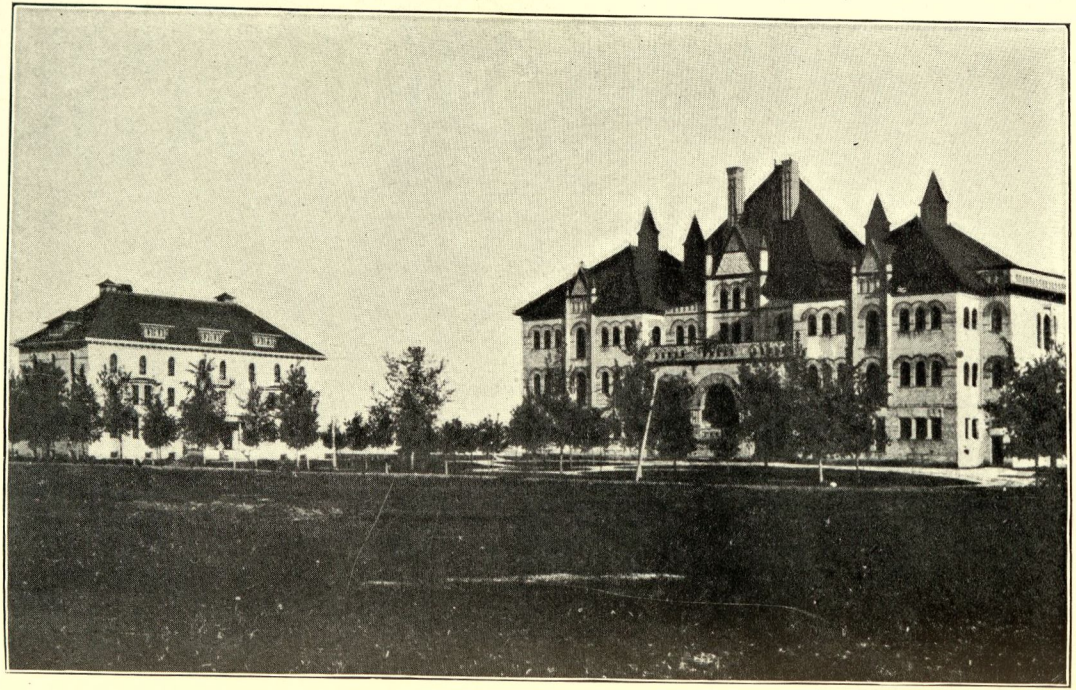
1901

Annual Catalogue of the State Normal School at Moorhead, Minn. for 1900-1901. Thirteenth Year. With Announcements for 1901-1902

Minnesota. State Normal School (Moorhead, Minn.)



State Normal School, Moorhead, Minn.

Annual Catalogue

OF THE

State Normal School

At Moorhead, Minn.

FOR 1900–1901

THIRTEENTH YEAR

WITH ANNOUNCEMENTS FOR 1901–1902

PRESS OF BYRON & WILLARD, MINNEAPOLIS, MINN.

CALENDAR FOR 1901-1902.

FALL TERM.

Entrance Examinations,	Tuesday, September 3, 1901
Enrollment of students,	Tuesday morning, September 3, 1901
Class-work begins,	Wednesday morning, September 4, 1901
Fall term ends,	Friday evening, November 29, 1901

WINTER TERM.

Class-work begins,	Monday morning, December 2, 1901
Holiday vacation begins,	Friday evening, December 20, 1901
Class-work resumed,	Thursday morning, January 2, 1902
Winter term ends,	Friday evening, March 7, 1902

SPRING TERM.

Entrance examinations,	Monday, March 17, 1902
Enrollment of students,	Monday morning, March 17, 1902
Class-work begins,	Tuesday morning, March 18, 1902
Spring term ends,	Friday evening, June 6, 1902

STATE NORMAL BOARD.

HON. J. W. OLSON, Superintendent of Public Instruction.

HON. A. T. ANKENY, President ..... Minneapolis
HON. J. W. OLSON, *Ex-Officio* Secretary, . . St. Paul
HON. CHARLES A. MOREY, Resident Director..... Winona
HON. GEO. H. CLARK, Resident Director..... Mankato
HON. WM. B. MITCHELL, Resident Director..... St. Cloud
HON. C. A. NYE, Resident Director ..... Moorhead
PROF. WM. F. PHELPS, Resident Director..... Duluth
HON. W. S. HAMMOND..... St. James
HON. J. C. NORBY ..... Ada

The President is Chairman of the Executive Committee and *ex-officio* a member of the other committees.

FACULTY.

FRANK A. WELD, President,
School Economy. Literature.

CAROLINE E. GROVER,
Preceptress.

RUTH E. DOWLING,
Geography and History.

CASWELL A. BALLARD,
Biological Sciences. Curator of Museum.
Algebra.

MARY E. STANFORD,
Arithmetic and English Grammar.

EDMUND B. HUEY,
Psychology, Philosophy and History of Education.

HAROLD M. STANFORD,
Physical Sciences. Geometry.

E. ALICE KIRK,
Registrar.

EUGENIA WINSTON.
The Latin Language. Librarian.

ALICE M. OSDEN,
Reading and Physical Culture.

EDITH A. WATTS,
Music.

ELMA LA TRACE,
Penmanship and Drawing.

EDITH A. SCOTT,
Principal of Training Department.

BEULAH SIMMILKIER,
Critic in Training Department.

JULIA B. MONETTE,
Critic in Training Department.

The School.

Sections 1, 2 and 3 of Article VII. from the By-laws, Rules and Regulations adopted by the Board of Normal School 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, associations 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.

REQUIREMENTS FOR ADMISSION.

Candidates for admission, presenting second grade certificates, or certificates secured in reputable high schools, will be admitted without further examination to the first year. 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.

Candidates for admission to the graduate courses will be required to present evidence that they have taken a full course of study of four years in a reputable high school. In addition to such evidence, standings will be required in the following subjects: Civics, one-half year; Physics, one year, or Chemistry, one-half year; Botany, one-half year, or Zoology, one-half year.

The minimum amount of work required of college graduates for graduation is one year.

Graduates of high schools, whose course of study covers three years only, are required to spend, at least, four terms in the Elementary Professional course, or to enter the Advanced Professional course.

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 schools 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.

LIVING EXPENSES.

Normal Hall. Normal Hall is situated on the school campus, not far from the Normal School building. It is an attractive home for young women. It is heated by hot water, lighted with electricity, and arranged to accommodate about sixty-five students with room and board. Day board can also be obtained. All rooms are well arranged and well lighted. Each sleeping apartment contains two closets and all necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. Rooms engaged by students will not be reserved after class work for the term begins. The health and comfort of the students are the first considerations, and all matters relating to food, hygiene and sanitation are carefully observed. Board, including room, is $3.75 per week; table board is $3.00 per week. Single meals, and meals to guests, are 25 cents each. Board includes light and heat, and use of laundry and bath rooms. Board is payable one month in advance. No discount is made for absences under four days. Students are required to take care of their own rooms. Mail is taken to the postoffice and delivered at the hall twice a day.

