



1892

Annual Catalogue of the Minnesota State Normal School at Moorhead. Fifth Year. (1892-1893)

Minnesota. State Normal School (Moorhead, Minn.)

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MINNESOTA STATE
NORMAL SCHOOL
AT MOORHEAD.

CATALOGUE AND CIRCULAR.
FIFTH YEAR,
1892-1893.

Borgie Eastlund

ANNUAL CATALOGUE

OF THE

MINNESOTA

STATE NORMAL SCHOOL

AT MOORHEAD.

FIFTH YEAR.

1892 - 1893.

STATE NORMAL BOARD.

Appointed by the Governor of the State.

EX-OFFICIO.

HON. D. L. KIEHLE, Superintendent of Public Instruction.

TERM EXPIRES 1898.

CHAS. A. MOREY,	- - - - -	Winona.
GEO. H. CLARK,	- - - - -	Mankato.
WM. B. MITCHELL,	- - - - -	St. Cloud.
A. E. ENGSTROM,	- - - - -	Cannon Falls.

TERM EXPIRES 1895.

W. S. PATTEE,	- - - - -	Minneapolis.
GEO. N. LAMPHERE,	- - - - -	Moorhead.
JOHN CROMB,	- - - - -	Crookston.
WM. E. LEE,	- - - - -	Long Prairie.

OFFICERS OF THE BOARD.

W. S. PATTEE,	- - - - -	President.
D. L. KIEHLE,	- - - - -	Secretary.
C. A. MOREY,	- - - - -	Treasurer, Winona.
GEO. H. CLARK,	- - - - -	Treasurer, Mankato.
WM. B. MITCHELL,	- - - - -	Treasurer, St. Cloud.
GEO. N. LAMPHERE,	- - - - -	Treasurer, Moorhead.

1893.

JULY

Sun.	Mon.	Tues.	Wedn.	Thurs.	Friday	Satur.
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AUGUST

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SEPTEMBER

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OCTOBER.

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1894.

JANUARY.

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MARCH.

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MAY.

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JUNE.

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24	25	26	27	28	29	30

THE CALENDAR.

(See Opposite Page.)

SIXTH SCHOOL YEAR.

FALL TERM 1893, TWELVE WEEKS.

Oct. 3-4, Tuesday and Wednesday, Entrance Examinations.
Oct. 5, Thursday, - - - - - Class work begins.
Dec. 22, Friday, - - - - - Fall term ends.

WINTER TERM, FIFTEEN WEEKS.

Jan. 2, 1894, Tuesday, - - - Entrance Examinations.
Jan. 3, Wednesday, - - - - - Class work begins.
April 13, Friday, - - - - - Winter term ends.

SPRING TERM, ELEVEN WEEKS.

April 17, Tuesday, - - - - - Class work begins.
June 28-29, Thursday and Friday, - Graduation exercises.

SPECIAL NOTICE.

Entrance examinations occur at the beginning of each term, *and at no other time*, unless the candidate presents satisfactory reasons for his absence, from the *regular* examination and shows his ability to enter classes formed at the beginning of the term.

Exercises of graduation occur on the last two days of the Spring term, and are always open to the public.

The daily sessions of the school are from half past eight to one, with an intermission of fifteen minutes.

Observe that school opens October 3, instead of September 1, as heretofore.

TEACHERS

LIVINGSTON C. LORD, PRESIDENT—

Psychology and School Economy.

ELLEN A. FORD—

Latin and Algebra.

J. PAUL GOODE—

Natural Science.

MARGARET T. McELLOGGOTT—

Arithmetic, Book-keeping and Methods.

ISABEL M. KIMBALL—

Drawing, English Composition and Geometry.

FANNIE C. B. HADLEY—

Reading, Physical Culture and Literature.

THEODORA C. WADSWORTH—

Music and History.

LONA WASHBURN—

Critic Teacher, Grammar Department.

MARGARET C. SCANLAN—

Critic Teacher, Grammar Department.

ABBIE C. HALE—

Critic Teacher, Primary Department.

The names of teachers, except critics, are printed in the order of their engagement.

CATALOGUE OF STUDENTS.

FOR THE YEAR 1892-93.

NORMAL DEPARTMENT.

ADVANCED COURSE.

Senior Class.

Collar, Ellen J.....	Fargo, N. D.
Cross, Lida B.....	Mapleton, N. D.
Demars, Stella L.....	Hallock.
Gearey, Frances M.....	Fargo, N. D.
Kittredge, Alice F.....	Glyndon.
Lord, Frank A.....	Moorhead.
McMurchy, Catharine.....	Harwood, N. D.
Otto, Anna Marie.....	Montevideo.
Roberts, Gertrude.....	Arthur, N. D.
Roberts, Lizzie V.....	Arthur, N. D.
Walsh, Jennie E.....	Fargo, N. D.
Watson, Maavie F.....	Moorhead.

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ELEMENTARY COURSE.

A Class.

Baldwin, Charles S.....	Felton.
Bjorge, Henry O.....	Lake Park.
Brodine, Frank H.....	Moorhead.
Carlson, Alpha.....	Lake Park.
Lommen, Minnie.....	Crookston.
Mumford, Hamilton M.....	Glyndon.
Murphy, Luella.....	Moorhead.
Norby, Henry E.....	Lake Park.

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Junior Class.

Brakke, Olaf N.....	Norman, N. D.
Higgins, Inez M.....	La Junta, Colo.
Hysjulien, Evan.....	Elizabeth.
Kenyon, Blanche B.....	Moorhead.
Larson, R. Maria.....	Fossum.

