school years more enjoyable and thus more profitable. Even when there were only one or two hundred students in the whole school, it was easier to instill this feeling of loyalty to a small group of classmates than to the whole institution. Then, if students had developed such a feeling toward their class, with whom they had shared experiences in and out of the classroom, they would be more likely to develop a feeling of loyalty and fondness for Moorhead Normal.

The classes differed, of course, in size and spirit: the second group to graduate, in 1891, numbered only three. Four years later a class of ten determined in their Junior year to publish *Bah-Qua-She-Gon-E-Mi-Nance*, a yearbook or class magazine. The selection of a board of editors was dated May 5, 1895; but though the date of publication was delayed until the following fall term, when they had actually become the Senior class of...
The Junior Class of 1921-1922 posed for their Praeceptor picture on the Comstock Hall porch and steps.

Moorhead Normal, the title page says that Bah-Qua-Shen-Gon-E-Mi-Nance was published by the “Junior Class of Ninety-Five.” Miss Ellen Ford was their class counselor and “Critic.”

A far larger and very sprightly group was President Weld’s first graduating class of 1900. Only 13 of the class’s 79 members had completed the advanced professional course and the rest the elementary course, but they were all considered 1900 graduates, even though some of them would later complete the advanced professional course. For some reason, the “Naughty-Naughts” were a distinctive class and continued a high degree of interest in Moorhead Normal as alumni.

To judge from news articles, the election of officers must have been a favorite activity of Normal School organizations. In the early years of Weld’s administration, some organizations elected a new set each school term. There was enough turnover of students to constitute a new electorate each term, perhaps, but that doesn’t seem to have been the reason for changing officers. According to the school catalogues, three sets of officers and advisers were sometimes elected at one time, a different group to direct the organization each quarter of the school year. The objective must have been to spread around opportunities for leadership.

The faculty and administration no doubt saw these elections as a means of shifting responsibility for extracurricular enterprises to students. In the Normal School’s early years, all school activities had been directed from above: President Lord and his faculty appeared to be involved in all matters—academic, cultural and social. Later, however, the administration and faculty tried hard to foster some degree of student independence and initiative, at least on the part of their advanced students. Presumably the officers elected by their fellow students would be willing to assume responsibility and capable of doing so. Some burdens would thus be removed from faculty shoulders, students would take greater interest in affairs they themselves could direct, and the teachers-to-be would gain experience in appearing before the public and taking charge of matters.

Class officers and class organization received special attention in the Normal School era, although there is seldom any evidence of real activity in the “lower classes.” Many of the people in the “C” class were not high school-age students but mature adults planning to teach in the rural schools, and they probably saw no real reason to organize as a class. Junior classes, however, were sometimes quite active; when not, there is usually a suggestion that they were remiss and should have been well organized and active. They were, after all, almost on the same level as the Seniors and would take their places the next year. In some Praeceptors the Junior class was given only a single page and could not manage even a group picture, but more commonly there were four to eight pages of Junior group pictures, snapshots, class histories, and a variety of other matter. Often a statement like the following concluded the Junior section: “If you want to know anything more about the Juniors, wait until next year and read their annual.”
The First. Second, and Third Year Classes as they appeared in the 1921 Praeceptor.

The Mighty Seniors

From its earliest years Moorhead Normal had given respectful recognition to its Senior classes. During the very first years, the highest ranking Senior was automatically president of the class and functioned in that capacity during commencement week. Graduates wrote (and read before an audience) their Senior theses. They wrote class histories and prophesies and made class gifts to the school. Many of these memorials, listed in the official catalogues from 1890 onward, were destroyed when the main buildings burned in 1930: engravings, copies of famous paintings, a bust of Homer and the large statue of Abraham Lincoln that pre-1930 students will all remember. The red velvet curtains for the Weld auditorium stage, presented by the classes of 1914 still faces the campus circle, now in front of MacLean Hall instead of Old Main.

The most prominent feature of the early Praeceptors was the Senior section, which included some twenty pages of individual Senior pictures, six or seven to a page, generously spaced. These studio photographs probably also served as application pictures, and they show the Seniors to best advantage. The individuals are identified by name, home town, field of concentration (or type of diploma), and a complimentary statement fitting each individual: “To know her is to love her;” “Irish and proud of it;” “If you want a thing well done, call on Elvira;” and “She is such a sweet girl, we wonder if she will teach long.” In 1916 Editor-in-chief Fred W. Sanders was given (or gave himself) a more pretentious statement: “For neither didst thou choose thine own time to come into existence; but when the universe had need of thee.”

Following the photographic section, the Senior class play is given respectful space and attention. In 1916 a statement about The Merchant of Venice, next to a picture of Shakespeare, explained that members of the faculty had “entertained us at chapel with different phases of Shakespeare’s life and career” during the year (300 years after the poet’s death). The Senior class had chosen to present this play, the first in the new Weld auditorium, because it was the most popular and widely known of Shakespeare’s plays, “and the one by which the most abundant success has been achieved on the stage.” On the following pages appear the “Dramatis Personae,” scenes from the play as staged by the Seniors, and individual pictures of Shylock and Portia.

Producing the yearbook and class play, surely the major student activities during their graduation year, required the cooperation of class members and much help from their class adviser (to whom they often dedicated their Praeceptor). Commencement week activities gave them a last chance to exalt their class, which they confidently referred to as the best that had ever graduated from Moorhead Normal. They may have been right most of the time, for the school was growing and developing in many ways. Although most of these Normal School Seniors had lived, studied, and worked together for only two years, those years had been packed with out-of-class efforts and parties as well as the most advanced coursework the Normal School offered.

Such intense shared experience explains some of the matter they put into their Praeceptors. They printed their class songs as well as mottoes, colors, histories, and prophesies. There were many pages of snapshots: later generations, accustomed to better amateur photography, will consider these pictures unaccountably bad efforts at capturing Normal School life informally. The humor sections of the annuals seem almost embarrassingly bad, for the “jokes” usually involve individual students and faculty; but the “Senior Directories” are even more sophomoric, recording each senior’s nickname, favorite song, pastime and expression, ambition, notable feature, and future prospects. At their worst, these annuals seem sentimental memory books of the graduating class.
Most of the class memorials (a list was printed in the annual catalogues for many years) were destroyed in the 1930 fire. This marble bench, with the 1914 class motto "Always Prepared," which stood in front of Old Main, keeps its old place on campus—now in front of MacLean Hall bookstore.

For five years before the Moorhead Normal School became a college and for some years after 1921, these Praeceptors celebrate classes that were graduating with Advanced Diplomas and were the institution’s "Seniors." These people were aware that they had not attended a college; theirs was a different kind of institution. They had, however, achieved the ultimate goal as teachers of elementary school classes and had earned top credentials: up to 1920, and even later, two years beyond high school was considered sufficient education for such teaching. And the place to get such education, or training, was at a normal school.

The Seniors Become Graduating Sophomores
It is commonplace to say that an institution does not become a college by legislative enactment, that authorization to award degrees is only a step in that direction. An observer looking back from the end of the century to 1921 might mistakenly assume that before that date students had attended a kind of junior college (called a normal school) for two years and that now they would be attending Moorhead State Teachers College for four years to earn bachelors degrees in education. Before 1921 they could have done so after their two years at Moorhead Normal by taking an additional two years at the University of Minnesota. A few of them did that, but only after some years of teaching. They may have considered that the best way to prepare for teaching in the public schools was to acquire practical experience after periods of study. For most of these people, this was probably the only way they afford their schooling. But the idea that two years of post-secondary work was enough education for elementary school teachers died hard in northwestern Minnesota.

Before 1921 a small group of students had been listed in the college catalogues as "special students." A few had been identified earlier as "graduate students" in household economy or in music, and the dozen "special" students of 1918 had obviously gone beyond the requirements for the two-year Advanced Diploma. In the early 1920s, when students graduating with the Advanced Diploma earned in two years of course work were still the "Seniors" in the Praeceptors, those who had gone beyond that point were classified as "third year students." Not until the end of that decade did the college have a set of requirements for graduation with a four-year degree, although the normal schools had been working on a new course of study for some years.

In the 1920s nearly all students entered MSTC as high school graduates; after phasing out sub-collegiate work over several years, high school diplomas were required for admission after 1925. The college granted its first bachelor's degree in 1926—to a single recipient. Eight degrees were presented in 1927, nine in 1928, eight in 1929 but twenty-two in 1930. Half of these twenty-two had been students on campus during the preceding year; the others had been accumulating the required credits over a period of time.
The Junior Class of 1918 posed in front of Weld Hall for their Praeceptor picture. This was a poor representation in the school annual for these students, but the following year their individual formal photographs would appear in the place of honor at the front of the book.

Even in the 1930s, however, students "graduating" with two-year certificates outnumbered (by a wide margin) those earning degrees. In some later Praeceptors they were identified as "Graduating Sophomores." But until 1927, the "Senior Class" of Moorhead State Teachers College—the class that presented the year's major play and produced the annual (which displayed their photographs prominently, wearing mortarboards in 1925)—was the class of two-year graduates. This was an incongruity in a four-year college, of course, evidence that it had not yet become a college despite its name. Traditions die slowly, and this group of students had always been regarded as the class which staged the play and produced the Praeceptor. Perhaps they did not give up their feeling of seniority easily. In a practical sense, the four-year graduating classes were still too small to undertake any major role in college extra-curricular activities.
Chapter 18

The World War I Era

An examination of Moorhead Normal catalogues from 1910 to 1920, especially the lists of students who had attended the previous school year, tells something about the institution just before legislative action made it a college. Of special interest are the size of the school’s classes and the high turnover in the student body from year to year. A rapid faculty turnover in this era is also notable. Basic requirements changed little except that special curriculum courses (in manual training, home economics, art and music) could be substituted for some of the usual required subjects.

By contrast, the new school annuals, the Praeceptors, reveal a considerable tilt in the direction of college status in the last half of the decade. These yearbooks quickly became indispensable to the students, despite the work and expense of producing them. They show a proliferation of special organizations, usually spawned by the new curricula, and they record increased participation in activities like music and athletics. The Praeceptors themselves are uneven in quality, and some of them revealed normal school traits that seem very uncollegiate.

And of course the 1917-1919 Praeceptors show that Moorhead Normal was swept by the patriotic-martial spirit that engulfed the whole United States.

Enrollment Patterns Change

Ten years before the Minnesota legislature changed Minnesota’s normal schools into teachers colleges, most students still enrolled at Moorhead Normal without high school diplomas. When the school had been founded in the late 1870s, there were few high schools in northwestern Minnesota. Moorhead Normal’s five year course of study gave students the equivalent of a high school education in three years as they progressed through the C, B, and A classes. They could then begin “normal” work, becoming Juniors their fourth year and Seniors in the final year which led to the Advanced Diploma.

An examination of the student lists at the end of the annual catalogues published after 1900 shows that very few students went directly through this five-year course. During the 1913-1914 school year, James Ballard was one of 240 first-year students. Five years later his name appeared in the 1918 catalogue among the 195 Seniors, but none of the other 1913-1914 first-year students are on the list. No doubt later catalogues would include some of their names among the graduating Seniors. Except for a few Moorhead residents, like this son of a faculty member, Moorhead Normal students habitually interrupted their five-year courses to teach.

Between 1910 and 1920, the number of first-year (C Class) students enrolled each year ranged from 198 to 401, and second-year (B Class) students from 140 to 197. The third year (A Class) enrollment was always small, from 66 to 88 each year. A comparison of names shows that less than 20 percent of the students continued their work at Moorhead Normal from the first through the second year, and only a small handful through a third year. The explanation: many eighth grade graduates took some course work at the school in this era, but only a small percentage completed a high school equivalent education in this way. If they did, it was some years after they had begun such work. The common practice was to enroll for several terms, enough to secure a teaching position. Some returned later, most commonly during the summer sessions, and a few eventually continued on to graduation. Most of the young women probably married, and married women usually did not teach, except in emergencies.

Group pictures of “underclassmen” in the early yearbooks show most of the class members to be mature adults, not teen-agers.

The school was clearly a service institution. Students did not come to Moorhead Normal seeking high school-plus-junior college educations: most of them came for enough course work to get teaching positions, usually in the one-room un-graded country schools that were educating most of the area’s children. If they could afford to stay long enough to advance into the “normal” program, they would earn Elementary Diplomas (at the end of their fourth year), or the Advanced Diploma if they completed the five-year course. With either of these certificates, they could get positions in graded town schools. The actual numbers enrolled show a steady but not remarkable growth each year. The total for 1911-1912 is 828; for 1912-1913, 982; for 1913-1914, 990; for 1914-1915, 937; for 1915-1916, 1045; for 1916-1917, 1083; for 1917-1918, 951; for 1918-1919, 774, these last figures no doubt due to war dislocations. The numbers do not mean that the Moorhead Normal had eight or nine hundred students enrolled during any term: neither the school’s faculty nor its facilities could have accommodated such numbers. These figures are reached by counting all of the individuals who had enrolled at Moorhead Normal some time during a twelve-month period, including the

Third Year Class status indicated that students were completing high school level work and would begin normal work proper the following year, when they became “Juniors.”
The drawing room in Old Main.

summer sessions. They were classified by their progression toward the five-year Advanced Diploma.

Other enrollment figures, however, reveal a very important change in Moorhead Normal's student body between 1910 and 1920. There were only 83 in the "A" class in 1911-1912 and 88 in 1915-1916; but there were 208 in the Junior class in 1911 and 306 in 1915. Quite clearly, a large proportion of the student body, including most of those seeking Advanced Diplomas, were now high school graduates, and the number of such entering students was increasing rapidly. In 1911 two-thirds of the students had come to Moorhead Normal without attending high school; ten years later more than half of the students had already graduated from high school when they enrolled.

It was becoming the norm for students who had any academic aptitude to attend school for twelve years instead of eight. To meet this situation, small-town school systems were adding high schools and farm children were being transported to these schools by busses.

The Special Programs

Successive issues of the college catalogue in the decade before 1921 show few changes in the course of study, in requirements for admission and graduation, or in the kinds of certificates that could be earned through normal school work. The course of study had been adopted by the State Normal Board on September 18, 1908; it prescribed the subjects to be taken each year and allowed little room for electives. There was some expansion of offerings as the school grew, but these were primarily in special fields.

The emergence of these special programs in manual training, home economics, kindergarten-primary work, and rural education were making changes in the institution some years before four-year degrees were authorized by the state legislature. The move toward "practical education" was a strong one. More and more courses in these fields began to appear in the college catalogues before there was any perceptible change in the traditional academic areas.

The 1918 catalogue announced five special curriculums: in manual training, home economics, drawing, music, and elementary supervision. Students would be awarded a special diploma if they completed one of these courses in addition to requirements for the advanced diploma, or they could substitute these courses for some of the regular requirements if they wanted to earn only the advanced diploma but prepare themselves in one of these fields.

The catalogue included a paragraph of explanation: "There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths of Minnesota."

The special curriculum in manual training "prepares teachers for high schools, graded schools, and consolidated schools," according to the catalogue. In the home economics curriculum there was no mention of preparation for high school teaching; in art and music, the special curriculum "prepares supervisors and teachers for the public schools."

In the ten years before the school changed its name, another transformation was taking place. The faculty members hired in that period had better academic qualifications. Unfortunately, there was also a greater faculty turnover, probably as a result of World War I and its dislocations. The resignation of President Frank Weld in 1919, after twenty years as the head of the school, meant a considerable change; and when Dr. Oliver Dickerson, who succeeded Weld, remained only three years, and was replaced by President R. B. MacLean, the changes continued. The turnover was certainly related to the changes in the administration to some degree.

The Praeceptor Gives a New Perspective

Official publications like the college catalogues are indispensable but limited barometers of the changes that were taking place. They reveal faculty and program changes which sometimes cause considerable alterations in the institution, but they do not record student activities that probably changed the character of the institution even more. Unfortunately, after the Normal
Red Letter ceased publication in 1906, there was a ten-year interim before the first Moorhead Normal Praeceptor, the student yearbook, came off the press in 1916. Issues of the official quarterly Bulletin had an “Events of the Quarter” section that tells something about student affairs and faculty-student relationships, but the information from this source is scant. With the publication of a school yearbook, however, it is possible to see the Moorhead Normal School from another perspective.

English teacher Robert R. Reed provided a helpful historical sketch at the beginning of the first Praeceptor. After explaining the school’s founding in 1885, the appropriation of $60,000 for a building and $5,000 for running expenses in 1887, Moorhead Normal had graduated six from its advanced course in 1890, 13 in 1900, and 25 in 1906. In the past three years, however, there had been 33 advanced graduates in 1913, 51 in 1914, and 73 in 1915. The enrollment for 1915-1916 was over 1200, said Reed. (To get the number of students enrolled at any one time, that number should be divided by three, or more probably four: if 300 students were at the college in each of the fall, winter, and spring quarters, and 300 more in the summer sessions, the total enrollment for the year would be 1200.)

The faculty had also increased impressively, from five in 1888-1889 to 37 in 1915-1916. This number, however, included eight teaching supervisors in the model school, four who were secretaries, registrars, or accountants, the superintendent of dormitories, and the resident nurse.

After describing the building of two women’s dormitories in 1893 and 1910 and the additions to the main building in 1901-1903 and 1908, Reed gave special attention to the completion of the new science building in January 1916. This had brought the total amount invested in buildings to $355,000. Also, 12 acres of land had been purchased in addition to the original 6 acres donated by Solomon G. Comstock. The annual appropriation for running expenses had advanced from $19,000 in 1899 to over $80,000 each year. The “science building,” which would soon be named Weld Hall, had other uses also: “There are three floors, the lower one to be used for teaching manual training, the second for the sciences, and the third for domestic economy. The north wing provides room for the new auditorium, which is spacious, with a balcony extending across the rear, both the main floor and the balcony supplied with opera seats, and the whole room ventilated in the most recent method. The stage is deep and wide, and is being furnished with scenes and handsome velour draw curtains. The lighting is indirect and the stage is equipped with a complete theatre switchboard.”

The first Praeceptor depicted a Moorhead Normal that differed greatly from the institution that abandoned the Red Letter in 1906. Many of the changes that had taken place are not discernible in the college catalogues, partly because these publications gave little attention to student organizations: only three were recognized in these early catalogues. The statement about the first, “The Athletic Association,” might have been taken from the 1899 catalogue:

The provisions of the constitution of the Athletic Association connected with the school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support.

The rest of the statement was also essentially unchanged: the officers of the association, plus two students, two faculty members, and a representative of the Alumni Association made up the Board of Control. The 1899 catalogue had printed the names of the people who were members during that school year.

A second student organization was described in the 1899 catalogue under the heading “Literary Society”: “A large and prosperous literary society is maintained by the students, and it enjoys the support and encouragement of the faculty. The work is healthful, invigorating, and
profitable. The society has become an important element in the life of the school." The only change in 1912 was that "Two prosperous literary societies" were maintained and encouraged. The first college yearbook, the 1916 Praeceptor, suggests that the administration was out of touch with the activities of its students or whistling in the dark. Two blank pages are labeled "Chrysmatian Literary Society" and "Delphic Literary Society": each page has a heavy black border and the words "In Memoriam."

The 1912 catalogue recognized only one other student activity, the Y.W.C.A., with the general statement that "active work is done" by the women in this organization, with regular weekly meetings and occasional social functions.

