



1898

Annual Catalogue of the Minnesota State Normal School at Moorhead, for 1897-1898. Tenth Year. With Announcements for 1898-1899

Minnesota. State Normal School (Moorhead, Minn.)

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Dup

1897-1898

Minnesota State
Normal School
At Moorhead.

TENTH YEAR.
CATALOGUE FOR 1897-1898,
AND
ANNOUNCEMENTS FOR 1898-1899.

10th year

ANNUAL CATALOGUE

OF THE

Minnesota

State Normal School

At Moorhead,

FOR 1897-1898.

TENTH YEAR.

WITH ANNOUNCEMENTS

FOR 1898-1899.

THE MOORHEAD INDEPENDENT.

1898.

State Normal Board.

Appointed by the Governor of the State.

EX-OFFICIO.

HON. W. W. PENDERGAST,

Superintendent of Public Instruction.

TERM EXPIRES 1901.

CHAS. A. MOREY,	-	-	-	-	-	WINONA.
GEO. H. CLARK,	-	-	-	-	-	MANKATO.
WM. B. MITCHELL,	-	-	-	-	-	ST. CLOUD.
W. F. PHELPS,	-	-	-	-	-	ST. PAUL.

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.

1898.							1899.						
JULY.							JANUARY.						
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
3	4	5	6	7	8	9	1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28
							29	30	31				
AUGUST.							FEBRUARY.						
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	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28				
SEPTEMBER.							MARCH.						
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30		26	27	28	29	30	31	
OCTOBER.							APRIL.						
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
NOVEMBER.							MAY.						
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28	29	30	31			
DECEMBER.							JUNE.						
4	5	6	7	8	9	10	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	31	25	26	27	28	29	30	



OFFICE.

The Calendar.

(See Opposite Page.)

Seventh School Year.

FALL TERM, 1898.

- Aug. 30, Tuesday, - - - Entrance examinations.
Aug. 31, Wednesday, - - - Class work begins.
Nov. 23, Wednesday, - - - Fall term ends

WINTER TERM, 1898-1899.

- Nov. 29, Tuesday, - - - Entrance examinations.
Nov. 30, Wednesday, - - - Class work begins.
Dec. 23, Friday, - - - Holiday vacation begins.
Jan. 3, 1899, Tuesday, - - - Class work resumed.
March 3, Friday, - - - Winter term ends.

SPRING TERM.

- March 14, Tuesday, - - - Class work begins.
June 1, Thursday, - - - 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.
- HENRY JOHNSON—
History and Civics.
- KATE GILL—
Literature, Reading and Physical Culture.
- LETITIA MORISSEY—
Music.
- ESTELLA SPENCER—
Drawing.
- IDA K. HANCOCK—
Physiology and Arithmetic.
- KATE J. BARTHOLF—
Critic Teacher, Grammar Department.
- WINIFRED EVERHARD—
Critic Teacher, Primary Department.
- FRANCES G. WHEELER—
Preceptress.
- ANDREW G. FRIBERG—
Janitor.
- NELS ANDERSON—
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 1897-1898.

Normal Department.

SENIOR LATIN.

Hancock, Ida K.	- - - - -	Euclid.
Lord, Inez H.	- - - - -	Moorhead.
Osborn, Alice	- - - - -	Glyndon.
Wheeler, Clara K.	- - - - -	Minneapolis.
		-4.

SENIOR ENGLISH.

Parker, John H.	- - - - -	Frazer.
		-1.

TWO YEARS GRADUATE COURSE.

(SECOND YEAR.)

Comstock, Ada L.	- - - - -	Moorhead.
Hoefling, Orma A.	- - - - -	Fergus Falls.
Malloy, Kate	- - - - -	Moorhead.
		-3.

TWO YEARS GRADUATE COURSE.

(FIRST YEAR.)

Bradley, Clara	- - - - -	Jamestown, N. Dak.
Frey, May E.	- - - - -	Fergus Falls.
Lincoln, Fanny M.	- - - - -	Fergus Falls.
Williams, Lucy A.	- - - - -	Fergus Falls.
		-4.

ONE YEAR GRADUATE COURSE.