—5

B Class.

Baker, Georgia.....	Fargo, N. D.
Boe, Alfred S.....	Lake Park.
Brandt, Julia S.....	Halstad.
Caldwell, George H.....	Sheldon, N. D.
Carpenter, Anna L.....	Amenia, N. D.
Craik, Flora.....	Edina Mills.
Cross, Henry B.....	Mapleton, N. D.
Early, John C.....	Moorhead.
Garborg, Olena.....	Moorhead.
Gardiner, Alice E.....	Hallock.
Geer, Cora I.....	Moorhead.
Hanson Abbie M.....	Fargo, N. D.
Johnson, Herman.....	Pelican Rapids.
Johnson, Ira J.....	Durbin, N. D.
Larson, Charles J.....	Lake Park.
Larson, Emma B.....	Lake Park.
Larson, Nettie.....	Lake Park.
Mackel, Bertha K.....	Ada.
McGinn, Libbie.....	Barnesville.
Mikkelson, Nels.....	Hawley.
Moore, Eugene W.....	Moorhead.
Nilson, Wilhelm.....	Fossum.
Padelford, Ellnora J.....	Verndale.
Park, Rebecca.....	Moorhead.
Patterson, Susy.....	Barnesville.
Peterson, Pauline.....	Valley.
Petterson, Walborg A.....	Fargo, N. D.
Roberts, Edith A.....	Arthur, N. D.
Ross, Mary.....	Wild Rice, N. D.
Schirrmann, Elizabeth A.....	Fargo, N. D.

Shields, Julia M.....	Pewaukee, Wis.
Skaarvold, Andrew A.....	Christine, N. D.
Tang, Severt O.....	Hawley.
Tuttle, Blanche M.....	Fargo, N. D.
Walker, John.....	Fargo, N. D.
Watson, David R.....	Moorhead.
Woodward, Timothy T.....	Hawley.

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C Class.

Anderson, Anna.....	Deer Park, Wis.
Baker, Maud M.....	Moorhead.
Bergrud, Helen.....	Spring Grove.
Bilsborrow, George B.....	Wolverton.
Brakke, Oscar N.....	Norman, N. D.
Bye, Peter O. C.....	Hickson, N. D.
Caldwell, Ada P.....	Ada.
Carlson, Carrie L.....	Stephen.
Carpenter, Doris L.....	Amenia, N. D.
Credit, Alice A.....	Hawley.
Davis, Luna.....	Donaldson.
Frank, Mary.....	Warren.
Gardiner, Inez.....	Hallock.
Hammett, George.....	Hawley.
Hanson, Lizzie.....	Lake Park.
Henderson, Stena A.....	Pelican Rapids.
Holden, Agnes J.....	Ada.
Keenan, Anna.....	Sheldon, N. D.
Kierland, Iver.....	Moorhead.
Larson, Carrie.....	Hawley.
Larson, Julia.....	Lake Park.
Lutnes, Martha.....	McIntosh.
McAvoy, Cozy B.....	Crookston.
McGran, Charles G.....	Luce.
McGrath, Francis J.....	Fort Ransom, N. D.
Olson, Frank.....	Waubay, S. D.
Olson, Helena M.....	Lake Park.
Roberts, Marcia F.....	Amenia, N. D.
Rogers, Susie M.....	Hammond.

Schirrmann, Sara I.....	Fargo, N. D.
Sletto, Sophia J.....	Valley.
Tart, Ida.....	Alexandria.
Works, Lena M.....	Hawley.

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Preparatory Class.

Anderson, Lewis.....	Lendon.
Atkins, Louis.....	Glyndon.
Baseman, Stella.....	Moorhead.
Bernhard, Lottie.....	Comstock.
Brager, Karen E.....	Moorhead.
Bye, John B. C.....	Hickson, N. D.
Eckel, Mary A.....	Barnesville.
Fox, Edgar.....	Felton.
Griffith, Anthony.....	Moorhead.
Hellerud, Mary.....	Ada.
Henderson, Hattie.....	Pelican Rapids.
Hicks, Lewis O.....	Hickson, N. D.
Hutchins, Emma L.....	McCauleyville.
Jesme, Anna.....	Georgetown.
Johnson, Anna.....	Kennedy.
Johnson, Minnie M.....	Litchfield.
Jones, Alva.....	Sabin.
Kiland, John T.....	Nielsville.
Langerud, Mary G.....	Hawley.
Lenhart, Amil P.....	Davenport, N. D.
McKenzie, Fannie D.....	Wild Rice, N. D.
Norheim, Mary.....	Rollag.
Olson, Caroline C.....	Lake Park.
Rasmusen, Martha L.....	Georgetown.
Regan, Nona L.....	West Superior, Wis.
Rushfelt, Nellie.....	Hawley.
Scheie, Ellen.....	Ada.
Scheie, Josephine A.....	Ada.
Thysell, Olga J.....	Hawley.
Turner, Jay.....	Gardner, N. D.
Tuttle, Joseph.....	Christine, N. D.

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INTERMEDIATE DEPARTMENT.

MODEL SCHOOLS.

Eighth Grade.

Burnham, May	Hutchins, Emma
Breeman, Bertha	Johnson, Esther
Boatman, Burr	Nelson, Thea
Carlson, Emma	Olson, Caroline
Gates, Hattie	Stewart, William
Glidden, Kelsey	Wyatt, Nellie
Hadley, Hester	Wyatt, William
Hansen, Hattie	

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Seventh Grade.