For the next five years the annual catalogues continued this scanty recognition of Normal School student activities and organizations. Then, in 1918, as if the students had suddenly come to life, a number of other activities and organizations are noted in the catalogue:

The County Life Club, organized in 1915, had 150 members.
The Boys Glee Club numbered from 12 to 16 voices.
The Girls Glee Club had about 24 voices.
The Home Economics Association, also organized in 1915, awarded a scholarship annually.
An orchestra was maintained by the music department and played for school functions.
The Neighborhood Organization, divided into six groups (by locations), fostered "a spirit of unity, loyalty, and cooperation" among the girls who lived off campus.
A Red Cross Society, an auxiliary to the Moorhead Red Cross chapter, held classes in first aid, home nursing, knitting, and plain sewing.
The Women's League was organized "with the two-fold purpose of enlarging the knowledge concerning the individual woman and her needs, and of broadening and deepening her knowledge of her environment."

The Young Women's Christian Association had broadened its activities. Under the direction of its Social Service Committee, the college Y.W.C.A. made friendly visits to institutions and homes, directed sewing and calisthenics for children, taught English to foreigners, distributed Thanksgiving baskets to the poor of the city, and performed "services along other lines to people whose lives are different from their own." The Praeceptor was published annually by the Senior class.

And a play was presented each year by members of the Senior class, under the direction of the head of the department of reading.

This increased participation in organizations was not as sudden as the yearly college catalogues would indicate, but it is clear that there was a very considerable acceleration of student extra-curricular activity in the World War I years. From 1917 to 1919, of course, the war itself sometimes overshadowed everything else.

Moorhead Normal in the War

The second Praeceptor, which came out in May 1917, begins, "To the young men of our school who have enlisted in the service of Our Country, we dedicate this volume of the Praeceptor." There is a solemn prefatory statement by Robert Reed:

To the members of the Normal School, to the Public, and to the loyal Merchants of Moorhead who have made this second volume of the Praeceptor possible—cordial Greeting.

When this book was begun this country was at peace. Before it was issued our country was at war. The dread fact did not come unheralded, for one morning at the Chapel Hour President Weld announced the severance of diplomatic relations with Germany. That was an impressive moment. The war clouds gathered until the announcement of actual war came. Then came the call for volunteers: a member of the faculty responded first; then several of the young men of the school,
Arthur W. Johnson—who graduated from the elementary program in 1908 and the advanced in 1913, earned a B.A. at the University of Minnesota and came back to teach at Moorhead Normal—was the first man from the school to enlist when the U.S. entered World War I. He earned his wings and became a flying instructor at Kelly Field, Texas, with the rank of captain. Later, his brother Perry followed in his wake.

six in one day; another member of the faculty and more young men responded; some who applied were not accepted; still the numbers grew. We felt that these events marked an epoch in our lives and in the history of the school.

It was with untold regret that the remaining members of the school saw these young men depart; but equally untold was “the solemn pride” that was felt in the loyalty, the high, self-sacrificing spirit of these young men. They, and all who follow them, were, or will be, given the God-Speed that they deserve. They will serve well; and as they honor themselves they will honor the school.

It is to these young men that this book is appropriately dedicated by the Staff of the Praeceptor. If, to our soldier boys,—either at San Antonio in Texas, at Fort Snelling in Minnesota, at Fort Adams in Rhode Island, or elsewhere in America, or, perhaps, “somewhere in France”—this little book gives a little bit of pleasure, dispels a moment of homesickness, adds courage to their brave hearts, the labor of making this volume will become a song of joy to every member of the staff.

In behalf of the school I take this opportunity to express to the members of the Praeceptor Staff our deep appreciation of their efforts to make this volume a beautiful and precious memento; and in behalf of the Staff I extend the gratitude which they feel to all who have kindly co-operated with them.

This statement was written as the yearbook was ready to go to press. Because the United States entered World War I on April 6, 1917, and the book was printed within the next few weeks, it does not show the impact of the war in any other way.

However, some time in the ensuing months it was decided that pursuing an all-out war effort would prevent publishing a 1918 Praeceptor. So highly was the yearbook regarded by Moorhead Normal students, however, that a substitute was provided: an “Annual Edition” of the quarterly Bulletin was printed. This 88-page publication included most of the features of a regular Praeceptor in a smaller format.

When the war was over and most of the school’s participants had returned safely, Moorhead Normal’s involvement was celebrated in the Victory Praeceptor of 1919. The first 16 pages displayed that title between furled American flags printed at the top of each page in red and blue. On the second page a broad red rectangular border encloses 16 stars, 14 blue and 2 gold, with the number “78” in the middle. The dedication is “To our Soldiers and Sailors, returning and unreturning, this book is dedicated, in hearty welcome and affectionate remembrance.” Page 5 shows the Roll of Honor, with its 78 names of Moorhead Normal students and teachers. On page 6 are pictures of Adolph Anderson and Melvin Hearl, the two young men who were killed in France. Page 7 records “Our War Record”: Moorhead Normal athlete and coach Wallace “Litz” Rusness became a captain in the Field Artillery in 1917.
Although he wore sergeant's stripes when this formal photograph was taken, Clarence "Rutz" Engh was commissioned a lieutenant later. 

During the past war, the Moorhead Normal has had good cause to feel proud of her boys. They have entered practically all the various branches of the service; they have been represented in the infantry, field and coast artillery, machine guns, signal corps, cavalry, medical corps, aviation, ordnance, and in the Navy and Marines. Many of them have received commissions; beside those whose pictures are shown, the following whose pictures we were unable to obtain, also have been made commissioned officers: Lieutenant Vernon R. Lucas, Captain Gordon J. Nye, Lieutenant John W. Schrader, Lieutenant Thorsten Lommen, and Lieutenant Rudolph Weum.

Although many of the boys are still in service both in Europe and in camps in the United States, a large number have been discharged and have re-entered civilian life. Our former instructor, Captain Arthur Johnson, and Lieutenant Perry Johnson, who served as aviation instructors at the Kelly Field, Texas, have been discharged, and are now located at Jamestown, North Dakota. After a year's service overseas, Lieutenant Ed. Staffne surprised his friends by suddenly appearing in this vicinity in January, without their knowing he had left France. Following their discharge from Camp Cody, Alf Solwold and Harry V. Johnson have returned to Moorhead. Sergeant Major Edgar Wright and Seaman Henry J. Dahl have reentered the Normal School. Corporal Ralph Paxton and Sergeant Jarl

Carlander, after several months' training in camps, have accepted positions at the Fargo Post Office. Elmer Bjorquist, Donald Gates, and Captain Wallace Rusness, who have been service "over there," and Lieutenant Robert Carlander and Lieutenant Clarence Engh have returned to their homes in Moorhead. Carl Walker, Cyrus Rufer, and Louis Wheeler are back to their positions in Moorhead and Fargo. Captain Hal Pollock, who enlisted from this school early in the war, is teaching in the Fargo High School. All the boys have interesting stories to tell of their exciting experiences.

On our service flag of eighty stars there are two of gold. Melvin Hearl and Adolph Anderson, both of Moorhead, were called upon to make the supreme sacrifice. Melvin Hearl, or "Babe" Hearl as he was affectionately called by his friends, enlisted in the infantry last spring, was soon transported to France, and was wounded in action Nov. 1st, 1918. He died in a hospital there on Nov. 4th. After the war was over, the sad news of Adolph Anderson's death was received. He was killed in a motor truck accident in France, Feb. 10, 1919. Both boys will be sadly missed and fondly remembered by their numerous friends in the school and vicinity.

Formal pictures of twelve officers appear on the next three pages of the yearbook: Captains Wallace L. Rusness of the Field Artillery, Curtis H. Pollock of the Coast Artillery, and Arthur W. Johnson of the Air Service; Ensign Frank E. Weld of Naval Aviation; and eight lieutenants, Robert Carlander, Perry V. Johnson, Phillip Monson, Clarence Engh, David E. Sonquist, George M. Comstock, Edward C. Staffne, and Paul
The 1919 Victory Praeceptor was rank conscious, giving priority at the beginning of the book to a dozen formal photographs of Normal School men who had become officers. These four are Lt. David E. Sonquist (field artillery), Lt. George M. Comstock (coast artillery), Lt. Edward C. Stafne (coast artillery), and Lt. Paul Person (infantry).

Peterson. Five were in the Coast or Field Artillery, one in the Machine Gun Corps, one in the Infantry, and Perry Johnson, like his brother, in the Air Service. Arthur Johnson, the first to volunteer, and Wallace "Litz" Rusness had been on the Normal faculty. George Comstock had attended only the Model School and the lower classes of the five-year Latin program, but he had played football for Moorhead Normal before "going East" to prep school and Harvard. The school always claimed him.

Page 11 described Home War Work Activities in some detail:

While the boys were fighting in the trenches, the girls of the Moorhead Normal were also doing their bit for their country in as many ways as they found possible.

Seven auxiliary branches of the local Red Cross chapter were organized by the students and the girls did knit—and knit and knit. At first they limited their knitting to spare periods between classes or to the evenings, but before many months knitting bags were more common in classrooms than books, the singing exercises at chorus were drowned by the clicking of the needles, and Sunday, instead of being a day of rest, was a day when if you hurried, you might knit a whole sweater.

Besides the knitting circles, a Red Cross surgical dressing class was organized and held its weekly meetings in the Domestic Art rooms of the Auditorium (Weld Hall). The Faculty deserves a great deal of credit for their work in this line, as they gave willingly of their time and labor.

The school participated also in the War Savings drive and two War Savings Societies, the Eagles and Sammies, were organized among the student body. Together with the Faculty, the school bought nearly eleven hundred and fifty dollars' worth of thrift stamps and subscribed thirteen thousand three hundred fifty dollars to the Liberty Loan drives.

When the call for books and money for the war libraries was issued, the school responded nobly. Not only did they give money but also donated nearly 500 books.

At Christmas, 1917, the school sent to each member of the school and Faculty then in service, a Christmas box. It also donated thirty dollars to the Clay County Christmas Fund, raised by the Y.W.C.A.

The largest sum of money donated to war work activities was given to the Red Cross. All together,
two thousand seven hundred fifty-one dollars were donated, besides seven hundred thirty-six dollars to the United War Work Drive. The school gave liberally to the Armenian and Syrian Relief, Student Friendship War Fund, and the Y.M.C.A. War Fund.

Whereas we feel proud, and justly so, of our boys who are or have been in the service, still we wish to “take off our hats” to the members of the Normal School who stayed at home. Not only did they do their bits individually and prove themselves red-blooded Americans, but they also upheld the standards and ideals of the Moorhead Normal School and showed that it was patriotic to the core, ready and willing to do all it could for its country in all ways possible.

The next two pages enumerated the funds contributed to “War Charities” and invested in “War Funds,” indicating that the Moorhead faculty had put sizeable funds (comparatively, for the sums were small by the standards of later years) into each of the Liberty Loans. Three pages of military snapshots completed this special section of the Praeceptor.

Activities Flourish
The Normal School Praeceptors reflect an institution that was finding new directions. From 1915 onward an acceleration of student activity was apparent in a number of fields. Some of the activities are related to the development of special fields of study: for example, the Country Life and Home Economics clubs, both organized in 1915, carried on a year-long schedule of activities. The 1916 Praeceptor gave ten pages to the school’s music activities: three glee clubs, a men’s quartet, an orchestra, and the presentation of a cantata. Fourteen pages were devoted to athletics, though two pages printed songs and cheers and two more pictured the Athletic Association’s Board of Control and recorded (humorously) “a typical Board meeting.” Women’s basketball received a page.

Even before 1910 the Normal School had two sororities and a fraternity, the Owls, founded in 1901. “The order now numbers about 115. . . . Nearly one-half of the members are college men now, and a large percentage of them still remain in educational work.” The Y.W.C.A., given four pages in the 1916 Praeceptor, claimed a membership of 178, marking a steady growth since it was organized on the Moorhead campus in 1907; its activities included parties and hiking clubs as well as a Bible study class and social service work.

Two of the features of the early Praeceptors hearken back to earlier student publications at Moorhead Normal: a ten-page literary section (two poems and three prose pieces) and three pages of alumni notes and snapshots. Of special value to later generations of readers are the nine pages of excellent photographs of Moorhead Normal interiors. The faculty sections of the 1916 and 1917 Praeceptors are handsome. Whether the turnover was too great to keep pace with changes or the faculty and administration suggested this sacrifice, the faculty section is omitted in both the 1918 Annual Edition of the Bulletin and the 1919 Victory Praeceptor, where the space was given to an account of Moorhead Normal’s record in World War I.

The appearance of these annuals reveal an institution that seemed ready to become a college. The Praeceptors themselves were perhaps the most impressive student activity; writing, editing, producing and financing these books required some skill and considerable effort by students who would undertake the task each year. The 1916 annual was the best of the books published in the first eight or nine years, best edited, designed, and printed, and the 1917 Praeceptor almost as well done.

The Y.W.C.A. became an important Normal School organization in the World War I era. The women who made up the 1918-1919 Y.W.C.A. “cabinet” (officers and committee chairman), are not identified, but Ruth Crawford, dean of women, who was the board’s chairman, is in the center of the photograph.
Chapter 19

Athletics

From its first years Moorhead Normal indicated its approval of sports for men. After 1898, the following statement appeared unchanged in the annual catalogue for many years: "The Athletic Association connected with this school is in a healthful and flourishing condition. The provisions of its constitution are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The President, Vice President, and Secretary of the association, three other students, two members of the faculty, and one member of the Alumni Association, constitute the Athletic Board of Control." In 1899-1900 H. M. Stanford and E. B. Huey were the faculty members, Wesley C. McDowell represented the alumni, and the student members were Otto Bergh (president), D. J. Gainey (vice president), Martin Gullickson (secretary), Clyde Gray, Julius Skaug, and James Billsboro.

In 1911, just before he left Moorhead Normal School, English chairman Edwin T. Reed wrote a historical sketch of the young institution he had served for eleven years. His review of the athletic situation tells what happened to men's sports a few years after baseball, football, and basketball teams were first organized to compete with the other schools in the area. Reed was not an athlete but he obviously liked the sports-loving young men he had encountered at Moorhead Normal. He also had a strong emotional involvement with the school he was leaving, and he thought sports competition—an even-terms—with the colleges of the area would be good for Moorhead Normal and its students.

Among student activities, athletics has always been a leading interest, fostered alike by faculty encouragement and student enthusiasm. Baseball was the first sport to enlist attention; but football took root in the normal school as early as in any of the schools in this region. In the course of the twenty-four years since the school opened, it has entertained nearly all types of athletic sport common to secondary schools—baseball, football, basketball, indoor baseball, tennis, military drill, outdoor field day, indoor field day, and track meet. The Athletic Association was organized as early as 1898. Under its direction various forms of athletic work began. Football started in the fall of 1899. Basketball began in 1901, even before the school had gymnasium facilities to play the game: the students, both girls and boys, walking to Fargo to practice at the Y.M.C.A. A big field meet between the normal and the high school, comprising baseball, tennis, and the usual feats of strength and skill, was made a gala day in the spring of 1901, the normal winning 213 points against the high school's 57.

The school has had winning teams, at different times, in one or another of the three leading sports, baseball, football, and basketball, that have not only aroused the loyal enthusiasm of the students but have brought distinction to the school. For instance, the first football team which the school ever organized, in the fall of 1899, had a brilliant career. Although losing early games to the Fergus Falls high school, the University of North Dakota, and the first of two games to the N. D. Agricultural College, this team won from both the Moorhead and Fargo high schools, Fargo College, and the Valley City Normal school; and in the last game of the season, on Thanksgiving Day, defeated the N. D. Agricultural College. This last game decided the championship of Moorhead and Fargo, giving the honors without dispute to the Moorhead Normal.

The records of the complete schedule of games for the two succeeding years, 1900 and 1901, will illustrate the type of contests that the school engaged in, as well as the comparative prowess of our athletes. These teams had the loyal support of the students, and school spirit never ran higher than during these two and the two succeeding years.

Schedule of Games for Football, 1900

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<th>Date</th>
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<th>Opponents</th>
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<td>Normal</td>
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<td>Normal</td>
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<tr>
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Schedule of Games for Football, 1901

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<td>Normal</td>
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<td>Normal</td>
<td>Fargo Falls</td>
</tr>
<tr>
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</table>

Moorhead Normal's record in these contests is distinctly high class. Its total score compared with opponents means exactly what it says. The Normal boys were skillful and aggressive players.

Reed concluded his survey by suggesting that the ten-year sports hiatus at Moorhead Normal could be ended if an athletic director were hired and the boys given real coaching. He pointed out that both Fargo College and the North Dakota Agricultural College had made this move in the early years of the new century:

The question naturally arises, "Why are we not meeting these opposing teams on the same terms today?" The answer is a bit complex. It involves not only the matter of the decline in the percentage of boys in attendance at all normal schools, ours
Reed’s parting statement brought results. President Weld that that athletic program had other problems in the era before World
within a year of
But James Ballard, who spent the years
the Model School and Moorhead Normal, remembers
faculties of the institutions we were competing with,
our athletic achievements immediately declined, in comparison. They have never rallied. Even though we have abandoned football altogether, and centered our attention almost exclusively on basketball, we have not sustained the records of ten or twelve years ago. For the past two or three years we have had fine material for a winning team in basketball, under splendid business management; but for want of practical coaching the team has made only a creditable showing.
Last spring, 1911, we experienced a stimulating revival of baseball, which will doubtless be a live issue next spring. There is a pretty firm conviction, however, among those interested in athletics at the Normal, that we shall get the largest benefits from our athletics for men only when we have a man as athletic director, one who is an all-round athlete and practical coach; one, in short, who has “played the game.”

Reed’s parting statement brought results. President Weld appointed Moorhead Normal’s first athletic director within a year of Reed’s departure.

But James Ballard, who spent the years 1906 to 1918 at the Model School and Moorhead Normal, remembers that that athletic program had other problems in the era before World War I.

The male students numbered about 30 in a student body of 300 or a little more. I know there were 30 men because they filled only the first three rows in the left section when we gathered for Chapel in Weld auditorium.

This group provided a meager quantity for any athletic activity, and the quality was even less. Some of them were older than most college students and had neither interest nor experience in sports: they were men who had decided to make education a career after teaching rural schools for a few years. Some terms at the Normal School would be their first step up the educational ladder.

A smaller segment of the men had moved into the Normal School from the eighth grade. They were mostly too young and too small to participate in sports. I was one of this group. The rest were high school graduates from the larger towns in the area, who had some experience in sports and team participation. This was the situation facing anyone with the title of coach, or anyone in charge of the athletic program.

When fall came and the sounds of football were coming from colleges and high schools, the situation was different at Moorhead Normal. With no field and a lack of equipment, the few who knew what to do with a football just kicked it around in a disorganized manner. There were a few who seemed interested in learning the game and what all the excitement was about but had no knowledge of what to do with their energies. In fact, one of the boys, Arthur Storms, admitted without being embarrassed that he had never seen a football until the fall he entered the Normal School. There is little to say about football activity at the Normal School during those fall months of 1912 to 1915.

After the first frost the scene changed for the better when basketball became the center of interest and the scene moved into the gym in Old Main. Most of the fellows began to participate in this sport. At first they were passing the ball and shooting baskets without knowing much about style or rules. However, talent began to show and a coach was soon developing a basic squad for regular practice. . . . Three factors helped: 1) the game was easier to teach than football, 2) fewer players were required for competition within the squad, and 3) the raw material was better, for all American boys had learned how to throw and catch a round ball.