Belknap, Erna M.	- - - - -	Fargo, N. Dak.
Bloom, Julia S.	- - - - -	Crookston.
Boyce, Ida M.	- - - - -	Minneapolis.
Carey, Corinna E.	- - - - -	Fargo, N. Dak.
Chisholm, Catharine T.	- - - - -	Stillwater.
Christie, Blanche H.	- - - - -	Alexandria.

Hoefling, Lenda Neoma E.	Fergus Falls.
Huston, Julia Annabell	Minneapolis.
Johnson, Maude G.	Bathgate, N. Dak.
Lofstam, Mary	Detroit.
Marin, Margaret I.	Crookston.
Smith, Agnes A.	Cannon Falls.
Smith, Edna W.	Sauk Centre.
Stevens, Frances M.	Mapleton, N. Dak.
Tobin, Mary M.	Minneapolis.

-15.

A ELEMENTARY.

Anderson, Hilbert	Wild Rice, N. Dak.
Bernhard, Lottie	Comstock.
Burdick, Mildred E.	Pelican Rapids.
Caldwell, Ada P.	Ada.
Darrow, Edith I.	Moorhead.
Davies, Jessie E.	Crookston.
Erickson, Lily A.	Wheaton.
Fermoyle, Mary B.	Graceville.
Hammett, William George	Hawley.
Mason, James D.	Ada.
Olson, Helena M.	Lake Park.
Remley, Barbara M. A.	Moorhead.
Sundberg, Blanda E.	Kennedy.
Wyatt, Helen G.	Moorhead.

-14.

A LATIN.

Caldwell, George H.	Enderlin, N. Dak.
Cole, Flora Matilda	Pelican Rapids.
Femling, Emma M.	Pelican Rapids.
Hetler, James F.	McIntosh.
Houston, Estella	Herman.
Klasen, Albert H.	Moorhead.
Malloy, Minnie	Moorhead.
Marion, Joseph F.	Argyle.
Miller, Eula J.	Fargo, N. Dak.
Parkhill, Edward	Pelican Rapids.
Peyton, Mary	Wheaton.
Qualley, Ethel M.	Moorhead.
Schirrmann, Sara I.	Fargo, N. Dak.
Wagner, Ivy E.	Moorhead.

-14.

B CLASS.

Ambs, Frederick J.	Moorhead.
Anderson, Kathinka	Perley.
Askegaard, Edven D.	Comstock.
Baker, Lucretia J.	Hope, N. Dak.
Barnes, Carrie	Ashby.
Beach, Jessie M.	Fergus Falls.
Bengtson, Jelmer P.	Lake Park.
Bergh, Axel	Ulen.
Bjorge, Annie M.	Lake Park.
Brager, George W.	Moorhead.
Briggs, Grace X.	Fargo, N. Dak.
Chesborough, Sadie M.	Clitherall.
Chilton, Marie L.	Frazee.
Clauson, Christina	Ashby.
Clauson, John K.	Ashby.
Costello, Maria T.	Graceville.
Crookshanks, Elizabeth	Euclid.
Eriksson, August Leonard	Warren.
Fay, Annie	Moorhead.
Fitzgerald, Eva	Moorhead.
Franciscus, Frank	Blakeley.
Frank, Mary	Warren.
Gainey, Dennis J.	Minnesota City.
Hancock, Ruth E.	Euclid.
Hanson, Peter H.	Lake Park.
Head, Georgia W.	Rothsay.
Hegseth, Petrina	Carlisle.
Henn, Joseph L.	Perham.
Hess, Bena	Glen Ullin, N. Dak.
Hyslin, John I.	Elizabeth.
Hyslin, Tobias	Elizabeth.
Johnson, Christian E.	Moorhead.
Kjelsness, Syvert	Moorhead.
Kurtz, William O.	Moorhead.
Lee, Mathea J.	Lake Park.
Lee, Oliver	Hendrum.
Lund, Anton	Pelican Rapids.
McCoy, Vincent	Grandin, N. Dak.
McGonigle, Nina	Moorhead.
McKenzie, Annie M.	Wild Rice, N. Dak.
McKenzie, Margaret	Wild Rice, N. Dak.
McKoane, Fynola	Moorhead.

