



1896

Annual Catalogue of the Minnesota State Normal School at Moorhead, for 1895-1896. Eighth Year. With Announcements for 1896-1897. (1895-1896)

Minnesota. State Normal School (Moorhead, Minn.)


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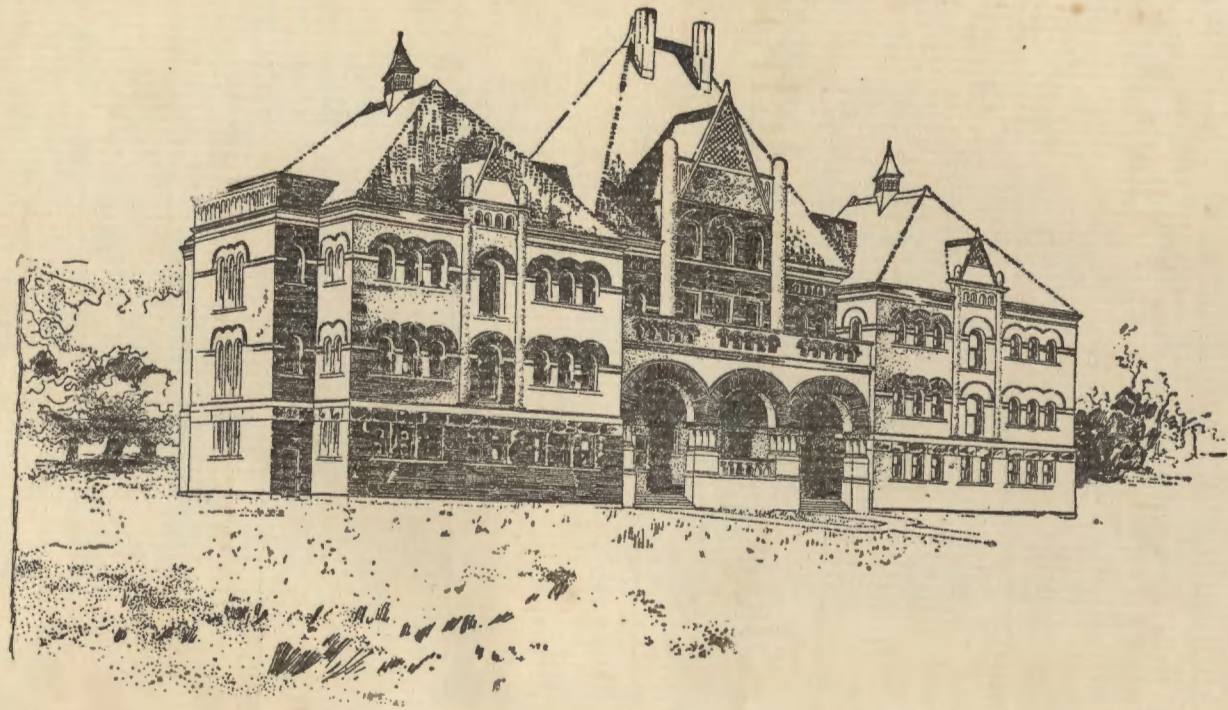
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Minnesota State
Normal School
At Moorhead.

EIGHTH YEAR.
CATALOGUE FOR 1895-1896,
AND
ANNOUNCEMENTS FOR 1896-1897.



Mabel Brown
Moorhead.

Feb. 20, 1897.

ANNUAL CATALOGUE

OF THE

Minnesota

State Normal School

At Moorhead,

FOR 1895-1896.

EIGHTH YEAR.

WITH ANNOUNCEMENTS

FOR 1896-1897.

MOORHEAD INDEPENDENT.
1896.

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.

The Calendar.

VACATIONS AND HOLIDAYS MARKED IN RED TYPE.

1896.							1897.						
JULY.							JANUARY.						
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
5	6	7	1	2	3	4	3	4	5	6	7	1	2
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
AUGUST.							FEBRUARY.						
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28						
30	31												
SEPTEMBER.							MARCH.						
		1	2	3	4	5	7	1	2	3	4	5	6
6	7	8	9	10	11	12	14	8	9	10	11	12	13
13	14	15	16	17	18	19	21	15	16	17	18	19	20
20	21	22	23	24	25	26	28	22	23	24	25	26	27
27	28	29	30					29	30	31			
OCTOBER.							APRIL.						
				1	2	3	4	5	6	7	8	2	3
4	5	6	7	8	9	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	19	20	21	22	23	24	25	26	27	28	29	30	
25	26	27	28	29	30	31							
NOVEMBER.							MAY.						
1	2	3	4	5	6	7	2	3	4	5	6	7	1
8	9	10	11	12	13	14	9	10	11	12	13	14	8
15	16	17	18	19	20	21	16	17	18	19	20	21	15
22	23	24	25	26	27	28	23	24	25	26	27	28	22
29	30						30	31					29
DECEMBER.							JUNE.						
		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	19
20	21	22	23	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31					29	30			

The Calendar.

(See Opposite Page.)

Ninth School Year.

FALL TERM, 1896, TWELVE WEEKS.

- Sept. 4, Friday, - - - Entrance Examinations.
Sept. 4 and 5, Friday and Saturday, - Classification of
former students.
Sept. 7, Monday, - - - Class work begins.
Nov. 25, Wednesday, - - - Fall term ends.

WINTER TERM, TWELVE WEEKS.

