



1894

## **Annual Catalogue of the Minnesota State Normal School at Moorhead. Seventh Year. (1894-1895)**

Minnesota. State Normal School (Moorhead, Minn.)

Follow this and additional works at: <https://red.mnstate.edu/bulletins>

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

---

### **Recommended Citation**

Minnesota. State Normal School (Moorhead, Minn.), "Annual Catalogue of the Minnesota State Normal School at Moorhead. Seventh Year. (1894-1895)" (1894). *Undergraduate Bulletins (Catalogs)*. 68.  
<https://red.mnstate.edu/bulletins/68>

This Book is brought to you for free and open access by the Course Catalogs at RED: a Repository of Digital Collections. It has been accepted for inclusion in Undergraduate Bulletins (Catalogs) by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact [RED@mnstate.edu](mailto:RED@mnstate.edu).

Dup.

Minnesota State  
Normal School  
at Moorhead.

*CATALOGUE AND CIRCULAR,*  
*SEVENTH YEAR.*

1894-1895.



# ANNUAL CATALOGUE

OF THE

MINNESOTA

# STATE NORMAL SCHOOL

AT MOORHEAD.

---

SEVENTH YEAR.

---

1894-1895.

---

THE MOORHEAD NEWS PRINT.

# STATE NORMAL BOARD.

Appointed by the Governor of the State.

EX-OFFICIO.

HON. W. W. PENDERGAST,  
Superintendent of Public Instruction.

## TERM EXPIRES 1897.

CHAS. A. MOREY,	- - - - -	WINONA.
GEO. H. CLARK,	- - - - -	MANKATO.
WM. B. MITCHELL,	- - - - -	ST. CLOUD.
A. E. ENGSTROM,	- - - - -	CANNON FALLS.

## TERM EXPIRES 1899.

W. S. PATTEE,	- - - - -	MINNEAPOLIS.
S. G. COMSTOCK,	- - - - -	MOORHEAD.
A. GRINDELAND	- - - - -	WARREN.
G. B. WARD,	- - - - -	ALEXANDRIA.

## OFFICERS OF THE BOARD.

W. S. PATTEE,	- - - - -	PRESIDENT.
W. W. PENDERGAST,	- - - - -	SECRETARY.
C. A. MOREY,	- - - - -	TREASURER, WINONA.
GEO. H. CLARK,	- - - - -	TREASURER, MANKATO.
WM. B. MITCHELL,	- - - - -	TREASURER, ST. CLOUD.
S. G. COMSTOCK,	- - - - -	TREASURER, MOORHEAD.

Annual meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

VACATIONS AND HOLIDAYS MARKED IN RED INK.

1895.							1896.						
<b>JULY.</b>							<b>JANUARY.</b>						
SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
..	1	2	3	4	5	6	..	..	..	1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	16	27	19	20	21	22	23	24	25
28	29	30	31	..	..	..	26	27	28	29	30	31	..
<b>AUGUST.</b>							<b>FEBRUARY.</b>						
..	..	..	..	1	2	3	..	..	..	..	..	..	1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	25	27	28	29
<b>SEPTEMBER.</b>							<b>MARCH.</b>						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	18	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	..	..	..	..	..	29	30	31	..	..	..	..
<b>OCTOBER.</b>							<b>APRIL.</b>						
..	..	1	2	3	4	5	..	..	..	1	2	3	4
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31	..	..	26	27	28	29	30	..	..
<b>NOVEMBER.</b>							<b>MAY.</b>						
..	..	..	..	..	1	2	..	..	..	..	..	1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	30	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
<b>DECEMBER.</b>							<b>JUNE.</b>						
1	..	3	4	5	6	7	..	1	2	3	4	5	6
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31	..	..	..	..	28	29	30	..	..	..	..

# THE CALENDAR.

(See Opposite Page.)

---

## EIGHTH SCHOOL YEAR.

---

### FALL TERM, 1895, TWELVE WEEKS.

Sept. 3, Tuesday, Entrance examinations and classification.  
Sept. 4, Wednesday, - - - - - Class work begins.  
Nov. 27, Wednesday, - - - - - Fall term ends.

### WINTER TERM, TWELVE WEEKS.

Dec. 3, Tuesday, - - - - - Classification of new students.  
Dec. 4, Wednesday, - - - - - Class work begins.  
Dec. 21, Saturday, - - - - - Holiday vacation begins.  
Jan. 7, 1896, Tuesday, - - - - - Class work begins.  
March 6, Friday, - - - - - Winter term ends.

### SPRING TERM, TWELVE WEEKS.

March 9, Monday, - - - - - Class work begins.  
May 29, 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.