Anderson, Clara	Kiefer, Katie
Berggren, Oscar	Kurtz, Thomas
Campbell, Beatrice	Lamphere, Sherman
Cook, Jennie	Lasky, Charlotte
Dowe, Richard	Mark, Minnie
Evans, Theodore	Olson, Lena
Erickson, Edward	Partridge, Carl
Fisher, Florence	Qualley, Florence
Fuller, Willie	Qualley, Mary
Gates, Earl	Ryggen, Annie
Herrick, Joseph	Shotwell, Fred
Herrick, Theresa	Still, George
Jenkins, Hilie	Stevens, Charlie
Johnson, Dora	Widing, Delia

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Primary.

Alm, Ellen Amanda	Hardinger, Herman
Alm, Orlando Theophilus	Haugan, Paul
Almquist, Gina May	Hawley, John
Anderson, Ruth Elinor	Hawley, Robert
Baker, Lewis Warren	Hinsdale, Elmer
Began, Annie	Hohn, Benjamin
Bjorquist, Anna Matilda	Hyde, Frederick
Bjorquist, Carl	Henderson, William

Bjorquist, Lawrence Gunnar	Jesten, Emma
Bjorquist, Oscar Rudolph	Johnson, John
Briggs, Earl Frederick	Johnson, Edwin
Briggs, Helen Elizabeth	Kall, Carl Oscar
Bruns, Arthur Stillman	Kenyon, Gilbert Edwin
Bruns, Matilda	Karlson, Otto
Carland, Clara	Kirkhorn, Oline
Christianson, Atbert	Kuakki, Amelia Stein
Christianson, Olga Mary	Lamphere, Allan
Christianson, Otto	Lepetina, Hilda Freda
Clark, Helen	Lindholm, Edith
Critchett, Grace	Lindholm, Olga Delia
Dalen, Susanna	Larsen, Benjamin
Dommer, Clara	Larsen, Ella
Douglas, Leila	Manthei, Edward
Dudrey, James	Martinson, Nora
Dudrey, Irving	Nelson, Emma Josephine
Dudrey, Lillian Bird	Norbryhn, Paul Martin
Dudrey, Mattie Elizabeth	Petersen, Freda
Eastlund, Ferdinand Eric	Reif, Vera
Eastlund, Gottfred	Reynolds, Mary
Evans, Gerald Edgar DeLisle	Rustad, Frederick
Ellingson, Lena Anderina	Strate, Clara Josephine
Ferguson, George	Strand, Herbert Lewis
Fisher, Hattie	Stake, Hugo
Flaten, Oscar	Southwick, Ida
Floberg, Olaf	Schegel, Reuben
Freeman, Dora	Tenglund, Arthur Willard
Fuller, Dean	Tillotson, Sibyl Lelah
Gates, Raymond Stephen	Torgerson, Martina
Gilberry, Annie	Toraas, Elwin Martin
Hansen, Archibald William	Toraas, Julius
Hansen, Charles Henry	Westberg, Klaus Augustine
Hansen, Earl	Winge, John
Hansen, Edward Herman	Wright, Walter Carleton
Hansen, Mollie	

Summary.

Normal Department.....	95
Preparatory	31
Model Schools.....	130
	<hr/>
Total	256

ENROLLMENT BY COUNTIES.

Becker.....	11	Marshall	2
Chippewa	1	Meeker	1
Clay.....	39	Norman.....	9
Douglas.....	1	Otter Tail.....	5
Freeborn.....	1	Polk.....	6
Hennepin	1	Wabasha.....	1
Houston.....	1	Wadena.....	1
Kittson.....	5	Wilkin.....	2
		Total number of counties represented.....	16

Other States.

Colorado	1	South Dakota.....	1
North Dakota.....	34	Wisconsin.....	3
Total.....			256

CIRCULAR OF INFORMATION.

Historical Sketch.

The first three normal schools of Minnesota, at Winona, Mankato and St. Cloud were located in the southeastern quarter of the state, the St. Cloud school, the most northern and western, being one hundred and seventy-five miles east of the extreme western boundary of the state and two hundred and seventy miles south of the extreme northern boundary. The rapid growth of the northern portion of the state and especially the remarkable development of the Red River Valley, necessitated the establishment of a fourth normal school. The legislature of 1885 located the school at Moorhead, provided that the citizens of the town would donate a suitable location for the building. The site, a beautiful tract of six acres, is the gift of Hon. S. G. Comstock of Moorhead. The legislature of 1887 appropriated \$60,000 for a building, and \$5,000 for running expenses. The building was begun in the summer of 1887 and completed in the early autumn of 1888. It is one of the most commodious and beautiful buildings in the northwest, and was completed within the appropriation.

Location.

The healthfulness of the valley of the Red River of the North is already proverbial. The absolute certainty of rapid development, in the immediate future, of this valley and the counties tributary to it will necessitate a corresponding increase in the number of schools. This school, no matter how prosperous it may be, will be unable to satisfy the demands for teachers for many years. The higher wages paid to teachers

in this part of the state makes the work of teaching remunerative and warrants young people in making ample preparation for the work. The people of this valley are keenly alive to the importance of good schools, and cheerfully pay such salaries as are sufficient to secure good teachers.

U. S. Weather Bureau.

A United States weather bureau is located at Moorhead. The officer in charge is willing to explain at any time to pupils of the school the working of the station.

Description of the Building.