- Nov. 30, Monday, - - - Entrance Examinations.
Dec. 1, Tuesday, - - - Class work begins.
Dec. 24, Thursday, - - - Holiday vacation begins.
Jan. 5, 1897, Tuesday, - - - Class work resumed.
March 4, Thursday, - - - Winter term ends.

SPRING TERM, TWELVE WEEKS.

- March 8, Monday, - - - Entrance Examinations.
March 9, Tuesday, - - - Class Work begins.
May 28, Friday, - - - Graduation Exercises.

Teachers.

LIVINGSTON C. LORD, PRESIDENT—

Psychology and School Economy.

ELLEN A. FORD—

Latin and Algebra.

JOHN PAUL GOODE—

Natural Science and Geography.

MARGARET T. McELLIGOTT—

Arithmetic and Methods.

H. A. FOWLER—

Natural Science.

HENRY JOHNSON—

History and Civics.

KATE GILL—

Literature, Reading and Physical Culture.

LOUISE McCLINTOCK KURTZ,

Music.

IDA M. BENEDICT—

Drawing.

MARIETTE L. PIERCE—

Critic Teacher, Grammar Department.

ELEANOR E. SUTPHEN—

Critic Teacher, Primary Department.

FRANCES G. WHEELER—

Preceptress.

ANDREW G. FRIBERG—

Janitor.

GUSTAF EUREN—

Janitor, Wheeler Hall.

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

Catalogue of Students.

For the Year 1895-1896.

Normal Department.

Advanced Course.

SENIOR CLASS.

Burbank, Elizabeth W.	- - - - -	Fergus Falls.
Carpenter, Anna L.	- - - - -	Moorhead.
Johnson, Ira J.	- - - - -	Moorhead.
McDowell, Wesley C.	- - - - -	Moorhead.
Probstfield, Amelia M.	- - - - -	Moorhead.
Probstfield, Dora C.	- - - - -	Moorhead.
Roberts, Edith A.	- - - - -	Arthur, N. Dak.
Tang, Severt O.	- - - - -	Hawley.

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JUNIOR CLASS.

Aune, Bernt	- - - - -	Davenport, N. Dak.
Baker, S. Georgia	- - - - -	Hope, N. Dak.
Bilsborrow, George B.	- - - - -	Wolverton.
Boe, Alfred S.	- - - - -	Lake Park.
Burnham, Frank H.	- - - - -	Moorhead.
Field, Anna	- - - - -	Fergus Falls.
Hammitt, William G.	- - - - -	Hawley.
Hancock, Della J.	- - - - -	Euclid.
Swanson, Clara M.	- - - - -	Fargo.
Wheeler, Clara K.	- - - - -	Minneapolis.

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A CLASS.
ELEMENTARY COURSE.

Baker, Maud M.	- - - - -	Moorhead.
Brager, Geo. W. N.	- - - - -	Moorhead.
Brodine, Frank H.	- - - - -	Moorhead.
Carpenter, Doris F.	- - - - -	Moorhead.
Hanson, Lizzie	- - - - -	Lake Park.
Kenyon, Blanche B.	- - - - -	Stillwater.
Saunders, William N.	- - - - -	Fargo, N. D.
Southam, Frances V.	- - - - -	- Detroit.
Wold, John W.	- - - - -	Moorhead.

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ONE YEAR GRADUATE COURSE.

Amsden, Cleora M.	- - - - -	Moorhead.
Chilton, Carrie E.	- - - - -	Frazee.
Collins, Margaret E.	- - - - -	Minneapolis.
Everts, Maie A.	- - - - -	Battle Lake.
Fargeman, Anna M.	- - - - -	Fergus Falls.
Gaus, Otilia J.	- - - - -	Minneapolis.
Green, Kate	- - - - -	Fargo, N. Dak.
Henderson, Florence B.	- - - - -	Fargo, N. Dak.
Howard, Lottie M.	- - - - -	- Wadena.
Luger, Olivia T.	- - - - -	Fargo, N. Dak.
Miller, Maud F.	- - - - -	Moorhead.
Plummer, Kate B.	- - - - -	Fargo, N. Dak.
Quello, Anton	- - - - -	Fergus Falls.
Rossmann, Ida B.	- - - - -	Detroit.
Ruthruff, Luella M.	- - - - -	Fargo, N. Dak.
Still, Ada J.	- - - - -	Moorhead.
Stimmel, Alice G.	- - - - -	Moorhead.
Thornton, William E.	- - - - -	Pittsburg, Kansas.

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TWO YEARS GRADUATE COURSE.

Fay, Mary B.	- - - - -	Moorhead.
Malloy, Kate	- - - - -	Moorhead.
Sternberg, Sayde	- - - - -	St. Paul.

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B CLASS.

Brakke, Oscar	- - - - -	Norman, N. Dak.
Burdick, Mildred E.	- - - - -	Pelican Rapids.
Caldwell, Ada P.	- - - - -	Ada.
Carlson, Grace T.	- - - - -	Stephen.