## TEACHERS.

---

LIVINGSTON C. LORD, PRESIDENT—

*Psychology and School Economy.*

ELLEN A. FORD—

*Latin and Algebra.*

J. PAUL GOODE—

*Natural Science.*

MARGARET T. McELLIGOTT—

*Arithmetic, Book-keeping and Methods.*

ISABEL M. KIMBALL—

*Drawing, English Composition and Geometry.*

ISABEL H. FARRINGTON—

*Reading, Physical Culture and Literature.*

FLORENCE McFARLAND—

*Music and History.*

MARIETTE L. PIERCE—

*Critic Teacher, Grammar Department.*

ELEANOR E. SUTPHEN—

*Critic Teacher, Primary Department.*

FRANCES G. WHEELER—

*Preceptress.*

ANDREW G. FRIBERG—

*Janitor.*

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



# CATALOGUE OF STUDENTS,

FOR THE YEAR 1894-1895.

## NORMAL DEPARTMENT.

### ADVANCED COURSE.

#### SENIOR CLASS.

Darrow, Bertha E.	- - - - -	Moorhead.
Goetzinger, Christine C.	- - - - -	Fergus Falls.
Henderson, Mary E.	- - - - -	Minneapolis.
Lewis, Martin	- - - - -	Lake Preston, S. Dak.
McNerthney, Catharine	- - - - -	Red Lake Falls.
Morrill, Lillian M.	- - - - -	Fergus Falls.
Nilson, Wilhelm	- - - - -	Fossum.
Patchen, Teresa	- - - - -	Hallock.
Roberts, Edith A.	- - - - -	Arthur, N. Dak.
Shields, Julia M.	- - - - -	Pewaukee, Wis.
Watson, Maavie F.	- - - - -	Moorhead.
Williams, Alma	- - - - -	Allegheny, Pa.

—12

#### JUNIOR CLASS.

Brager, George W. N.	- - - - -	Moorhead.
Brodine, Frank H.	- - - - -	Moorhead.
Burbank, Elizabeth W.	- - - - -	Fergus Falls.
Burnham, James H.	- - - - -	Moorhead.
Fossen, Henry J.	- - - - -	Erhard.
Johnson, Ira J.	- - - - -	Moorhead.
Kierland, Iver	- - - - -	Moorhead.
McDowell, Wesley	- - - - -	Moorhead.
Probstfield, Amelia M.	- - - - -	Moorhead.
Probstfield, Dora C.	- - - - -	Moorhead.
Tang, Severt O.	- - - - -	Hawley.

—11

## ELEMENTARY COURSE.

## A CLASS.

Baker, Maud M.	- - - - -	Moorhead.
Bennett, Rose C.	- - - - -	Graceville.
Bodkin, Ada D.	- - - - -	Moorhead.
Carlson, Carrie L.	- - - - -	Stephen.
Carpenter, Anna L.	- - - - -	Amenia, N. Dak.
Carpenter, Doris F.	- - - - -	Amenia, N. Dak.
Caulay, Mary C.	- - - - -	Graceville.
Hanson, Lizzie	- - - - -	Lake Park.
Olein, Huldah E.	- - - - -	Moorhead.
Patten, Margaret A.	- - - - -	Le Sueur.

—10

## B CLASS.

Aune, Bernt	- - - - -	Walcott, N. Dak.
Bissonette, Irene	- - - - -	Fargo, N. Dak.
Bradley, Patrick H.	- - - - -	Glyndon.
Bye, Peter O. C.	- - - - -	Hickson, N. Dak.
Caldwell, David	- - - - -	Enderlin, N. Dak.
Field, Anna	- - - - -	Fergus Falls.
Gardiner, Inez	- - - - -	Hallock.
Hancock, Della J.	- - - - -	Euclid.
Hanson, Abbie M.	- - - - -	Fargo, N. Dak.
Healy, Daniel	- - - - -	Amenia, N. Dak.
Larson, Joel A.	- - - - -	Kurtz.
Olson, Helena M.	- - - - -	Lake Park.
Schirrmann, Sara I.	- - - - -	Fargo, N. Dak.
Swanson, Clara M.	- - - - -	Fargo, N. Dak.
Walker, John	- - - - -	Fargo, N. Dak.
Weyrens, M. Silvester	- - - - -	St. Nicholas.
Wheeler, Clara K.	- - - - -	Minneapolis.
Wold, John W.	- - - - -	Moorhead.
Wyatt, Helen G.	- - - - -	Moorhead.