Board in Private Families. Board can be obtained in private families for from $2.50 to $3.50 per week. Rooms can be rented, where students can do their own cooking, if they wish to reduce expenses. 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. Pupils will be required, in all cases, to consult with the president of the school in the choice, or change of 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 pas-

tors and members of the different churches have expressed their willingness and their desire to make the students of the school at home in the churches and Sunday schools. The teachers of the normal school will in every way possible encourage the pupils to form and sustain intimate relations with the churches.

THE ATHLETIC ASSOCIATION.

The Athletic Association, connected with this school, is in a healthful and flourishing condition. The provisions of its constitution are sufficiently restrictive, and yet, they are liberal enough to insure earnest and enthusiastic support. The president, vice president and secretary of the association, three other students, two members of the faculty, and one member of the alumni association, constitute the athletic board of control. Board of Control: Otto Bergh, president; D. J. Gainey, vice president; Martin Gullickson, secretary; Clyde Gray, Julius Skaug, James Billsboro; Mr. H. M. Stanford and Mr. E. B. Huey from the faculty; Mr. Wesley C. McDowell from the alumni association.

THE RED LETTER.

The Red Letter is a monthly magazine of eight pages, published by the students and faculty. It is devoted to the interests of the normal school, in particular, and in general to the educational interests of the northwest. Editorial Board: Editor-in-chief, Glyde Gray, '01; editorials, Ethel Bell, '02, J. D. Mason, '01; literary, Bertha Angus, '02; locals, Mary Tillotson, '01, Nora Walsted, '01; alumni, Amanda Bergh, '01; exchanges, Martin Gullickson, '03; business manager, Jelmer Bengtson, '01; assistant business manager, Henry Mackall, '02.

LITERARY SOCIETY.

A large and prosperous literary society is maintained by the students, and it enjoys the support and encouragement of the faculty. The work is healthful, invigorating and profitable. The society has become an important element in the life of the school. Its meetings occur Friday evenings in the assembly room. The following persons have served as officers during this school year: First term, president, Jelmer Bengtson; vice president, John Clauson; secretary, Amanda Bergh; treasurer, Lulu Wagner; critic, Mr. Ballard from the faculty. Second term, president, Jelmer

Bengtson; vice president, John Clauson; secretary, Amanda Bergh; treasurer, Lulu Wagner; critic, Mr. Ballard from the faculty. Third term, president, John Clauson; vice president, James D. Mason; secretary, Nora Walsted; treasurer, Martin Gullickson; critic, Mr. Ballard from the faculty.

DEBATING SOCIETY.

The young men of the school maintain a debating society, and the work of the present year has been earnest and very profitable. The meetings of this society are held Saturday afternoon.

SESSIONS OF SCHOOL.

There is one session a day, commencing at 8:15 a. m., and closing at 12:30 p. m. The Training Department has two sessions. The morning session begins at 9 o'clock and closes at 12. The afternoon session begins at 1:30 and closes at 3:30.

VISITORS.

A cordial invitation is extended to all interested persons to visit this school. Teachers and educators of the state are especially invited. Trained teachers are in demand, and this school will always welcome inquiries for such teachers. It is the purpose of the administration of the school to so place its graduates that they may serve the state with credit to themselves and the educational interests involved.

CORRESPONDENCE.

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

FRANK A. WELD,
MOORHEAD, MINNESOTA

Courses of Study.

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.

The following courses of study are offered: 1. An English course of five years, leading to the advanced diploma. 2. A Latin course of five years, leading to the advanced diploma. 3. A course of one year for high school graduates, leading to the elementary diploma. 4. A course of two years for high school graduates, leading to the advanced diploma. 5. A certificate course of three years leading to a certificate, which has the legal value of a teacher's state certificate of the first grade.

The numerals indicate the number of recitations in each subject. There are sixty recitation periods in a term for a given subject.

ENGLISH COURSE.

First Year.

Reading	60
Algebra	180
Geography	120
Drawing	60
English History	60
English Composition	120
Botany	60
Music	60
	12 units

Second Year.

Plane Geometry	120
U. S. History	120
Reading	60
Zoology	120
English Grammar	120
Botany	60
Drawing	60
Music	60
	12 units

Third Year.

Arithmetic	120
Physics	180
Rhetoric	60
Literature	120
Solid Geometry	60
Manual Training	120
	11 units

Fourth Year.

Psychology	60
Civics	90
General Methods	60
Physiology	60
General History	120
Chemistry	120
Special Methods	
or	
Physiography	60
Special Methods	
or	
Astronomy	60
	10½ units

Fifth Year.

Psychology	120
Philosophy of Education	60
History of Education	60
Literature	120
Social Science	60
Teaching	120
School Economy	30
	9½ units

LATIN COURSE.

First Year.

Reading	60
Algebra	180
Geography	120
Drawing	60
English History	60
English Composition	60
Latin	180
	12 units

Second Year.

Plane Geometry	120
U. S. History	120
Reading	60
Zoology or	
Botany	120
Latin	180
Drawing	60
Music	60
	12 units

Third Year.

Arithmetic	120
Physics	180
Rhetoric	60
Latin	180
Manual Training	120
	11 units

Fourth Year.

Psychology	60
Civics	90
General Methods	60
Physiology	60
Latin	120
English Grammar	60
Special Methods	
or	
Physiography	60
Special Methods	
or	
Astronomy	60
Literature	60
	10½ units

Fifth Year.

Psychology	120
Philosophy of Education	60
History of Education	60
Literature	120
Social Science	60
Teaching	120
School Economy	30
	9½ units

CERTIFICATE COURSE.

First Year.

Reading	60
Algebra	180
Geography	120
Drawing	60
English History	60
English Composition	120
Botany	60
Music	60
	12 units

Second Year.

Plane Geometry	120
U. S. History	120
Reading	60
Zoology	120
English Grammar	120
Botany	60
Drawing	60
Physiology	60
	12 units

Third Year.

Arithmetic	120
Physics	120
Rhetoric	60
Literature	120
Civics	60
Practical Psychology	60
Training School Work and School Economy	120
Methods	60
	12 units

PROFESSIONAL COURSES FOR GRADUATES OF HIGH SCHOOLS.

Elementary Course—One Year.

General Method	60
Psychology	120
Methods in Reading	30
Methods in Geography	60
Methods in English Grammar	60
School Economy	30
Elementary Science	60
Methods in Arithmetic	60
Methods in Music—Six weeks	30
Methods in Drawing—Six weeks	30
Teaching	120

Advanced Course—Two Years.