Corliss, May	Fergus Falls.
Crum, Leon	Fargo, N. Dak.
Curtis, Bertha C.	Moorhead.
Daniels, Eleanor R.	Osakis.
Danielson, Annie M.	Perley.
Danielson, Gustaf C.	Lake Park.
De Pue, Homer	Fargo, N. Dak.
Douglas, Harold B.	Moorhead.
Driscoll, Lucia E.	Sheldon, N. Dak.
Emerson, Aden M.	Luce.
Erickson, Annie L.	Moorhead.
Fahy, Mary	Graceville.
Flanagan, Kathleen L.	Graceville.
Ford, Mabel	Beaton.
Glass, Clara Birdie	Gardner, N. Dak.
Gunderson, Rudolph M.	Stephen.
Hafstrom, Anna C.	Fargo, N. Dak.
Hansen, Eric J. W.	Moorhead.
Hegge, Melvin	Hickson, N. Dak.
Heldt, Mathilda	Muskoda.
Hoff, Agnes	Tordenskjold.
Hoff, Gina	Tordenskjold.
Hovren, Christina	Battle Lake.
Hovden, Christian	Perley.
Hunkins, Nettie,	Doran.
Ingebretson, Hannah	Lake Park.
Irish, Katherine B.	Pelican Rapids.
Jenson, Caroline	McIntosh.
Johnson, Dora L.	Sabin.
Johnson, Teda E.	Sabin.
Jones, Cynthia M.	Moorhead.
Keeney, Mary E.	Fargo, N. Dak.
Keeping, Rose C.	Hawley.
Kent, Kathryn V.	Clontarf.
Kimber, Alta M.	Clitherall.
King, Ina E.	Ashby.
Kinne, Blanche E.	Fargo, N. Dak.
Kittel, Paula M.	Fargo, N. Dak.
Knudson, Lena	Rothsay.
Landblom, Adolph	Fargo, N. Dak.
Landblom, Emil	Fargo, N. Dak.
Larson, Emil	Barrett.
Larson, Gustav A.	Dalton.
Larson, Lewis	Barrett.

Lilienthal, Ernest	- - - - -	Otter Tail.
Lilienthal, Marie K.	- - - - -	Otter Tail.
Lundberg, Anna	- - - - -	Kensington.
Mackall, Henry C.	- - - - -	Moorhead.
Mackin, Mary E.	- - - - -	Wheaton.
Malloy, Frank	- - - - -	Moorhead.
Martinsen, Oline	- - - - -	Hickson, N. Dak.
McDonald, Gertrude W.	- - - - -	Sauk Centre.
McGrath, Cornelia	- - - - -	Barnesville.
McPherson, Jessie	- - - - -	Glyndon.
Merritt, Mabel H.	- - - - -	Mt. Vernon, Ill.
Moran, Ruby M.	- - - - -	Moorhead.
Natwick, Clarence A.	- - - - -	Twin Valley.
Nelson, Belle C.	- - - - -	Winnipeg Junction.
Nelson, Caroline	- - - - -	Lake Park.
Nelson, Eva O.	- - - - -	Albert Lea.
Nelson, Mary	- - - - -	Erhard.
Nybo, Isabel	- - - - -	Hope, N. Dak.
Oleson, Inger C.	- - - - -	Voss.
Parker, Annie F.	- - - - -	Fargo, N. Dak.
Parks, Zada	- - - - -	Rothsay.
Paulson, Theodore	- - - - -	Dalton.
Pearson, Annie	- - - - -	Lake Park.
Pollock, Evelyn H.	- - - - -	Fargo, N. Dak.
Porteous, Mildred J.	- - - - -	Moorhead.
Putney, Charles	- - - - -	Moorhead.
Robison, Mary M.	- - - - -	Fargo, N. Dak.
Rudd, May M.	- - - - -	Orient, S. Dak.
Saterlie, Bertha H.	- - - - -	Hagan.
Scougale, Ethel M.	- - - - -	Winnipeg Junction.
Severson, Jonetta	- - - - -	Battle Lake.
Shiflett, Henrietta	- - - - -	Detroit.
Simensen, Oscar R.	- - - - -	Moorhead.
Skaug, Julius	- - - - -	Edna.
Smith, Hannah	- - - - -	Snake.
Smith, Scott L.	- - - - -	Moorhead.
Stetson, Arthur B.	- - - - -	Hawley.
Sturgeon, David	- - - - -	Fargo, N. Dak.
Swenson, Anna	- - - - -	Ortonville.
Thompson, Julia M.	- - - - -	Twin Valley.
Thompson, Sophia	- - - - -	Pelican Rapids.
Thompson, Tillie B.	- - - - -	McIntosh.
Thoreson, Charles	- - - - -	Hoffman.
Toner, Mae	- - - - -	Custer.