Christopherson, Chris. K.	Audubon.
Cole, Flora M.	Pelican Rapids.
Cole, Georgina	Pelican Rapids.
Davies, Leora E.	Angus.
Dure, Florence V.	Hallock.
Erickson, Lilie A.	Wheaton.
Fermoyle, Mary B.	Graceville.
Frank, Mary	Warren.
Goode, Jane E. B.	Marion.
Hviding, Inger O. B.	Perley.
Larson, Carrie	Hawley.
Lobben, Anna D.	Fargo, N. Dak.
Lord, Inez H.	Moorhead.
Lund, Emilie	Pelican Rapids.
Mason, James D.	Ada.
Melin, Anna M.	Battle Lake.
Norgard, Amanda H.	Elbow Lake.
Olson, Helena M.	Lake Park.
Osborn, Alice	Glyndon.
Peterson, Otto W.	Lake Park.
Regan, Nora L.	West Superior, Wis.
Skaarvold, Andrew A.	Christine, N. Dak.
Stake, Olga E.	Moorhead.
Stanley, Elizabeth	Henning.
Stein, Catharine M.	Stephen.
Stenerude, Petronille	Pelican Rapids.
Stetson, Gertie L.	Hawley.
Stewart, Agnes P.	Sabin.
Weyrens, M. Silvester	Moorhead.
Wyatt, Helen G.	Moorhead.

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C CLASS.

Anderson, Hilbert	Wild Rice, N. Dak.
Baker, Lucretia J.	Hope, N. Dak.
Bergh, Axel	Carlisle.
Bernhard, Ida	Comstock.
Berrigan, Lillian M.	Ardock, N. Dak.
Bjorkquist, Gottfred N.	Moorhead.
Brakke, Olina	Norman, N. Dak.
Brodine, John L.	Moorhead.
Buchholz, Ida M.	Hankinson, N. Dak.
Burnett, Sadie M.	Navan.
Bye, Clara E. C.	Hickson, N. Dak.
Bye, Josephine	Underwood.
Chapin, Nellie E.	Euclid.

Chesborough, Sadie M.	- - - - -	Clitheral.
Connell, Bertha	- - - - -	Richwood.
Cooper, Jennie F.	- - - - -	Wasioja.
Corbett, Jennie E.	- - - - -	Moorhead.
Costello, Mechtilda	- - - - -	Graceville.
Cowan, Nella A.	- - - - -	St. Vincent.
Crookshanks, Lizzie	- - - - -	Euclid.
Dahlstrom, Peter	- - - - -	Hickson, N. Dak.
Darrow, Edith I.	- - - - -	Moorhead.
Denison, Anna E.	- - - - -	Arthur, N. Dak.
Dyer, Mrs. Glendon M.	- - - - -	Houston.
Embertson, Matilda	- - - - -	Parker's Prairie.
Graham, Margaret	- - - - -	Fraze.
Hamerud, Mary	- - - - -	Lake Park.
Hancock, Ruth E.	- - - - -	Euclid.
Hansen, Hattie E.	- - - - -	Moorhead.
Haugrud, Tosten	- - - - -	Rollag.
Healy, John D.	- - - - -	Amenia, N. Dak.
Healy, Henry J.	- - - - -	Amenia, N. Dak.
Hess, Bena	- - - - -	Glen Ullin, N. Dak.
Hicks, Harry M.	- - - - -	Hickson, N. Dak.
Higdem, Ragna A.	- - - - -	East Grand Forks.
Houston, Estella	- - - - -	Herman.
Hovren, Clara	- - - - -	Battle Lake.
Huggett, Ruth J.	- - - - -	Ashby.
Huseby, Christina	- - - - -	Battle Lake.
Johnson, Celia F.	- - - - -	Maine.
Johnson, Dora L.	- - - - -	Sabin.
Johnson, Hilda S.	- - - - -	Parker's Prairie.
Johnson, Mary	- - - - -	Christine, N. Dak.
Johnson, Randine	- - - - -	Hickson, N. Dak.
Johnson, Teda E.	- - - - -	Sabin.
Kittredge, Frances W.	- - - - -	Glyndon.
Kjelsness, Syvert	- - - - -	Gardner, N. Dak.
Klasen, Albert H.	- - - - -	Kent.
Kopperud, Annie M.	- - - - -	Norwegian Grove.
Lien, Carl H.	- - - - -	Nielsville.
Lindblad, Augusta	- - - - -	Battle Lake.
Lofsvold, Ruth	- - - - -	Elbow Lake.
Lund, Anton	- - - - -	Pelican Rapids.
Lund, Sara	- - - - -	Fargo, N. Dak.
Lutness, Helen	- - - - -	McIntosh,
Malloy, Minnie	- - - - -	Moorhead.
Marion, Joseph F. A.	- - - - -	Philadelphia, Pa.
Mason, Lestlie E.	- - - - -	St. Vincent.

Matson, Ora J.	Mapleton, N. Dak.
McAninch, Ida B.	Felton.
McCoy, Vincent	Grandin, N. Dak.
McGrath, Anna	New Richland.
McGrath, Mattie	New Richland.
McGrann, Joseph	Luce.
McIntyre, John A.	Casselton, N. Dak.
McKenzie, Fannie D.	Wild Rice, N. Dak.
McNerthney, Michael	Red Lake Falls.
Meilicke, Lydia I.	Everest, N. Dak.
Miller, Annie M.	Sabin.
Mulcahy, Nellie	Moorhead.
Nelson, Anna L.	Deer Creek.
Nelson, Nicholas	Thief River Falls.
Nelson, Wilson E.	Parker's Prairie.
Norby, Martin J.	Lake Park.
North, William M.	Glyndon.
Olson, Julia H.	Moorhead.
Peterson, Helma	Battle Lake.
Peterson, Karl E.	Moorhead.
Peterson, Marie	Colenso.
Peyton, Elizabeth	Fargo, N. Dak.
Peyton, Mary	Wheaton.
Pinkham, Estelle	Fargo, N. Dak.
Pushor, Mercy A.	Morris.
Qualley, Ethel M.	Moorhead.
Qualley, Florence M.	Moorhead.
Rasmusen, Martha L.	Georgetown.
Regedal, Josephine G.	Edna.
Sageng, Mary	Dalton.
Schrader, Henry A.	Enderlin, N. Dak.
Scougale, Blanche	Detroit.
Scougale, Ethel M.	Detroit.
Sillerude, Annie B.	Norwegian Grove.
Simenstad,, Josephine G.	Swenoda.
Simonitsch, Frank J.	Moorhead.
Smyth, Annie M.	Georgetown.
Stave, Clara P.	Aastad.
Sundberg, Blanda E.	Kennedy.
Swanson, Solomon A.	Wylie.
Swenson, Louisa	Saint Hilaire.
Tell, Augusta A.	Argyle.
Thoreson, Charles	Hoffman.
Tunheim, Petra	Humboldt.
Van Buskirk, Corene	Hawley.