—19

## C CLASS.

Anderson, Ida	- - - - -	Wadena.
Ball, Sarah J.	- - - - -	Mentor.
Banta, Belle	- - - - -	Frazee.
Bergh, Axel	- - - - -	Carlisle.
Bergland, Olive	- - - - -	Sheldon.
Bernhard, Lottie	- - - - -	Comstock.
Botten, Jane	- - - - -	Dwight, N. Dak.
Boyer, John	- - - - -	Audubon.
Brodine, John L.	- - - - -	Moorhead.
Burnette, Sadie	- - - - -	Navan.
Bye, Clara E. C.	- - - - -	Hickson, N. Dak.
Christopherson, Chris. K.	- - - - -	Audubon.
Corbett, Hattie I.	- - - - -	Georgetown.
Corbett, Jennie E.	- - - - -	Georgetown.
Cowan, Nella A. M.	- - - - -	St. Vincent.
Czarnetzki, Lydia	- - - - -	Willow City, N. Dak.
Dahlstrom, Peter	- - - - -	Hickson, N. Dak.
Danstrom, Ingre	- - - - -	Painted Wood, N. Dak.
Davidson, Annetta E.	- - - - -	Donnelly.
Davidson, Harriet	- - - - -	Morris.
Davies, Jessie E.	- - - - -	Angus.
Davies, Leora E.	- - - - -	Angus.
EGGE, Lewis N.	- - - - -	Wild Rice, N. Dak.
Evander, Huldah M.	- - - - -	Battle Lake.
Femling, Emma M.	- - - - -	Pelican Rapids.
Flanagan, Cassie L.	- - - - -	Graceville.
Folden, Martin	- - - - -	Hawley.
Goode, Jane E. B.	- - - - -	Marion.
Guden, Theo.	- - - - -	Smithfield.
Hall, Amy E.	- - - - -	Parkers Prairie.
Hamerud, Mary	- - - - -	Lake Park.
Hanson, Hannah	- - - - -	Lake Park.
Haugrud, Tosten	- - - - -	Rollag.
Hawley, Martin J.	- - - - -	Moorhead.
Headland, Hannah	- - - - -	Fargo, N. Dak.
Healy, John D.	- - - - -	Amenia, N. Dak.

Hill, Ella M.	- - - - -	Osakis.
Howe, Amelia	- - - - -	Deerwood.
Howe, Mary O.	- - - - -	Deerwood.
Hviding, Inger O. B.	- - - - -	Perley.
Johnson, Hildar S.	- - - - -	Parkers Prairie.
Johnson, Randine	- - - - -	Hickson, N. Dak.
Jordan, John H.	- - - - -	Ditter.
Kantrud, Christian O.	- - - - -	Elizabeth.
Lee, Randy	- - - - -	Fertile.
Lobben, Anna D.	- - - - -	Fargo, N. Dak.
Lofsvold, Ruth	- - - - -	Elbow Lake.
Lord, Inez H.	- - - - -	Moorhead.
Lund, Emilie	- - - - -	Pelican Rapids.
Malloy, Minnie	- - - - -	Moorhead.
Mark, Cora A.	- - - - -	Fosston.
Mason, Lestlie E.	- - - - -	St. Vincent.
McGrann, Chas. G.	- - - - -	Luce.
McIntyre, John	- - - - -	Casselton, N. Dak.
Melin, Anna	- - - - -	Battle Lake.
Miller, Annie M.	- - - - -	Sabin.
Moen, Laura A.	- - - - -	Sundahl.
Mumford, Leonard J.	- - - - -	Glyndon.
Nelson, Josie	- - - - -	Wall Lake.
Nelson, Nicholas	- - - - -	Thief River Falls.
Nelson, Wilson	- - - - -	Parkers Prairie.
Norgard, Amanda H.	- - - - -	Elbow Lake.
Opsahl, Turena	- - - - -	Albert Lea.
Pearson, Olaf	- - - - -	Kensington.
Peterson, Marie	- - - - -	Colenso.
Regan, Nona L.	- - - - -	West Superior, Wis.
Rugland, Mary L.	- - - - -	St. Olaf, Iowa.
Ruring, Mrs. Amy I.	- - - - -	Buffalo, N. Dak.
Scheie, Ellen E.	- - - - -	Ada.
Schrader, Henry	- - - - -	Enderlin, N. Dak.
Sillerude, Annie	- - - - -	Norwegian Grove.
Stake, Olga	- - - - -	Moorhead.
Stanley, Elizabeth	- - - - -	Henning.

Stein, Catherine E.	- - - - -	Stephen.
Stewart, Agnes P.	- - - - -	Sabin.
Stewart, Willam	- - - - -	Sabin.
Swanson, Nannie	- - - - -	St. Hilaire.
Swenson, Louisa	- - - - -	St. Hilaire.
Thompson, Tina M.	- - - - -	Colenso.
Thornberry, Clara E.	- - - - -	Rice.
Van Buskirk, Lu Ada	- - - - -	Luce.
Wilson, Idella	- - - - -	Moorhead.

—82

PREPARATORY CLASS.