The playing area, however, was a different and sadder problem. The gym allowed a playing area of only modest size, for the side lines were almost up to the walls, as were the end lines. There was no room for spectators—if there happened to be any. Even the substitutes had to stand with their backs against the wall. To complicate matters there were two large cast-iron columns in the center of the court. Although well padded they were a hazard. Our players soon became familiar with these obstacles but they put the visiting teams at a disadvantage.

Although there were no fixed schedules in those years, there were many games with local schools and in nearby towns. As the team and a supply of substitutes began to improve, there was a growing demand for spectator space. The two dorms in easy walking distance provided the nucleus of a rooting section but there was no place for them.

Whether for this reason or some others, Pres. Weld had a running track installed around the walls of the gym. A well-built wooden track was fastened to the walls high above the floor and suspended from the ceiling. This track provided a convenient place for the spectators and seemed to be its main function, because it was seldom used as a running track. Basketball grew to be a most important sport and recreation as the years added both experienced players and greater student interest.

As the first frost turned thoughts to basketball, so did the melting snow and the first bare ground of spring turn attention outside and to baseball. The playing field was to the north of old Wheeler Hall and directly across the street. There was a wire
The Moorhead Normal School's 1900 football team was pictured in the November issue of the Red Letter, which carried lengthy accounts of the games played. Front row, Earl Gates, Henry Mackall, Frank Ambs, and James Curran; second row, John K. Clausen, Casper Bergh, Oscar Askgaard, Jelmer Bengston (captain), and Otto Bergh; coach Harold Stanford in the middle; back row, Emil D. Larson, Julius Shaug, John Hystin, Lewis P. Larson, and Clyde May.

The Red Letter did not identify the men on the photograph, evidently assuming that its readers would recognize them. The cutlines under the picture provide the vital statistics for each member of the football team—except the three who missed having their picture taken: "Bengston, captain, left tackle: height, 5'11"; weight, 173 lbs., age, 19 years; senior class; second year on the team. Clausen, manager, right halfback: height, 5'8 1/2"; weight, 176 lbs.; age, 21 years; senior class: right tackle 11th year. Askgaard, fullback: height, 5'9"; weight, 170 lbs.; age, 17 years; B class; sub­guard last year. Ambs, quarterback: height, 5'9"; weight, 145 lbs.; age, 18 years; senior class. Louis Larson, left halfback: height, 5'11"; weight, 182 lbs.; age, 24 years; B class. May, center: height, 5'8"; weight, 172 lbs.; age, 24 years; B class. Hylin, left guard: height, 5'7"; weight, 170 lbs.; age, 21 years; A Ele. class. Skaug, right guard: height, 5'11"; weight, 170 lbs.; age, 19 years; A Ele. class. Emil Larson, right tackle: height 5'7"; weight, 165 lbs.; age, 22 years; B class. Otto Bergh, left end: height, 5'11 1/2"; weight, 159 lbs.; age, 23 years; A Ele. class. Curran, right end; height, 5'7"; weight, 143 lbs.; age, 16 years; B class. Gates, sub end or tackle: height, 5'9"; weight, 156 lbs.; age, 22 years; not in school at present. Malley, sub end: height 5'5"; weight, 118 lbs.; age, 18 years; not in school. Caspar Bergh, sub: height, 6'1/2"; weight, 150 lbs.; age, 21 years. Mackall, sub quarter: height, 5'7"; weight, 122 lbs.; age, 16 years; junior class. In addition to the foregoing, Guillechson, Gunderson and Wayne May have played on the team."

screen netting as a backstop to protect the windows of the dormitory. Otherwise there were no facilities such as seats for fans or even for the squad: it was just a bare field with the four base positions marked. Long fouls to the left could occasionally reach the lower windows of Weld Hall, and to the right would end up in a large potato field. These fouls to the right would send small boys rushing to find the ball, not for a souvenir but to have the honor of returning it to the umpire.

For baseball there were more organized teams among the local schools, so more games were played home-and-home. The outstanding game of the season was when the team from NDAC came over by streetcar to play a practice game at Moorhead Normal.

The Early Years: Football Under Difficulties
The earliest recorded athletic activity at Moorhead Normal described the field day events in connection with
the first two commencements, in 1890 and 1891. Later, baseball games replaced the field day events, but the first organized teams to play a schedule of games with other institutions were the football teams of 1899, 1900, and the following three or four years—whenever there were enough men enrolled during the fall quarter to make up at least one team. Football enthusiasts always hoped for 22 men, which made scrimmage possible.

The 1899 football team, which began the season with only two men who had ever played on a team before, closed the season with a 10-5 victory over the North Dakota Agricultural College. This victory gave the Normal School boys the championship of the two cities, according to the Normal Red Letter. The magazine’s summary of the 1900 football season revealed the difficulties Moorhead Normal teams faced 87 years ago.

Opening inauspiciously with but two of last year’s team back, a debt from ’99 hanging over the Athletic Association, and with not even the necessary pigskin with which to begin practice, a team has been developed which is a credit to the institution. The outlook at the opening of school was so dark that not a move was made for three weeks; but it was decided then that there must be a team. The stuff of which it was made was shown in the first game, when, with but two days' practice, they held the A. C.’s down to nineteen points and were only prevented from scoring by the condition of the field. Clyde May at center, Hyslin and Skaug as guards, played their first game, as also did Ambs, quarter, and Louis Larson at half, demonstrating their ability to occupy these positions throughout the season. Wayne May played the other half, but unfortunately was injured and was out of the game for this year. Askegaard was at full, and Bengston and Clauson in their old positions as tackles, though the latter played halfback in the succeeding games. It was steady practice now and with wonderful improvement, as the next five victories show. The Fergus Falls game broke the winning gait but was nevertheless the best game of the year, that strong aggregation of the best players the school and town could collect being kept from a touchdown and only scoring by kicks. The last two games are described elsewhere in this issue, and the early setting in of winter put a stop to the negotiations then underway for several other games. Below are all the games, with their respective scores:

- Sept. 29, Normal 0, N.D.A.C. 19.
- Oct. 8, Normal 15, Moorhead 0.
- Oct. 13, Normal 26, Fargo College 5.
- Oct. 26, Normal 7, Fargo H.S. 0.
- Oct. 31, Normal 12, Moorhead 0.
- Nov. 3, Normal 0, Fergus Falls 10.
- Nov. 10, Normal 16, Valley City Normal 6.
- Nov. 12, Normal 0, North Dakota U. 33.

Total points, Normal 108, opponents 73.

It is not a record of which to be ashamed. Success on the field has also been attended by successful management, the association being out of debt and possessing more property than at the beginning of the year. The close of the football season always brings up the question: "What are the prospects for next year?" The outlook is not as bad as at the close of the season of '99, though six of the team—Bengtson, Clauson, Ambs, Bergh, Hyslin and Skaug—are in the Senior class. But Askegaard, the Larsons, the Mays, Gullickson and Curran will doubtless be candidates for positions, while Scully and Barnard of last year's team may be in school. With the many younger students growing up and with such new material as is certain to enter next fall, our football enthusiasts need have no fears for next year's team.

Perhaps the school had expected too much of the 1901 team, now that debts had been paid and a football secured. But the Red Letter's review of the season showed that its sports reporter could interpret a 3-8 record as almost a successful season: the Normal boys had scored more total points than their opponents.

Now that the football season is over and people can look at things calmly, it is of interest to look back upon football at the Normal this fall. There has seemed to be a prevalent opinion among the greater part of the student body, as well as the people of the city, that the football team was "no good." Yet a competent judge would not hesitate to say that our team this fall was fully as strong as that of last year. Let it be remembered that circumstances make the man. If the Fargo High School and the Fergus Falls games, which were deprived of their proper place on the throne of victory, had but been decided even one point in our favor, as they were one point against us, the praise of the team would have been sung far and wide. And yet, the playing of the team would not have been better or worse for that. But let facts speak for themselves.

The showing of the team has been by no means bad. True, we have lost five games out of eight,
The Red Letter picture of the 1903 football team is of poor quality, but the men are identified by numbers inscribed on the photograph. From front to back: 1-Wright, 2-Bodekin, 3-Barnes, 4-Dahst, 5-E. Askgaard, 6-Pomeroy, 7-E. Larson, 8-Tillotson, 9-Bergb, 10-L. Larson, 11-O. Askgaard, 12-Allstrom, 13-Brock, 14-Cole, 15-Rustad (timekeeper), 16-French (coach), 17-Stanford (coach), 18-Hanson, 19-Butler, 20-Hovden, 21-Skaug, and 22-A. Larson. Timekeeper Rustad, son of a leading Moorhead saloonkeeper, entertained the team at a dinner at his home at the end of the season.

"Tot" French from Fargo was the team's volunteer coach; Harold Stanford was the team's faculty sponsor but probably had little if any coaching skill.

but we have lost them by "hard luck." Although our opponents have the advantage in number of games won, the number of points is still in our favor, as the following summary of games shows:

<table>
<thead>
<tr>
<th>Game</th>
<th>Normal</th>
<th>Opponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fargo College</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Fargo High School</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Valley City</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>A. C.</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Barnesville</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Grand Forks</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Fargo College</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Fergus Falls</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>74</td>
<td>61</td>
</tr>
</tbody>
</table>

Points in favor of normal, 13.

The Red Letter "Chronicle" for September 1902 revealed the problems the Moorhead Normal football team encountered in getting its season under way:

- September 3—Registration continues: the boys are few and far between. Where is the team?
- September 5—The athletic field is mowed and raked.
- September 6—First football practice.
- September 9—Robert Ap Roberts inspects the team and decides to coach it.
- September 16—Football boys hold evening meeting to consider ways and means. The athletic association fills vacancies in Board of Control.

First faculty meeting considers matters of importance: declares for pure athletics.

September 17—The road grader clips the athletic field, which has to be laid out anew. M. H. Gullickson is elected manager of the football team.

September 18—Boys take turns at the tackling dummy.

September 19—Athletic association buys football trousers and helmets.

September 22—Athletic subscription is started.

September 27—Athletic association buys posts, rope, five yard chain, and new ball. Goals are raised and field roped in. Game with high school.

September 30—Daily scrimmage gets a little fierce.

The season's results were disappointing, except for a 38-0 victory over Valley City Normal. The writeups of the other games are notable chiefly for the ingenuity of the alibis offered to explain defeats.

In 1903, "School opened with the usual scarcity of boys," said the October Red Letter. Fourteen men were eventually found but the team suffered a 33-0 defeat, blamed on "lack of practice and general inattention to the serious business of football." Practice games against Fargo College and volunteer coaching help turned the season around, however. The November Red Letter, which recorded three victories and a tie, gave credit to the coaching: "The marked success of the team during the latter part of the season was in no small measure due to the supplementary coaching of 'Tot' French, of Fargo. While unable to give the team the time and attention of a
regular coach, he came over whenever his work permitted and always lent new vigor and life to the work of the team."

At the end of the season "the football squad and their immediate supporters" were given a banquet by Oscar Rustad at his home on Fourth Street. The Fargo-Moorhead directory shows that barkeeper Oscar F. Rustad lived at the home of his parents, at 212 4th Street South; A. J. Rustad's saloon at the Moorhead end of the Main Avenue bridge was one of the city's most prosperous. Oscar Rustad is identified as timekeeper in the picture of the football team in the December 1903 Red Letter. Two of the school's most prominent faculty members—Harold Stanford and Edwin Reed—were also among the "immediate supporters" of the team entertained at the banquet. Stanford was identified as a coach.

An article in the November Red Letter recognized the services of another prominent Moorhead citizen who contributed to the 1903 football season: "Rev. H. S. Webster has refereed all the games on the home grounds for the Normal team. Just and consistent as well as determined and painstaking, Mr. Webster makes an excellent official." According to the December Red Letter, Fargo High School thought the Reverend Mr. Webster made an excellent official for Moorhead Normal only: with the score 16-5 against them, the Fargo boys walked off the field, claiming the game was stolen!

There were not enough men for a football team the next fall. The December 1904 Red Letter commented: "Although the number of boys in school has increased to 43, when scattered among nearly 300 girls they are still as rare as raisins in a pudding." This was double the number attending in the fall term, enough now for a football team but too late. "The athletes will have to be content with regular gym work and basketball. A basketball team will in all probability be organized in the near future."

The next year the Red Letter reported (in its December issue) that the number of students enrolled was upwards of 425, the largest in the history of the school. Seating capacity in the new auditorium was strained. This was the winter quarter enrollment, apparently. "The hearts of the fair damsels were gladdened by the sight of so many new men students," said the Red Letter.

Once interrupted, however, football was not resumed at Moorhead Normal for a decade. The Reverend Mr. Webster had accepted a parish in another city. There is occasional mention (in the Red Letter) of other school teams playing football, and the Red Letter sports writer reported that their old schoolmate George Comstock had made the freshman team at Harvard.
The 1914 Summer Session issue of the Bulletin included this picture of the 1914 basketball team—who were "champs." In the back row, Harry Hillier (the school's first athletic director and coach), Edwin Johnson, Robin Walker, and Burl Martin, the faculty manager; middle row, Ralph Paxton, Jarl Garland, and Perry Johnson; front, Iver (Carl) Iverson and Thorsten Lommen.

The Beginnings of Basketball

Competition in basketball never received the attention given to football, but the quarterly Bulletin reported that the Red River Athletic League had been organized on April 23, 1906 and Professor Hertsgaard of Concordia College elected president. From the tone of the brief notice in the February 1907 Bulletin, however, basketball at Moorhead Normal was neither well organized nor considered an essential activity: "While the severity of the winter has handicapped athletics, so far as engaging in actual contests is concerned, the teams in basketball have kept together successfully and have given some interesting exhibitions of their powers." In March 1908 the Bulletin carried a perfunctory report on the past season: "The boys' basketball team have played the following teams since the holidays: Wahpeton, two games; Moorhead Independents, two games, and Fargo College. These were all victories for the Normal School boys, except one game with the Independents."

Although Moorhead Normal had no football team in 1908, the school had not lost interest in the sport and welcomed a team with which they felt some kinship: "The football team of St. Cloud Normal visited chapel on Saturday morning, October 10th, incident to their visit to Fargo to play the Agricultural College. They were given a hearty salute by the school, under the leadership of Sig. Hagen, and replied with a martial good will." Perhaps to make up for the missing fall sport, "the basketball boys" were provided with new uniforms. They promptly showed their gratitude: "The boys' basketball team defeated that of Concordia College in the first game of the season on Monday afternoon, November 23rd, by the decisive score of 28 to 6. A few days later the team defeated the Hendrum Athletics by a score of 28 to 22."

Elections to the Athletic Board of Control, as always, were reported faithfully, but the fall of 1908 news story has a special interest because the women of the school were given a 5-4 majority: "The Athletic Board of Control held a meeting October 1st, electing the following officers: President, Malcolm Weld; vice-president, Herman Bergh; secretary, Ruth Swenson; treasurer, Arnold Trost. The faculty members of the board are Mr. Stanford and Miss Pence. The alumni member is Otto Bergh. The student members are Olive Mahlen, Florence Fletcher and Clara Henn." This was a remarkable departure: though women outnumbered men at least ten to one, the members of the Athletic Board of Control had usually been men, most often all of them, students and faculty.

The February 1909 quarterly Bulletin reported that the year's basketball team, which had showed so much promise at the beginning of the season, had sustained a series of defeats. The explanation was very probably the one Edwin Reed suggested in his review of Moorhead Normal athletics: lack of professional coaching. "After beginning the season with some brilliant playing that promised well for the winter's record, the basketball team went up against a series of three straight defeats at the hands of Agricultural College, Fargo College, and the St. Cloud Normal. As a consequence their record by the end of January was pretty well 'frazzled out.' The boys had not lost their spunk, however, and were bracing up for bigger things in February and March. Here's hoping!"

It was still some years before Moorhead Normal began hiring athletic directors or coaches. In 1909 all Moorhead Normal could or would do was to send a faculty member with the basketball team on out-of-town trips: "Mr. Kingsford accompanied the basketball team to St. Cloud on January 18 and to Valley City on February 1st."

Because the 1916 Præceptor was being printed while that season's schedule was underway, the yearbook pictured the previous year's team and record. The 1915 baseball team won nine games and lost one, to Fargo College. In the last game of the season, the Normal nine avenged that loss.
Normal faculty, in the department of physical education. He replaced C. L. Wallace Rusness, who joined the army soon after the United States entered the war.

The First Athletic Directors

Perhaps as a first step to rectify the faults Reed had pointed out, John Eck, the new teacher of manual training hired in the fall of 1911, was given the additional responsibility of director of athletics according to the November Bulletin, although the catalogue listed his teaching assignment as only manual training. There is no evidence that Eck had any sports background or special interest in athletics, as he certainly did have in music. During his nine years at Moorhead Normal, he and his wife were members of the school orchestras, both playing the violin. In any case, Harry E. Hillyer was hired in the fall of 1911, was given the additional teaching assignment as only manual training. There is no evidence that Eck had any sports background or special interest in athletics, as he certainly did have in music. During his nine years at Moorhead Normal, he and his wife were members of the school orchestras, both playing the violin. In any case, Harry E. Hillyer was hired in 1912 as director of athletics and teacher of history. He was succeeded two years later by Ira W. Slingsby, who was physical director and teacher of mathematics. Slingsby, who was a Fargo College graduate, went off to study dentistry at Northwestern University after his two years on the Moorhead Normal faculty, and later practiced dentistry in Fargo. He was succeeded as athletic director by L. Wallace Rusness, who also taught mathematics. "Litz" Rusness, a Moorhead boy, had expected to return as a student trustee the following year. He had starred in football and baseball and was the captain-elect in the latter sport. He became a captain in the U.S. Army Field Artillery in World War I.

For two World War I years (1917-1919), while Rusness and other former Moorhead Normal athletes were in the armed services, Holger C. Langmark, who held the rank of lieutenant in the Danish Army, was in charge of physical education at Moorhead Normal. Langmark had U.S. teaching experience at two Minneapolis high schools. He was probably identified as a Danish army lieutenant for lack of degree qualifications; in 1917 and 1918, military rank impressed everyone.

It is not clear why Alex J. Nemzek, another Moorhead native, who had been a football star at North Dakota Agricultural College, came to Moorhead Normal in 1919 as coach and teacher of physical education and mathematics and then returned to N.D.A.C. the following year. Since he had not yet earned a degree, however, he presumably returned to take more course work. He also served as assistant football coach at NDAC and played on their team.

For the next two years, 1920-1922, Litz Rusness returned to his old position at Moorhead State before going on to earn a degree at Northwestern University. Later, Litz was an assistant coach at Northwestern for many years and became an idol for Moorhead athletes and sports fans. Slv Nemzek returned to MSTC as athletic director in the fall of 1923 and remained as one of the college's most important figures for nearly 20 years.