Wagner, Ivy E.	-	-	-	-	-	-	-	Moorhead.
Wagner, Von K.	-	-	-	-	-	-	-	Moorhead.
Walseth, Delphine	-	-	-	-	-	-	-	Fertile.
Watterberg, Ada E.	-	-	-	-	-	-	-	Dibley.
Wellman, Eva M.	-	-	-	-	-	-	-	Frazee.
Widing, Delia	-	-	-	-	-	-	-	Moorhead.
Woodall, Emma J.	-	-	-	-	-	-	-	Euclid.

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PREPARATORY CLASS.

Anderson, Ole D.	-	-	-	-	-	-	-	Madelia.
Askegaard, Edven D.	-	-	-	-	-	-	-	Comstock.
Chilton, Marie L.	-	-	-	-	-	-	-	Frazee.
Cossette, Jane	-	-	-	-	-	-	Wild Rice, N. Dak.	
Dudrey, Mrs. Alice M.	-	-	-	-	-	-	-	Moorhead.
Erickson, Annie L.	-	-	-	-	-	-	-	Moorhead.
Gunderson, Ole S.	-	-	-	-	-	-	Christine, N. Dak.	
Fay, Annie	-	-	-	-	-	-	-	Moorhead.
Freberg, Frederick R.	-	-	-	-	-	-	-	Moorhead.
Fredrikson, Peter	-	-	-	-	-	-	Kindred, N. Dak.	
Hegseth, Petrina T.	-	-	-	-	-	-	-	Carlisle.
Herbert, Frank E.	-	-	-	-	-	-	-	Moorhead.
Jones, Cynthia	-	-	-	-	-	-	-	Sabin.
Larson, Julia	-	-	-	-	-	-	-	Kurtz.
Lee, Mary	-	-	-	-	-	-	Abercrombie, N. Dak.	
Lewis, Mary G.	-	-	-	-	-	-	Wild Rice, N. Dak.	
McKenzie, Annie M.	-	-	-	-	-	-	Wild Rice, N. Dak.	
McKenzie, Margaret	-	-	-	-	-	-	Wild Rice, N. Dak.	
Melaas, Ida C.	-	-	-	-	-	-	-	Ulen.
Middagh, Edna E.	-	-	-	-	-	-	-	Rollag.
Nelson, Ida	-	-	-	-	-	-	-	Henning.
Reine, Hannah	-	-	-	-	-	-	Galehutt, N. Dak.	
Roen, Lena	-	-	-	-	-	-	Hickson, N. Dak.	
Sillerude, Oscar B.	-	-	-	-	-	-	Norwegian Grove.	
Simonitsch, Annie	-	-	-	-	-	-	-	Moorhead.
Skree, Lizzie	-	-	-	-	-	-	-	Hawley.
Stetson, Arthur B.	-	-	-	-	-	-	-	Hawley.
Svenkeson, Emma	-	-	-	-	-	-	-	Moorhead.
Uebersetzig, Kathrine	-	-	-	-	-	-	-	Comstock.
Westberg, Frida C.	-	-	-	-	-	-	-	Moorhead.
Wiehe, Ingolf	-	-	-	-	-	-	Kindred, N. Dak.	
Winters, Mary A.	-	-	-	-	-	-	-	Moorhead.

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Grammar Department.

Model Schools.

A CLASS, SEVENTH GRADE.

Ambs, Frederick	O'Brien, James
Baker, Frank	Partridge, Jennie
Beck, Arthur	Rundquist, John
Borgen, Syver	Sharp, Julia
Carpenter, Orville	Simenson, Adolph
Cossette, Jane	Skree, Elizabeth
Cossette, William	Smith, Scott
Douglas, Harold	Solem, Paulina
Fitzgerald, William	Still, George
Johnson, Bessie	Strate, Bessie
Kiefer, Phillip	Swanson, Martina
Kurtz, William	Tillotson, Mary
Larson, Oscar	Torgenson, Inga
LaValley, Lola	Wagner, Lulu
Nelson, Emma	Weum, William

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B CLASS, SEVENTH GRADE.

Alsop, Ernst	Hodges, Jessie
Anderson, Margaret	Johnson, Martin
Berggren, Henning	Johnson, Sylvester
Boatman, Mabel	Mackall, Henry
Dahl, Nora	Malloy, Frank
Davenport, Herbert	Pehrson, Emma
Euren, Oscar	Starkenburg, Felix
Fevig, Welhelmina	Strub, Hugo
Flaten, LIner	Tanner, Howard
Gillespie, Artie	Tuffs, Harry
Herbert, Frank	Wright, Laurence
Hochtritt, Oscar	

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Primary Department.