Tripp, Annie L.	Barnesville.
Tritchler, Florence M.	Fargo, N. Dak.
Tuffs, Harry R.	Moorhead.
Vannet, Marguerite	Fertile.
Walla, Carrie P.	Horace, N. Dak.
Watterberg, Fritz A.	Dibley.
Williams, Mary	Wheaton.
Wold, Christian W.	Moorhead.

—113.

PREPARATORY CLASS.

Adler, Maie	Moorhead.
Anderson, August	Lake Park.
Askegaard, Oscar H.	Comstock.
Bolster, Clara B.	Moorhead.
Clauson, Christian	Ashby.
Dale, Gunder K.	Climax.
Eilertson, Richard	Roseau.
Espeseth, Ingeborg	Erskine.
Evans, Winnefred G.	Muskoda.
Fay, James	Moorhead.
Felland, Anna H.	Rothsay.
Flaten, Liner	Moorhead.
Hildreth, Elizabeth	Hawley.
Hochtritt, Oscar J.	Moorhead.
Johnson, Sylvester J.	Sabin.
Jones, David L.	Moorhead.
Larson, Clara	Lake Park.
Lenes, Joseph J.	Fosston.
Lewis, Agnes M.	Moorhead.
Lyman, Anna M.	Fargo, N. Dak.
Nesting, Mathilde	Wild Rice, N. Dak.
Peterson, Charles J.	Stephen.
Phillipy, Emily	Tabor.
Rasmusson, Nora H.	Moorhead.
Rundquist, John E.	Moorhead.
Rush, Agnes	Fargo, N. Dak.
Samuelson, Hildah E.	Warren.
Simonitsch, Jacob M.	Moorhead.
Starkenber, Lily E.	Fargo, N. Dak.
Strub, William A.	Moorhead.
Tylden, Julia	Syre.
Van Vlissingen, Paul C.	Hitterdal.
Weaver, Sara A.	Muskoda.
Wilkins, Edna L.	Fargo, N. Dak.

—34.

Model Schools.

SEVENTH GRADE.

Adler, Elsie
Askegaard, Oscar
Babst, Harry
Barnard, Earl
Eastlund, Arthur
Fisher, Carrie
Freeman, Maurice
Freeman, Minnie
Lamont, Scott

Lundin, Heyno
Moran, Agnes
Moran, Roy
Peterson, Charles
Reynolds, Luther
Rush, Agnes
Stein, Herman
Tylden, Julia
Van Houten, Bessie

—18.

SIXTH GRADE.

Bjorquist, Anna
Bjorquist, Carl
Briggs, Frank
Comstock, George
Erickson, Sarah
Finstuen, Rina
Friberg, Martin
Golberg, Helen M.
Johnson, Clarence
Johnson, Henry
Lee, Clara D.

Liedahl, Olaf
Lundgren, Hildor
Lundgren, Hulda
McChesney, Hattie
Reynolds, Perley X
Starkenber, Alda
Stake, Hugo
Steele, Ross
Tillotson, Sibyl
Urness, Lottie

—21.

FIFTH GRADE.

Adler, Grace
Anderson, Albert
Anderson, John
Austin, Louis M.
Bennett, Lillian
Bjorquist, Rudolph
Burroughs, Wallace
Eastlund, Gottfred
Eilertson, Charles
Erickson, Julius
Floberg, Edna
Floberg, Florence

Floberg, Olaf
Freeman, Dora
Gates, Ray
Holm, Benjamin
Josephson, Edward
Kurtz, Anna
Leras, Anton
Pomeroy, Curtis
Swenson, Minnie
Thompson, Michael
Wiste, Bessie

—23.