It is difficult to judge the Moorhead Normal sports program just before World War I. Although it is a good yearbook in other respects, the athletic section of the 1916 Praeceptor is puzzling. The first two pages were devoted to the Athletic Association; there was a picture and listing of members of the Board of Control, and another page which purported to be the minutes of "a Typical Board Meeting." This was certainly satirical. The next two pages are equally puzzling: under the heading "Athletics" is the following summary: "Last Commencement day (1915), ended one of the most successful years of athletics the Moorhead Normal School has ever known. Victory was ours last year. But at the close we lost a number of good men whose absence we have felt. Carl Iverson, Perry Johnson, Edwin Johnson, and Robert Carlander have all aspired to higher positions. At the opening of the winter term this year, Coach Slingsby, with practically all new men, made a team which has won some splendid victories. Our basketball season was closed with a banquet at the Gardner Hotel in Fargo. At this meeting, Jarl Carlander was elected captain for next year. The prospects for baseball are very bright. Jarl, Ade, and Litz are all back ready for another season's victories."

The first Praeceptors, published in 1916, shows that year's basketball team without identification. However, coach Ira Slingsby is at the left, with Art Storms standing next to him. Seated next to faculty manager Birl Martin is Litz Rusness, who was hired to be athletic director and teach mathematics the following year.
This photograph, with its enigmatic caption ("When the Normal School had a football team"), appeared in the 1916 Praeceptor. Faculty manager Burl Martin is at the left and coach-athletic director Ira Slingsby at the right. Next to Slingsby is new student Art Storms, who said that he had never seen a football until he came to Moorhead Normal. The marble bench presented by the Class of 1914 seats the four football players in the center of the picture.

On the opposite page, under a group picture of thirteen boys flanked by manager Burl Martin and Coach Slingsby, is the enigmatic statement, "When the Normal School Had a Foot Ball Team." Eleven young men in baseball uniforms are pictured on the next page, with the schedule and scores for 1915: nine victories and a single defeat, 68 runs scored and only 27 allowed to their opponents.

The 1917 Praeceptor pictured and identified a 17-man football team that had won three games, lost one to Fargo College, and tied Jamestown College 0-0. One of the victories had been a 32-0 defeat of Concordia, perhaps the first time the two schools had played football. Full basketball and baseball schedules were listed but no results.

Sports competition was out of the question during World War I, of course: there were not many men enrolled.

Football prospects at Moorhead Normal were gloomy when school opened on September 3, 1919, said the 1920 Praeceptor. "Of the old experienced men of pre-war days, only Ed Stamfer, Bill Stafne, Robertson and Johnson had returned." But when newly appointed Coach Nemzek issued his first call for practice, 30 men turned out, half of them with some football experience. The new team, "out-weighed about 25 pounds to a man," lost to NDAC; and they lost again to Fargo College 14-0 in a game they should have won except for "the crisis of bad luck, which had been following the team all season."

Moorhead Normal made 18 first downs to Fargo's 5, and outgained their opponents 188 yards to 76. Then they scored "almost at will" against Valley City Normal, winning 49-0, and defeated Aberdeen 7-0. This game was played on a dirt field covered with two inches of water, according to the Praeceptor: "The two teams, evenly matched, waded out and splashed back and forth... in the last half, with a burst of super speed and strength, the Normal pushed the ball across for the only touchdown of the game."

Normal School Sports in 1920 and 1921

The Praeceptors of the early 1920s showed increasing attention paid to athletics after Moorhead Normal became a college, though the yearbooks sometimes did little more than print pictures of teams or individual athletes. The 1920 and 1921 annuals showed pictures of women's basketball teams, without identification or writeups. Only the Athletic Board of Control was treated more formally and respectfully, suggesting that the teams and the games they played were less serious matters.

Writeups in the section devoted to athletics were sometimes ridiculous. In the 1921 Praeceptor (the Athletic Editor was Asenath R. Page, who had six women assistants), 14 football players were pictured individually, in uniform, with only their last names as identification; counted among the 14 are Coach Rusness,
who didn't seem prepared by play and Dan Preston, who seemed ready to play a full game. Over his football jersey Captain Arthur Storms wore a heavy light-colored sweater with a large "N," presumably designating "Normal." These pages were labeled "Football Boys 1920," and instead of a writeup of the season the Praeceptor printed the ten stanzas of "After the Game." The first stanza reads, "The football game was over,/And around the parlor grate,/A maiden and a dark-haired youth/Were lingering rather late." The final stanza ends "The parlor door flew open/And the old man kicked the goal."

On the next page the women of the Praeceptor athletic staff provided two paragraphs each under "Basketball" and "Basketball Team"; seven unidentified young men in basketball uniforms appeared at the top of the page. The writeups seem worthy of inclusion here:

Basketball
This season had a spectacular opening in a game in which our boys outplayed Mayville at every point in the game. Due appreciation was rendered this initial success. Then an enthusiastic crowd of Moorhead Normal students witnessed the Fargo College game, well played and worthy of commendation. The enthusiasts were not a bit disheartened when the final score pronounced a slight victory for Fargo College. In accordance with the law of balance, the next two games with Jamestown and Valley City resulted in a victory and a loss, respectively. It was at this point that we felt keenly the loss of Don Gates, one of our star players. With the Y.M.C.A. of Fargo we met defeat during the last three minutes of play. But nothing lost we must hurry on to the stupendous victory with Mayville. Our team was still suffering from a partial incapacity and the prolonged loss of Don Gates when we met the strong St. Cloud team in a negligible defeat. True, we held our breaths while we admired our boys for going on with the schedule, upholding the good sportsmanship of our school.
Chapter 20

Music Before Daniel Preston

Music was part of the first Moorhead Normal School curriculum because elementary teachers were expected to include singing in their school programs. Vocal instruction was therefore a part of their training to become teachers. Not until much later did any kind of instrumental instruction come into the curriculum.

The early public programs at Moorhead Normal usually combined literary readings and vocal music. Louise McClintock and Letitia Morissey, the best-known early music teachers, sang solos and directed music ensembles; both were greatly admired in Fargo and Moorhead. But J. Paul Goode, who taught geography and the physical sciences, was also a frequent soloist at programs in the 1890s, and Livingston Lord sometimes a member of mixed quartets.

Although small student-faculty string orchestras were sometimes organized in the next decade, there was no instrumental instruction until the 1920s. The school could apparently count on proficient pianists. Ella Gedney, one of the earliest students, who married Moorhead business and civic leader Leslie Welter, remembered that she had played for student marching, a form of physical education. Ethel A. Middaugh taught music in 1904-1905, Inez F. Damon 1905-1907, and Jessie C. Hazleton 1907-1909.

There was no provision for instrumental music in the academic program of the Normal School. Nevertheless, string orchestras appeared from time to time, apparently organized by faculty members when they had the time and inclination to do so. The references to these orchestras in the columns of the Normal Red Letter are sketchy:

September 5, 1902—"Mr. Hillyer forms an orchestra."

The next year Thomas Hillyer, who was the superintendent of the Model School, again organized his group: "The Normal orchestra, under the direction of Mr. Hillyer, promptly reorganized and began rehearsals at the opening of school. With the encouragement of a successful year's work back of it and new material to strengthen it, the orchestra will doubtless increase in efficiency and popularity. Its student members are the following. Edna Hedrick, Eva Mark, Leah Cockroft, Hilma Monson, Josephine Stringham and Abner Jones."

June, 1904—The Red Letter carried a picture of six young women and three men with a piano and stringed instruments.

When Miss Morissey resigned on March 1, 1900 to marry James Burnham of Moorhead, her place was filled by another performer, Edith Watts, a director who acquired a considerable reputation in the community. She taught music in 1900-1902 and again in 1903-1904, after taking a year's leave for study in Europe. In 1902-1903 her place was filled by Lena E. Leonard, who also served as the Normal School librarian. Ethel A. Middaugh taught music in 1904-1905, Inez F. Damon 1905-1907, and Jessie C. Hazleton 1907-1909.

The music program of the institution was expanded considerably under J. Harold Powers in the second decade of the twentieth century. To students who attended Moorhead State between the two World Wars, however, music was synonymous with Daniel Preston, who arrived in Moorhead to begin teaching still wearing his World War I uniform. He had already made an impact on the school and its students in its last two years as a normal school, but his career is a Moorhead State Teachers College story.

The First Thirty Years

The original Moorhead Normal School faculty of five included Louise McClintock, who taught history and geography as well as music. During her two years on the faculty before she married Resident Director Thomas Kurtz in 1890, Miss McClintock became one of Moorhead's best-known and best-liked citizens as a result of her soprano solos and the fine concerts she directed.

She was succeeded by a succession of seven teachers who remained on the faculty for only a single year. Emma S. Pleasants 1890-1891, Rosamond A. Field 1891-1892, Theodora C. Wadsworth 1892-1893, and Bertha I. Backer taught music and history; Louise McClintock Kurtz returned in 1895-1896 to teach music only, and Emma S. Pleasants 1897-1899 had the same teaching assignment. But not until Letitia Morissey came in 1897-1900 did the school have another music teacher whose own singing and skill as a director matched the performance of Mrs. Kurtz.

Louise S. McClintock, a member of the first Normal School faculty, taught history and geography as well as music from 1888-1890. She is remembered, however, as a musician, who continued her singing and directing in the community after her marriage to Resident Director Thomas Kurtz. She returned to teach at the school for one year, 1895-1896, but this time only music.
Miss Middaugh remained at Moorhead Normal for only a single year, however. The following year Mr. Hillyer apparently felt he did not have time to give to an activity that the music "department" (never more than a single teacher) had taken over in 1904-1905. Inez Damon, who was the music department from 1905 to 1907, gave all her attention to vocal music, and the Red Letter bewailed the loss of the school orchestra.

October, 1905—"The Red Letter has memories—many of them. Some are altogether pleasant; some are tempered with regret. The Red Letter has just had a memory; it is tempered with regret. The memory is of an orchestra, and the regret is due to the fact that the orchestra is no more. And the Red Letter respectfully beseeches Mr. Hillyer that he remove the regret by restoring the orchestra. That organization was a great joy when we had it, and the Red Letter has faith that Mr. Hillyer can reorganize it. Here's trusting!"

When Inez Damon joined the Moorhead faculty in the fall of 1905 she organized the school's first girls' singing group.

A girl's Glee Club has been organized by Miss Damon of the music department. The club has gathered several times for rehearsals and will undoubtedly be a fine addition to the entertainment features of the school. Those who are members thus far are: Sopranos: Eulalia Tufts, Blondina Sitz, Edith Sunju, Bertha Trost, Minnie Corbett, Tillie Hovey, Irene Adler, Charlotte Williamson, Dora Hanson, Marie Stone; Alto: Stella Bjorquist, Nellie Rose, Belinda Messelt, Ida Rowang, Josie Oistad, Olive Mahler, Helen Clark, Bessie Conant, Emma Kuhfeld, Adele Pomeroy, Ruth Keeney.

The organization apparently became an accepted school activity thereafter. In the "Events of the Quarter" reported in the November 1906 Bulletin: "The Glee Club, since the opening of school, has been holding weekly rehearsals; several new arrivals, and under Miss Damon's vigorous direction, the club is accomplishing excellent results. Its initial appearance at the first students' recital was greeted with marked enthusiasm."

The group had sung "The Night Has a Thousand Eyes."

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Inez Damon, who was superintendent of the Model School and taught education and psychology courses from 1901 to 1907, organized the first Moorhead Normal orchestra in the fall of 1902. The June, 1904 Normal Red Letter printed this photograph labeled "The Normal School Orchestra" without identifying the members of the group. Mr. Hillyer can be assumed to be the man next to the piano. Leah Cockroft, Eva Mark, Hilma Monson, and Josephine Stringham—who had been members of the 1902 orchestra and did not graduate until 1904—are probably pictured here, and possibly Edna Hedrick and Abner Jones.

Instruments. It is labeled simply "The Normal School Orchestra."

This issue of the school magazine also referred to the music department's connection with chapel singing and the Normal School's love for that activity. In his novel written 20 years later with a "Riverton Normal" setting, John Frederick spoke of the hymn singing: "They sang with spirit, with enthusiasm, with not a little feeling. The voices of the hundreds of girls, most of them of Scandinavian descent, were true and melodious."

New books for chapel singing were a newsworthy event for the Red Letter:

The Academy Song Book, which the music department has been striving to secure this long time, put in an appearance at chapel one morning in May, exciting a lively stir of pleasure among the members of the school. The books contain practically all the hymns that were included in the old books, together with a great many beautiful songs for unison or part singing that are new to the school. The chorus period and the singing at chapel exercises since the arrival of the books have taken on fresh interest and pleasure, and our only regret is that we have had the books for so short a time.

October, 1904—"The school is already feeling the necessity of a Normal Orchestra that can furnish music on special occasions. Miss Middaugh has organized an orchestra of six players that will meet for practice regularly. It is not definitely arranged as to who will play the different instruments. It is hoped that the students will take enough interest in this organization to make it a distinct credit to the school as well as a source of enjoyment."
Powers played the cello but retained some of his earlier orchestra in 1915-1916, including clarinetist Edward Stafne, a student, and violinist John Eck, who taught manual training.

Jessie Hazelton, 1907-1909, carried on Miss Damon's vocal work, but the next music teacher did a good deal more. At first, however, he may have had little time to expand the school’s musical activities. In 1909 J. Harold Powers came to Moorhead Normal to teach both music and manual training. After 1911 he was relieved of the latter assignment and also had assistants in music from 1913 to 1916, though they were shared assistants the latter two years. Ethel G. Lee was assistant in music 1913-1914, Margaret Bentley and Agnes Thornton assistant in music and in library 1915-1916.

After nine years at Moorhead Normal, Powers took a new position at Central Michigan State Teachers College at Mt. Pleasant. Perhaps because he still had friends on the Moorhead faculty, the Powers family returned to give a summer school concert in 1926. The Mystic reported that the young musicians had charmed their audience, playing music by Schubert, Mendelssohn and other composers:

Playing with understanding and power, Miss Dorothea Powers, girl violinist, assisted by her brothers, Harold, Arthur, and Dudley, who with her formed a string quartet, gave the chapel audience a fine hour of pleasure Monday morning, June 21. The young musicians, so fresh, unspoiled and true in their art, are the children of Mr. and Mrs. J. Harold Powers, Mount Pleasant, Mich. Mr. Powers is at present head of the music department in the Central Michigan State Teachers College there but served for nine years in the same capacity here, leaving in 1918. During 1925-26 he has been absent on furlough, visiting music instructor at the University of Southern California, Los Angeles. The family drove the entire distance from Los Angeles in their Hudson sedan, giving a program at Madison, S.D., enroute. They were the guests while here of the Huff's, but have now left for their home in Michigan.
Dan Preston had only 12 players (including himself) in his first Moorhead Normal orchestra. Ruth Preston (in the white blouse) is seated next to Dan and faculty member John Eck at the far left.

The Præceptor did not identify the 33 girls who posed for this 1918-1919 glee club with new director Daniel Preston.
The 1916 Praeceptor had a nine-page music section which pictured a ten-piece orchestra in formal dress, two girls' glee clubs, a boys' glee club, and a "basketball quartet." The "Musical Notes" revealed that these groups presented a cantata, "The Rose Maiden," for an educational convention held in the new Weld Hall Auditorium February 24-27. "The soloists were assisted by the three glee clubs and a chorus of the entire student body." A recital was given in the auditorium on April 11 by Mr. Powers' voice pupils, supported by the girls' glee clubs.

The Normal School Orchestra was an organization of some five or six years' standing, according to the "Musical Notes." The personnel was equally balanced, faculty and students: violins, Mr. Eck, Mrs. Eck, Carl Walker, Hazel Wood, and Edna Merritt; flute, Mr. Reed; clarinet, Edward Stafne; cello, Mr. Powers; bass viol, Alf Solwold.

The two girls' glee clubs must have been an experiment: only a single girls' glee club was pictured the following year. According to the "Notes," the Phoenix Club was organized on February 17 with student Lajla Koefod as director, the St. Cecelia Club on February 18 with students Minnie Hagen as director and Lorena Beckwith as accompanist.

The 1917 Praeceptor gave the program of a November 21 recital by the music department: Part I included solo, glee club, and orchestra selections; Part II solos, choruses, and selections by a Children's Symphony Orchestra. There were large, nearly full-page pictures of the girls' glee club, 27 women dressed in white waists and dark skirts, with director Powers; the boys' glee club, 11 young men and Powers in white-tie formal attire; and the 12-member Normal School Orchestra, with instruments. Only three are women, but the group (not identified) includes Mr. and Mrs. Powers, Mr. and Mrs. John Eck, Robert R. Reed, and a third lady who must be a faculty woman or faculty wife. The other six orchestra members are young men, including James Ballard with a bass viol and a very young man with a drum.

The 1917 Praeceptor also reveals that the music department had a continuing role to play in the Normal School's chapel programs, furnishing "preludes" throughout the year. The names of participants are recorded. A series of "Red Letter Days in Chapel," from June 17 to the following February 15, are also noted, and the programs given for these song and piano recitals. Mr. Powers apparently concentrated on musical education and broad involvement: on February 3 a program was given by the class in music appreciation and the February 12 program was a group of patriotic songs by the boys of the school.

"The Basketball Quartet" of 1915-1916 included Verner Olson (tenor), Dewey Gates (lead), Wallace Rusness (bass), and Emmet Sharp (bass).
The Coming of Dan Preston in 1919

Daniel Preston married Ruth Pendell, a splendid violinist, in 1917, when they were both music students at Lawrence University in Appleton, Wisconsin; in 1918, when he left the Conservatory of Music in search of a teaching position, he had three good opportunities but accepted the position President Frank Weld offered him. Army service held up the move to Moorhead; but when Dan discovered that a waiting position could hurry his discharge, he got a wire from Weld to begin work at Moorhead on January 7, 1919. Dan was on hand, still wearing his army uniform.

Preston is proud that he was hired to teach at Moorhead by Frank Weld. Although the president who hired him left his Moorhead position that year, Preston developed a whole-hearted respect for Weld as an administrator and charismatic leader of faculty and students—and as a performer. “Weld had a full, rich baritone voice,” Dan remembers. “His readings to the student body and at the Congregational Church were magnificent performances.”

By contrast, the president who succeeded him, Oliver Dickerson, lacked all Weld’s capabilities as leader, administrator, and speaker. “In his first speech to the assembled students, nearly all women, he commended them on choosing the teaching profession. It was a sales talk on the advantages of teaching.” Dan also said that Dickerson’s inability to put his recent military experience behind him was noticeable.

Once he decided on the position Weld had offered him, Dan gave himself wholly to the school—and not only in music. For his first five years he served as assistant football coach, as football manager, and as challenging opposition to sharpen the play of the starting team. Almost immediately Preston began planning a tour of nearby towns for his girls’ glee club. In his second school year at Moorhead the tour became a reality.

Moorhead’s new director organized three music groups in 1919-1920, a 32-member girls’ glee club, an 8-member (with Dan) boys’ glee club, and a 20-member group of young women called Arion, a music study club. This group added male members later and became a kind of honorary music society in the 1920s.

Preston began planning his first glee club tour early, tested 80 voices in fall term tryouts, and chose 40 young women for his group. Twenty-four made the week-long tour of Minnesota towns like Glenwood, Alexandria, Henning and Erskine, after a pre-tour concert at Barnesville on March 8. Moorhead’s girls’ glee club sang to packed houses and was compared to the best college organizations in the Northwest. A tradition had been created.

The following year Preston’s girls’ glee club became “the Chapel Choir”: 96 tried out in the fall, and the 24 who made the spring tour were picked from the 50 voices that had been members of the choir throughout the year. The tour included Breckenridge, Herman, Wheaton, Glenwood, Paynesville, Kerkhoven, Alexandria, and Fergus Falls.