First Year.

General Method	60
Psychology	120
Methods in Geography	60
Methods in English Grammar	120
Methods in History	60
Methods in Arithmetic	60
Methods in Drawing	60

Second Year.

History of Education	60
Methods in Music	60
Advanced Psychology, Child Study	120
Social Science	60
School Economy	30
Elementary Science	60
Literary Interpretation	60
Philosophy of Education and Ethics	60
Teaching	120

Composition, Physical Culture, Penmanship and Chorus Practice are required in all courses.

Descriptive Outline.

PSYCHOLOGY.

There are two courses in Psychology, the first of two terms, and the second of four.

The first course is taken by the students of the English and Latin courses, and by those of the Elementary Professional Course. The second course is given the students of the Advanced Professional Course.

The aim of the first course is to introduce the student, as simply and directly as may be, to the actual workings of the human mind; to give him the most helpful points of view from which to regard these activities; and to furnish such a scheme for their classification, as will best systematize the results of the student's own observation and induction.

In preparing teachers to teach, we do not lose sight of the fact that we are also preparing them to live; and that a right course in Psychology should help them in dealing with all lives, and in developing their own. It is further remembered that the science of mind has its most direct application in the training of mind; and that a right course in Psychology should be a preparation for understanding, and dealing most helpfully with the child; and should thus be a basis for a knowledge of right methods and right aims in education. The aim is constantly to make the work practical, and such as can be continued, when the student has left school. No body of psychological knowledge, however carefully learned from text-books, or lectures, can long remain in mind, or be helpful while remaining, unless it has been fitted into the personal living of the student; unless he has learned to recognize it all in his own daily perceiving, remembering, willing, acting, and in the expression of these activities, observable everywhere about him. So far as possible, therefore, principles are arrived at inductively, and the text-book work is everywhere supplemented by experiments and observations, both in and out of the class room.

First Term. The first term's work includes a study of the central nervous system, and the sense organs, especially the eye,

and of sensation, perception, attention, association, and the simpler forms of feeling.

Second Term. During the second term, special attention is paid to the psychology of feeling, memory and imagination, thought and self-consciousness, action and will. Ground is broken for the study of Individual Psychology, and the relation of Psychology to Education is indicated to the student. A thorough knowledge of Titchener's Primer of Psychology is required, with considerable reference work in James and Sully. Besides, each student is expected to do special reading upon some topic, and to make some report of this reading. Ribot's Psychology of the Emotions, Santayana's The Sense of Beauty, Moll's Hypnotism, Lloyd Morgan's Habit and Instinct, are examples of books read upon these subjects.

Four-Term Course. The four-term course, given the advanced professional students, is blended with the course described above during the first two terms. In the third term, Lloyd Morgan's Introduction to Comparative Psychology is used as a text, with supplementary work upon the psychology of instinct, interest, etc. Mind will be studied from the genetic standpoint, and the student trained to right methods of observing, both in the field of child and animal psychology.

In the fourth term, psychology divides the time with Child Study, and the work, in the main, is an application of all the previous study in the observation and analysis of activities, observable in the Training Department and elsewhere. The interest of the student is centered upon individuals, and he is taught to bring all his psychological resources to bear upon actual problems, such as are soon to meet him in the class-room.

GENERAL METHOD.

The work in general method will be articulated closely with the work in Psychology and Child Study on the one hand, and on the other, with the work in the Training Department and in the special methods classes.

Modern psychology is now able, it is believed, to formulate the general principles upon which right methods of teaching may be developed. However, there has not yet been time for more than a fair beginning of this development, and the results of such studies in education, as have been made, have not been, and cannot yet be woven into a complete and satisfactory system. Nevertheless,

the children are before us, and the work of the schools must be done systematically, and by the best methods we can now discover. With this in mind, we aim, first, to put the student teacher in possession of general principles, in the light of which she may judge, compare, and construct methods for herself. Attention is drawn to the child, as a developing, self-active organism with varying interests and capabilities, ripening at different stages in his growth; and to the necessity of shaping the content and method of the school course to accord with these conditions.

In forming this conception of the child, the results of modern empirical study of children are combined with the results of the prophetic insight of Pestalozzi, Frœbel, Herbart and other great educators.

Having thus laid a right foundation for present and future constructive work in Methods, the student is introduced to the actual problems that await him in the schoolroom, in lesson planning, in the conducting of recitations, and in various other phases of school work; and is led to see the application of right theory along typical lines of practice.

ETHICS AND PHILOSOPHY OF EDUCATION.

Ethics.—In Ethics, the student is first introduced to the main problems on the theoretical side, as the origin and function of conscience, the moral law, the ultimate sources of obligation, the relation of Ethics to religion and theology, etc.; the problems being stated in terms of the student's own experience, so far as practicable.

Application is then made of the principles of conduct to our practical relations with the most important aspects of our environment, following the outline of Hyde's Practical Ethics. Robinson's Principles and Practice of Morality is used for reference on the theoretical side.

Philosophy of Education. In Philosophy of Education, the attempt is made to interest the student in some of the larger aspects of education, to at least state the problems, which engage the attention of those, who would build a science of education, and to acquaint him with the main principles, which underlie present educational aims and practices. No text is used, the material for the work being supplied from the educational reports and publications, the standard works on education, and especially from the student's own observation of the curricula and methods used in the Training Department and elsewhere. There is op-

portunity to make the work individual, and to thus utilize the results of co-operative effort covering a considerable field.

HISTORY OF EDUCATION.

Special effort is made to interest the student in the lives of the great educators. The educational ideals of Greece and Rome, and the changes in educational ideals and practices brought about by the introduction of Christianity, by the Renaissance, the Reformation, and other historical movements, are made subjects of special study.

The Histories of Education by Painter and Compayré are furnished each student, but most of the work is presented by topical assignments to the class, and by special assignments to individuals, involving the frequent use of the Reports of the National Educational Association, Reports of the Commissioner of Education, and such books as Munroe's Educational Ideal, Quick's Educational Reformers, Boone's Education in the United States, and the various biographies of the great educators.

It is planned to have the class read, at least, parts of Emile, Leonard and Gertrude, and Spencer's Education.

CHILD STUDY.

The plan is, first, to have the student make a beginning of first-hand observation and study of children; and, second, to give him some acquaintance with the methods by which children are being studied, and with the purposes, history, present status, and main results thus far, of the child study movement.

Students taking the two years professional course take work in child study during the second term of the final year, this work dividing the time with advanced psychology. During the present year, each member of this class has been responsible for a knowledge of several children, in the Training Department; a knowledge, both general and specific, as to their play-activities, and conditions of vision and hearing. A careful description of the physical and mental characteristics of each is also required.