The building is a large, three-story, massive structure built of Kasota stone and brick, and of remarkable architectural beauty. 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 great wheat country of the world. No less than twenty-three grain elevators can be seen from the roof of the building, and during the months of September and October the smoke of the steam thresher is seen in every direction.

Though situated in the outskirts of the town, it is not more than twelve minutes walk from the stations of the Northern Pacific and the Great Northern railroads.

The building is spacious and well adapted to the needs of the school. 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.

On the attic floor is ample room for a gymnasium and

workshop.

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 to 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.

Aim and Purpose of the School.

The design of a normal school is without doubt professional, aiming to prepare its pupils to teach in the public schools of the state.

To this end, it is of the greatest importance that its graduates possess a thorough and even minute knowledge of such branches of learning as they may be called upon to teach. The first thing to be accomplished, then, is to give pupils thorough instruction in the subjects taught in these schools.

In the second place, pupils must be trained in the best method of teaching these branches, and the best method of teaching is closely connected with the best method of acquiring. A training in methods should include a knowledge of those time- and labor-saving devices, no one of which is of great value, but whose aggregate is indispensable to the highest success.

Recognizing the difference between artist and artisan, and that the work of the latter is as necessary as that of the former, and in order of necessity precedes it, in presenting methods and ends to be attained, we shall try to distinguish between that which requires great skill and practice, and that which requires great strength and persevering industry; and it will be our purpose to give to each pupil power in some given subject or subjects which he is certain to teach well. Not one young teacher in a score can teach the whole curriculum even fairly well.

While as far as possible it will be the duty of this school to make its graduates self-reliant, it will also try to cultivate

in them a modest, docile spirit which shall always make them willing and ready to profit by the experience of those older and wiser than themselves and under whose supervision they may be called upon to work.

Practice School.

In addition to the work of the study and class room, arrangements are made by which the higher classes have the opportunity for systematic observation of schools and actual practice in teaching. Two rooms are under the joint supervision of the city superintendent of schools and the teachers of the normal school. These rooms are in charge of expert teachers, and under the immediate oversight of these teachers the practice work of normal pupils is done. All practice work is subjected to the most rigorous criticism consistent with the best development of the pupil teacher. Each pupil teacher is required to keep a diary, both of what is observed and of his experience as pupil teacher. This diary is carefully inspected by the teachers of the normal school, and such suggestions and criticisms as are thought to be helpful are made.

In this way the most ample provision for practice teaching and observation is made.

This practice work is designed to give the student direct training in the *work of teaching*.

Teaching in the public schools of the state is chiefly an art, based upon an underlying science, and proficiency in the art requires that the pupil be initiated under the guidance of an experienced and skillful teacher. Also, this practice gives the teachers of the normal school an opportunity of estimating the teaching ability of the student which class room work cannot possibly afford. While the conditions of the practice school differ in certain particulars from the conditions in the graded and ungraded schools of the state, still one accustomed to judging teachers can form an approximate judgment which, although not infallible, is of great worth.

The higher value of a practice school not made up of picked pupils, must be readily apparent to every one. The children in our practice schools fairly represent the children

our graduates will meet in the schools in which they will be called upon to labor. In the graded schools the experience obtained in our practice schools will be very nearly repeated. The same atmosphere, general management, and in fact all except a few unimportant details will be met with in the better graded schools of the state.

Four years' experience with the above arrangement demonstrates the practicability and usefulness of the general plan.

Natural Science.

The rooms for the department of natural science are admirably planned for the purpose, a large recitation room opening on one side into an apparatus room, and on the other into the laboratory. Just across the hall lies a large room fitted with cases and cabinets for a museum, and a creditable start is already made in the collection of geological specimens.

Any donations of rocks, minerals, fossils, plants or animals will be thankfully received and carefully preserved.

The department of natural science in this school has already reached a high standard of efficiency.

Geology.

The study of geology is pursued during the fall term of senior year. Dana's briefer work is used as a text book. The aim is to bring out the leading events in the geological history of the earth, and to make the student familiar with the common rocks and fossils. The museum now contains about a thousand mounted and labeled specimens—a collection though not large, admirably selected, having typical forms of minerals, rocks and fossils, furnishing illustrative material for the constant use of the class.

Chemistry.

The chemical laboratory has tables and sets of reagents to accommodate twenty-four students. Each desk is furnished with sink and water from the city mains.

Each student is required to do four hours per week of laboratory work. Chemicals and apparatus are furnished free of cost by the school.

During the first term the A class make a study of the non-metals, and during the first half of the second term the metals are studied, and some practice given in qualitative analysis.

Physics.

The study of physics extends through the winter and spring terms. Nearly all the more important laws and principles are illustrated experimentally, before the class, and as far as practicable, the student performs for himself in the laboratory the various experiments illustrating and proving the principles of the science.

Some of the more important pieces of apparatus on hand are a Wilson's solar camera with oxy-hydrogen lantern attachment, valveless air pump, an Atwood's machine, fine maximum and minimum thermometers, toy engine, a siren, set of diapasons, organ pipes, sonometer, Koenig's manometric flame apparatus, a fine compound pendulum for the construction of the Lissajous curves, and a piece of apparatus for constructing the graphic curves of beats, and tones in harmony; sets of prisms, hollow and of crown glass, Nicol's prisms, sets of demonstration lenses, a fine Browning's spectroscope, a radiometer, a Rowland diffraction grating, and large photographs of the spectrum, and a fine Zeiss microscope, an effective motor and dynamo, astatic and dipping needles, powerful plunge batteries, galvanometers, ammeter and volt meters, and a Toepler-Holz electrical machine. The laboratory is supplied with a Barnes No. 5 screw-cutting lathe, and various tools for working in wood and metal, and many small pieces of apparatus are constructed as wanted.