More than 65 years after he had led the second annual tour of Moorhead Normal’s Chapel Choir, Dan Preston could still produce this snapshot of three of the girls clowning behind their railroad car.
Dramatics, 1899-1923: Maude Hayes

Dramatic performance began at Moorhead Normal as a special feature of the school's elaborate, week-long commencement programs. The presentation of scenes from The Merchant of Venice by Livingston Lord's last graduating class of 1899 can hardly be called theatre, however: the performance was only an unusually elaborate rhetorical, which allowed graduating students an opportunity to demonstrate their skill in elocution. But Frank Weld, who assumed the presidency that year, had dramatic training and had considered a stage career before he was dissuaded by his family. When Weld's first graduating class wanted to present their dramatized adaptation of the Odyssey in the Fargo Opera House, the students tried to persuade the new president to take their "play" off campus and out of state because performing in Old Main's assembly hall (which had a raised platform but no stage) would belittle their efforts. A Moorhead outcry quashed the plan, however, and the Class of 1900 had to do their Odyssey in the assembly room.

In the expansion of academic facilities by an addition to Old Main in 1902-1903, Frank Weld secured a proscenium arch and stage for the school's new assembly room. This new "auditorium," which was converted into the college library when a new building was built across the campus in 1914-1915, could accommodate 700 people. After a succession of reading teachers, who were responsible for theatrical performances, Weld hired a Southern lady, Miss Maude Hayes, in 1910. She remained on the Moorhead faculty until her retirement in 1939, and directed plays until 1923.

When the new building was constructed to provide needed facilities for the sciences, industrial arts, home economics, and music, Weld also managed an auditorium that would seat nearly a thousand people. Although the stage proved too small to accommodate a symphony orchestra or modern stage sets, and though neither backstage space nor dressing rooms were provided, the auditorium seemed well equipped in 1914-1915, especially with the best-available lighting equipment. The building was soon named Weld Hall.

On this Weld Hall stage the normal school, which became Moorhead State Teachers College in 1921, produced seven of Shakespeare's plays and others by Schiller, Ibsen, O'Neill and other playwrights who were then popular and highly regarded (Maeterlinck, MacKaye). The MS productions record changes in theatrical taste. Plays of the early twentieth century were sometimes called pageant plays, which reveals something about them. American provincial audiences liked European costume romances: Robin Hood and Joan of Arc were special favorites and each was the hero/heroine of two plays done at Moorhead. The Piper, "a spiritualized adaptation of Browning's 'Pied Piper of Hamelin,'" was staged in 1913 and again in 1920. Fantasy had an appeal at the end of World War I. The comedies that replaced the pageant plays and tragedies by the mid-1930s also were very different from the plays that have been produced since World War II.

One major play was presented each year. Later referred to only as "the class play," it was first the Senior Class Play, even though these seniors became sophomores in the late 1920s. It might more properly have been called the production of the graduating class. The play director needed a group of people to build and manage sets, secure properties and costumes, and promote the play. The Mistic play writeups gave nearly as much attention to the extensive student production staffs as to the casts. Not until later did the college have a sizeable group of theatre people to take on these tasks.

The First Theatrical Performances

The 1899 graduating class of 43 students presented "an interpretation" of The Merchant of Venice on May 29, 1899 as their "Senior recital." The Moorhead Daily News, though conceding that the students' acting was not expected to "compare favorably with those trained artists who follow the stage as a profession," thought that certain aspects of the presentation detracted from the desired effect: "Portia was impersonated by five different young ladies. This was necessary on account of the large class, in order to give all an opportunity." It was a full-scale program, however, and the original Normal School assembly room had become much too small: "The hall was filled to overflowing and made almost suffocating by packed humanity, many standing more than two hours."

Maude Hayes brought theatre to the Moorhead Normal School in 1910.
The class of 1900 was nearly twice as large as President Lord's last and largest class, between 75 and 80 expecting to graduate as commencement neared. The class was ambitious as well as "the largest by far in the history of the school": they took on for a class play an adaptation of Homer's *Odyssey*. Early in March the students decided that no stage in Moorhead would be adequate for their production, and suggested to President Weld that they hire the Fargo opera house for their presentation. Although opposed to this idea at first, Weld was won over, but when "friends of the Normal residing in Moorhead" objected strongly, he urged the Seniors to drop the plan. The *Daily News* thought the Seniors would acquiesce: they would do nothing which "could lead to charges of disloyalty to the city or state." The newspaper very sententiously sympathized with the Seniors who had spent months preparing their final presentation:

Class day marks an era in the life of a student. It is the day of days, the class night exercises the crowning event of student life. The class of 1900 had planned a brilliant close of the drama, with all the accessories of a modern theatre and a modern stage as aids. This they will probably renounce and will decide to confine themselves within the facilities which the school or city affords. The disappointment must be keen, but we venture the prediction that this sacrifice of their personal desires will be repaid to them an hundred fold in later life in the thought that they proved loyal, under trying circumstances, to the grand state which afforded to them such facilities for an education as are found at the Moorhead Normal.

When the 1900 Seniors bravely presented their version of the *Odyssey* in the Normal school assembly hall on May 29, the *News* pronounced the evening an unqualified success: "It is safe to say that never since the institution of the Normal at Moorhead has a more ambitious undertaking been carried through by a graduating class." The special adaptation of the *Odyssey* opened in a Greek temple, where a religious ceremony and festival were in progress; following this first act, the production "touched upon the wanderings of Ulysses and the sorrows of his faithful wife" through three more acts, and concluded with a reunion of Ulysses and Penelope in the final act.

Beginning in 1900 the Junior class was also allowed a night to taunt the graduates during commencement week. That year the Juniors invoked Charles Darwin in poking fun at the Seniors: their individual numbers were entitled "The Struggle for Existence," "The Survival of the Fittest," "The Descent of Man," and "The Origin of Species."

When they became Seniors the next year, however, this class also presented a very ambitious play, *The Princess*, derived from Tennyson's poem, "was a revelation as to immensity and grandeur." According to the *Daily News*, "the arrangement gave a scope far wider than that usually attempted by an institution of this kind, but the piece was handled in a decidedly clever manner."

Reading teacher Alice Osden, who directed *The Princess* as the class play at commencement time, had given Normal school students a little dramatic experience earlier that year. The English comedy *Our Boys* ("one of Henry J. Byron's best efforts") was presented in place of the usual rhetorical exercises on Friday evening, February 16, 1901. The *Red Letter* said "Miss Osden had given much time and conscientious effort to the training of the cast," which included Jelmer Bengston, Fred Ambs, Dennis Gainey, Grace Toms, Bertha French, and Mary Connolly. The *Red Letter*, which found the play "well acted, well made up, and the general effect pleasing and creditable," detailed the plot of the play—which had slight literary merit, if any.

*Aladdin* in 1903 and *Ivanhoe* in 1904 were presented in the school's new auditorium. Both were elaborate spectacles with huge casts, as richly costumed as the school's Senior classes could manage. The class of 1904 was exceptionally large, nearly 100, with an abundance of talent. With "a laudable ambition to eclipse other classes," the 1904 Seniors chose "a play of unusual power and scope, *Ivanhoe*, or *The Jew's Daughter*, a romantic drama in three acts by Thomas Dibdin." The *Red Letter* said this "classic among English dramas" was not often attempted by amateurs, but "the resources of the class, and the complete stage equipment which the school now possesses, make it possible to do justice to this difficult production."

Beginning with *Ivanhoe* these elaborate class plays were presented during the winter quarter instead of at commencement. The *Red Letter's* lengthy review of the play is reprinted here because it tells so much about the effects these early 20th century productions tried to achieve. The second paragraph gives us all the information we have (because of gaps in the *Red Letter* files), about the class plays of 1902 and 1903. Appended to the review was a tabulation of the large 1904 cast, which must have included nearly every member of the class. The male romantic leads were played by young women, Hannah Boe as Ivanhoe and Bessie Van Houten as Locksley (Robin Hood). Walter Butler, who had some dramatic experience in earlier productions, played Isaac of York and Julius Skaug the humorous and earthy swineherd, Gurth. George Wardeberg as Cedric the Saxon and Harry Babst as Frondesboeuf had roles of some importance, but the four other men available had only walk-on parts while girls were knights, outlaws, and other characters with speaking lines.

The class of 1904 scored a signal success in its class play "Ivanhoe," which was presented to the public in two performances early in the month... the second, or finished production, was given Monday evening, March seventh, and drew a crowded house that manifested a hearty appreciation of the splendid work of the young actors.

It was recognized that the class had undertaken a large task. That it acquitted itself with honor, and apparently with ease, was the enthusiastic comment of all who witnessed the play. And this is the highest praise, for the drama "Ivanhoe" is the most exacting of the class plays. While it afforded none of the opportunities for expressing the school spirit that distinguished the class play of 1902, and did
not equal "Aladdin" either in richness and mystery of spectacle, or in prodigious rush of events, it had something vastly more valuable than these—strong and distinct characters and a noble ethical motive.

All of the characters were adequately handled; some were delineated with rare skill, and a few were so admirably done as to amount to actual creations of dramatic art. The work of Wallace Butler as Isaac of York, the Jew, was remarkably consistent and sustained. He had an immensely harder part to play than that of "Old Man Rogers" in Esmeralda (which he played with such striking skill last year), but he played it with even greater success. His work was conscientious and strong—the most artistic in the play. Dinah Benson as Rowena was a true Saxon princess, and Octavia Erickson as Rebecca was dramatic and sincere.

A deal of sprightly mirth and a thousand light-hearted gyrations were sprinkled through the play by the unconscious Wamba, who was happily impersonated by Evelyn Smith. The duet by Wamba and Elgiva (Elsie Adler) was a captivating little specialty that threw the audience into a frenzy of applause. A close second to the court fool in all the fun-making and the chief figure in some of the most uproarious scenes (as for instance the encounter with the miller) was Gurth, the swineherd, who was delineated on broad and humorous lines by Julius Skaug. Harry Babst was dashing and effective as Frondeboeuf; there was a kind of largeness and freedom in his work that made it genuinely convincing, and while he fell off slightly in the tragic climax he had the audience with him all the time. Amy Davenport as the Templar; Lola La Valley as Friar Tuck; Leah Cockcroft as the Black Knight, and Emily Lindquist as the Grand Master of the Templars were all appropriately cast, playing their parts with spirit and real insight. Margaret Elliott as Ulrica gave a real sense of tragedy to the scenes in which she figured. Hannah Boe made a very princely Ivanhoe, particularly in the tableau parts, and Bessie Van Houten as Locksley, the leader of the Robin Hood band, was a fine type of the minstrel highwayman. The forest scenes, in fact, with their picturesque settings, their rollicking songs, and their quaint and rhythmic evolutions, were among the most charming in the play. Nor should Midge the Miller, as played by Flora Tripp, be omitted in the catalogue of curious and clever things.

George Wardeberg as Cedric, Laura Hoefling as King John, and Alice Flaherty as Damien were important and effective factors in the play. Many other characters added to the movement and beauty of the scenes, which went off with surprising smoothness. The costuming, to the minutest detail, was resplendent and appropriate. Every situation was invested with such grace and harmony that it was a delight to witness and left a pleasing picture in the mind. This impression was appreciably heightened by happy strains of music that ran through the play—principally the compositions of

Because there was no student publication between 1906 and 1916, pictures of early Moorhead Normal dramatic productions are rare. However, when Everyman was produced in 1907, the official quarterly Bulletin had a picture of Fludda Johnson in the title role of this morality play on the cover of the February issue.

Miss Watts. To her, and to Miss Remmele, the class is much indebted for the artistic success of the drama, though to the painstaking and high-minded instruction of Pres. Weld some of the stronger-characterizations are readily traceable.

Weld’s new auditorium, in which these plays were presented, occupied the top floor of the 1903 addition to Old Main. The floor space, 48 by 90 feet, was furnished with student desks, because this was the school assembly room, but there were extra seats along the walls and a
The college catalogues published in the World War I years and after spoke with pride about dramatics at Moorhead Normal, and later at Moorhead State Teachers' College: "A play is presented by members of the Senior class each year under the direction of the head of the department of reading. Some of the plays that have been presented are The House of Rimmon, The Wolf of Gubbio, The Piper, The Merchant of Venice, Joan of Arc, Robin Hood, The Tempest, Joseph and His Brethren, The Betrothal, The Immigrants, and Mary Stuart." The last five plays named bring the list up through 1922, except that Peer Gynt, presented in 1920, was omitted.

It is difficult to speculate about these long-forgotten plays that the school staged so lavishly year after year. They are listed with some of Shakespeare's comedies—which the students also presented occasionally—as if they were dramatic works of comparable worth, but I have been unable to find The Wolf of Gubbio or The House of Rimmon in any reference work. The Piper, which was first presented at Moorhead Normal in 1913, was staged again at MSTC by Ethel Tainter in 1930, and the last paragraph of the Praeceptor "review" tells something about it: "The play, a spiritualized adaptation of the Browning poem, 'The Pied Piper of Hamelin,' founded on the ancient myth, was written by Josephine Preston Peabody in 1909. The next year saw the author in

balcony, so that 700 people could be accommodated for programs. A 26-foot-wide proscenium arch allowed a view of a stage, 40 feet wide and 20 feet deep, "fully equipped with modern stage appliances."

The Pageant Plays: Maude Hayes As Director

Moorhead State's theatre history really began in 1910 when Maude Hayes became a member of the faculty. Drama enthusiast Frank Weld must have sought out this lady very carefully, and his continuing high opinion of her is well documented. She directed plays at MS until 1923, when she turned over theatre matters to one of her former students, Ethel Tainter. Maude Hayes retired as chairman of the college English department in 1939.

Unfortunately, information about the plays presented from 1906 to 1915 is lacking in the college archives. Between the demise of the Normal Red Letter in 1906 and the publication of the first Praeceptor during the 1915-1916 school year, there was no school newspaper, magazine, or yearbook. The official Bulletins, published quarterly, carried little news of extra-curricular activities, and the files are not complete. The February 1907 Bulletin said Everyman would be presented in March of that year, an unusual choice of a play and out of place among the others we have knowledge of.

Lucile Davies, who played Portia in the 1916 Merchant of Venice, was disguised as a young male lawyer when she delivered her "Quality of Mercy" speech.
Stratford, England, watching the presentation of the play at the Stratford Memorial Theatre, and the subsequent awarding of international fame to her work."

Because 1916 was the 300th anniversary of Shakespeare's death, the Senior class presented The Merchant of Venice as the first production in the new Weld Hall auditorium. Maude Hayes directed the play, with Dr. Gertrude Sturges in charge of the dances and J. Harold Powers the music. The school had prepared for the play: "Members of the faculty have, from time to time, entertained us at chapel with different phases of Shakespeare's life and works. The class play has been planned as a climax to this series of entertainments, and The Merchant of Venice has been selected after a month of readings and tryouts by members of the class. This is the most popular of Shakespeare's comedies, the one most widely known and the one by which the most abundant success has been achieved on the stage. The class feels that the first play in the New Auditorium should be of this character."

(1916 Praeceptor)

Young ladies were cast in the roles of the Duke of Venice, the Prince of Morocco and the Prince of Aragon, but Fred Sanders played Antonio, Melvin Haugen—Bassanio, Henry Erickson—Salanio, Lester Skamfer—Salerno, Samuel Loudon—Gratiano, Clarence Engh—Lorenzo, Edward Stafne—Leonardo, Fred Fredrickson—Tubal, Alf Solvold—Launcelot Gobbo, and athletic star Wallace Rusness played Shylock in the first of his two years as a Shakespearian actor. Perhaps to get as many of the Senior class as possible into the play and on the stage in costume, nearly 50 other students are listed in the Praeceptor as attendants, people of Venice, musicians, and dancers.

Because Maude Hayes was on sabbatical in Great Britain, Ruth Southwick directed production of The Tempest on May 5, 1917. Allene Coffland, the new physical education teacher, directed the dances and J. Harold Powers the music. "Litz" Rusness, who coached and taught mathematics in 1916-1917 before enlisting in the Army soon after the U.S. entered World War I, played Prospero, Hal Pollock—Caliban, Clarence Schwartz—Stephano, Samuel Loudon—Alonzo, and Hjalmer Distad—Gonzalo. All other roles were played by women: Edith Torson (Miranda), Jeannette Johnson, Carita Robertson, Hannah Kaldahl, Lydia Anderson, Inez Black, and Mae Benton. A small-town North Dakota woman, Frances Frazier, who had acquired some reputation as a dancer, played Ariel and her solo dance was advertised in the program. She was married to Lt. George Comstock on November 10, 1917 at Fingal, ND.

The writeup (in the substitute Praeceptor published in 1918 as an issue of the Bulletin) of Joseph and His Brethren tells something about this four-act "pageant play"—and perhaps about the others. It may even tell us something about the way Shakespeare's plays were presented. "Those who witnessed the production were unanimous in their enthusiastic appreciation of the brilliancy of costumes and lighting effects, of the beauty of the stage pictures, and of the remarkably uniform excellence of the acting."

In addition to a matinee for children, Joseph and His Brethren played to a crowded house on Friday evening, April 25, 1918. This was in Weld auditorium, which could have accommodated nearly a thousand people at that time. Frank Weld had secured the best available lighting equipment for the new hall built in 1914-1915 and later named in his honor, and the lighting effects no doubt seemed quite remarkable to the audience. To add to the Wartime atmosphere, "a group of Junior class girls, attired as Red Cross nurses, acted as ushers," perhaps a reminder that the net proceeds of the performance would be donated by the Senior class to Red Cross service. This was the class memorial of 1918.

The yearbook explained the scope of this "by far the most popular play ever given by the Normal School."

Some credit for the popularity was given to the Biblical background and the Red Cross tie-in:

The author has attempted to tell the life story of the Hebrew, Joseph, from the day on which he attains the state of manhood to the time when he, as lord of Egypt, after having made himself known to the brethren who years before had sold him into slavery, welcomes his aged father, Jacob, into the land of Egypt.

The author follows rather closely the Biblical narrative, picturing such scenes as the selling of Joseph to the Ishmaelites, temptation by the wife of Potiphar, the interpretation of Pharaoh's dream, and Joseph's making himself known to his brethren.

Into this story are woven others of purely Egyptian setting, which give to the whole drama variety and unity.
Mabel Erickson played the lead role of "Tyltyl" in Maurice Maeterlinck's The Betrothal in 1919.

There were 80 students in the cast, surely the entire class and perhaps some extras. Jacob was played by 17-year-old James Ballard, Pharaoh by Ralph Paxton, Potiphar by Victor Westlund, and Menthu, High Priest of Neith by Peter Nordby: Joseph, his brothers, and all other characters except several walk-ons were played by young women.

How 17-year-old James Ballard was transformed into the aged Jacob was described by the actor himself—69 years after the fact. President Frank Weld was a makeup master who welcomed tests of his skill, says Ballard. "Put a stick of grease-paint in his hand and he was a different man (than the administrator in his office)? The more the stage character differed from the actor in real life, the greater the challenge. I had a personal test of such a challenge when I had a part in our Senior Class Play, Joseph and His Brethren. I was the youngest member of the cast, I am sure, but I was given the part of Jacob, the oldest character in the play. What a challenge for the makeup skill of Frank Weld! It was a long process, but when finished the other members of the cast said the results were terrific."