By co-operative effort, the class covers a considerable range of reading in the literature of child study, each student being responsible for abstracts, and reports to the class, of some standard book, series of educational reports, etc.

TRAINING DEPARTMENT.

The aim of the Training Department is to practically apply the theoretical and instructive work of the other departments. As all pedagogy has for a basis psychology, it is the application of the fundamental principles of psychology that this Department seeks to demonstrate. Since all physical action is but the expression of some mental impression, in order to interpret intelligently the cause of an act, the teacher must be familiar with the laws governing the child-mind. This is a guide that can direct her to act understandingly. It is the value of a practical, working knowledge of the phenomena of the mind that this department seeks to impress upon the pupil teacher.

In order that the requisite relationship between theory and practice of teaching may be established, each candidate for graduation is given charge of a class, and she is held responsible for the execution of a complete plan of work to be accomplished. Each week a sectional plan of the work is presented to the critic teacher. It is corrected and returned with helpful suggestions. The classes are at all times under the immediate supervision of the critic teachers, who give the pupil teachers personal criticisms. The teaching, done by the critic teachers for observation purposes, is a prominent feature of the work in the Training Department, but the amount of such work is determined by the aptitude of the pupil teacher to her work. So long as the pupil teacher is associated with the Training Department, she is required to make systematic observation of work done by classes with which she has not been connected as a teacher. General criticisms and directions are given by each of the critic teachers in their respective departments at a weekly meeting. Here, plans of work, methods of preparation and presentation of subject matter, and the technique of the lesson are fully discussed.

SCHOOL ECONOMY.

The course in School Economy continues through six weeks. The course involves such subjects as school law, the establishment, organization and conduct of schools; buildings and their equipments, heating and ventilating; grading, programs, managing classes, incentives, securing co-operation of pupils; qualifications and duties of teachers; the position of a teacher relative to the community in which she teaches; school boards and their duties; and city school systems.

ENGLISH GRAMMAR.

The tendency of all recent work in English Grammar is to rid it of the formal mechanical character that has been responsible for so much of the dislike with which students tend to regard the subject. As outlined in the following courses, it is taken up as a study of the language by which the student expresses himself, as well as the forms used by great writers to convey their thoughts to others. The relation between the thought to be expressed and the means by which this is accomplished is kept constantly in mind.

Course I.—Two Terms. The work includes a careful study of the sentence, its typical forms and constructions. In considering different elements of the sentence, a comparative study is made, showing similarity of function through variety of form. Following the general work upon the sentence comes a careful consideration of the elements of speech, a comparison being made of the nature of ideas expressed by the different classes of words. Throughout the course the especial topics under discussion are supplemented by a study of longer and more connected selections from standard writers of English.

Course II.—One Term. This course is designed to be a treatment of the subject from the methods standpoint. It includes also a review of the more difficult portions, and as most of the students eligible for this course have studied Latin Grammar, a comparison of constructions with those in the Latin is made, thus bringing out their nature more clearly than is possible to a class not acquainted with the language from which so many of the forms in the English have sprung.

The more important elements of the sentence are carefully reviewed in this way, and when the subject-matter is well in mind, the question of its presentation to a class is considered. Much practice is given in arrangement of topics for this purpose, and illustrative lessons are given. These lessons include subjects in language work and technical grammar, representing, as far as possible, the work in the different grades.

Course III.—One Term. This is open to members of the Advanced Course, who have completed Course II. It includes a more careful and detailed study of some of the important subjects taken up in Course II, with a consideration of other forms and constructions less typical. Considerable attention is paid to sentential analysis, and the variety of constructions employed by dif-

ferent writers. A careful study is also made of spoken forms of speech.

The line of work begun in Course II., for methods of presenting different parts of the subject in teaching, is continued, and considerable practice is given in the preparation of original exercises for the application of the different forms and constructions studied.

ENGLISH COMPOSITION.

Capitals and punctuation. Advanced exercises in reproductions, amplifications and developments from narrative poetry and prose. Practice in making outlines and abstracts. Letter-writing. Study of simple rhetorical principles. Sentence structure to secure clearness and emphasis. Simple figures of speech. Study of synonyms. Paraphrase.

RHETORIC.

Application of principles of expression. Careful study of diction, imagery, metrical composition and the rules governing invention. Study of the elements and qualities of style in connection with selected works of American authors.

LITERATURE.

The student is made to see that in the study of literature the historic development of a people finds a sure exponent. The literature of any people is the utterance of a national mind as it is affected by the varying conditions of national life. An effort is made to bring to the student a distinctive appreciation of the works selected for study, the relations which they bear to one another, and the way in which they give expression to the personality of the writer, and the tendencies of the time. In a scheme of education, which develops and trains with reference to character, knowledge and usefulness, the study of literature has a place occupied by no other department. It develops the mind's power of assimilating knowledge, it tends to harmonize the faculties of the mind, and cultivates an insight into human life and character.

American Literature.—First Term. In the study of American Literature the following outline will be observed: Literature of the Colonies. Period of Transition. Period of The Republic. New England Group of Writers.

ENGLISH GRAMMAR.

The tendency of all recent work in English Grammar is to rid it of the formal mechanical character that has been responsible for so much of the dislike with which students tend to regard the subject. As outlined in the following courses, it is taken up as a study of the language by which the student expresses himself, as well as the forms used by great writers to convey their thoughts to others. The relation between the thought to be expressed and the means by which this is accomplished is kept constantly in mind.

Course I.—Two Terms. The work includes a careful study of the sentence, its typical forms and constructions. In considering different elements of the sentence, a comparative study is made, showing similarity of function through variety of form. Following the general work upon the sentence comes a careful consideration of the elements of speech, a comparison being made of the nature of ideas expressed by the different classes of words. Throughout the course the especial topics under discussion are supplemented by a study of longer and more connected selections from standard writers of English.

Course II.—One Term. This course is designed to be a treatment of the subject from the methods standpoint. It includes also a review of the more difficult portions, and as most of the students eligible for this course have studied Latin Grammar, a comparison of constructions with those in the Latin is made, thus bringing out their nature more clearly than is possible to a class not acquainted with the language from which so many of the forms in the English have sprung.

The more important elements of the sentence are carefully reviewed in this way, and when the subject-matter is well in mind, the question of its presentation to a class is considered. Much practice is given in arrangement of topics for this purpose, and illustrative lessons are given. These lessons include subjects in language work and technical grammar, representing, as far as possible, the work in the different grades.

Course III.—One Term. This is open to members of the Advanced Course, who have completed Course II. It includes a more careful and detailed study of some of the important subjects taken up in Course II, with a consideration of other forms and constructions less typical. Considerable attention is paid to sentential analysis, and the variety of constructions employed by dif-

ferent writers. A careful study is also made of spoken forms of speech.