FOURTH GRADE.

Bennett, Alba	Hanson John	
Bjorkquist, Gunnar	Holm, Esther	
Critchett, Grace	Johnson, Anna	
Dinehart, Ilura	Larson, Oscar	
Ellingson, Edward	Nelson, Carl	
Erickson, Signe	Starkenber, Carrie	
Friberg, Amy	Tillotson, Benjamin	
Fulcher, Ella		—15.

THIRD GRADE.

Abbott, Harvey	Lyman, Drusilla	
Abbott, Maud	McChesney, Ella	
Bjorkquist, Hildur	Meeker, Dean	
Blomquist, Judith	Nelson, Nels	
Dudrey, Howard	Stake, Ruth	
Eastlund, Erick	Swenson, Ruth	
Freeman, Elsie	Torkelson, Amanda	
Friberg, Hannah	Torkilson, Abraham	
Johnson, Josephine	Wheelright, Mary	—18.

SECOND GRADE.

Abbott, Louis	Holm, Alvina	
Bennett, Sander	Lundquist, Hilda	
Eastlund, Theodore	Peterson, Carl	
Hedlund, Nannie	Starkenber, Ralph	
Holm, Alma		—9.

FIRST GRADE.

Colemer, Otto	Holm, William	
Colemer, Walter	Mark, Oscar	
Dudrey, Hazel	Rosel, Wallace	
Eastlund, Nettie	Vinje, Ovedia	
Freeman, Esther	Vinje, Petra	—10.

SUMMARY.

Normal Department	-	-	-	-	-	-	-	-	234
Preparatory	-	-	-	-	-	-	-	-	34
Model Schools	-	-	-	-	-	-	-	-	114
									382
Counted twice	-	-	-	-	-	-	-	-	4
Total	-	-	-	-	-	-	-	-	378

ENROLLMENT BY COUNTIES.

Becker	-	-	-	-	18	Otter Tail	-	-	-	-	35
Big Stone	-	-	-	-	6	Polk	-	-	-	-	18
Chippewa	-	-	-	-	1	Roseau	-	-	-	-	1
Clay	-	-	-	-	78	Scott	-	-	-	-	1
Douglas	-	-	-	-	3	Stearns	-	-	-	-	3
Freeborn	-	-	-	-	1	Stevens	-	-	-	-	1
Goodhue	-	-	-	-	1	Swift	-	-	-	-	1
Grant	-	-	-	-	10	Traverse	-	-	-	-	6
Hennepin	-	-	-	-	4	Washington	-	-	-	-	1
Kittson	-	-	-	-	3	Wilkin	-	-	-	-	7
Marshall	-	-	-	-	9	Winona	-	-	-	-	1
Norman	-	-	-	-	10						

Total number of counties represented, 23.

FROM OTHER STATES.

Illinois	-	-	-	-	1	South Dakota	-	-	-	-	1
North Dakota	-	-	-	-	47						



Circular of Information.

Aims and Purposes of the School.

The design of a normal school is professional. It aims to prepare its students 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, students 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 an unsound theory that the normal school shall give professional training to high school graduates whose general scholarship is poor, and then hold the high school responsible for their general scholarship. When students whose knowledge is poor in quality and small in quantity enter a normal school for professional training, the normal school must either send them away to acquire knowledge or provide for their instruction within its walls.

Courses of Study for the Normal Schools of Minnesota, as Revised by the Presidents, April 15th and 16th, 1898.

Numerals designate the number of recitations given to each subject.

FIRST YEAR—"C" CLASS.

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

SECOND YEAR—"B" CLASS.

Algebra	120	Algebra	180	Algebra	180
History	120	History	120	History	120
Rhetoric	60	Rhetoric	60	Rhetoric	60
Botany	60	Botany	60	Botany	60
2 ✓ Psychology and Methods	180	Literature	120	Latin	120

THIRD YEAR—"A" CLASS.

✓ Physics	120	Physics	120	Physics	120
Geometry	120	Geometry	180	Geometry	120
✓ Zoology	60	Zoology	120	Zoology	60
Civics	60	Civics	60	Civics	60
✓ Literature	60	Literature	60	Latin	180
✓ Model Teaching	120				

FOURTH YEAR—JUNIOR CLASS.