Anatomy and Physiology.

Particular attention is paid to the study of anatomy, the student being drilled carefully on the structure and function of each organ. Frequent dissections before the class and a microscopical study of various tissues, give the student a thorough knowledge of the body and its parts, and pave the way for a proper study of hygiene. Martin's Human Body, briefer course, is the text used. For the use of this class

there is the finest quality of human skeleton, articulated and mounted; also a fine skull, articulated, and a Bock-Steger model of the brain.

Botany.

The study of botany is begun in the spring term. Gray's *Lessons and Manual* is the text used. The first few weeks are spent in becoming familiar with botanical terms. Later, the work is put largely on collections and analysis. Excursions are taken by class and teacher, and some twenty-five plants are analyzed and pressed during the term. Each student is required to analyze and mount fifty specimens of phanerogams during the summer vacation.

Good cases are provided, and an herbarium of several hundred specimens has already been collected, to which additions are constantly being made. These specimens are made use of in the class-room, and are of great value to the student. In the study of cells and tissues the actual material is examined, under the microscope, adding greatly to the interest in the work.

By means of the solar camera, tissues may be magnified 1,500 diameters, and projected on the wall so all the class can see at once. The wood cell of common pine, for instance, appearing over a foot long, with its ringed openings an inch across. A frog's foot shows the network of capillaries, with blood corpuscles large as pennies crowding through.

Reading.

It is believed that the teacher who is well read and who can read well possesses a greater power for educating his pupils and the community in which he works than he who is accomplished in any other line.

That geography may be well taught the teacher must have seen much of the earth's surface, its mountains and rivers, cities and forms of government, not necessarily through his own eyes but through those of Humboldt, Bayard Taylor, George Kennan, or of any others who are shrewd and trained observers.

If United States history is anything more to a boy than a

chronicle of uninteresting and disconnected events, his teacher must be familiar with the pages of a score of books on the subject, and with the titles of half a hundred more.

And if reading, the key of all studies, be well taught, the teacher must read intensively if not extensively. Otherwise he awakens no desire in his pupils to read farther than the reading book. The ease with which a pupil's appetite for good reading is stimulated should make the reading class the pleasantest in the school. When reading is taught by a well read teacher possessing a fair degree of skill in teaching, the pupil's education begins, and continues through life.

Much attention is paid to oral reading. The school is fortunate in securing the services of a graduate of Emerson College of Oratory, who in addition to special skill in voice training and gesture, possesses the necessary underlying literary and critical taste.

Oral reading has not been taught by imitation, but the pupil has been "taught to respond with animation to his own thought, not to the thought of another. His author's thought must be so incorporated that it shall become the pupil's own thought, and his whole being pulsate to it." It may be stated with confidence that this school teaches the subject of oral reading upon a correct basis, and that the results of four year's work justify the school in claiming to offer rare advantages in this very important part of a teacher's education.

Library.

The library, though not large, is carefully selected along the following lines: General literature, history and geography, natural science, pedagogy and reference books. Special care is taken by the teachers to guide the students in their reading, and awaken in them a book-love which shall increase through life.

The school will recommend that certain books be read by the different classes, at stated times in the course. Of first and greatest importance are those books that are epoch-making in the life of the student, though not necessarily so in the life of the race,—eye-opening, life-giving, wit-sharpening books, that are thoroughly enjoyable, whose authors have

forgotten to add the *Haec fabula docet*; books one reads from pure love of them, not those that he takes to induce certain predetermined mental states, or as spiritual medicine of any sort.

Such books are *The Reveries of a Bachelor*, *The Autocrat of the Breakfast Table*, *Noctes Ambrosianæ*, the *Essays of Emerson*, *Lowell*, *Charles Lamb*, some pages of *Ruskin*, some novels of *Dickens*, *Scott*, *Hawthorne* and *Thackeray*, certain poets, some plays of *Shakespeare*.

Of secondary but still of very great importance is the reading of books bearing upon the subjects pursued by the student in the regular course of study, especially those upon geography and history. In geography such books as *Thomas Starr King's White Hills*, *Charles Kingsley's Madam How and Lady Why*, *Ferrell's Popular Treatise on Winds*.

In American history students will be urged to read entire the historical works of *John Fiske* and to master certain chapters, *e. g.*, the first chapter of the *Beginnings of New England*. The careful reading of chapters in *Bancroft*, *Hildreth*, *MacMasters*, *Schouler*, and *Henry Adams*, is insisted upon, and familiarity with whole volumes of these authors is encouraged.

The reports the school receives of the reading of its graduates and undergraduates is exceedingly gratifying and is evidence that young people delight in good books when they know what and where they are.

Reading Room.

A table supplied with the following periodicals will at all times be accessible to pupils. This list will be supplemented as rapidly as practicable:

Atlantic Monthly,	Minneapolis Tribune (Daily),
Century Magazine,	Moorhead News (Daily),
Harper's Magazine,	Inter Ocean (Chicago),
Scribner's Magazine,	Evening Post (N. Y.),
Forum,	Weekly Tribune (N. Y.),
North American Review,	The Voice,
Cosmopolitan,	N. E. Journal of Education,

Popular Science Monthly,	School Education,
Review of Reviews,	Intelligence,
Magzine of American History.	Education,
Goldthwaite's Geo. Magazine,	Indiana School Journal,
Nature,	Wis. Journal of Education,
Science,	Farm, Stock and Home,
Scientific American,	Crookston Times,
Public Opinion,	Red River Valley News,
Harper's Weekly,	Moorhead Independent,
Christian Union,	Marshall County Leader,
Independent (N. Y.,)	St. Cloud Journal-Press,
Pioneer Press (Daily),	The Detroit Record.