The line of work begun in Course II., for methods of presenting different parts of the subject in teaching, is continued, and considerable practice is given in the preparation of original exercises for the application of the different forms and constructions studied.

ENGLISH COMPOSITION.

Capitals and punctuation. Advanced exercises in reproductions, amplifications and developments from narrative poetry and prose. Practice in making outlines and abstracts. Letter-writing. Study of simple rhetorical principles. Sentence structure to secure clearness and emphasis. Simple figures of speech. Study of synonyms. Paraphrase.

RHETORIC.

Application of principles of expression. Careful study of diction, imagery, metrical composition and the rules governing invention. Study of the elements and qualities of style in connection with selected works of American authors.

LITERATURE.

The student is made to see that in the study of literature the historic development of a people finds a sure exponent. The literature of any people is the utterance of a national mind as it is affected by the varying conditions of national life. An effort is made to bring to the student a distinctive appreciation of the works selected for study, the relations which they bear to one another, and the way in which they give expression to the personality of the writer, and the tendencies of the time. In a scheme of education, which develops and trains with reference to character, knowledge and usefulness, the study of literature has a place occupied by no other department. It develops the mind's power of assimilating knowledge, it tends to harmonize the faculties of the mind, and cultivates an insight into human life and character.

American Literature.—First Term. In the study of American Literature the following outline will be observed: Literature of the Colonies. Period of Transition. Period of The Republic. New England Group of Writers.

Second Term. Continuation of work among New England Group of Writers. Historians. Orators. Poets. Short Story Writers, Essayists, Critics, Humorists and Later Poets.

English Literature.—First Term. In the study of English Literature much collateral reading in English History is required. Outline for critical study: The early history from 449 A. D. to The Norman Conquest. From the Norman Conquest to Chaucer's death. From Chaucer's death to the Accession of Elizabeth. The Literature of the Age of Elizabeth. The Puritan Age. The Age of The Restoration.

Second Term. A study of works produced during the first forty years of the Eighteenth Century. The Second forty years of The Eighteenth Century. The Age of Romanticism. The Victorian Age. Aside from the critical study made of leading authors in a given period, adequate attention is given to minor authors and their chief works.

THE LATIN LANGUAGE.

The principal objects aimed at in the Latin department are: A more thorough insight into the meaning of English derivatives, through observing the Latin words from which they spring. An intelligent understanding of the structure of Latin sentences, and the ability to apply that understanding. A knowledge of the historical setting of the words studied, and an acquaintance, through such knowledge, with the personality of the author. An appreciation of the writings covered, as masterpieces of literature. Added power to express various forms of thought in appropriate English.

The first end is attained by constantly calling the attention of students during their first year's work, to the relation between the words of the vocabulary and words of their own tongue, until this form of association becomes an inseparable part of their study of the language.

The structure of sentence is mastered, not by learning rules, which are mere useless abstractions, but by observing the working of those rules in the Latin text. Much time is devoted to changing from English into Latin connected passages, founded upon the text, and especially arranged to illustrate the general principles of syntax. One subject at a time is taken up and considered, until the class have come to understand it. Frequent exercises in sight reading are found to be very useful aids. No student can

ever do satisfactory or accurate work, who has not learned to feel the importance of every word in the sentence, and, in a measure, to think in the language he is trying to learn.

Cæsar and Cicero present the best opportunity for arousing an interest in the personal and political background. It is especially fortunate from the point of view that the two men were contemporaries, that they were closely associated personally, but separated by opposite political preferences, and lived out their lives in one of the most important and exciting periods of the world's history.

Virgil is made the means of introducing the student to the enchanted land of Greek mythology and poetry. No Latin author comes so near as he to catching the spirit of the inimitable Greeks. So far as possible the consideration of forms and syntax is laid aside, and the ideal of this course is to give the students something of the thrill of the poet's inspiration.

The final test of success for the study of Latin is its influence upon the student's English. To obtain the power to use exact and forcible language, the class in Virgil are required to write out careful translations of some of the finer passages, not for drill in Latin, but as an English exercise, remembering always that the best translation is the one which preserves most fully the thought and form of the original, without doing violence to those subtleties of expression, which constitute good English.

Latin is studied, not for the empty satisfaction of knowing a language that is dead, but because much of it lives in the language of our everyday lives, and because its literature involves those principles of human thought and feeling, which live in every land, in every period of history.

THE LIBRARY.

As the library has recently been moved into more commodious quarters, it is now possible to keep the whole collection of books in one room. The room set apart for this purpose is large and well-lighted, and is in the charge of a librarian . It is open to students until four o'clock on school-days, and for two hours on Saturday. Arrangement is made by which students can draw books for use, at times, when the library is closed.

We have at present more than 3,300 volumes, which are labeled and catalogued. Besides these, there are almost as many volumes of government reports, including the official records of the Civil War, Geological Surveys, reports of the various depart-

ments, Congressional Records, and much other valuable material.

The assortment of books now on hand shows remarkable care and good judgment in selection, and additions no less valuable are constantly being made.

READING ROOM.

The following periodicals are accessible to students:

Atlantic Monthly,
Century Magazine,
Harper's Magazine,
Scribner's Magazine,
Forum,
North American Review,
Popular Science Monthly,
Review of Reviews,
Wisconsin Journal of Education,
Scientific American,
Harper's Weekly,
Pioneer Press (Daily),
Moorhead News (Daily),
Youth's Companion,
School Education,
Intelligence,
Education,
Red River Valley News,
Moorhead Independent,
Science,
St. Cloud Journal Press (Daily),
The Detroit Record,
Hallock News,
Ladies' Home Journal,
N. E. Journal of Education,
St. Paul Globe (Daily),
Minneapolis Journal (Daily),
Fergus Falls Journal.

READING.

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, 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.

First Year.—One Term. This work will consist mainly in securing from the student perfect abandon, that he may express himself freely and naturally, without any hindrance from self-consciousness. Aside from the work of the text-book, such selections will be chosen from Literature as are necessary for the best development of students. A special study will be made of Dickens, with reference to character interpretation.

Second Year.—One Term. During this term, attention will be given to the delicate shading of thought and expression. A study will be made of the beautiful pictures given us by the artist poets. During this course of study, each student will have analyzed, and become familiar with, nature poems from the best English and American artists.

Literary Interpretation. Text-books are not used in this course. Selections are made from literature which meet the demands of the course. A special study is made of the dramatic, poetic, oratorical and essay style. The literary analysis and vocal interpretation of twenty selections from the best English and American authors are required.