The 1919 Senior class play was The Betrothal, a fantasy. Maurice Maeterlinck's voice "will not speak to any succeeding generations, but it spoke strongly to his own," says a modern critic. It spoke so strongly that he won the Nobel Prize in 1911, largely on the pre-World War I popularity of The Blue Bird, which this Belgian poet and playwright owed partly to Barrie's Peter Pan. The Betrothal was Maeterlinck's sequel to The Blue Bird, using some of the same characters. Perhaps because his work was an escape from naturalism and scientific materialism, the most powerful literary movements of the day, Maeterlinck was taken more seriously than he deserved to be, and the Nobel Prize had given his work a stamp of approval.

I intrude this literary speculation to explain a play that would otherwise seem incomprehensible to the present age. Excerpts from the Praeceptor's summary of The Betrothal's plot give some idea of the play: "Tyltyl, the hero, has now grown to manhood, and the vital question, which comes to all at this stage, is now before him. Fairy Berylune comes to him in a dream to take him on another long journey in quest for the one who is to become his wife. The young man is shocked to find that 'he cannot love' all of 'his six sweethearts' and 'the decision of choosing his wife rests with his ancestor and his Children Who Are To Be.' There are characters named Destiny, the White Phantom, and Light. The play ends when Neighbor comes in with her daughter Joy, whom Tyltyl recognizes as the one he loves; this pleases Mummy and Daddy Tyl. 'Tyltyl and Joy are left to themselves, happy in each other's presence and in the knowledge of what the future has in store for them.'"
The cast of *The Betrothal* included about 50 women of the Senior class who played all of the named roles, including Gaffer and Daddy Tyl. There were also some twenty children, including many with familiar Moorhead names: Bobby and Carol Malvey, Neil Freeberg, Rupert Nordstrom, John and James Costain, Ruth Sharp, Edith Wagner, Elaine Messer, Philip Rognlie, and Paula Verne. The six young men in *The Betrothal* cast—Clayton Berrigan, Wallace Robertson, William Stafne, Terry Sharpe, Charles Lein, and Edgar Wright—played “some ugly thoughts.”

Ibsen’s *Peer Gynt*, the 1920 Senior class play, had a cast of 90, which “gave an opportunity for the larger part of the class to appear.” Miss Hayes staged this dramatic poem on April 23, with a matinee the following Saturday afternoon. Dan Preston’s school orchestra played incidental music from Grieg’s “Peer Gynt Suite” between the acts. *The Praeceptor* mentioned the dancing of the Turkish girls, the costuming, and the lighting as especially attractive features. The yearbook gave three pages to the production, including 25 Norwegian peasants pictured on stage in “The Scene at Hegstad Farm” and a posed picture of Vera Cronquist as Peer Gynt. Hilda Halvorson played Ase, Lorene Evans—Solveig, Thamar Dufwa—Aslak, Myrtle Foster—Mads Moen, and Ethel Odenwalder—the Troll King. The six men in the cast were reserved for the “Gentlemen on Their Travels” episode: Ralph Iverson, Lester Skamfer, William Curran, Henry Halvorson, George Smith, and Torfin Boe.

The peasants were Italian, with an added mixture of other southern Europeans (Greeks, Hungarians, Austrians) in *The Immigrants*, “a lyric drama in three acts” presented by the Senior class on February 25, 1921. *The Praeceptor*, which gave the play four pages, said Miss Hayes’ production “ranks foremost among the plays of recent years,” no doubt because “the parts were interpreted with an understanding far greater than one usually finds in amateurs.” The play was emotional and thought-provoking at the same time. “The skillful portrayal of the vivid colorings and gay abandon of the Italian festal day, the bleak steerage of the ship, as in the gray November dawn the weary immigrants entered New York harbor, and the heat and suffering which meets them in the slums, show real talent. A beautiful story of family life and of love is woven throughout the play.” At least 50 costumed characters of all ages were crowded onto the stage in the *Praeceptor* picture. Thirteen Seniors who played leading roles were named: Myrtle Gilbert, Esther Motz, Ralph Torson, Katherine Anderson, Mildred Lindahl, Mildred Anderson, Marjorie Rice, Montie Peterson, Josephine Olauson, Nellie Medhus, Esther Lindquist, Lois Hanson, Mabel Fossay (a solo dancer), and Bobby Malvey—“a boy.” About half of these were male roles. The rest of the cast listed included some Italian maidens, women, and children, but also Italian men and youths, Greek men and Hungarian men. The only other male pictured with the Senior class was Paul Foslien, who played an Immigration officer. The Seniors apparently borrowed most of the other men enrolled in 1921, for more than a dozen of them play Italian soldiers, deck hands, stewards, and police.

*Mary Stuart*, a translation (and perhaps adaptation) of *Maria Stuart* by the great German poet and dramatist...
Friedrich Schiller, may have been chosen as the 1922 class play because physical education teacher Flora Frick, the class adviser, had thorough training in German language and literature. Maude Hayes directed the play. The Praeceptor printed the cast, some informal pictures (fancy costumes, a duel with swords about to begin), and a stage crowded with elaborate costumes.

The backdrop, however, seems better suited to a performance of Aida, with Egyptian columns and palms at the back. The yearbook said nothing about the play: there were few writeups on any activities in the 1922 book. The Class of 1922 had enough men for a good share of Queen Elizabeth's noblemen, but young women played some roles, notably the French ambassador and the Special Envoy. Maude McCauley played Elizabeth and Virginia Will—Mary. Other roles were played by Minnie McGrath, Irene Pehl, Grace Gregerson, Evangeline Lobeck, Esther Nelson, Elmer Hanson, George Smith, Ralph Iverson, Evda Bakke, Ralph Reeder, William Stafne, Edith Amundson, Thilda Ihle, Helen Carlander, Clara Siggerud, Donald Gates, Arthur Storms, William Peterson, Mildred Hingston, and Florena McDonald. Nearly 40 other women played noblemen as well as numerous maids of honor and ladies in waiting. Two more males were “guards.”

Maude Hayes staged A Midsummer Night's Dream as her final production in 1923, before turning over play direction to Ethel Tainter. There were male actors to play the rude mechanicals: Jack Greiner—Quince, Walt Williams—Snug, Elmer Hanson—Bottom, Don Gates—Flute, Terry Sharpe—Snout, and Ernest Anderson—Starveling. Forrest Rohan played Theseus, Oscar Nybakken—Egeus, and Martin Peterson—Philostrate, the older men's roles. Women played the younger men and Oberon: Clara Klawan, Marie Thomason, Charlotte Gavin, Helen Augspurger, Wanda Czapiewski, Alice Hall, Signe Reite, and Charlotte Nelson as Puck. As with other plays, there were students from the Training School available for children's roles, in this play a number of fairies. Mary Elizabeth Aasgaard, who played Peas Blossom, must have been the daughter of the president of Concordia College. Once again the Praeceptor provided no writeup of the performance, only the cast, pictures of characters on stage, and a group picture of the class play committee and class adviser, Flora Frick.
Chapter 22

The Faculty, 1914-1921

Few of the new faculty who came to the Moorhead Normal School in the World War I era remained long, and they left little impact on the institution. President Weld hired some remarkable people but the unusual academic mobility, and perhaps rapid changes within the school itself, took these people away from Moorhead a few years after they joined the faculty. This faculty did not lack quality: from 1916 to 1918 Moorhead Normal had three academic doctorates and an M.D. among them, and Moorhead State would not have three doctorates again until the mid-thirties. There is no ready explanation for the presence of Dr. Gertrude Sturges, M.D., at Moorhead Normal; she was the women’s physical education instructor and coached the women’s basketball team. Later, for two years in the early 1920s, an M.D. was listed among the faculty as “resident physician,” Florence Ames in 1922-1923 and Katherine Pardee the following year.

The academic doctorates of the World War I era were Dr. Edward Collins (education and psychology), Dr. Stephen Vissher (geography) and Dr. Raymond Durboraw (history and sociology). Durboraw was a victim of the devastating influenza epidemic that swept the nation in 1918; Vissher and Collins went on to other positions. Vissher, who was at Moorhead from 1915 to 1919, was succeeded by C.E. Huff, a former Minneapolis high school teacher who became a student favorite in the early 1920s; a back injury forced him to give up his position in 1925. Dr. E.R. Collins was an Iowa school superintendent who came to Moorhead Normal after he completed his education doctorate in 1909. Although he was on the faculty for ten years, Collins apparently left no perceptible mark on the school or his department. He was succeeded by Dr. Ward G. Reeder, who taught education and psychology courses from 1919 to 1922. Reeder resigned to take a position as professor of school administration at Ohio State University, where he had a distinguished career.

Arthur W. Johnson, an unusually promising and attractive young man who had graduated from Moorhead Normal in 1906, came back to his Alma Mater to teach education and social studies courses from 1914 until 1917. Johnson had held several teaching positions and studied at the University of Minnesota, but after he was mustered out of the Army Air Corps in 1919, he went into business in Jamestown, North Dakota. He had married Moorhead physical education teacher Allene Coffland in 1918.

In this era a number of Moorhead Normal graduates, all women, were hired to teach at the school by Weld and his successors in the presidency. Each of them had continued her education after graduation from Moorhead Normal, usually at the University of Minnesota, and all had teaching experience. Most of them filled positions in the training school (as the model school was now more commonly called), as supervisors (no longer critic teachers). In normal school (or teachers college) positions, these people usually came first as “assistants,” most often in the new special programs like manual training, home economics, or rural education. But not always: Margaret Kelly 1916-1918 and Blanche Loudon 1917-1918 were both assistants in English after they had earned B.A. degrees.

Not a Moorhead Normal alumnus but with strong ties to the institution was Helen Welter, who taught English and history at Moorhead Normal from 1915 to 1921, with time out for war-time service as a nurse in France in 1918-1919. Miss Welter had taken a bachelor’s degree at the University of Wisconsin in 1915. Her mother (Ella Gedney) had been one of the first students to enroll at Moorhead Normal in 1888, and Leslie Welter, her father, became a community leader and businessman after coming to the area in 1884; he was Moorhead Normal’s resident director from 1915 to 1923. Helen Welter was a spirited, strong-minded young woman, and the Preceptors of the period show that she made a considerable impression on her students. Later, as Mrs. William Wallwork, the mother of three children who attended the MSTC campus school, she continued her keen interest in the institution. On occasion she would spend a whole day at the school, visiting classes and conferring with teachers.

Three new faculty members who would play major roles in the development of Moorhead State Teachers College were hired by President Frank Weld while the institution was still a normal school. Flora Frick, Alex Nemzek, and Daniel Preston all came in 1919, although Nemzek left after a year to take more course work and participate in athletics at the North Dakota Agricultural College. He came to Moorhead to stay in 1923. The stories of all three, however, belong to the Teachers College part of this history.

An English Department; John Frederick’s Druida

It is not surprising that the most remarkable faculty members at the Moorhead Normal School between 1899 and 1919 were teachers of English. In his first five years as president, Frank Weld taught an English course himself, surveying the literature of Britain from the Anglo-Saxons to the present, i.e., the reign of Queen Victoria. When the press of administrative duties forced him to give up this course, he turned it over to Edwin T. Reed, who was commonly referred to as chairman of the English department.

In his years at Moorhead Normal, the first eleven of the 20th Century, Reed gave equal attention to the study of literature and the improvement of writing. He worked diligently with the school’s publications, the Normal Red Letter and the quarterly Bulletin. Through published articles and participation in conferences on composition and literature, Reed did his best to improve English studies in the area.


Edwin Reed wrote graceful poems, many of them for his friends or for special occasions. One book, entitled *Inland Windfall*, and two volumes of poetry supposedly published before coming to Moorhead have not been found, but President Dille has copies of the three books Reed brought out toward the end of his career, at Oregon State. The Open Hearthr [1927] includes many poems first published in the American Educational Digest, which Weld edited after he left Moorhead. “I think of Him” is a tribute to Weld; the collection also has poems to two great University of Minnesota figures Reed revered, “Maria Sanford” and “Uncle Billy”—William Watts Folwell.

*Into the Promised Land* (1942) was published by Oregon State “in recognition of the Centennial Anniversary of the Old Oregon State “in recognition of the Centennial Anniversary of the Old Oregon Trail.” Most of the poems have titles like “On to Oregon,” “Willamette Rain,” and “Crater Lake,” but there is also a short poem entitled “In Flight,” which has “In memory of F.A.W.” below the title. Frank A. Weld had died since Reed’s previous book had come out.

The *Bells of Long Ago and Other Memorial Poems* (1946) was published the year Reed died. “Moselle” was a poem about Mrs. Moselle Weld Hagen, “Olympian” about Frank Weld, “The Aristocrat” about Benjamin F. Mackall, and “He Built Foundations” a sonnet about S. G. Comstock. “Beauty Like a Vestal Poem” had first appeared in a 1934 issue of the *Normal Red Letter*; it was an elegy to May Reed Solberg. The final poem in this collection is “Autumnal Peace,” a poem in memory of “Grandpa Weld.” President Frank Weld’s father had lived with his son and family in Moorhead during the years Edwin Reed was on the Moorhead Normal faculty.

Before Reed went to Corvallis, Oregon to become professor of English and director of publications at Oregon State College (now University) in 1912, Weld had brought Maude Hayes to Moorhead to teach “reading and direct plays. This Southern lady, who had her master’s degree from the University of Nashville and had also graduated from the Emerson College of Oratory in Boston, had a considerable reputation as a reader and lecturer. For a number of years she appeared on the “Grand Lecture Course” of the Chautauqua circuit, performing professionally in all parts of the United States. In Fargo-Moorhead she read plays like John Galsworthy’s *Justice* before appreciative audiences. On February 7, 1915 her reading of Percy MacKay’s *Tomorrow* at Fargo’s Grand Theatre was billed as a “recital.”

During her early years at Moorhead, Miss Hayes began spending her summers abroad in literary and dramatic study in England, Scotland, and Ireland. During her 1916-1917 war years in Britain, some of her letters back to Moorhead friends so impressed a Fargo newswoman that the Fargo paper printed the following verbose and somewhat embarrassing story:

Miss Maude Hayes, whose standing as a reader needs no comment and who has been prominently associated with the Normal School as head of the department of reading for some years past, has been on leave of absence for the past year, taking up special study in folklore at Oxford, England. The story of her sojourn has been most entertainingly set down in a number of letters to Moorhead friends in the course of which matters of keen interest are brought to light. Her lines have seemingly fallen in pleasant places, and she has been the recipient of honors to a marked degree since her sojourn in England. Some of her time has also been spent at Dublin University in Ireland and at Edinburgh, Scotland, and her experiences have been both rich and varied.

Quite frequently it is Miss Hayes’ privilege to take advantage of opportunities never before open to women in the United Kingdom, but now offered because of the scarcity of men, and among these has been that of taking active part in a society formed of savants who pass judgment and extend criticism upon the work of aspirants to literary and poetic recognition. Here, Miss Hayes writes, may be found men and women of international fame, and thus it was her pleasure to meet Robert...
Although her field was theatre and dramatic reading, Maude Hayes, who came to Moorhead Normal in 1910, shares with E.T. Reed the distinction of founding Moorhead State's English department.

Bridges, poet laureate of England, and many other distinctly worthwhile people.

Miss Hayes "runs up" to London, as the saying goes, for weekends, and is much in demand for the readings and lectures for which she has already established an enviable recognition over there; and quite recently she declined an invitation to participate in the play Twelfth Night at Oxford because the cast had to be all women—the medieval idea still surviving that at women's colleges plays must be presented by an all-feminine cast, while the colleges devoted exclusively to men have only men casts. This seems quite incredible but is really the truth.

Many Rhodes men are enlisting, and drilling is going on all the time at Oxford. The Rhodes scholars are almost the last to go, nearly all the old student body having left for the front long ago.

Miss Hayes gave a reading not long ago for one of the War Relief societies at London, for which one pound or $5.00 admission was charged, the house being filled to capacity; and she further writes: "I am doing every phase of social life, from taking tea with noble lords and ladies to attending dances given by wives of the Tommies."

Upon her arrival in New York on August 25, Miss Hayes will visit her mother in Chicago and then proceed at once to Moorhead. She is to spend the main part of the summer in the north of Scotland, and in all of her travels her studies in folklore are assiduously followed. Her annual engagement at the New York Chautauqua has been given up for this reason, although she has prepared a lecture on "Tales of Scottish Life," which she expects to give at a future date.

Not the least interesting of Miss Hayes experience in London was the discovery that President Weld is closely related to the late Alfred Tennyson, a fact that was brought out through her acquaintance with a cousin of the bard, a Mrs. Pope, who was a Weld, and who has been her hostess at a series of London drawing rooms.

Throughout the Normal School years (and until Ethel Tainter joined the faculty in 1923), Maude Hayes taught reading and directed plays. After Edwin Reed left Moorhead in 1912, his English position was filled by Robert R. Reed for five years. This younger brother became a member of the Winona Normal faculty in 1917, perhaps because the Reed family home was in River Falls, Wisconsin.

Because there was no school magazine in Robert Reed's years from 1912 to 1917, there is little information about his activities at Moorhead Normal. His prefatory statements, which are printed at the beginning of the first two Praeceptors of 1916 and 1917, indicate that he may have been at least partly responsible for the school's first yearbooks, and for the high quality of the books. The 1916 annual included "a proposed class song by Robert R. Reed," two songs by Edwin Reed "adapted" by J. Harold Powers of the music department, and a short poem by Edwin Reed, highly complimentary, which incorporated "FAW"—President Weld's initials, as he signed them at the end of memoranda and documents.
In 1917 Robert Reed was succeeded by John Towner Frederick, who had both his bachelor's and master's degrees from the University of Iowa. A year later he was joined by another Iowa M.A., Roger L. Sergei. Frederick remained at Moorhead only two years but Sergei taught English at the school until 1923. The 1919 Praeceptor devoted pages to two new organizations: the Othello Literary Society, organized February 13, 1919 with Sergei as adviser, and to a longer-lasting group, Althaia. Frederick and Sergei were honorary members of Althaia, which held regular meetings “on Tuesday evenings of every other week.” The purpose of this literary society was to advance the literary interests of the school and region “by the practice and study of writing and by mutual criticism.” The 1921 Praeceptor, when the Othello Society had apparently been dropped, said that the year had been devoted to the one-act play, and “under the direction of Mr. Sergei the members have made successful attempts of high merit.” Sergei also wrote the words for the school’s “Alma Mater.”

“Moorhead Normal Sphere of Influence Is Spreading” read the headlines in a Fargo newspaper in the summer of 1917. A sub-head explained that the Moorhead faculty was being strengthened by the addition of several new members, and the article mentions four of them. However, most attention was given to “Professor” John T. Frederick, whom President Weld had hired “to fill the chair of English, teaching composition and literature.”

Two letters to Weld from Dr. C. F. Ainsley, head of the department of English at the University of Iowa are quoted, the first surely a recommendation for the teaching position:

> Your school will have distinction in English and your students will be most fortunate. Mr. Frederick is remarkably able, balanced, and trustworthy. To suggest the superlatives that I am holding back, I shall say that I believe him to be the most promising literary man of his years now writing English. The Boston Transcript has made an equally extreme statement concerning his editorial work. I should add that Mr. Frederick is a modest, courteous, and helpful gentleman.

The second Ainsley letter was apparently written to Weld after Frederick had signed a contract to teach at Moorhead:

> As you know, Mr. Frederick has been editing a magazine, The Midland, that has won the good will and allegiance of a remarkably promising group of writers, whose interest in literature is not primarily commercial. The location of the editorial office of The Midland at Moorhead will do much toward making that place a literary center, known throughout the country to persons who respond to the best in literature.