Aabye, Oline	- - - - -	Perley.
Anderson, Hilbert	- - - - -	Wild Rice, N. Dak.
Anderson, Ole. D.	- - - - -	Madelia.
Bernhard, Ida	- - - - -	Comstock.
Dudrey, Mrs. Alice M.	- - - - -	Moorhead.
Erickson, Annie Louise	- - - - -	Moorhead.
Hebert, Fred	- - - - -	Moorhead.
Hicks, Harry M.	- - - - -	Hickson, N. Dak.
Hutchins, Josie A.	- - - - -	Navan.
Lund, Anton	- - - - -	Pelican Rapids.
Moe, Ole A.	- - - - -	Christine, N. Dak.
Olson, Elbe.	- - - - -	Fargo, N. Dak.
Paulson, Hans	- - - - -	Belgrade, Minn.
Peterson, Karl E.	- - - - -	Moorhead.
Simonitsch, Frank J.	- - - - -	Moorhead.
Simonitsch, Mary A.	- - - - -	Moorhead.
Stevens, Martin W.	- - - - -	Moorhead.
Thoreson, Charles	- - - - -	Hoffman.

—18

# GRAMMAR DEPARTMENT.

## MODEL SCHOOLS.

---

### SEVENTH GRADE.

Alsop, Chauncey	Hadley, William
Anderson, William	Hannabohl, Theresa
Aylmer, William	Lamphere, Eugenie
Baker, Frank	Leitner, John
Brattensburg, Edward	Moran, Ruby
Calkins, Ada	Porteous, Mildred
Dahl, Tilda	Solem, Annie
Friberg, Frederick	Still, Florence
Fuller, Hattie	Tonning, Mary
Fuller, Myrtle	Wold, Sophie

—20

### SIXTH GRADE.

Ambs, Fred	Merritt, Mabel
Bjorkquist, Olga	Nelson, Emma
Borgen, Syver	O'Brien, James
Corbett, James	Pehrson, Emma
Douglas, Harold	Remley, Nicholas
Fraser, Jean	Rennestrom, Annie
Fraser, Laud	Sharp, Julia
Johnson, Richard	Simenson, Adolph
Kowalski, Frank	Solem, Paulina
Kurtz, William	Swanson, Martina
La Valley, Lola	Tillotson, Mary
Maddock, Linnie	Torgenson, Inga
McAnich, Myrtle	Weum, William

—26

### PRIMARY.

Abbott, Louis	Kowalski, Hedvig
Abbott, Maud	Lamb, Annie
Alm, Conrad	Laybourn, Phillip
Anderson, Frances	La Valley, Hilda
Bennett, Sander	Lindholm, Hedvig

# TERM AND CLASS PROGRAMME FOR 1895-1896.

	C	B			A	A			Junior.	Junior.	Senior	Senior	
		Elementary.	Latin.	English.	Old Course.	Elementary.	Latin.	English.	Old Course	Latin   English	Old Course.	Latin	English
Fall Term, Twelve Weeks.	Arithmetic 60. Geography 60. Drawing 60. Library 60.	Algebra 60.  Psychology 60.  American History 60.  Library 60.			Geometry. Chemistry. Methods in Drawing. Methods in Reading.	Lit're 60 or Latin 60 or Lit're 60.  Civics 60.  Geometry 60.  Library 60.			Latin. Geometry. Review and Methods in Arithmetic. Review and Methods in Reading.	L'tn 60 or Bio. 60  Physics 60.  Review  and Methods 60.  Library 60.	Latin. General History. English History and Literature. Drawing.	Latin 60 or Chem. 60.  Model Teaching 60.  Philosophy  of  Education 60.  Library 60.	
Winter Term, Twelve Weeks.	Arithmetic 60. Grammar 60. Music 36. Reading 24. Library 60.	Algebra 60. Physiology 60. American History 30. Rhet. and Auth. 30 or Latin 30 or Rhet. and Auth. 30. Library 60.			Physics.  Meth. Geog.  Psychology.  Geometry.	Model Teaching 60 or Latin 60 or Literature 60. Physics 60. Geometry 60. Library 60.			Latin. Physics. Geometry. Review and Methods in Geography.	Latin 60 or Gen. History 60. Review and Methods 60. Psychology 60. Library 60.	Latin. Geology. History or Education. Psychology and Methods. Model Teaching.	Latin 60 or Chem. 60.  Model Teaching 60.  English Literature 60.  Library 60.	
Spring Term, Twelve Weeks.	Grammar 60. Geography 60 Reading 36. Library 60. Music 24.	Botany 60. Psychology and Methods 60. Rhetoric and Authors 60 or Latin 60 or Rhet. and Authors 60. Library 60.			Psychology. Physics. Methods in Grammar. Methods in Arithmetic. Model Teaching.	Model Teaching 60 or Latin 60 or Literature 60. Biology 60. Physics 60. Library 60.			Latin. Review and Methods in Grammar. Physics. Astronomy.	Latin 60 or Gen. History 60. Review and Methods 60. Psychology 60. Library 60.	Latin. Psychology and Methods. Lectures on Sch'l Man. Astronomy. Model Teaching.	Eng. Literature 60.  Astronomy or Pysiography 60.  Social Science 60.  Library 60.	