Methods. The course in Methods begins with a study of individual needs and possibilities, with a view to strengthening the personality, purpose and influence of each student before he enters upon his work as a teacher. To this end attention is given to the expressional development of each member of the class, before the regular work in Methods begins. The principles employed in teaching the selections made for study are such as can be adapted to the whole, broad range of literature. *Special Studies*—(a) The choice of material to be used in grade work; (b) the cultivation of the literary taste of children; (c) literary analysis; (d) the art of story telling; (e) attractive presentation of book reviews; (f) teaching of memory poems; (g) conduct of classes.

Rhetoricals. Rhetorical exercises are held one evening in each month in the assembly hall of the school. All students are required to attend these exercises, and the public is invited.

The purpose of Rhetoricals is two-fold:

That the school, as a whole, may enjoy the entertainment, the instruction and culture that come from hearing what is best in the literary world read clearly, understandingly and impressively; that the individual students may receive the experience, the discipline, the growth in power that come from thinking and speaking before an audience. Every member of the graduating class is required to appear in Rhetoricals sometime during the year.

During the year 1901-'02 an evening will be devoted to each of the following subjects:

Sept. 27—Charles Dickens; Oct. 25—Tennyson; Nov. 22—Ballads and Folk Songs; Dec. 20—The Book of Job; Jan. 31—Modern Drama; Feb. 28—Robert Louis Stevenson; April 4—Shakespeare; May 2—Opera and Oratorio.

MUSIC.

The course in Music is arranged in four parts: Voice, Reading, Harmony, and History and Biography.

A thorough study of the singing and speaking voice is made, with a view to the formation of sound vocal habits on the part of the pupil, and to enable him to recognize and classify tones as correct, or otherwise, upon hearing them. Good quality being the first great requisite, many methods for securing and improving this are given.

The educational value of Music, considered objectively and subjectively, and its great power and usefulness in educating the emotions, are dwelt upon. The presentation and use of rote songs are studied in connection with this work.

The ethical value of Music is as much on its intellectual as on its emotional side; therefore, the work in reading is considered very important. The greatest mental activity and consideration are here necessary, to the end that the pupil may learn to read music with accuracy, rapidity, and regard to the musical thought expressed. The pedagogy of music is explained and illustrated in the presentation of notation and elements of musical theory.

A short course in elementary Harmony is given. Pupils are required to study and write scale forms, chords, simple melodies,

and easy exercises in thorough bass. Musical form and development are studied and illustrated.

The pupils make as exhaustive a study of the history of Music, and the lives and works of the great composers, as time will permit.

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 æsthetic 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 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.

The work in this subject comprises two courses, one for the first year classes, and the other for more advanced students. In both courses the same purpose of mental development is kept in mind, as a directing influence. With too many students work in arithmetic means a mere "juggling of numbers," and it is the purpose of the Department to present the subject in a realistic and tangible form, so that the habit of forming clear and distinct mental pictures of conditions presented may be developed. The necessity of securing mechanical skill, accuracy and rapidity in the handling of numbers is also kept in mind. Such subjects as compound numbers, insurance, taxes, etc., that have a direct application in practical affairs, are approached from the practical as well as the theoretical standpoint.

Course I.—Two Terms. The immediate purpose of this course is to give a thorough understanding of subject-matter, and to develop a thoughtful, logical habit of study. It is designed for such students as have not completed Arithmetic, or those who expect to teach before finishing their course, and wish a thorough and careful review of some of the more difficult parts of the subject.

The work begins with a study of fractions. The aim is to link the work in fractions with that in whole numbers, and to rid them of the mystery and dread with which they are surrounded for so many students. In presenting the same operations that have been studied with whole numbers, the similarity of use between fractional quantities and whole numbers is emphasized. In following out the idea of making the work as real and tangible as possible, not only are fractional quantities represented by the use of objects and diagrams, but the operations as well, are shown in the same way. Percentage, with its applications, is taken up as another form of the study of fractions, and the unity existing

throughout the work in whole numbers, fractions and percentage is shown. Ratio and proportion are studied, to develop reasoning power, rather than to acquire skill in the mechanical application of a fixed rule. Involution and evolution are presented objectively, and the algebraic formulæ are derived from the actual use of areas and solids. Diagrams are also employed to illustrate the operations. The course closes with the study of the metric systems of measurement and their applications. This work is taken up in accordance with the "laboratory method" of presentation.

Course II.—One Term. This course is open to students taking the professional courses, and members of the Junior class. It is designed to include a presentation from the method side, together with a careful review of the more difficult parts, to bring out the simplicity and unity of the subject. Coming, as it does, after the study of algebra and geometry, the course aims to give a more comprehensive view of the subject than is possible without such preparation.

The course begins with a series of lectures and illustrative lessons on number work in the primary grades. This is accompanied by a line of supplementary reading. Addition, subtraction, mutiplication and division are studied in a comparative way, the operations being performed objectively, where necessary to contrast them clearly. A course in fractions is pursued similar to that offered in Course I., but in a more comprehensive way, and emphasizing more strongly the method of teaching. Percentage, with its applications, is studied, as a continuation and further application of the work in fractions.

ALGEBRA.

The work in Algebra comprises three terms, during which time the principles of elementary Algebra are thoroughly studied, discussed and explained. The value of the course in Algebra as given is two-fold. First, to give such a series of mathematical exercises and drills as to materially aid the student in his ability to think clearly and reason well, and, second, to so connect algebraical processes with those previously studied in arithmetic as to elucidate the teaching of arithmetical principles, and, at the same time, to make more easily understood the use of algebraical signs, symbols and operations.

GEOMETRY.

The ground covered is about what is found in any modern text-book on the subject.

The object in this course is to develop the reasoning power of the student, so that he can see and hold in mind geometrical truths, and give clear and concise statement to his thought. Too often Geometry is regarded simply as an exercise for the memory. Memorizing demonstrations is discouraged, and every effort is made to have the student discover methods of proof for himself.

PHYSICAL SCIENCES.

This department occupies three rooms, pleasantly situated and admirably planned. A large recitation room, fitted with dark curtains, heliostat, projection apparatus, etc., is connected by folding doors with the chemical laboratory. On the other side opens the physical apparatus room and office, where, also, is the reference library.

Physics. This subject is required of all students for three terms in the third year of the course. Five recitation and two laboratory periods per week are devoted to the work. The aim in the course is to bring the student into contact with the physical phenomena and forces about him, so that he can intelligently observe, understand, and discuss them. The fact that physics is applied mathematics is held in mind, and problem work in connection with the text is emphasized. The more important laws and principles are illustrated experimentally before the class, and the students are encouraged to make simple home experiments.

The apparatus room is well equipped for the illustration of nearly all the more important principles involved. A reasonably complete reference library is at the disposal of the students. In connection with the department is a shop, with lathe, carpenter's bench, and all the tools and materials needed in the construction of simple pieces of apparatus. Special study is made of the practical application of physical laws, as found in steam-engines, telegraphy, electric clocks, dynamos, etc. Frequent visits to mills and the electric-light plant are made.