COURSES OF STUDY—NORMAL DEPARTMENT.

The following courses of study for the State Normal School of Minnesota were adopted by the Normal Board May 11, 1888:

ELEMENTARY COURSE.	ADVANCED COURSE.
FIRST YEAR.	JUNIOR YEAR.
Drawing. Language, including Syntax, Composition and Word Analysis. Arithmetic and Algebra. Physiology. Penmanship. Geography, to include Physical, Mathematical and Political. Botany.	Elementary Principles of and Methods in } Arithmetic. Grammar. Geography. Reading. Chemistry or Latin. Physics. Psychology and Practice or Latin. Moral Philosophy.
SECOND YEAR.	SENIOR YEAR.
Psychology and Methods. Botany and Algebra. English History or Latin. United States History. English Literature or Latin. Book-keeping. Civil Government.	Latin. Geology. History and Science of Education. Practice. English History and Literature. Astronomy. General History. Drawing.
THIRD YEAR.	PROFESSIONAL COURSE.
Elementary Principles of and Methods in } Arithmetic. Grammar. Geography. Reading. Physics. Chemistry. Psychology and Practice. Moral Philosophy. Geometry.	Methods. Psychology. History and Science of Education. School Economy. Practice. Elementary Principles of and Methods in } Arithmetic. Grammar. Geography. Reading. Drawing.

Exercises in vocal music, elocution, essay writing and spelling will be maintained throughout the course of study above described.

Pupils.

Sections 1, 2 and 3 of Article VII, from the By-Laws, Rules and Regulations adopted by the Board of Normal Directors, clearly state the relations of pupils to the school:

ARTICLE VII.

STUDENTS.

SECTION 1. Every person seeking admission to the normal department of the normal school shall, under the direction of the president of the school, pass a satisfactory examination in the branches of study, proficiency in which, by the laws of this state is required in order to obtain a second grade certificate, excepting history, civil government and the theory and art of teaching, and shall furnish such evidence of good moral character and sound physical health as may be required. If found satisfactory in scholarship and not otherwise disqualified, such persons may be admitted to the normal department without tuition fee, upon signing the declaration prescribed by the board. Persons declining to sign such declaration, but otherwise qualified, may be admitted upon payment of tuition fees where such admission will not preclude the admission of such as are seeking preparation for teaching.

SEC. 2. Persons admitted to any department of a normal school shall be entitled to all the privileges thereof until their connection with the school is discontinued (*a*) by voluntary withdrawal by notice, (*b*) by absence of not less than one month during a term of school, without notice of intention to return within a reasonable time, (*c*) by suspension, (*d*) by expulsion, (*e*) by graduation upon completion of the course of study, or (*f*) by notice of the president of the school that in the judgment of the faculty such person will not become an apt teacher.

SEC. 3. Persons admitted to the privileges of a normal school are expected cheerfully to comply with all the regulations published by the president for the guidance and direction of students, to observe such study hours as may be prescribed outside of school sessions, to recognize a personal responsibility for the preservation from damage or destruction

of the property of the state in the school, the building and grounds and their appurtenances, and in general character, association, and deportment, to evince worthiness to become recognized teachers and examples for the youth of the state. Disregard of either of these fundamental principles as rules of conduct will invariably be considered as sufficient cause for denying the privileges of the school to any student.

Candidates for admission presenting second grade certificates or certificates of the high school board will be admitted without further examination.

Attention is called to the following statements:

It is important that every student expecting to attend the normal school should be present the first day of the term, that all may be examined at once and classified. *Be present, ready for work, on the first day of the term.*

Every student admitted will be required to give satisfactory evidence of good moral character and of fair intellectual ability. The personal appearance and conduct of the individual, together with a letter from some responsible citizen to whom the bearer is personally known, will be taken as evidence of good character.

After reasonable trial, if a student shows lack of moral character, or of application or of ability to achieve fair success as a teacher, he or she will be advised to withdraw from the school and seek some other vocation.

Tuition.

The privileges of the school are free to all entering the normal department and declaring their intention to teach two years in the public schools of the state. Persons not wishing to pledge themselves to teach will pay tuition at the rate of \$30 per year. Tuition in the preparatory department, \$16 per year.

Student's Pledge.

The following is the form of the pledge to be signed by those entering the normal department without tuition.

I.....of the town of.....

county of and state of Minnesota, being over fifteen years of age, do solemnly declare that it is my honest intention to attend this normal school for one term or more for the purpose of fitting and qualifying myself to become a teacher in the common schools of this state for at least two years, and that I will faithfully attend this normal school for one term or more, for such purpose, and thereupon I will to the best of my judgment and ability, teach in the common, graded or normal schools of this state for a period of two years, immediately after ceasing to be a student of such school.

And I further agree to report myself semi-annually in writing to the president of this normal school, for the period of two years after leaving such school, in case I enjoy the privileges for one term or more. Sickness or unavoidable cause only excusing me from the strict performance of this obligation.

Normal School Diplomas as State Certificates.

The legislature of 1891 passed an act which gave to diplomas of the state normal school validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz:

1. A diploma of one of the state normal schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

2. After two years of service the diploma may be countersigned by the president of the school from which it was issued, and by the state superintendent of public instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the elementary course a State Certificate for five years, and the diploma of the advanced course a life Certificate.