Abbott, Louis	Myller, Enoch
Anderson, Frances	Myller, Rose
Anderson, Truman	Nelson, Carl
Baker, Myrtle	Nelson, Cena
Bjorkquist, Hildur	Nelson, Henry
Bottolfson, Ingobar	Ness, Edward
Bowman, Emil	Ness, William
Clendenning, Gladys	Oefstedal, Agatha
Dudrey, Charles	Oleson, Olga
Dudrey, Edgar	Pederson, Richard
Eastlund, Theodore	Peterson, Arthur
Floberg, Hannah	Peterson, Hilda
Hansen, Gustava	Peterson, Karl
Hansen, Herbert	Peterson, Leroi
Hansen, Jay	Rowig, Charlotte
Hansen, John	Rowig, Olga
Hansen, Selma	Smith, Rachel
Harris, Harold	Sprague, Elizabeth
Hendrickson, Arnold	Stake, Ruth
Holm, Alma	Starkenber, Edward
Holm, Alvnia	Stein, Edwin
Holt, August	Strand, Clara
Johnson, Ingobar	Swanholm, Pehr
Johnson, Irene	Thompson, Leon
Jones, Grace	Tilseth, Nora
Jones, Irene	Torson, Lucy
Lamb, Frances	Toraas, Harold
La Pash, Annie	Tweeten, Cora
La Pash, Carrie	Tweeten, Julia
Lundin, Florence	Tweeten, Oscar
Lynch, William	Vinje, Louis
Mantei, Charles	Warner, Grace
Mark, Henry	Winegarten, Alice
Mark, Oscar	Winegarten, David
Martinson, Oscar	Winegarten, Rachel
McManus, Armour	

SUMMARY.

Normal Department	-	193
Preparatory	-	32
Model Schools	-	104
		<hr/>
Total	-	329

ENROLLMENT BY COUNTIES.

Becker	-	15	Otter Tail	-	32
Big Stone	-	2	Polk	-	15
Clay	-	73	Ramsey	-	1
Dodge	-	1	Steven	-	1
Grant	-	6	Swift	-	1
Hennepin	-	3	Traverse	-	2
Houston	-	1	Wadena	-	1
Kittson	-	4	Waseca	-	2
Marshall	-	5	Washington	-	1
Norman	-	3	Watonwan	-	1
Olmsted	-	1	Wilkin	-	3
					<hr/>
Total number of counties represented					22

FROM OTHER STATES.

Kansas	-	1	Pennsylvania	-	1
North Dakota	-	48	Wisconsin	-	1

Circular of Information.

Historical Sketch.

The first three normal schools of Minnesota were located in the southeastern quarter of the state. The St. Cloud school, the most northern and western, is one hundred and seventy-five miles east of the extreme western boundary of the state, and two hundred and seventy-five 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 1886 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 the Hon. S. G. Comstock, of Moorhead. The legislature of 1888 appropriated \$60,000 for a building, which was finished in the early autumn of 1888. It was completed within the appropriation and is one of the most commodious and beautiful buildings in the northwest.

Location.

The healthfulness of the valley of the Red River of the North is already proverbial. The absolute certainty of the rapid development of this valley and the counties tributary to it will necessitate a corresponding increase in the number of schools. No matter how prosperous the school may be, it will be unable for many years to come to satisfy the demand for teachers. The higher wages paid to teachers in this part of the state make the work of teachers remunerative and warrant young people in making adequate 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.

Description of the Building.

The building is a massive structure of brick and Kasota stone. It is of remarkable architectural beauty, and commands an extensive view of the Red River valley, the great wheat country of the world. 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 a wide hall extends the entire length of the building, and connects the three entrances. On each side of the hall are 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.

On the third floor are well-arranged science rooms, a 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.

Aims and Purposes of the School.

The design of a normal school is professional. It aims 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.

In the second place, pupils must be trained in the best methods 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.

While 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 make them always willing and ready to profit by the experience of those older and wiser than themselves, under whose supervision they may be called upon to work.

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

Courses of Study for High School Graduates.

ELEMENTARY COURSE—ONE YEAR.

Psychology and General Methods	120
Methods in Drawing	60
Methods in Reading	60
Reviews and Methods in Geography	60
Reviews and Methods in Grammar	60
Methods in Elementary Science	60
Lectures on School Management	60
Reviews and Methods in Arithmetic	60
Methods in Vocal Music	60
Model Teaching	60

ADVANCED COURSE—TWO YEARS.

FIRST YEAR.

Psychology and General Methods	120
Methods in Drawing	60
Review and Methods in Geography	60
Review and Methods in History	60
Review and Methods in Grammar	120
Lectures on School Management	30
Reviews and Methods in Arithmetic	60
Methods in Vocal Music	60

SECOND YEAR.

Methods in Literary Interpretation	60
Laboratory Methods in Elementary Science	60
Advanced Psychology, Primary Methods and Child-Study	120
Model Teaching	120
Science of Education and Ethics	60
History of Education	60
Social Science	60

FIRST YEAR.

ELEMENTARY COURSE.	ADVANCED COURSES.	
	ENGLISH.	LATIN.
Arithmetic - - - 120	Arithmetic - - 120	Arithmetic - - 120
Geography - - - 120	Geography - - 120	Geography - - 120
Grammar - - - 120	Grammar - - - 120	Grammar - - - 120
Music - - - - 60	Music - - - - 60	Music - - - - 60
Drawing - - - - 60	Drawing - - - - 60	Drawing - - - - 60
Reading - - - - 60	Reading - - - - 60	Reading - - - - 60

SECOND YEAR.