The numerals refer to the number of recitations.

# TERM AND CLASS PROGRAMME

FOR 1895-1896.

## COURSES FOR HIGH SCHOOL GRADUATES

ELEMENTARY COURSE [ONE YEAR.]		ADVANCED COURSE [TWO YEARS.]	
		FIRST YEAR.	SECOND YEAR.
Fall Term Twelve Weeks.	Review and Methods in Arithmetic 60	Review and Methods in Arithmetic 60.	Advanced Psychology, Primary Methods and Child Study 60.
	Review and Methods. in Drawing 60	Review and Methods in Drawing 60.	Methods of Literary Interpretation 60.
	Review and Methods in Reading 60 Model Teaching 60.	Review and Methods in History 60 Library 60	Science of Education 60. Library 60.
Winter Term Twelve Weeks.	Review and Methods in Geography 60	Review and Methods in Geography 60.	Advanced Psychology Primary Methods and Child Study 60
	Review and Methods in Music 60 Psychology and Methods 60. Model Teaching 60.	Review and Methods in Music 60 Psychology and Methods 60. Library 60.	Model Teaching 60. History of Education 60. Library 60.
Spring Term Twelve Weeks.	Review and Methods in Grammar 60.	Review and Methods in Grammar 60.	Model Teaching 60.
	Review and Methods in Elementary Science 60 Lectures on School Management 30 Psychology and Methods 60.	Lectures on School Management 30. Psychology and Methods 60. Library 60.	Laboratory Methods in Elementary Science 60. Social Science 60. Library 60.

The numerals refer to the number of recitations.



## New Courses of Study.

---

At the June meeting of the normal board certain new courses of study were adopted leading both to the *elementary* and advanced *diplomas*. 1. A course of *three years* leading to the *elementary* diploma. 2. An English course of *five years*, leading to the *advanced* diploma. 3. A Latin course of *five years*, leading to the *advanced* diploma. 4. A course of *one year* for high school graduates leading to the *elementary* diploma, 5. A course of *two years* for high school graduates leading to the *advanced* diploma. The old courses of study will be maintained until those who have already entered upon them have been graduated. It will be noticed that the number of years required to complete the elementary course has not been changed either for high school graduates or for those who enter the C class.

The increasing demand for more thoroughly prepared teachers has made the lengthening and enriching of the courses of study in the normal schools necessary. The new courses are arranged upon the basis of three studies for each student at one time. It is believed that more thorough work can be done and that greater mental power and culture will be gained than by the old plan of allowing students to carry from four to six studies at one time. The spectacle of a student out of breath trying to keep up with the curriculum will be rarer than when a larger number of subjects was allowed. But it is not expected that the new plan will prove less elastic in giving to the student of exceptional ability, or to the student who has more acquaintance with his subjects than others in his class, all the work he is able to do. And while haste and worry on the part of the student will be more readily obviated, it is expected that the amount of solid work accomplished will be increased.

### PRACTICE SCHOOLS.

In addition to the work of the study and class rooms, arrangements are made by which the higher classes have opportunity for the systematic observation of schools and of

actual practice in teaching. These schools are in charge of expert teachers, under whose immediate oversight the practice work of the normal students is done. All practice work is subjected to the most rigorous criticism consistent with the best development of the pupil teacher.

#### 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 due credit given.

#### 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 re-agents 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 makes a study of the non-metals, and during 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 of the third year and the fall term of the fourth year, giving a full year to this subject. Nearly all of 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 Attwood's machine, fine maximum and minimum thermometers, a 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, set of demonstration lenses, a fine Browning's spectroscope, a radiometer, a Rowland diffraction grating, and large photographs of the spectrum, a fine Zeiss microscope, an effective motor and dynamo, astatic and dipping needles, powerful plunge batteries, galvanometers, ammeter and volt meters, and a Toeppler-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 dissection 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.

#### BOTANY.

The study of botany is begun in the spring term. Gray's

Lesson 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 of Phanerogams. 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. For this work there are fifteen Leitz students' microscopes and accessories.

By means of the solar camera, tissues may be magnified 15,000 diameters, and projected on the wall so that all can see at once. The wood cell of common pine, for instance, appearing over a foot long, with its ringed openings a foot 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 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's 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 six 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 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 to 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 certain times in the course. Of first and greatest importance are those books that are epoch-making in the lives 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 *Hæc 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 are Thomas Starr King's *White Hills*, Charles Kingsley's *Madam How and Lady Why*, and Jordan's science sketches.