Conditions of Endorsement.

1. While it is hoped that all graduates will earn the right

to have their diplomas endorsed, great care will be taken in this matter, and the diplomas will not be extended in any case in which the holder fails to render acceptable service during the test-period, or in any way fails to show himself worthy of the marked professional recognition and honor so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective normal schools. The applicant should see that complete reports of service have been made in accordance with the student teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent.

When such certificates have been received and approved, notice will be sent to applicants to forward diplomas for endorsement.

3. Graduates who have already completed two years' service and are still teaching, may make application at once for endorsement, sending with the application a full list of the names of supervising authorities under whom service was rendered.

Text Books.

In accordance with a resolution adopted by the State Normal Board, all necessary text books can be rented from the school. *The fee is \$1 per term, or \$3 per year*, which also insures the privileges of the reference and miscellaneous library. Those who prefer to purchase the text books used can obtain them at the lowest wholesale cost price.

Boarding.

The new Ladies Home will be ready for occupancy at the opening of the school year and will accommodate, when fully equipped, seventy young women with rooms and board, and furnish table board to forty more young women or young men. The nearness to the school building will give students readier access to the library and laboratories of the school, than has heretofore been enjoyed.

The building is built of solid brick, three stories high, exclusive of basement and attic, heated by hot water and lighted



by electricity, making the danger from fire practically nothing.

On the first floor are the apartments of the teacher in charge, a large reception room and parlor, dining room, halls and fine sleeping rooms. On the second and third floors are spacious sleeping rooms, wide halls and bath-rooms supplied with hot and cold water. The building is supplied with water from the city mains, which gives ample protection from fire.

In planning and arranging the Home, the well being and comfort of the student has been made a matter of careful study. Each sleeping apartment contains two closets and two beds, and will be ordinarily occupied by two students. Instead of the unhealthy and dirty carpet, each room has a hardwood floor and is furnished with rugs.

Bedsteads, springs, mattresses, pillows, dresser, wash-stand, toilet set, study table and chairs are furnished. But students will provide their own sheets, pillow cases, bed covering, towels and napkins, each article being plainly marked with the owner's name.

The table will be supplied with a variety and abundance of well prepared food. While a minimum price for board cannot now be stated, it is guaranteed that not more than \$3.50 per week shall be charged, and a proportionately less amount for table board alone. All money paid by students in excess of the school expense of maintaining the establishment shall be refunded. This maximum price, \$3.50 per week, includes board, furnished room, lights and heat, and use of laundry and bath rooms.

Board must be paid monthly, in advance.

Preference in choice of rooms will be given in order of application, and as the demand for rooms is likely to be in excess of the supply, students wishing to make sure of a room should apply early.

A competent matron will be in charge of the housekeeping and a teacher will have the general oversight of the conduct of the students. While no annoying or burdensome rules will be made, such conduct as prevails in a well ordered

and refined family will prevail in the Home, at table, in the halls and in the student's own room.

Board can also be obtained in private families for from \$2.50 to \$3.50 per week. The president of the school will arrange for board or for the renting of rooms for any who desire to make such arrangements in advance.

It is possible for pupils renting rooms and doing their own cooking to reduce expenses to a very small sum.

Pupils will, in all cases, consult the president of the school in choice of boarding place.

Attendance at Church.

Each student is expected to attend regularly the church of his choice, or 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.

Scope of Examination Used for Entrance to C Class.

These questions are nearly the same as those used in the Worcester, Mass., normal school at the entrance examination, February, 1888.

Arithmetic.

All the figuring must be handed in. Decimals are to be carried three places and no more.

1. How many cubic inches in a gallon?
How many square millimeters in a square centimeter?
What is the value of a pound sterling in United States money?
How many degrees in a right angle?
How many pounds in a barrel of flour?
2. In division of decimals where do you place the point in the quotient? What reason have you for putting it there?
3. A note for \$645 was discounted at a bank for 60 days at 5 per cent. How much money was received?

4. Define net earnings, common divisor, cube.
5. Bought 127,449 fruit trees which were set out in the form of a square. How many trees were put in a row?
6. May 1, 1886, Henry Sumner sold William Berry $2\frac{1}{2}$ dozen butter plates at \$1.50 per dozen, 3 candlestichs at 40 cents apiece, and 1 platter for \$1. July 8, Mr. Berry paid for them and received a receipted bill. Write the bill.
7. If 2 men or 4 boys can do a piece of work in 6 days, how long will it take 2 men and 4 boys?
8. John bought a knife for \$2 and sold it to Arthur for \$2.50; Arthur sold it to Ernest for \$2. John made and Arthur lost what per cent?
9. Solve by proportion: How many hours a day must 5 men work to mow the same quantity of grass in 8 days, that 7 men mow in six days, working 10 hours a day?

Grammar.

1. Write a sentence containing an adverbial phrase.
2. Of what parts of speech is the given phrase composed?
3. Write the form of the verb *to lay* in the first person, singular number, in all the tenses of the indicative mood.
4. Write three infinite forms of the verb *give*.
5. Write the forms of the verb *say* in the subjunctive mode present tense, third person singular number.
6. Write a sentence containing a relative (or subjunctive) pronoun in the objective case; and parse the pronoun.
7. What is a clause. Give an example.
8. How is the passive voice of the verb formed? Give an example.
Express the same meaning, using the active voice of the verb.
9. Write the progressive form of the verb *strike*, in three tenses and three modes.