Algebra - - - - 120	Algebra - - - 120	Algebra - - - 120
Physiology - - - 60	Physiology - - 60	Physiology - - 60
Am. History - - - 90	Am. History - - 90	Am. History - - 90
Rhetoric and Authors 90	Rhet. and Auth's 90	Latin - - - - 60
Botany - - - - 60	Botany - - - - 60	Botany - - - - 60
Psychology and Meth- ods - - - - 120	Psychology and Methods - - 120	Psychology and Methods - - 120

THIRD YEAR.

Literature - - - - 60	Literature - - - 180	Latin - - - - 180
Civics - - - - 60	Civics - - - - 60	Civics - - - - 60
Physics - - - - 120	Physics - - - - 120	Physics - - - 120
Geometry - - - - 120	Geometry - - - 120	Geometry - - - 120
Biology - - - - 60	Biology - - - - 60	Biology - - - - 60
Model Teaching - - 120		

FOURTH YEAR.

	Biology - - - 60	Latin - - - - 180
	Physics - - - 60	Physics - - - 60
	Reviews and Methods - - 180	Reviews and Methods - - 180
	Gen. History - - 120	Advanced Psy- chology - - . 120
	Advanced Psy- chology and methods - - 120	

FIFTH YEAR.

	English History and Litera- ture - - - - 120	English History and Literature - 120
	Chemistry - - 120	Latin - - - - 120
	Model Teaching 120	Model Teaching - 120
	Social Science - 60	Social Science - 60
	Philosophy of Education - - 60	Philosophy of Edu- cation - - - 60
	Physiography or Astronomy - - 60	Physiography or Astronomy - - 60

The New Courses of Study.

At the June meeting of the normal board, held in 1895, 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 spacious 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.

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 with 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 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 entire year in third and fourth year classes. 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 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 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 *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 analyses 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 Bausch and Lomb 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, appears 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.

LITERARY INTERPRETATION.

Expression is one of the laws of our being.

The student of expression does not deal with articulation, voice culture and physical culture alone, although their importance must be emphasized in order that the working of the mind through the body may not be limited by idiosyncrasies of voice and manner.

Reading and reciting, are not, as too often it is supposed they are, the repetition of words for showy effect—but they are for the direct purpose of training the mind to see the meaning of the words and to grasp the idea quickly, and then to present it for the enjoyment of others.

The natural order in the study of expression is to have the channel free, the body able to express, and then the thought aroused, some-

thing to express.

The body is the servant of the soul and if the one is trained to hold high and lofty conceptions and feelings, the other must be taught to express them.

History has shown us that expression always follows an impression—that the human soul is incapable of holding an impression very long before there is born a desire to body it forth in some external form.

The primary object then in expression is that the student should have a clear, definite and ever deepening impression. If the channel for his expression is free, other things being equal, he will express in the ratio that his thoughts and feelings are stirred.

The human mind in first learning to express itself does so in whole impressions, then in parts. The first impression is deepened and separated into its several parts. Then follows a choice of some of the parts and the rejection of others and finally the parts are so related as to evolve the first impression into a new whole. The mind in its expression has then reached the highest period of its development, and is working on the plane of art, suggesting more than it expresses. "This principle of evolution operating along the same lines is found in the race as in the individual."

The first and all important step in the development of expression is life. The interest in the idea to be presented, must be aroused so that the pupil responds to the idea as though it were his own and he becomes eager to give it to others. As the desire to impart increases with the pupil, he will endeavor to make himself distinctly understood, thereby enunciating his words clearly. A habit of good articulation may be easily secured at this point in his growth.

The life, which he at first put into the thought, gradually takes the form of beauty. His ideas, presented now, attract. As he progresses they begin to group themselves in his mind and form pictures from which comes the desire to reveal.

The pupil's mind has dealt with things from the first and it now becomes his definite purpose to reveal those things, and all that they may contain, to his audience.

To do this he will use his whole physical being and much action through the body will be apparent. This action should be encouraged all along his study, but especially urged here, as movements directed by impulses of the mind are gestures and convey far more than words. When the learner has reached the point where the will has taken hold of the thought and has become active in asserting it, he climbs one round higher and enters the world of thought.

From this height he can look off upon the whole panorama of art that offers itself to his view. His thought gains intellectual strength and his mind, dwelling on the words long enough to bring out the idea back of them, passes from one pinnacle of thought to another, revealing

by suggestion, the distance between.

The reader has now entered the field of art and is prepared to interpret with good taste and appreciation the treasures of the world of literature.

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 *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 Ambrosianae*, 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*.

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, 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 be well 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 solid 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 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 cast 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 colors 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 art 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, Matzner, 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 courses of 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.

American history is studied in the fall term and the first half of the winter term. It is mainly concerned with the growth of institutions since 1607. The course is only in part chronological. Important elements of the country's life are viewed as wholes in a manner suggested by such topics as, The people of the United States, 1607-1896; American slavery, 1619-1865; The tariff, 1789-1896, etc. The text books used are Johnston and Fiske. General history is offered in the fall term. It comprises selected topics, no attempt being made to cover the field. Myers and Swinton are the texts.

AIMS AND METHODS.