The Fargo news-writer was sure the young teacher-editor would be enthusiastically received: “Members of the several writers’ clubs of the city, as well as social, journalistic, and faculty circles, will be especially interested in this new and delightful phase of artistic development promised, and will extend to Mr. Frederick and his family a most sincere and cordial welcome.”

John Frederick was a farm boy born near Corning in southern Iowa in 1892. After two years at the University of Iowa from 1910 to 1912, he was a small-town teacher and principal for a year before he completed his bachelor’s degree in 1915. That year he also founded The Midland: A Magazine of the Middlewest. Iowa’s literary history says that Frederick had discussed the need for such a magazine with fellow students Raymond Durboraw and Roger Sergei; Frederick taught English at the University of Iowa for two years while he was completing his master’s degree.

The Moorhead yearbooks reveal that both Frederick and his wife were actively involved in Moorhead Normal activities during their two years there, Mrs. Frederick serving as “directress” of the Gamma Neche, one of the school’s two sororities. John Frederick participated in three literary clubs in his brief stay in Moorhead and was the founder of two of them. Althaia, which
emphasized creative writing, continued as a prestigious society for nearly two decades. Marne, which Frederick organized in the spring term of 1919 to discuss modern literature at weekly meetings, went out of existence when Frederick left the institution. The 1919 Bulletin Annual listed the ten topics discussed and the person responsible: Frederick began with "The Imagists" and later meetings were assigned to such topics as "War Poetry," "Chinese and Japanese Poetry," and "Russian Literature."

After he left Moorhead, Frederick operated a farm near Glennie, Michigan. With his wife, small son, and his father he cleared a tract of land in the cutover wilderness left by the timbering off of northern Michigan; he built a house on a hilltop overlooking three lakes and miles of uninhabited country. Frederick wrote two novels here, both published by Alfred A. Knopf in the early 1920s. In Green Bush (1925), Frederick's hero is a young college professor who gives up university teaching to operate a farm and run a country newspaper. Despite serious difficulties, he is proving the superiority of farm life to city living. In Druida (1923), the hero is also a young college English professor, but the chief character, who gives her name to the novel, is a farm girl who makes her way from the prairie town of "Stablesburg" to the normal school at nearby "Riverton." Moorhead Normal, which was the only institution of its kind that Frederick had ever experienced, was obviously Riverton Normal and Barnesville, 25 miles distant, was presumably Stablesburg. The larger town across the river from Riverton is "Wells City" (Fargo). For plot purposes the author moved "the New Columbia Hotel" from Moorhead to Stablesburg.

Frederick's picture of Riverton Normal was essentially attractive except in one particular, which was disastrous for the beautiful Druida and the young English teacher who saw the great promise in her. The women teachers, most of whom had crushes on young Leonard Willoughby, noticed immediately that he was attracted to the girl and hated her for it. The battleground was Mrs. Johnson's boardinghouse, where Druida worked for her board and room and a dozen teachers took their meals. When the girl went out for a walk one evening after hours (students being confined to their rooms after 8 p.m. on study nights), and encountered Willoughby coming in from a Fritz Kreisler concert, the two were seen together. The Dean of Women charged Druida with "a very serious offence" the next morning: "You left your rooming place last night, without permission in company with a young man. . . . There has been an impression among the girls outside the halls that they can go about as they please. I am going to show them. But first, I want you to tell me who the young man was."

Resentful at the injustice of this attack and the obvious antagonism behind it, Druida contumaciously refused to identify Willoughby. The nearly apoplectic dean shouted at her: "You are indefinitely suspended from all classes in the school, and I forbid you to come on the campus." When Willoughby, who had been off campus on a lecturing engagement when the dean had summoned the girl, angrily demanded her re-instatement, the normal school president revealed how far the faculty women had succeeded: "I have been informed on unimpeachable authority that you have been guilty of improper relations with one of your students. . . . Here is your notice of dismissal."

In this novel, as in his later Green Bush, Frederick was determined to exalt country living over urban life. The young English professor proposed to marry Druida, find a position for the summer in Minneapolis or St. Paul, and then take a superintendency, which would bring him a good salary. But intelligent and sensitive Druida had another reason for declining his offer, choosing instead to marry Bud Madsen and go with him to a new farm in Montana. The girl and her teacher had discussed life. Said he, "Nothing matters but the interpretation—the understanding," but she had replied, "Living matters." Druida had told Willoughby, I shall always love you for what you have done for me." She was well acquainted with the drudgery of farm life and had no illusions about the shanty and sod barn in Montana that would become her home, but she was very sure about what she wanted. A life lived in touch with reality, close to the soil, was superior to the detached life of an observer.

Although Frederick's heroes are much like the author, who used his two years at Moorhead Normal to give his

![Image](https://example.com/image.png)
novel a real locale, characters, and activities, *Druida* was not autobiographical. John Frederick was married when he came to Moorhead and his wife the adviser of a sorority. Presumably the Moorhead Normal teachers who read the novel knew that Druida had to be alienated and driven away from the normal school so she would choose life with Bud Madsen on a 240-acre farm in Montana. Willoughby, who introduced this 18-year-old girl to Yeats, Conrad, and William Morris, had to be portrayed sympathetically and the world of literature and learning made properly attractive. Nevertheless, Druida would reject this world to marry a neighbor boy with whom she could never share her books and deepest thoughts. The plot required a villainous agency to pry Druida away from the Riverton Normal, which was opening up possibilities of attractive urban living. The women teachers, jealous of Druida and Willoughby's attraction to her, became that agency to establish Frederick's theme.

Because he was writing a realistic novel, John Frederick's farmers were earthy, his small town ladies gossiped viciously, and the normal school had to be as real as he could make it. Remembering that his Moorhead Normal teaching experience was from 1917 to 1919, it is predictable that he would make the teachers nearly all women, but he also makes most of them unattractive people. When Druida's roommate (Grace Sjoquist) characterizes them for the new student, one is "nice" and another "a swell teacher," but most of them are "seedy" or "simps." Two of them suggest actual Moorhead faculty of the time. Allene Coffland, who taught physical education and coached basketball at Moorhead Normal, was clearly young and attractive in her *Praeceptor* photographs; she resigned to be married in March 1918. In the novel Grace told her roommate, "The pretty one is Patsy—Miss Patton—she teaches athletics—she's engaged to Dr. Hill over in Wells City." Another fictional character suggests Maude Hayes, who had come to Moorhead Normal in 1910 to teach reading and remained a formidable campus personality for the next thirty years. The distinguished looking woman in grey silk was "Miss Eggenhour, who teaches elocution," Grace told Druida, "She's a swell teacher." A flower-like girl with a wistful face protested that "Miss Eggenhour is awful mean. She calls me stupid." The girls agreed that Miss Eggenhour didn't care what she said and could be cruel, but "her reading is just wonderful." All of the girls agreed with Ada Anderson that "Miss Bates is the worst teacher in the bunch. She don't care whether we learn anything or not; she hates us all."

Frederick pictured Miss Bates as a bad teacher in all respects. There may conceivably have been such a teacher at Moorhead Normal while he was there, but it is much more likely that she was a composite of all the qualities Frederick deplored in his fellow teachers. It is unlikely that he would have patterned a very bad Riverton Normal teacher exactly on a Moorhead faculty member. The attractive Patsy seems much like Allene Coffland, but this is a complimentary portrait. The distinguished looking Miss Eggenhour may be a composite of Katharine Leonard and Maude Hayes in appearance; since her reading was "just wonderful," she certainly was partly Miss Hayes. The copy of *Druida* owned by the Moorhead Public Library has Miss Leonard's name in it.

Plot purposes required that Frederick put a domineering, vindictive dean of women into his story to expell Druida and send her to Montana to become a farm wife, but the
In the years before World War I, many Moorhead Normal faculty members were Mrs. Elbert Gates' boarders at 710 Seventh Avenue. Some Moorhead residents will remember this distinctive house with its high front steps; it was razed by Concordia College two decades ago when Bogstad Manor was built.

Misses Patton, Egganhour, and Bates are in the novel only as realistic background. The only male teachers mentioned were "Cain" (fat, math) and "Hooker" (bald, science); there were six or eight women at the boardinghouse who were identified as "grade teachers in the normal school." All of these people are tarred with a very black brush because they accede to or actually abet the disgrace and expulsion of the innocent Druida.

In sharp contrast with the narrow, malignant faculty members at Riverton Normal were the students Druida encounters there: "Everywhere was an easy friendliness, a genuine democracy that welcomed almost all on equal footing. She came to know a few of the Hall girls. But most of her friends were those like herself who roomed in private homes, many of them working for their meals. They had few and often shabby clothes, little spending money. They came from tiny towns and schools, perhaps from farm or village homes where foreign languages were spoken. But they were eager, receptive, willing to work. And given opportunity, they developed with marvelous swiftness." The singing of a hymn in the morning chapel exercises was also impressive: "They sang with spirit, with enthusiasm, with not a little feeling. The voices of the hundreds of girls, most of them of Scandinavian descent, were true and melodious. Druida was very happy." The male presence in the student body was barely recognized: "On the steps stood three or four boys, pale, slender fellows. A half dozen more leaned against the stairs within, bantering some of the girls as they passed. "The boys can do anything they please," Grace confided. "There ain't but about a dozen of them." This was probably Moorhead Normal's male component in Frederick's years at the school, 1917-1919. More vigorous young men were no doubt in the Army or working farms.

Frederick and Sergei were not forgotten at Moorhead in the decade after they left the college. The Praeceptor mentioned that these two men had founded Althaia, the honorary society for English majors which emphasized creative writing. In the mid-twenties, when the weekly Mystic had been established, there were references to the novels Frederick was publishing. The paper said Green Bush and Druida were read with interest by college people, but it said nothing about positive or negative reactions. Perhaps the Mystic was being cautious.

**Millie Dahl's Years: 1910-1953**

Not a teacher but a member of the Moorhead administrative staff who made a lasting impression on hundreds of Moorhead Normal women was Millie Dahl, who first came to the school as a nurse and dean's assistant in 1910. Mrs. Elizabeth Ware had become the first dean of women in 1908. She was succeeded by Alta Robinson 1910-1911, Tryphena Anderson 1911-1914, Natalie Thornton 1914-1918, Ruth Crawford 1918-1920, and Ina Fogg 1920-1926. Another new position was that of superintendent of dormitories, filled first by Cecil Kimball from 1909 to 1912. Millie Dahl succeeded to that position in 1912, but continued also as nurse until 1914.

Judged by the qualifications of the woman he hired, President Weld wanted his dean of women to be a scholar-teacher. Those who filled the position at Moorhead for 40 years nearly always taught English, though one taught Latin and another French as well as English. Millie Dahl was not this kind of person, but untold numbers of Moorhead State girls valued her special qualities more than the academic guidance of a dean of women.

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Millie Dahl was much more than school nurse at Moorhead Normal from the very first year. Margaret McDonald of Crookston, who became Mrs. Henry Widenhoefer soon after her graduation, kept a group picture of nine girls and "Dahlie" which she had inscribed "Miss Dahl and her bunnies." Her identification: front, Jean Lynch, me, Miss Dahl-school nurse, Donna McKercher, Iva Mae Philips; back, Mabel Swanson, Ann Knudson, Mabel Kirschgeissner, Stella Hanson, and Hazel Healy.

Mrs. Widenhoefer, who was the mother of Mrs. Donald (Eileen) Anderson, died February 13, 1987 at the age of 97.
A statement in the September 1910 quarterly Bulletin introduced Miss Dahl to the Moorhead Normal School. It should be noted that President Weld, who no doubt prepared the statement, had been very active in the Minnesota Society for Charities and Corrections, since his days as superintendent of schools at Stillwater in the 1890s. Weld thought a trained nurse should be hired by every large school system.

A trained nurse, resident at one of the dormitories, has been employed by the Normal school. While this is an innovation in Minnesota normals, it is a movement quite in keeping with the best administrative and scientific thought of the hour. It has already proved a wise and constructive piece of economy at the Moorhead school.

The employment of a nurse for the 200 girls in the dormitories and the 100 and more lodging in the city, has been under contemplation by President Weld and Director Nye for some time. Three years ago, in an address before the Society for Charities and Corrections, President Weld advocated the employment of a trained nurse by every public system in large cities. Her work would consist both of medical inspection and treatment, and would reach out from the school to the homes in an effort to build up the health of the school children and improve sanitation.

The need for such a service in a normal school of several hundred students, largely composed of young women who are away from home, is obvious. In the case of the Moorhead normal, the service is rendered the more practicable, both by the fact that so many of the students live in the two adjoining dormitories, and the fact that these dormitories are provided with modern hospital equipment.

The young woman who took up this work in September is Miss Millie Dahl, sister of Miss Dahl who is superintendent of the Northwestern Hospital of this city. She received her training in a St. Paul hospital, and in addition to her experience as nurse, has had a position in a St. Paul department store that admirably fits her for administrative work. She has charge of the Annex hospital, and resides in the dormitory directly across the corridor from the hospital. In addition to her duties as nurse in time of sickness, Miss Dahl will perform other services for the school, one of which will be to assist the Dean of Women to get into closer touch with the young women who live outside the dormitories, inquiring into the conditions of their lodgings, their recreations, and social activities. For the aim of this broader, less technical work of the nurse and the dean of women, is to promote the social welfare as well as the health of all the young women of the school.

When the State of Minnesota required all employees to fill out a classification questionnaire in 1939, Miss Dahl listed her work duties: management of two college dormitories; hostess to all students seeking living accommodations in the dormitories; supervision of all repairs, replacement, and re-construction of the dormitories (one built in 1893, the other in 1909); supervision of one janitor, one cook, and eight maids; requisitioning of all purchases, checking and certifying all bills; planning meals and purchasing food supplies for the food services; supervising the preparation and serving of food in the college dining room; planning and serving special meals for institutional occasions.

When a new women's dormitory was built in 1958, the first in nearly 50 years, it was named Dahl Hall as if by acclamation. No one questioned the rightness of the name: any other would have been unthinkable.
Chapter 23

Weld Resigns and Dickerson Elected President: 1919-1920

On October 15, 1919 Frank Weld resigned as president of Moorhead Normal. He would leave office at the end of the year to assume the presidency of the School Education Publishing Co. of Minneapolis. His correspondence in 1923 and 1930 show that he was the editor of American Educational Digest, also identified as School Executives Magazine. In 1923 he wrote that he had "retired from the active editorship of the magazine." This publication had offices in several major American cities, including New York and Chicago; in 1923 Weld wrote from Lincoln, Nebraska and in 1930 from Minneapolis.

A mimeographed Moorhead Normal News Letter ("conducted by classes in composition") announced that Dr. Oliver M. Dickerson of Winona had been unanimously elected president of Moorhead on December 11; he would assume his new duties on March 1, 1920. "Prof. C. A. Ballard of the Moorhead Normal School, who is now in California on a leave of absence, was appointed to serve as acting president from January 1 to March 1."

Dr. Oliver M. Dickerson, 1875-1966

There seems no question that Dr. Oliver Dickerson, who served as president of the school at the time Moorhead Normal became Moorhead State Teachers College in 1921, was so foreign an element at Moorhead that he was asked to resign after only three years as president. Sliv Nemzek said that Dr. O. J. Hagen, an active and prestigious Fargo-Moorhead physician, was appointed Moorhead's resident director to move Dickerson out of the presidency. Mrs. Hagen was Moselle Weld, whose father had been very popular and influential in the community during his 20 years as president. Joe Kise, who came to Moorhead just after Dickerson had gone, lived at the Hagen home his first year in Moorhead. Kise said Dickerson's contract had not been renewed in 1923. Dan Preston, who had been hired by Weld but served under Dickerson for three years, said he had no tact, no warmth, no feeling for human relationships. Nemzek, who had just returned from France when he began coaching at Moorhead in 1919-1920, remembered that Dickerson had greeted him as one military man to another. "You address me as Major and I will recognize you as Lieutenant." Sliv, who was no anti-militarist, found this preposterous.

Dan Preston said the school faculty would have liked acting-president Cas Ballard to stay on as head of the school. Whether or not Ballard would have considered doing so, which seems unlikely, the Normal School Board (about to become the State Teachers College Board) probably would not have appointed a man with only a bachelor's degree. At Winona, still the most prestigious of the schools in the system, they had a man who had earned his doctorate.

It would be more than thirty years before the state board would involve the faculty of one of the schools in the process of electing a president. Also, there were only a handful of faculty members at Moorhead who had earned much right to be consulted. Ballard, Leonard, and Hayes had been at Moorhead for 10 to 20 years, and
all three were very well thought of in the community. It seems altogether likely that influential Moorhead citizens, including those with ready access to the Republican governor (who would appoint a new resident director in 1923), would be responsive to their wishes.

An exchange of letters between Frank Weld and E. J. Jones of Morris, Minn., the president of the State Normal School board, sheds some light on Dickerson's leaving, even though they were written about a "Dr. Higbie," whom Jones had proposed for the Moorhead presidency in 1919 and Weld thought should be considered for the position in 1923.

On May 7 Weld wrote that he had just learned "that President Dickerson will withdraw from the Moorhead situation." Two days later Jones replied that "we all felt better when we found a solution for the Moorhead situation." A committee of the board had been appointed to find a new president. Its members were Dr. O. J. Hagen, Mr. McConnell (the state commissioner of education, an ex-officio member), and Mr. Safford of Minneapolis. Then Jones adds a comment about Moorhead's new resident director, who had just been appointed to the board: "We like Dr. Hagen very much. He is going to be one of our very best board members. I feel that he is handling the Moorhead situation with a good deal of diplomacy."

Jones' closing paragraph adds a little more information: "I am of the impression that if Mr. Washburn were a member of this committee that he would favor the man who had the greatest number of degrees, but I feel that there is another qualification that should enter into the selection of Major Dickerson's successor. I am sure that Dr. Hagen realizes that it is absolutely necessary to have one who can bring about some harmony in and out of the school. We have a very delicate situation at Moorhead but I am sure that Dr. Hagen is going to be able to handle it in a satisfactory way." (Jed L. Washburn had been a member of the Normal School board in 1919, when Dickerson had been elected president. Presumably Washburn had argued that A.B., A.M., and Ph.D. degrees, plus graduate work at Harvard and Oxford, had made Dickerson the outstanding candidate for the Moorhead presidency. It seems significant also that Jones should write "Major" Dickerson in referring to "the delicate situation" at Moorhead.)

Oliver Dickerson's life and career before he assumed the Moorhead presidency is covered most completely in a resume of his career prepared while he headed the Division of Social Studies at Colorado State College. It ends, "He takes pleasure in extending greetings to former students, faculty members, school men, and residents of Moorhead and Fargo whom he remembers so favorably." The portion included here, however, ends with a paragraph on the difficult situation a new president encountered at Moorhead in 1920.

Oliver Morton Dickerson was born of native American parents on a farm near West Liberty, Illinois, on September 8, 1875. He was the youngest in a family of six and had to do a man's work on the farm at an early age. This he has always considered an advantage and a privilege and not a hardship. His early education was received in an excellent one room, rural school, another actual advantage. He passed the usual examinations for teachers in 1893 and in the fall of 1894 began his teaching career in a crowded one room rural school in Jasper County, with sixty-six pupils ranging all the way from five years old to twenty-two. It was a period of depression, pay was small—only $28.00 per month for a short session. Enough out of that small salary was saved however, to pay the expenses of a full quarter in what was then considered the best professional teacher-training institution in the middle west, the Illinois State Normal University at Normal, Illinois. Thus began his interest in the professional preparation of teachers.