Geography.

1. Describe the following:
 - (a) Geyser.
 - (b) Trade winds.
 - (c) Gulf stream.

2. Choose one and give more than one reason.

(a) Why is England great?

(b) Why is New York a great city?

(c) Why is the Mississippi a great river?

3-4. On the outline map, which will be furnished you, write the names of the following in their appropriate places:

(a) Three mountain ranges.

(b) Five rivers.

(c) Five seas or gulfs or bays.

(d) Five cities.

(e) Five productions.

6. What city, State or country furnishes the following materials for building a house: Soft pine, hard pine, black walnut, mahogany, lime, slate, marble, iron, copper, tin, paint, oil and window glass?

7. What city, state or country furnishes the following? Carpets, wool, cotton, cotton cloth, silk, earthenware, parlor clocks, kitchen clocks.

8. What city, state or country sends us the following: Flour, sugar, molasses, beef, pepper, raisins, coffee, tea, salt, kerosene.

United States History.

How much time have you spent in studying United States History?

How long since you studied it?

What book beside the text-book, either history or tales, have you read?

What part of the history interested you most?

What part do you remember best?

1. Give an account (not more than ten lines in length) of the colony whose history you remember best.

2. What portion of the history is included in the colonial period?

3. What does the Bunker Hill monument commemorate?

4. Tell what you remember about the additions that have been made to the territory of the United States since the war of the Revolution.

5. Name any distinguished men (not more than five in number) who lived before the present form of government was adopted, and tell whether they were distinguished as statesmen or as military leaders.

6. What was the Emancipation Proclamation?

7. What do you understand by Reconstruction?

"Up from the meadows rich with corn,
Clear in the cool September morn,
The clustered spires of Frederick stand
Green-walled by the hills of Maryland,
Round about them orchards sweep,
Apple and peach tree fruited deep,
Fair as the garden of the Lord,
To the eyes of the famished rebel horde,
On that pleasant morn of early fall
When Lee marched over the mountain wall."

8. What event is referred to in these lines?

9. Tell anything you know about the election and term of office of the Magistrate of the United States?

10. What is the Congress of the United States?

Spelling.

- | | | | |
|------------------|----------------|--------------------|-----------------|
| 1. Abbreviation. | 10. Merino. | 19. Good-by. | 28. Skillful. |
| 2. Sulphur. | 11. Grammar. | 20. Exhilarating. | 29. Sinecure. |
| 3. Thirty-six. | 12. Savory. | 21. Half-pasteight | 30. Ingratiate. |
| 4. Eclipse. | 13. Separate. | 22. School-house. | 31. Receivable. |
| 5. Horizontal. | 14. Decimal. | 23. Salable. | 32. Difference. |
| 6. Vertical. | 15. Dependent. | 24. Reminiscence. | 33. Oblique. |
| 7. Calendar. | 16. Until. | 25. Reprimand. | 34. Schedule. |
| 8. Comparative. | 17. Reference. | 26. Infinite. | 35. Obelisk. |
| 9. Incompatible. | 18. Warrant. | 27. Always. | 36. Potential. |

Those desiring other information respecting the Moorhead Normal School than that contained in this Catalogue are requested to address the President, LIVINGSTON C. LORD.

GRADUATE'S CALENDAR, MAY, 1890.

Advanced Course.

- | | |
|------------------------|------------------|
| Bell, Gertrude G. | Moorhead |
| Dickey, Henry W. | Moorhead |
| Eddy, Juna R. | Jamestown, N. D. |
| Magner, Anna. | St. Peter |

Merritt, Louise.....Moorhead
 Watson, Claribel.....Moorhead

Elementary Course.

Bergland, Julia.....Hawley
 Hancock, Anna M.....Euclid

MAY, 1891.

Advanced Course.

Crookshanks, Martha J.....Buffington
 Darrow, Bertha E.....Moorhead
 Hallenberg, Edla H. C.....Fargo, N. D.

MAY, 1892.

Advanced Course.

Bissonette, Corene J.....Fargo, N. D.
 Bittner, Alma R.....St. Peter
 Larson, Garda M.....Moorhead
 Lommen, Andrew A.....Crookston
 Loomis, Nellie C.....Fargo, N. D.
 Lord, Ethelwyn G.....Moorhead
 Magner, Catherine.....St. Peter
 Peterson, Annie R.....Fargo, N. D.
 Peterson, Luella S.....Fargo, N. D.

Elementary Course.

Bagley, Nannita M. V.....Moorhead
 Bittner, Augusta H.....St. Peter
 Demars, Stella L.....Hallock
 Dodge, Lillian R.....Fargo, N. D.
 Hancock, Ida K.....Euclid
 Hanson, Mary A.....Lake Park
 Kittredge, Susie A.....Glyndon
 Olson, Anna C.....Winona
 Park, William.....Moorhead
 Sand, Annie.....Elbow Lake
 Vivian, Clara.....Moorhead
 Witherow, James M.....Hendrum

MAY, 1893.

Advanced Course.

Stella L. Demars.....Hallock

Frances M. Gearey.....Fargo, N. D.
Catharine McMurchy.....Harwood, N. D.
Gertrude Roberts.....Arthur, N. D.
Elizabeth V. Roberts.....Arthur, N. D.
Jennie E. Walsh.....Fargo, N. D.

Elementary Course.

Henry O. Bjorge.....Lake Park
Alpha H. Carlson.....Lake Park
Minnie M. Lommen.....Crookston
Luella Murphy.....Moorhead