	Psychology and Methods	240	Psychology and Methods	240
	Chemistry	120	Chemistry	60
	Physics	60	Physics	60
	General History	120	Latin	180

FIFTH YEAR—SENIOR CLASS.

	English History and Literature	120	English History and Literature	120
	Model Teaching	120	Model Teaching	120
	Social Science	60	Social Science	60
	Philosophy of Education and Ethics	60	Philosophy of Education and Ethics	60
	Physiography	60	Physiography or	
	Astronomy	60	Astronomy	60
	History of Education	60	Latin	120

Courses of Study for High School and College Graduates.

ELEMENTARY COURSE—ONE YEAR.

Psychology and General Methods	-	-	-	120
Methods in Drawing	-	-	-	30
Methods in Reading	-	-	-	30
Reviews and Methods in Geography	-	-	-	60
Reviews and Methods in Grammar	-	-	-	60
Methods in Elementary Science	-	-	-	60
Lectures on School Management	-	-	-	30
Reviews and Methods in Arithmetic	-	-	-	60
Methods in Vocal Music	-	-	-	30
Model Teaching	-	-	-	90

ADVANCED COURSE—TWO YEARS.

FIRST YEAR.

Psychology and General Methods	-	-	-	120
Methods in Drawing	-	-	-	60
Reviews and Methods in Geography	-	-	-	60
Reviews and Methods in Grammar	-	-	-	120
Reviews and Methods in History	-	-	-	60
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, Child Study and Primary Methods	-	-	-	120
Model Teaching	-	-	-	120
Philosophy of Education and Ethics	-	-	-	60
History of Education	-	-	-	60
Social Science	-	-	-	60

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship throughout all courses.

Courses of Study.

At the June meeting of the normal board, held in 1895, the following courses of study were adopted: 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. 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 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 for 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.



LABORATORY.

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 to 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.

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 for words of 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, something 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.

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 that 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 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 colors applied to original designs.
5. Talks on Historic Art illustrated by sketches and photographs.

MATHEMATICS.

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.

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 shall broaden and deepen his knowledge of arithmetic, making him a better teacher of arithmetic, than one who has not generalized the subject.

GEOMETRY.

Besides the work usually included in the text book in geometry a large amount of original work is required both in plane 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.

LANGUAGE.

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 fulfills 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 Müller and others who have devoted their lives to the study of English.



STUDENTS' ROOM IN WHEELER HALL.

ENGLISH LITERATURE.

An appreciative study 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.

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 the work:

Latin—

B Class; winter and spring terms—Collar and Daniell's Beginner's Latin Book.

A Class—The first four books of Caesar's Gallic War; Harkness' Latin Grammar; Harkness' Introduction to Latin Composition.

Junior Class—Four orations against Catiline and the Poet Archias; Smith's Student's Classical Dictionary; Skeat's Etymological Dictionary. Spring term—Virgil's *Æneid* begun; Latin grammar; versification and poetic constructions.

Senior Class—Virgil's *Æneid*, Bks. I-VI; Eclogues.

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 side into the laboratory. Just across the hall lies a spacious room fitted with cases and cabinets for a museum, and a creditable start has already been 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.

A valuable addition to the museum has been made this year in the Curtis collection of three hundred mounted birds, of species common to the Northern United States.

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, 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, 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 twenty-three Bausch and Lomb students' microscopes and accessories, and thirty Barnes dissecting microscopes.

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 an inch across. A frog's foot shows the network of capillaries, with blood corpuscles large as pennies crowding through.

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.

HISTORY.

The courses as now organized extend through five terms and includes two terms of American history, two terms of general history and one term of methods. English history is studied in connection with English literature.

AIMS AND METHODS.

A special feature of the work is the attempt to give some insight into the materials of history and to encourage acquaintance with the literature of the subject. 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 as the facts they allege. It is not enough that a book says so. What book? And what are its pretensions to accuracy worth? These 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 re-



RECEPTION ROOM IN WHEELER HALL.

quired for its value in securing proper arrangement of matter 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 preparation. 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 ignorant 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, Lalor'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 accompanying 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.

LIBRARY.