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, McMasters, Schouler, and Henry Adams is insisted upon, and familiarity with whole volumes of these authors is encouraged.

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

#### GEOGRAPHY.

Political Geography is offered in the first two terms of the C year, and Physiography, or the wider and richer Physical Geography in the *spring* term of the *senior* year.

\* \* \* \* \*

Perhaps no study in the school curriculum demands a wider acquaintance with the practical world than geography. The intelligent reading of our periodicals and daily papers requires a knowledge of lands and peoples, much wider than is commonly offered in our schools. In truth it may well be said that the study of Geography is only *begun* in our schools, though we continue it our whole life long. How necessary, then, to have it well begun, to have the foundations firmly laid and the essentials rightly related.

No study except reading deserves a higher rank in the common schools than Geography. No study is more strongly reacted upon and enriched by special study in wider fields; none is so closely related to so wide a range of sciences.

The teacher of geography needs his subject well organized; *i. e.* he needs to see clearly the right relations in his subject, of the principles of physics, geology and the rest, and then should be able to follow these causes to their results in the location and development of species; in short in the civilization of our race.



When in a single daily paper there may be found five hundred direct geographical references, one may realize how much power he is possessed of who "carries his atlas in his head." Realizing this, much stress is laid on the reading and drawing of maps. The blackboard is in constant use. The pupil is trained to *see* maps properly, and the proof of good seeing is in good memory drawing. Great proficiency is gained by our classes, and not only are the maps well drawn, but very rapidly drawn. This rapid memory work and command of the chalk gives the young teacher a power that cannot be over-estimated, not only in the use of the chalk in illustrative work before his class, but in making him master of location, hence a much more competent general reader.

A good teacher of Geography should have traveled widely. But if not able to see the world at large himself, he should see it through the eyes of a Knox, a Peary or a Stanley. To this end topical recitations are carried on, requiring a constant use of the library, and the reading of many books of travel and magazine articles.

#### DRAWING.

Our work in drawing stands for certain well-defined ends in the fitting of teachers.

It is thought that with our present educational system the part of the subject which will be of greatest value to the teacher is not that which he may teach again in his own school, but, first, that which will enable him to draw quickly and correctly from sight, memory or imagination, anything which will add interest or force to his school work, and second, that which makes for his own esthetic culture.

With these ends in view the instruction has been arranged in two parts:

#### ILLUSTRATIVE ART—

For the first a thorough course in free hand perspective including:

1. Study of type from solids and natural forms,
2. Practice in application of principles by (a) drawing at sight from the objects; (b) drawing from memory on paper and the blackboard.



3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches.

4. Elements of light and shade.

The second part of our course is not less important than the first and its practical value to the teacher is no less real though less easily perceived.

#### DECORATIVE ART—

The culture which comes from the study of beautiful forms of art must be experienced to be appreciated, and its value is not, therefore, so evident as that of illustrative art. Nevertheless the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools so that its influence is widely felt we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime, our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world along these lines.

#### COURSE OF STUDY—

1. Drawing of historic ornament from the east and the flats.
2. Drawing and conventionalizing of natural forms.
3. Elementary principles of design and their application in simple original patterns.
4. Harmony of color applied to original designs.
5. Talks on Historic Art illustrated by sketches and photographs.

#### ARITHMETIC

This subject, properly called the logic of the common school, is viewed under two aspects—as an art and a science. These two phases of the subject, while never far apart in teaching, have certain differences which should be clearly discerned. For the main purposes of trade the art side of arithmetic is dominant. *How?* and *what?* rather than *why?* are the questions of the book-keeper and the counting room. But before the operations involved in a problem can be intelligently performed

some one must answer the question, *why?* A school which prepares teachers of arithmetic must thoroughly impress upon its students the value of the arts of accuracy, neatness and rapidity. Such a school must also make its students exact reasoners in arithmetical processes, so that an explanation of the solution of a problem shall be a model of concise logical exposition. The time given to arithmetic is sufficient to accomplish these results.

#### ENGLISH GRAMMAR.

The sentence in its various forms and degrees of complexity is made the basis of this study. The fact that the writer upon English grammar simply records his discoveries and that language is a living, growing thing, is carefully expounded. The structure of the language, the history and formation of its words and the manner in which the construction of the sentence fulfils the end of language—the clear and forcible expression of human thought—is carefully studied. Frequent reference is made to the works of Whitney, Mætzner, Max Muller and others who have devoted their lives to the study of English.

#### ALGEBRA.

In addition to the thorough mastery of the text abundant problems and exercises are performed, thus giving the student facility in applying algebraic principles and processes. Great care is also taken that the study of algebra shall not only prepare for higher mathematics, but it shall broaden and deepen his knowledge of arithmetic, making him a better teacher of arithmetic than one who has not generalized arithmetic.