By combining farm work and rural teaching, aided by some borrowed funds, he was enabled to graduate from the Illinois State Normal University in June, 1899. Then followed two years as principal of schools at Macon, Illinois. In the fall of 1901 he entered the University of Illinois as a junior, expecting to stay for two years and receive the A.B. degree. Instead he remained at that institution for advanced graduate work in history and the closely related social studies, receiving degrees as follows: A.B., 1903; A.M., 1904; and Ph.D. in 1906. Teaching fellowships at the University of Illinois were held for two years. The year 1904-1905 found him in the Graduate School of...
In the fall of 1913 he moved to Winona as head of the department of history. With the approach of our war with Germany he offered his services to the government and was assigned to the First Officers Training Camp at Ft. Snelling, Minnesota, from which he was commissioned a captain in August, 1917. Then followed hard active military duty until June, 1919. His services were with the 88th Division at Camp Dodge; the Machine Gun Training Center at Camp Hancock, Georgia; the 12th Regular Army Division at Camp Devens, Massachusetts; and with the 2nd United States regular infantry. In August, 1918, he was promoted to Major and was discharged from the army with that rank. He refused an opportunity to remain in the army on a permanent commission and returned to his former teaching position in Winona. He was commissioned as Major in the Officers Reserve Corps and was promoted to Lieutenant Colonel in 1924, which rank he still holds.

On the resignation of President Weld, he was elected President of the State Normal School at Moorhead, and took up his duties January, 1920. The post-war depression was just setting in, prices were high, salaries of teachers at the institution distressingly low, the boys had all gone to war and more than a third of the attendance was of students of less than regular freshman standing. With the active cooperation of Resident Director Welter, funds were secured, salaries were raised to near their present levels, the institution changed over into a real teachers college, the name was changed from Normal School to Teachers College, some new faculty members were added, and the new grounds bought south of the main buildings and platted streets in it vacated. The summer school was expanded to more than 1,000 and the beginnings made on extension work. All of this took hard work and created some opposition, especially when falling farm prices created real taxation problems.

O. M. Dickerson was a fine scholar and probably a good administrator despite his experience at Moorhead. He became professor of history and political science at the Colorado State College of Education at Greeley, now the University of Northern Colorado. There he became chairman of the Division of Social Studies: when he retired in 1941 "A Book of Appreciations" was published by "a Joint Committee of the Dickerson Club and Phi Alpha Theta," containing 42 pages of testimonials from administrators, faculty, alumni, and students. He was commonly called "Colonel," or more disrespectfully "Old Iron Pants." Mrs. Dickerson was sometimes referred to as "the Dutchess." James Michener, who taught under Dickerson in the 1930s, says he was a strong-minded administrator who had little appreciation of obstreperous underlings—like Michener.

Though his three years as president is only a minor episode in Moorhead State's history, Oliver Dickerson made an important contribution to American historical scholarship. An acknowledged authority on British Colonial government and the American Revolution, he...
Dickerson published his most important book in 1951, ten years after his retirement: *The Navigation Acts and the American Revolution* (University of Pennsylvania Press). Dickerson's research in the British Public Records Office and the British Museum also produced a number of articles, most of them published in the *New England Quarterly*. In 1959 he revised the article on the Revolution for the *Encyclopedia Britannica*. Failing eyesight prevented him from accepting an invitation to complete a historical work on the British Commissioners of Custom in Colonial Boston, which had been started by Harvard Professor Edward Channing. His other books include *American Colonial Government, 1696-1765; A Study of the British Board of Trade in its Relations to the American Colonies* (Cleveland: Arthur H. Clark Co., 1912), and *Boston Under Military Rule, 1768-1769, As Revealed in a Journal of the Times* (Boston: Chapman and Grimes, 1936).

Dickerson continued to live in Greeley following his retirement, serving on a commission that revised the Greeley city charter, on a Selective Service board in World War II, on the civil service commission, and performing other civic duties. He resigned from the U.S. Army Reserve in 1952 with the rank of lieutenant colonel, after 32 years of service. He was then 77. His first wife, Eleanor Simmons, died in 1954. Two years later he married Alma M. Jensen and moved to La Jolla, California in 1960. Dr. Dickerson broke his hip in May, 1966 and died the following November. He was 91.

In 1964 Dickerson had set up a capital fund of $23,718.75 to be used as an investment source for two $500 scholarships; they are awarded to University of Northern Colorado social studies majors during their junior year. The grants are known as the Eleanor S. and Alma J. Dickerson Scholarships.

**Frank Augustine Weld, 1858-1933**

Following Frank Weld in the Moorhead presidency would have been difficult for a more charismatic person than Oliver Dickerson because students, faculty, and townspeople were his devoted admirers. It had been less difficult for Weld to follow Livingston Lord, for the two men were kindred spirits despite the differences in their personalities.

When the institution and its faculty were small, the presidents were also teachers. Lord taught Latin and "Mental Science" (psychology?) when the school opened, but Frank Weld taught English—and was unhappy that the growth of Moorhead Normal forced him to give up teaching in 1905. He also carried his campaign for good literature beyond the Normal School campus: in his first year at Moorhead he spoke to regional education conventions in North Dakota and Minnesota on "Literary Interpretation."

The *Normal Red Letter* often found the president's teaching of English literature newsworthy. The December 1900 issue reported: "President Weld is carrying out a plan which is very profitable to the class in English Literature, and at the same time very much enjoyed. He meets the class every Saturday evening at his home and reads, or talks to them. So far he has read Christopher Marlowe's 'Dr. Faustus,' and Shakespeare's 'King John,' and 'Richard II.'"

The *Red Letter* editors were probably members of Weld's class. In November 1903 they reported course work that must have been unusual in normal school English classes 80 years ago. "The work in English Literature has been very interesting lately. Pres. Weld has read 'Gorboduc,' an English tragedy, written and acted before Shakespeare's time, and Spenser's 'Epithalamion,' the noblest marriage song in any literature. In addition to these refreshing exercises the class was divided into two sections and debated on the following question: Resolved, that Bacon's character was symmetrical and that he was a victim of circumstances."

The same issue of the student magazine reported that Weld's reputation as a teacher was becoming known in educational circles: "A handsome tribute to President Weld's teaching of the subject of English literature, which appears in the November *School Education*, is one of the consequences of the visit of Editor C.W.G. Hyde, who was the guest of the school and of his son, Dr. Hyde, during the closing days of September."

Weld's dramatic training was well known, and it was obviously a factor in his teaching and choice of literature.
for study and interpretation. Less well known was his interest in early English literature. On at least one occasion he brought in outside help to make his presentation of such literature more appealing to the students: “The Literature class enjoyed a rare literary experience in listening to Pres. Weld’s admirable interpretation of Cynewulf’s ‘Christ,’ on the evening of September eighteenth. By an exceptional piece of good fortune, Pres. Weld succeeded in getting possession of a copy of this recondite classic, exclusively published by an English society (no doubt the Early English Text Society), and read it to his class. In the course of the interpretation Miss Watts sang an appropriate solo.”

The January 1904 Red Letter told of an early use of visual aids in the teaching of literature at Moorhead Normal: “President Weld favored the English Literature class with a reading of Milton’s ‘Paradise Lost’ on the evening of December 5th. The reading was greatly enjoyed, and the effect of the forceful rendering was heightened by the use of stereopticon views of Dore’s drawings of the chief scenes of the great epic. A profound impression was thus produced which will remain with the members of the class as one of the most noteworthy results of their work in English literature.”

Like President Lord, Weld also had an interest in new writers and the books they were bringing out. The January 1904 Red Letter reported that “during the past weeks Pres. Weld has been reading at morning exercises ‘The Call of the Wild’ by Jack London.” And as a result of his experience at Stillwater before coming to Moorhead, Frank Weld had another interest that was well known around the state of Minnesota. From the November 1908 quarterly Bulletin:

President Weld was elected president of the State Conference of Charities and Corrections at its annual meeting in St. Paul on November seventeenth.

President Weld’s interest in the important work of this association began over ten years ago, when he was in charge of the educational work at the state prison.

Frank Weld was an impressive man in his photographs as well as in person. This was probably taken about 1910.

incident to his office of Superintendent of Schools in Stillwater. Since then he has taken an interest in the work of the organization, and during the past year has served as chairman of its program committee.

In his first year at Moorhead he had given students a short talk “on prisons in general, and life at the Minnesota state prison in particular.” The library and educational advantages of the Stillwater penitentiary were especially good, Weld told them; they were directed by “a school man,” not the chaplain as in most prisons.

Weld hired Edwin Reed to teach English at Moorhead in 1901, and it was Reed who took over the English literature course in 1905 when Weld had to relinquish it. The two men worked together closely, especially on the publications, until Reed left Moorhead in 1912. For the first Praeceptor, published by the Senior class under the guidance of Robert Reed in 1916, Edwin Reed contributed a poem that compliments Weld gracefully by using the initials which he used in signing directives.

FAW

FAW signs it. Who, then, shall dispute its worth,
Or doubt the ties that bind it to beauties of sky and earth;
The ties of a larger vision that looks beyond the veil
Of twilight of our little day and marks tomorrow’s trail;
The ties of a kindling ardor for growth, and faith in youth,
For the wonder that lies in striving and the marvel that lies in truth.
FAW stamps it—a document slight or great,
But whether it names a chairman or whether it thrills a state,
There’s that in the charmed initials that captures friend or foe,
Imagination, chiefly, and humor to make it glow;
There’s that in the charmed initials—and in business too—
That wins the project favor and some day swings it through.

FAW marks it—the record of man or maid
Whose face is set as a leader to plain, or hill, or glade;
And his heart is warm as summer, but his brain is calm as fate,
And he rates you nothing for favor, and he rates you never in hate
But justly, with weight and decision, as the firm handwriting flows,
He writes your height to another, and the man who gets it—knows.

FAW wields it—a scepter firm and sane
That suns the heart with kindness, with honor fires the brain,
That stirs the summer stillness and autumn’s golden glow
With fine audacious ardors, and through the winter’s snow
Holds faith that fear and dullness shall speedily take wing
When hope comes dancing back again in the lovely arms of spring.

- E.T.R.

In each of the three books of poetry E.T. Reed published, there are Weld memorial poems.

OLYMPIAN
(In the memory of Dr. Frank Augustine Weld, President 1899-1919.)

With easy grace he towered above us,
August, aloof, austere.
But like great sires who stoop to love us
His heart was near and dear.
Olympian in mien and manner,
Accustomed to command,
Wild falcons perched upon his banner
And ate out of his hand.
New England gave his speech strong stresses,
It clouded on his brow.
It thrilled us in his great addresses—
I feel it even now.
As soldier, artist, or as actor,
Such ruggedness of trait
Had been a keen and potent factor
To make him loved and great.
Though clothed with such a virile nature,
Both primitive and stern,
He chose the gentle nomenclature
Of those who love to learn.

And through the years his intuition
And keen constructive thought
Made his a broad, dynamic mission
With golden dreams inwrought.
His messages at convocation,
By inner ardors fired,
Resistless in their invitation,
Uplifted and inspired.
But how he softened on occasions,
In gay and sparkling mood,
Bewitching us with his persuasions
And genial amplitude.
He loved wild land and those who tamed it
With plow, and flax, and grain;
Blessed each new town and those who named it
Upon the gleaming plain.
In swamp and muskeg he could vision
The giant drainage ditch,
And see the settlers make division
Of empires broad and rich.
Through this vast realm he moved proclaiming
The teachers high ideal—
A light in constant splendor flaming
As from a tower of steel.

(from The Bells of Long Ago, 1946)

President Weld was not a poet, but the 1917 Praeceptor devoted a page to the verses he entitled "My Boy," with this picture. Weld dated the poem and picture "The Night Before Christmas, Nineteen Hundred One."

Son Frank Elwell Weld was graduating with the Advanced Diploma when this Praeceptor appeared. He went into Naval Aviation following his graduation and remained in that service after the end of World War I.
Moselle Weld, eldest of the president's three children, included this photograph in her "Girl Graduate" book in 1907. Her friends are not identified (Moselle is second from the right).

I THINK OF HIM
(Dedicated to President Weld by Edwin T. Reed)
Beside the glowing embers
Reflected in the pane
That glistens with the glancing drops
Of warm Willamette rain,
I view the pictures of the past
That time nor space can dim,
And back across the golden years
I think again of him.
I think of him, the builder,
Whose adequate design
Was eloquent of future dawns
In amplitude of line—
Of future dawns and daring souls
Obedient to the gleam
That wins abundance out of want
And substance out of dream.
I think of him, the townsman,
In optimistic zeal
Still busy, with the business man,
To work the common weal.
Exultant, when his neighbors shout
"At last we've won the day."
And proud to share the strife with them
(And proud of him are they!)
I think of him, the leader,
Olympian in scope,
Enlisting in high services
The men of heart and hope.
How many lads, in many lands,
Can pause tonight and say,
"I ne'er had known the higher path
Except he showed the way."
I think of him, impassive,
When Clamor clanks her gong,
And Rumor rolls her bombs about
To urge the rout along.
Alert, receptive, falcon-eyed,
But balanced and serene,
He stills the tempest in the mob
And shames it of its spleen.
I think of him, the dreamer,
Inspiring lad and lass
To view the awful heights of art
   Where saints and sages pass;
To glimpse in his exalted mood
   And reverential voice
The majesty of mighty deeds,
   The unavenging choice.
I think of him in friendship—
   How stout a friend and true
He was and is to all of us,
   To me, dear Jack, and you.
Not swayed by gusty puffs of praise
   Nor yet by gales of blame;
Still trusting in our better selves,
   Still loving us the same.
And we—ah, can we love him less,
   Or here or there he dwell,
Among the teeming marts of trade
   Or in the cloistered cell.
His yesterdays were all our own,
   His strength, his grace, his smile;
Dear friend, in our encircling love
God keep you all the while.
(from The Oxen Hearth, 1927)
President Weld purchased the large Briggs house at 403 Eighth Avenue South when he moved his family to Moorhead in 1899. After he left the Normal School presidency in 1919, he sold the house to his son-in-law and daughter Moselle (Dr. and Mrs. O. J. Hagen). Moselle Hagen died in 1931. Dr. and Mrs. Marvin Geib, the Hagens son-in-law and daughter (Harriet), occupied the house after World War II and Dr. Hagen lived with them in this house until his advanced age dictated the purchase of a one-story home (at 1219 Fourth Avenue South).

When Moorhead Normal first opened its doors in 1888, Edla Hallenberg had rented a room at the Briggs house, which was located a block north of the Comstock and Kurtz houses—and was more spacious than either of those tall mansions. Harriet Geib remembers that her grandfather put in hardwood floors and made other improvements, including an extension of the wrap-around front porch after this picture was taken.

After the Geib family moved out in 1955, the unoccupied house was vandalized and partly burned. In 1957 it was sold and razed to make way for a new structure, now occupied by a law firm.

This post card photograph of the "President Weld Residence" was sold in Moorhead stores 75-80 years ago (Courtesy Harriet Geib).

Congratulation, singing the school songs with great fervor, now and then adding a stanza adapted to the occasion. At the conclusion of this outburst, which was led by Sigurd Hagen, the regular chapel service was conducted.

Sharp upon the heels of this ceremony came the demand for the congratulatory speakers. And such speeches! Each of these polished platform orators was at his best. Mr. Comstock, as ringleader, was never happier in an offhand speech; Mr. Perley convulsed his listeners and at the same time gave them food for thought; Mr. Richards touched the historic chord in a deft and sprightly manner; and Mr. Mackall was as gracefully poetic as J. Adam Bede. Altogether, they gave our beloved President an "introduction" that made him as resplendent as a knight in armor. And then the tumult began again, and it was his turn! In spite of his evident emotion, he arose to respond. Slowly, at first, then with gathering force, he gratefully acknowledged the compliment paid him, and modestly reviewed the significant points in his fifty years of life, particularly those that pertained to his educational work in Minnesota. Space does not permit this review to be even summarized here, but it was a review such as will not be forgotten in many a year.

Concluding this high-spirited mass meeting, Herman Bergh, Senior president, arose and offered a series of congratulatory resolutions. These were put to vote by Arnold Trost, Junior president, and with a rising of the entire school were enthusiastically adopted.

Honor. As his birthday, which fell on December 10th, occurred in this twentieth year of the school’s existence, and in the tenth year of his administration at the normal, the event seemed to have a treble significance. At all events, it was celebrated with the frankest enthusiasm; and, though the preparations were carried out on short notice, the affairs were characterized by considerable elegance and dignity.

On the morning of the tenth—which fortunately was the day on which the new plan of holding chapel at ten o'clock instead of nine was to go into effect—the boys of the school, who had begun their campaign the day before, passed the word along that there would be a demonstration at chapel—an ovation to the President on his completion of a half-century of life. From the city they had invited such distinguished friends of the school as Mr. Comstock, Mr. Perley, Mr. Mackall and Mr. Richards, who were to make the addresses of congratulation.

As the President came upon the stage, somewhat bewildered by the unexpected presence of these visitors and their rather knowing deportment, he was greeted by a tumult of cheers, waving banners, and hilarious demonstrations from all parts of the auditorium, upstairs and down. Following this, the school settled into a more quiet strain of
In the evening the faculty, under the leadership of Mrs. Ware, arranged a beautiful banquet as a more intimate compliment to the President. With Mr. Ballard as toastmaster, the conclusion of this affair was very happily carried out. Mr. Comstock, Miss Simmons, Miss Deans, and Mr. Stanford paid the tributes of the faculty, Mr. Stanford presenting the faculty gift, a handsome Mission chair. President Weld's response to these sincere and cordial expressions was characteristically noble and far-reaching. It was a fitting climax to a memorable occasion.

In constant demand as a speaker, Weld also held many positions and received many honors. He served as president of the Minnesota Educational Association in 1905 and was awarded an honorary doctorate by Fargo College in 1915. After leaving the Moorhead presidency, he returned to give the major address at the Owl Silver Anniversary celebration on June 18, 1926, for the cornerstone laying of MacLean Hall at Homecoming, 1931, and for a summer school address at Moorhead State Teachers College in 1933.

Like Livingston Lord, Weld had come out to Minnesota from New England when he was in his early twenties. He had married fellow-teacher Hattie Elwell at Zumbrota in 1886. Their two daughters, Moselle (Mrs. O. J. Hagen) and Lucy (Mrs. Curtis Pomeroy), both graduated from Moorhead Normal, Moselle in 1907 and Lucy in 1912. Both daughters died before their father. The only Weld son, Frank Elwell, graduated in 1917 and remained in military service after the end of World War I. Former president Weld lived in his son's home the last six years of his life. He died on December 26, 1933 at St. Louis, where Lt. Frank E. Weld was in charge of the U.S. Navy flying field.

A granddaughter, Mrs. Harriet Hagen Geib, lives in Moorhead and has been actively involved with Moorhead State for many years. Dr. Peter Geib, a great grandson, is a member of the Moorhead State University faculty.
I believe in work, faithful responsible work, especially in mental work requiring effort and attention, as an indispensable builder of character. "Blessed be drudgery."

Livingston C. Lord