The library is now receiving annually about six hundred bound volumes, exclusive of public documents. It contains the complete works of most of the masters of English, including some orators and statesmen, and has works characteristic of the minor writers and writers in other languages. It aims to be representative of present as well as past literary effort. The sections devoted to history, geography, natural science and pedagogy have all received important additions during the past year. The reference shelves are supplied with the standard works and with some bibliographical aids. Many valuable sets of public documents have been completed or are in process of completion. The Dewey system of classification has been adopted and the card catalogue is now complete. Books may be drawn at any time during the school day.

READING ROOM.

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

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,	Westminster Review,
Cosmopolitan,	N. E. Journal of Education,
Popular Science Monthly,	Youths' Companion,
Review of Reviews,	School Education,
Magazine of Am. History,	Intelligence,
Goldthwaite's Geo. Mag.,	Education,
Wis. Journal of Education,	Indiana School Journal,
Scientific American,	Farm, Stock and Home,
Public Opinion,	Red River Valley News,
Harper's Weekly,	Moorhead Independent,
Christian Union,	Science,
Independent (N. Y.),	St. Cloud Journal Press,
Pioneer Press (Daily),	The Detroit Record.
Ladies' Home Journal,	Hallock News

STUDENTS.

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 students to the school.

ART. 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 for 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 or certificates of the high school boards will be admitted without further examination.

Attention is called to the following statements:

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

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

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

TUITION.

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

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.



WHEELER HALL.

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

In planning and arranging the Hall, the well-being and comfort of the students have been made a matter of careful study. Each sleeping apartment contains two closets and is ordinarily occupied by two students. Each room has a hardwood floor and is furnished with rugs, bedstead, springs, mattresses, pillows, dresser, wash-stand, toilet set, study table and chairs.

Sheets, pillow slips, bedcovering, towels and napkins are furnished by the Hall and the student is not 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. Rooms engaged by students will not be reserved after class work for the term begins. Those who come later may choose from rooms that remain unoccupied. While no annoying or burdensome rules have been made, such conduct as prevails in a well-ordered and refined family prevails in the Hall; at table, in the halls and in the student's own room.

The Hall 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 or change 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 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 960 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 equivalent fractions having least common denominator $\frac{25}{40}, \frac{25}{120}, \frac{14}{64}$. 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 baldrick 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 the 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.



DINING ROOM IN WHEELER HALL.

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 Pekin, Mecca, Calcutta, Honolulu, Havana, Buenos Ayres, Baton Rouge?

12. In what direction and through what waters would you sail from New Orleans to Yokohama?

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-pasteight. | 30. Ingratiate. |
| 4. Eclipse. | 13. Separate. | 22. School-house. | 31. Receivable. |
| 5. Horizontal. | 14. Decimal. | 23. Salable. | 32. Difference. |
| 6. Vertical. | 15. Dependent. | 24. Reminiscence. | 33. Oblique. |
| 7. Calendar. | 16. Until. | 25. Reprimand. | 34. Schedule. |
| 8. Comparative. | 17. Reference. | 26. Infinite. | 35. Obelisk. |
| 9. Incompatible. | 18. Warrant. | 27. Always. | 36. Potential. |

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

LIVINGSTON C. LORD.

Donations and Accessions.

Mr. O. E. Flaten, of Moorhead, has donated a dozen reptiles, batrachians and arachnids from tropical Africa.

Mr. R. H. Lee, superintendent Minnesota Iron Company, has given sample iron ores and borings.

Mr. Paul P. Roehm, of Georgetown, has loaned a cabinet of copper ores and specimens from Calumet, Mich.

Mr. Adolf Boman donates a specimen of wood found at a level twenty feet below the surface in digging a well in South Moorhead.

Rev. Karl E. Peterson presents a walking cane of the curious scarred Bismarck willow.

Donations of plants for the herbarium have been received from Mr. M. S. Weyrens, Misses Mildred Burdick, Emma Femling, Kate Plummer and others; and a collection of insects from Mr. George Caldwell.

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.

Darrow, Bertha E.	-	-	-	Moorhead.
Hallenberg, Edla H. C.	-	-	-	Fargo, N. D.

Elementary Course.

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

May, 1893.