#### GEOMETRY.

Besides the work usually included in the text book in geometry a large amount of original work is required both in plain and solid geometry. The student is by this means enabled to reason for himself, to comprehend truth in geometry and to acquire the power of continuous thinking.

#### ENGLISH LITERATURE.

An appreciative study of the writings of the best English

writers constitutes the chief work of this course. The increased time which the new of courses study give to English literature enables the student to gain some knowledge of the subject and also to cultivate a taste for what is good in literature and to gain from the study valuable discipline.

#### HISTORY.

Such attention is paid to this subject as its importance demands. The plan of work is similar to that followed in the leading colleges and universities of the country. The books necessary to the successful carrying out of these plans will be added to the library the coming year.

#### CIVIL GOVERNMENT.

John Fiske's Civil Government forms the basis of the instruction given in this subject. Both the spirit and method of his study are, as far as possible, carried out.

#### LATIN.

As one-third of the English language is derived from Latin and much of that third with but little change, a knowledge of Latin is of great importance to the student and teacher of English. In the study of this subject much stress is laid upon the vital connection between Latin and English. As important as this phase of the subject is it is not pursued to the neglect of the structure of the Latin language itself. It is the aim of the school to give as thorough knowledge of the subject as possible in the time devoted to it. The following is an outline of what has been done. During the coming year some changes will be made which will increase both the extent and value of the work in Latin:

#### Latin—

B Class; Fall and Winter terms—Collar and Daniell's Beginner's Latin Book. Spring term—Cæsar, Bk. I, chapters I-XV; Harkness' Latin Grammar, syntax of nouns and adjectives.

Junior Class; Fall and Winter terms—The first four books of Cæsar's Gallic War, completed; Harkness' Latin Grammar. the use of the subjunctive mood; Harkness' Introduction to Latin Composition. Spring term—Cicero; the first two orations

against Catiline; Latin composition and grammar continued.

Senior Class; Fall term and first part of the Winter term—Third and fourth orations against Catiline and the Poet Archias; Creighton's Primer of Roman History; Smith's Student's Classical Dictionary. Second part of the Winter term and in the Spring term—Virgil's *Ænid*, Bks. I-IV; Latin grammar; versification and poetic constructions.

#### PSYCHOLOGY.

The first aim in this subject is to see that the student possesses a body of properly classified psychological knowledge and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the processes of mental action in others as manifested in conduct. The student is introduced too to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally a careful application of the principles discovered and acquired is made the problem of teaching. It is impressed upon the student that a scientific statement of the psychological principle is a much easier thing than its ready application to the learning mind.

#### HISTORY OF EDUCATION.

Quick's Educational Reformers, Painter's History of Education, and Boone's Education in the United States ~~form~~ the basis of instruction in this subject. Sufficient time is taken to give the student a comprehensive view of the great movements in education and of their value in the present stage of educational progress.

#### PHILOSOPHY OF EDUCATION.

Rosenkranz's Philosophy of Education is the text used. The principal problems in physical, intellectual and moral education are expounded and their principles applied to many concrete cases. A very close study is made of this subject.

## READING ROOM.

A table supplied with the following periodicals is at all times accessible to pupils:

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,
Magazine of Am. History,	Education,
Goldthwaite's Geo. Mag.,	Indiana School Journal,
Wis. Journal of Education,	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.

## ACKNOWLEDGMENTS.

Acknowledgments are due to Hon. W. D. Washburn and Hon. T. C. Kurtz for donations of valuable government publications; to Mr. Andrew Roxtrom for fossil mud cracks; to Miss Blanche Kenyon for a fossil tribute; to Miss Amy Colburn for various mounted plants; to Mrs. J. D. Merritt for various fossils and specimens of petrified wood; to Mr. Andrew Holes for relics from the Pueblos; to Mr. A. A. White for carefully mounted samples of the different geological strata encountered in boring the Moorhead artesian well.

## PUPILS.

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

## ARTICLE VII.

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 person may be admitted to the normal department without 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 (1) by voluntary withdrawal by notice, (2) by absence of not less than one month during a term of school, without notice of intention to return within a reasonable time, (3) by suspension, (4) by expulsion, (5) by graduation upon completion of the course of study, or (6) 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 privilege 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 the preservation from damage or destruction of the property of the state in the school, the building and grounds and for 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 privilege of the school to any student.

---

Candidates for admission presenting second grade 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 fee at the rate of \$30 per year. Tuition in the preparatory department, \$16 per year.

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

#### Student's Pledge.

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 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 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's teacher's pledge, and that such report 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 privilege 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.

Wheeler Hall, the new building erected for the purpose of furnishing a home for young women, has been occupied during the last two years. Sixty students can be accommodated with rooms and board and table board can be furnished to forty more.