Chemistry. The principal purposes kept in view in teaching chemistry are:

(a) To teach the student to observe closely and reason ac-

curately. (b) To increase his knowledge of the composition and character of many common substances with which he is already familiar.

Course I.

The elements of inorganic chemistry. The principal chemical elements, with their most common compounds, are made the basis of each student's work in the laboratory. Analytical, as well as synthical, methods are used. About one-half of the time is devoted to work in the laboratory, and the remaining time is taken up with recitations, written and oral, and the discussion of laboratory work.

Course II.

This course is open only to students who have had Course I. The work in this course is confined almost wholly to qualitative analysis. The metals, only, are studied, and some of the more complex and difficult reactions are omitted. The greater portion of the students' time is spent in the laboratory.

BIOLOGICAL SCIENCES.

Botany. A study of plants is as far as possible made the basis of the work in this subject. The organs of vegetation and reproduction of flowering plants are carefully studied, with and without the aid of the lens. The life history of some common plant is traced by daily observation from seed to fruit. In this way an attempt is made to make plain the principal facts of the form and function of plant organs, and the relation of a plant to its environment. More stress is placed upon plant physiology and ecology than upon the minute structure of plants. The higher plants are studied in preference to the lower forms as being of more value to the teacher in public school work. Frequent reference is made to plants of lower orders, and, occasionally, typical specimens are examined, which prevent the student from getting the idea that the plant kingdom is composed entirely of phanerogams.

The scope of the work, as indicated by the leading topics studied, is as follows: The germination of seeds; the behavior of seedlings; the materials from which the plant derives its food, the source of these materials and the manner in which the plant obtains, and makes use of them; transpiration and respiration in plants; irritability, growth of the plant as affected

by moisture, temperature and air, reproduction, seed dissemination, plant societies and their effect upon each other; plant distribution with special reference to Minnesota plants.

Throughout the course continual emphasis is laid upon the correlation of form and function.

Some taxonomic work is done, and in connection with it field work is explained. Particular attention is paid to plant families and societies, rather than to the species, although the student completing the course should be able to classify readily common flowering plants.

Zoology. One term's work in Zoölogy is required of all students, and a second term's work is offered to students pursuing the English course. Although it is the intention to give as broad a view of the animal kingdom as possible, more attention is paid to the study of insects and birds. A type of each one of the prominent orders of insects is carefully studied, and a more rapid examination is made of a number of other insects, nearly related to the type forms. The external features and diagnostic characteristics are emphasized in this study. Insect life is also studied in the field. Students are asked to make excursions, under the direction of the instructor, for purposes of observation, and collections. In this way much valuable information is obtained in regard to the life, habits, peculiarities and habitats of common insects. Reports of field work, and a discussion of these reports in class afford ample opportunity to suggest the best methods of collecting, caring for and using in school work the material secured. In a similar way the principal orders of birds are studied. By an examination of a few type forms, the student becomes familiar with the distinguishing characteristics of these groups; and through observation in the field, the character, habits, food and mode of flight become known.

For those students who continue the work through a second term, a more extended study is made of fishes, reptiles and mammals.

Physiology and Hygiene. Physiology and hygiene constitute one term's work. The course is made thorough and practical. Animal tissue is used to illustrate the principal points of the study. A well articulated skeleton makes plain all the points in skeletal structure, arrangement and movement. After a careful study of the skeleton the muscular system is taken up. Under this subject are studied, not only the structure, attachments

and function of muscles, but the laws governing muscular health. The need of exercise, the amount of exercise, and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follows in order the blood and the circulatory system, the respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice.

The course throughout is adapted to the needs of the teacher, and school hygiene in particular is emphasized. Many of the simple facts of child study are explained and discussed, especially, difficulties with the eye and ear, which are so prevalent in the schoolroom.

ELEMENTARY SCIENCE.

Elementary Science is the term applied to the study of those phases of the natural sciences, which are best adapted for study in the graded schools of the state. The work of the course is largely in the form of lectures, supplemented, occasionally, by reference work, and illustrated as fully as possible by demonstration from the rapidly increasing collections in the museum. The course is necessarily modified from year to year to keep pace with the advance of scientific knowledge, and to better adapt it to the preparation of those entering the classes. At the close of the course a suggestive outline of study is given for each science taken up. Although suggestive, these outlines indicate the phases of the subject, material to be used, methods of presentation, and objects to be attained in each grade from the first to the eighth. The student who has completed the prescribed work should have a larger fund of accurate, scientific knowledge from which to draw in teaching, and a greater and growing interest in nature and natural objects.

Geology, botany, zoölogy and meteorology are the sciences studied.

The following topics suggest the nature of the course: A brief story of the formation of the earth; the principal rocks, their formation, character and occurrence; the various stages of the formation of soils, from rock debris, especial attention being paid to Minnesota soils; plants studied not as flowers, but as living things; the nature of plant food, its source and the way in which the plant obtains it; the flower, its use to the plant, and the relation of insects to it; plant movements and the va-

rious methods of seed dissemination; the life history of insects available for schoolroom use, illustrated by the moth and butterfly; the fish and frog are taken up in a similar way; in meteorology, winds, clouds, and storms are discussed in connection with season changes.

THE MUSEUM.

There is a tendency in modern education which strongly emphasizes the use of the eye. The use of objects, illustrative material, laboratory methods and nature study all show forcibly this trend. Since this is true, the right kind of a museum should be found in every school, side by side with the library. It should supplement the library, and be supplemented by it. It can be made to enrich, more or less, almost every study in the curriculum, and especially is this true of the subjects of reading, history, geography and the sciences. The old style museum, which was a heterogeneous collection of curios, cannot do this, and is giving way to the new, which should be a carefully selected collection of material that has a practical bearing on the needs in question. Such a collection the Moorhead Normal plans in time to have. The museum has recently received a very valuable collection of about six hundred flowering plants. This collection comes as exchange material from the botanical survey of Minnesota, and is of inestimable value to the botanical department of the Normal School. The specimens received are typical Minnesota plants, and represent nearly every family of flowering plants common to the state. This material together with some already on hand, is being worked over and reclassified as rapidly as possible. The new classification is based upon the natural system of Engler and Prantl. When this is completed the herbarium will be thoroughly modernized and in good condition for growth, and it is hoped that friends of the school will bear this in mind in the future. Another valuable acquisition to the museum, is a collection of typical corals from the Philippine Islands. This material was secured through the Minnesota Academy of Natural Sciences. A large number of Minnesota minerals and rocks has also been received from the State Geological Survey.

GEOGRAPHY.