Advanced Course.

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.**

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

Elementary Course.

Bennett, Rose C.	-	-	-	Graceville.
Bodkin, Ada D.	-	-	-	Moorhead.
Carlson, Carrie L.	-	-	-	Stephen.
Olein Huldah E.	-	-	-	Moorhead.
Patten, Margaret A.	-	-	-	LeSueur.

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. D.
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. D.
Howard, Lottie M.	-	-	-	Wadena.
Luger, Olivia T.	-	-	-	Fargo, N. D.
Rossman, Ida B.	-	-	-	Detroit.
Still, Ada J.	-	-	-	Moorhead.
Stimmel, Alice G.	-	-	-	Fargo, N. D.

May, 1897.

Advanced Course.

Campbell, Martha	-	-	-	Omro, Wis.
Field, Anna.	-	-	-	Fergus Falls.
Gardiner, Alice E.	-	-	-	Hallock.

Two Years' Graduate Course.

Sternberg, Sayde	-	-	-	St. Paul.
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Elementary Course.

Bilsborrow, Geo. B.	-	-	-	Wolverton.
Boe, Alfred S.	-	-	-	Lake Park.
Carlson, Grace T.	-	-	-	Stephen.
Larson, Antoinette	-	-	-	Lake Park.

Larson, Emma B.	-	-	-	-	Lake Park.
Parker, John H.	-	-	-	-	Frazee.
Stein, Catherine M.	-	-	-	-	Stephen.
Swanson, Clara M.	-	-	-	-	Fargo, N. D.

One Year Graduate Course.

Amsden, Cleora M.	-	-	-	-	Moorhead.
Borchert, Marie E.	-	-	-	-	Bird Island.
Bronniche, Cato S.	-	-	-	-	Benson.
Everts, Maie E.	-	-	-	-	Battle Lake.
Fay, Mary B.	-	-	-	-	Moorhead.
Hopkins, Ellen	-	-	-	-	Moorhead.
Jones, Kate M.	-	-	-	-	Alexandria.
Lüger, Claire V.	-	-	-	-	Fargo, N. D.
Malley, Kate	-	-	-	-	Moorhead.
Otto, Anne Marie	-	-	-	-	Bird Island.
Pinney, Catherine E.	-	-	-	-	Fargo, N. D.
Plummer, Kate B.	-	-	-	-	Fargo, N. D.
Rud, Mary G.	-	-	-	-	Fergus Falls.
Ruthruff, Luella M.	-	-	-	-	Fargo, N. D.

May, 1898.

Advanced Latin Course.

Hancock, Ida K.	-	-	-	-	Euclid.
Lord, Inez H.	-	-	-	-	Moorhead.
Wheeler, Clara K.	-	-	-	-	Mount Pleasant, Iowa.

Two Years' Graduate Course.

Comstock, Ada L.	-	-	-	-	Moorhead.
Hoeffling, Orma A.	-	-	-	-	Fergus Falls.
Malloy, Kate	-	-	-	-	Moorhead.

One Year Graduate Course.

Boyce, Ida M.	-	-	-	-	Minneapolis.
Chisholm, Catherine T.	-	-	-	-	Stillwater.

Christie, Blanche H.	-	-	-	Alexandria.
Hoefling, Lenda Neoma E.	-	-	-	Fergus Falls.
Huston, Julia A.	-	-	-	Minneapolis.
Johnson, Maud G.	-	-	-	Bathgate, N. D.
Lofstam, Mary	-	-	-	Detroit.
Smith, Edna W.	-	-	-	Sauk Centre.
Stevens, Frances M.	-	-	-	Fargo, N. D.
Tobin, Mary M.	-	-	-	Minneapolis.

Elementary Course.

Burdick, Mildred E.	-	-	-	Pelican Rapids.
Caldwell, George H.	-	-	-	Enderlin, N. D.
Darrow, Edith I.	-	-	-	Moorhead.
Davies, Jessie E.	-	-	-	Angus.
Erickson, Lily A.	-	-	-	Wheaton.
Fermoyle, Mary B.	-	-	-	Graceville.
Marion, Joseph F. A.	-	-	-	Argyle.
Olson, Helena M.	-	-	-	Lake Park.