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 matron, a large reception room and parlor, dining room, halls and five sleeping rooms. On the second and third floors are spacious sleeping rooms, wide hall 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 have been made a matter of careful study. Each sleeping apartment contains two closets and is ordinarily occupied by two students. Instead of the unhealthy carpet, each room has a hardwood floor and is furnished with rugs.

Bedstead, springs, mattresses, pillows, dresser, washstand, toilet set, study table and chairs are furnished.

Next year, 1895 and 1896, sheets, pillow slips, bedcovering, towels and napkins will be furnished by the dormitory, and the student will not be required to furnish any part of the necessaries of the room.

The table is supplied with a variety and abundance of well-prepared food. The price, \$3.50 per week, includes board, furnished room, lights and heat, and use of laundry and bath rooms. A proportionately less amount is paid for board alone.

Practically no work is required of the student, and there is no extra charge for tea, coffee, or anything else. And while the price stated per week, \$3.50, is more than in some schools, when everything is taken into consideration, it is believed the price is very low.

*Board must be paid monthly in advance.*

Preference in choice of room is 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 is in charge of the institution. While no annoying or burdensome rules have been made, such conduct as prevails in a well ordered and refined family prevails in the Home; at table, in the halls and in the student's own room.

The Home has surpassed our most sanguine hopes in promoting the happiness and well-being of our students. A most delightful spirit has prevailed and all have been not only satisfied but pleased.

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 by renting rooms and doing their own cooking to greatly reduce expenses.

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

#### **Attendance at Church.**

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.

### 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.

#### 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 discontinued 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 candlesticks at 40 cents apiece, and 1 plater 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 two men and four 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 seven men mow in 6 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 infinitive forms of the verb *give*.
5. Write the forms of the verb *say* in the subjunctive mood present tense, third person singular number.
6. Write sentence containing a relative (or conjunctive) 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 moods.

## 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?
- 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.
5. 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?

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

7. What city, state or county 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 books 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 military leaders.

6. What was the Emancipation Proclamation?

7. What do you understand by Reconstruction?

8. What event is referred to in these lines?

“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 sweet,  
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 garden wall.”

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

10. What is the Congress of the United States?

SPELLING.

- |                  |                |                      |                 |
|------------------|----------------|----------------------|-----------------|
| 1. Abbreviation. | 10. Merino.    | 19. Good-bye         | 28. Skillful.   |
| 2. Sulphur.      | 11. Grammar.   | 20. Exhilarating.    | 29. Sinecure.   |
| 3. Thirty-six.   | 12. Savory.    | 21. Half-past eight. | 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.

## GRADUATES CALENDAR FOR 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, Edna H. C.	Fargo, N. D.

### MAY 1892.

### Advanced Course.

Bissonette, Corine 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.	Moorhead.
Bitner, 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.

Demars, Stella L.	- - - - -	- Hallock.
Gearey, Francis M.	- - - - -	- Fargo, N. D.
McMurchy, Catherine	- - - - -	- Harwood, N. D.
Roberts, Elizabeth V.	- - - - -	- Arthur, N. D.
Roberts, Gertrude	- - - - -	- Arthur, N. D.
Walsh, Jennie E.	- - - - -	- Fargo, N. D.

Elementary Course.

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

JUNE, 1894.

Advanced Course.

Alsop, Jessie M.	- - - - -	- Moorhead.
Hysjulien, Evan	- - - - -	- Elizabeth.
Jorgensen, Clara M.	- - - - -	- Crookston.
Warfield, Sallie R.	- - - - -	- Fergus Falls.
Watson, Maavie F.	- - - - -	- Moorhead.

Elementary Course.

Baldwin, Charles S.	- - - - -	- Felton.
Featherston, Harriet	- - - - -	- Fergus Falls.
McGinn, Mary E.	- - - - -	- Barnesville.
Mumford, Hamilton M.	- - - - -	- Glyndon.
Norby, Henry E.	- - - - -	- Lake Park.



MAY, 1895.

## Advanced Course.

Christine Catherine Gøetzing	-	-	-	-	Fergus Falls.
Mary Henderson	-	-	-	-	Minneapolis.
Catherine McNerthney	-	-	-	-	Red Lake Falls.
Lillian May Morrill	-	-	-	-	Fergus Falls.
Wilhelm Nilson	-	-	-	-	Fossum.
Teresa Patchen	-	-	-	-	Hallock.
Julia Margaret Shields	-	-	-	-	Pewaukee, Wis.

## Elementary Course.

Rose Cecilia Bennett	-	-	-	-	Graceville.
Ada Dora Bodkin	-	-	-	-	Moorhead.
Carrie Louisa Carlson	-	-	-	-	Stephen.
Huldah Eleonora Olein	-	-	-	-	Moorhead.
Margaret Alice Patten	-	-	-	-	LeSueur.