The work is designed to give some insight into the materials of history and to encourage acquaintance with the master literature of the subject. In accordance with this aim extensive use is made of the library. There is systematic instruction in the various aids to reference, and special practice in running down facts expeditiously. Authorities are investigated as well the facts they allege. It is not enough that a book says so. *What* book and what are its pretensions to accuracy worth are questions that must be ever present, if a foundation is to be laid for using books with discrimination.

There are selected excursions into the sources. The pupil travels, for short distances, the roads the historians must travel and begins to see how history is written. He constructs maps based on charters, treaties and other documents and finds, much to his surprise usually, that a map may be printed in a book and yet sometimes be wrong. He notes the characteristics of the standard histories and looks into the workshops of the standard historians. The knowledge thus gathered is as much a matter of test in recitations and examinations as the financial plans of Alexander Hamilton or the tariff views of Henry Clay. Outside reading is assigned with every lesson and followed up in class. Much written work is required for its values in securing proper arrangement of matters and conciseness of statement. Each pupil is given one topic for somewhat exhaustive study, a topic that takes him to a considerable number of books and occupies his full reading time for several weeks. The other special topic work is arranged in short studies, few requiring more than two hours for preparations. Specific reference to authorities is insisted upon in every exercise.

BOOKS.

The books for this work are placed in the history room and freed from the regular library restrictions. It is intended and desired that pupils should become familiar with the collection, acquaintance extending not only to contents but to print, binding and publishers.

SPECIAL EXAMINATIONS.

This plan of work does not secure the maximum burden of dates and names for the memory. Neither is there a test for such burden in the case of those who apply for special examinations in the subject. It should be understood, however, that candidates to be passed must bring more than the knowledge of a text book. They must bring some knowledge of historical literature. This requirement is based on the conviction that the teacher who leaves school in ignorance of the revelations of a historical library is likely to remain ignorant, and that in the absence of such revelations there can be no real teaching even of the most elementary history.

CIVIL GOVERNMENT.

Civil government is offered for a term and follows closely the aims and methods pursued in history. The attempt is made so to present the workings of government that the class shall see with the eyes of readers and thinkers. The text books are, accordingly, largely supplemented from such works as the Federalist, Story's Commentaries, De Tocqueville's Democracy in America, Labor's Cyclopædia, the constitutional histories, Bryce's American Commonwealth, Hart's Practical Essays, Roosevelt's Essays in Practical Politics and others of a similar character. Instruction is given in the use of public documents. Each pupil, for instance, traces in the Congressional Record and accompany-

ing documents the career of a bill through congress. It is believed that when he has thus learned how his father's pension was authorized, how a federal building was secured for his home town, or how a bridge that spans a neighboring river was the subject of action in congress, the *methods* of legislation cease to be mysteries, and the government at Washington becomes more real than pages of brilliant description could make it. Statute books and the decisions of courts furnish the materials for another series of brief papers.

The text books used are Fiske, Macy and McCleary.

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 *Æneid*, 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 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.

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.

SECTION 1. Every person seeking admission to the normal department of the normal school shall, under the direction of the presi-

dent 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 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 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.

Hereafter, 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.

The following lists of questions will give a very just idea as to what is required for admission in these subjects:

ARITHMETIC.

1. Define number, notation, numeration, greatest common divisor, and least common multiple.
2. Find the least common multiple of 144, 240, 480, and 900. Explain.

3. Add five hundred and seventy-five thousandths, five hundred seventy-five thousands, ten thousand and ten thousandths, ten thousand and ten thousandths, ten million one hundred thousand, one and one hundred thousand one hundred millionths.

4. State the shortest way of multiplying a decimal fraction by 1,000. Why?

5. Change to an equivalent fraction in its lowest term $\frac{247}{403}$. Explain.

6. Change to an equivalent fraction having least common denominator $\frac{25}{40}, \frac{23}{120}, \frac{14}{54}$. When have fractions their least common denominator?

7. If nine-tenths of a barrel of flour cost three and one-sixth dollars, what is the cost of one barrel of flour? Explain.

8. What is the cost of carpeting the floor of a room 16 feet square with carpet 27 inches wide, at \$1.10 per linear yard?

9. Make a picture of 4 square inches and 4 inches square, and state how much greater, and also how many times as great, one is than the other.

10. What is the cost of a pile of wood 40 rods long, 4 feet wide, and 2 yards high, at \$8 per cord? Also at \$1 per cord foot? Also at 6 $\frac{1}{4}$ cents per cubic foot? Make a picture of the pile of wood, and place its dimensions upon it.

11. Define money, a weight, a square, a cube, and write the table of square measure.

12. How much time will you gain in 36 years by rising 45 minutes earlier and retiring 25 minutes later every day, making the usual estimate for every leap year?

13. What is the cost of 25 planks, each 24 feet long, 11 inches by 3 inches, at \$1.75 per hundred board feet? Make a picture of a board foot and a board inch, and place their dimensions upon them.

14. Find the interest upon \$1,117.987 for one year, 7 months, 18 days, at 6 per cent per annum.

15. Bought a horse for \$150 dollars and sold him for \$200; what per cent did I gain? If I had bought the horse for \$200 and sold him for \$150, what per cent would I have lost?

16. Write five minutes upon any one of the following subjects: Greenbacks, national currency, notes (negotiable, non-negotiable, joint), coins, postal orders, taxes, profit and loss, insurance, or longitude and time.

GRAMMAR.

When freedom from her mountain height
 Unfurled her standard to the air,
 She tore the azure robe of night,
 And set the stars of glory there;
 She mingled with its gorgeous dyes
 The milky baldric of the skies,
 And marked its pure, celestial white
 With streakings of the morning light.

(The first seven questions refer to the selection).

1. Indicate the clauses by naming the subject and predicate of each.
2. Select the phrases and tell what word each modifies.
3. Give the principal parts of all the verbs.
4. Compare the adjectives that can be compared.
5. Give the synopsis, in the third person, singular, of the verb *set*.
6. Change each verb to the passive voice.
7. Parse *when* in the first line, *her* in the second line, *and* and *there* in the fourth line, and *mingled* in the fifth line.
8. Decline *I, thou, he, she, it* and *who*.
9. Write the plural of *boy, maid, lady, mouse, beef*, and *memorandum*.
10. Correct the following, and give reasons:
 - a. I come yesterday but I soon see that I was too late.
 - b. No one knew that it was them.
 - c. He is the strongest of the two but not the wisest.

GEOGRAPHY.

Answer any ten of the following:

1. Name the oceans and principal gulfs and bays that lie around North America. Name the principal seas in and around Europe. What islands are between North and South America?
2. What effect has the Rocky Mountain system on the climate of the continent?
3. Where are the densest fogs on the Atlantic Ocean?
4. How does Labrador compare as to climate with European countries in the same latitude?
5. Name the capitals of the several states of the Union, and of the different countries of Europe,
6. What bodies of water does the St. Lawrence River system comprise?
7. What countries of Europe lie around the Baltic Sea? Around the Mediterranean?
8. Name the principal peninsulas, seas, and bays around the coast of Asia, and the principal groups of islands.
9. What causes the fertility of the valleys of the Nile, the Amazon, and the Mississippi?
10. Give the form of government of each of the following countries: Canada, Mexico, Brazil, Japan, India.
11. Where are Peking, Mecca, Calcutta, Honolulu, Havana, Buenos Ayres, Baton Rouge?
12. In what direction and through what waters would you sail from New Orleans to Yokohama?

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 trees 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. | 27. 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.

Donations and Accessions.

Rev. Thos. E. Dickey, Kalispell, Mont. Samples of clays from Flat-head valley.

Miss Amy Colburn. Fifty herbarium specimens.

Mr. W. H. Davy, Moorhead. A fiddler crab and a devilfish from Florida.

Mr. F. C. Carpenter, Moorhead. Specimens of palm wood, a prehistoric stone hammer from Michigan, satin spar, hematite from Pilot Knob, Mo., calcite, flint arrow heads from Indiana, kaolin, quartz crystals.

Mr. W. N. Saunders, Fargo, N. Dak. Specimens of malachite, crystal of hematite, some undetermined minerals from Montana.

Prof. James H. Smith, Baldwin University, Berea, Ohio. Six large blocks of the Berea white sandstone, showing well-defined ripple marks.

Col. S. F. Crockett, Fargo, N. Dak. Reports on Explorations for a Railway to the Pacific. 1853. 2v. 4to.

Hon. S. G. Comstock. Valuable public documents.

Miss Jane E. B. Goode. A fine photogravure of Guido Reni's Magdalena.

Through the interest of Hon. W. B. Douglas and Hon. W. H. Davy, a selection of war relics from Chickamauga and other historic places has been obtained—swords, bayonets, small arms and the body of a large oak tree, badly scarred with shot and shell.

Graduates 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.

Crooshanks, Martha J.	-	-	-	Buffington.
Darrow, Bertha E.	-	-	-	Moorhead.
Hallenberg, Edna 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.	-	-	-	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.
Jorgenson, 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.

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

Elementary Course.

Bennett, Rose Cecilia	.	.	.	Graceville.
Bodkin, Ada Dora	.	.	.	Moorhead.
Carlson, Carrie Louisa	.	.	.	Stephen.
Olein, Huldah Eleonora	.	.	.	Moorhead.
Patten, Margaret Alice	.	.	.	Le Sueur.

May, 1896.

Advanced Course.

Johnson, Ira J.	.	.	.	Moorhead.
McDowell, Wesley C.	.	.	.	Moorhead.
Probstfield, Amelia M.	.	.	.	Moorhead.
Probstfield, Dora C.	.	.	.	Moorhead.
Roberts, Edith A.	.	.	.	Arthur, N. Dak.
Tang, Severt O.	.	.	.	Hawley.

Elementary Course.

Baker, Maud M.	-	-	-	Moorhead.
Burbank, Elizabeth W.	-	-	-	Fergus Falls.
Carpenter, Anna L.	-	-	-	Moorhead.
Carpenter, Doris F.	-	-	-	Moorhead.
Hanson, Lizzie	-	-	-	Lake Park.
Kenyon, Blanche B.	-	-	-	Stillwater.
Wold, John W.	-	-	-	Moorhead.

One Year Graduate Course.

Chilton, Carrie E.	-	-	-	Frazee.
Collins, Margaret	-	-	-	Minneapolis.
Fargeman, Anna M.	-	-	-	Fergus Falls.
Gaus, Otilia J.	-	-	-	Minneapolis.
Green, Kate	-	-	-	Fargo, N. Dak.
Howard, Lottie M.	-	-	-	Wadena.
Luger, Olivia T.	-	-	-	Fargo, N. Dak.
Rossman, Ida B.	-	-	-	Detroit.
Still, Ada J.	-	-	-	Moorhead.
Stimmel, Alice G.	-	-	-	Moorhead.