Aims. The aims of the work in this department are to bring the students into intelligently sympathetic touch with the world

around them, and to give them a practical working knowledge of life in relation to the earth. The endeavor is to train in power of seeing relations, especially, those of cause and effect, to teach ideas, not definitions, and to develop power of gathering information from best references. Places are located with reference to cause, natural resources are traced back to their geologic and climatic foundation, and industries and products are shown in their true light as consequent upon the natural resources.

First Term. This term is given to the study of physical geography, the time being divided among the subjects of the air, the ocean, and the land. Under the study of the air come the study of the circulation of the winds, the various storms, the different forms of moisture in the atmosphere, all of which are summed up in the practical study of the weather. Daily observations are made and recorded, local conditions analyzed, and forecasts made. In addition to this the official weather maps are studied, and weather maps made from the recorded data. The ocean is studied with reference to its density, the topography of the ocean floor, conditions of deep sea life, the circulation of the ocean waters in currents, tides and waves, together with their effect upon the climate and conditions of life upon the land. In the study of the land, special emphasis is laid upon the processes by which different land forms are brought into being. Mountain building, the origin of different kinds of rock, the work of the rivers, the work of the weather, glacial action and its effects upon the conditions of life in different countries are made especially prominent. All this is summed up in a somewhat detailed study of the physical features of the United States.

Second Term. The second term's work is based upon that of the first term, and is concerned with a study of the commercial geography of the United States. The different sections are studied with reference to their natural resources, the consequent industries, and the reasons for the location and growth of the leading cities, each point being worked back to its physical basis. Our foreign commercial relations, as well as some more detailed study of our home conditions, are taken up in special, individual topic work in which each student does original research work in the well stocked library at his command. Throughout the entire course note books are kept by each student. These books are criticised several times each term by the

teacher in charge, the student being required to make all corrections indicated. Practice is given in free-hand map drawing from memory, in order to give accuracy of knowledge, and skill in the use of chalk and blackboard. In addition to this, each pupil is required to draw, at least, two fine mechanical maps on bristol board. Several lectures are given during the term on the scientific movements and inventions of the day. These are supplemented by repeated reference to current periodicals and standard works with which the library is well supplied.

Methods. This course is open to seniors, and students pursuing the professional courses. The course covers one term. The first part of the term is devoted to an analysis of the problem of education, the end to be reached and the means by which that end is to be attained, a brief review of some of the essential elements of physical geography before attacking the practical problem of lesson plans. Effort is made to get the students into complete possession of the point of view spoken of in the aims of the work of this department, as well as the adaptation of that point of view to the work of the different grades. The latter part of the term is devoted to the practical application of principles and knowledge gained in the making of lesson plans, and, finally, in putting those plans into practice in the Training Department. Practice in the interpretation of maps, and in drawing them, is, also, given. The comparison of text-books with a view to finding out the essentials of a good text is taken up with care. No text-book is used.

PHYSIOGRAPHY.

The course in physiography as a separate study, covers but one term, although many of its principles are continually taught in connection with mathematical and political geography. The object of the course is to familiarize the student with the common physiographic processes, and through this study to lead him to a better knowledge of the great surface features of the earth,—their history and development. The study is begun with the earth as a whole; its origin and early development are touched upon, although little time is given to the astronomical phase of the subject. Next, are taken up in about the order given, the atmosphere, its extent, composition and properties; temperature and moisture of the atmosphere; winds and ocean currents, their causes, characteristics and effects upon climate; clouds, their causes, appearance and accompanying phenomena;

the water, its distribution, composition and properties; springs, hot and cold, their occurrence and effect on land forms. Much attention is paid to rivers as erosive agents. Various river systems are studied in a comparative way in order to make clear the characteristics, which indicate the age of rivers, as well as to show the varied and complex land forms, which have been carved out by river agency. Land forms are further studied as to their origin and growth as influenced by ocean erosion, volcanic and earthquake activity, and the gradual upheaval and subsidence of the earth's crust. Some time is devoted to the discussion of the general distribution of plant and animal life over the globe, and the principles underlying such distribution.

HISTORY.

The courses as now organized extend through six terms and include two terms of American history, two terms of general history, one term of methods, and one term of English history.

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 historian must travel and begins to see how history is written. Outside reading is assigned with every lesson and followed up in class. Much written work is required 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.

CIVICS.

The importance of intelligent citizenship cannot be overestimated. The nature, theory and necessity of government are explicitly set forth. The rights, obligations and duties of citizenship, involving the study of man in his various relations to the family, the church and state are carefully studied.

An exhaustive and critical study is made of the constitution of the United States, and that of Minnesota. Historical and critical study is made of the township; the city; government of cities in the United States; and the county. Colonial governments, and state government under federal union are studied from various sources. Collateral reading and work in topical research are required throughout the course.

SOCIAL SCIENCE.

The aim is to introduce the student as directly as possible to the facts of associated life, and to guide him to right use of the abundant opportunities for sociological investigation, which he will have in active life.

Small and Vincent's "Introduction to the Study of Society" is used as a text. Almost as much time is given to original investigations by the student as to the study of the text proper, the latter being used mainly as a guide to the sources of sociological material.

THESIS.

Each candidate for graduation will be required to present to the faculty a graduating thesis. The subject of the thesis must be filed with the registrar at the close of the winter term. The thesis must be a record of independent investigation of some subject included in the scope of the student's professional work. The thesis will be submitted to a committee of the faculty for review and criticism.

Catalogue of Students.

FOR THE YEAR 1900-1901.

Normal Department.

Advanced Professional Course.

Seniors.

Adams, Bessie M. Fergus Falls
Cole, Esther M. . . Fergus Falls
Connolly, Mary M. . Stillwater
Fuller, Hattie B. . . . Moorhead
Nolan, Julia A. . . . . Stillwater
O'Connor, Nellie E. Graceville
Seely, E. Maud. . . . . Stillwater
St. John, Eva G. . . . . Stillwater
Wessberg, M. . . . . Fergus Falls

Senior Latin.

Bengtson, Jelmer P. Lake Park
Clauson, John K. . . . . Ashby
Hafstrom, Anna. Fargo, N. D.
Head, Georgia W. . . . . Rothsay
Tripp, Anna L. . . . . Moorhead
Huggett, Ruth. . . . . Ashby
Miller, Eula J. . . . Fargo, N. D.
Stanley, Elizabeth. . . . Henning
Tillotson, Mary. . . . . Moorhead

Senior English.

Ambs, Frederick J. . Moorhead
Conrick, Maud H. Fargo, N. D.
Dodds, Alma D. . . . . Wheaton
Gray, Clyde D. . . . . Mora
Mason, James D. . . . . Ada

ELEMENTARY PROFESSIONAL COURSE.

Amundson, Martha J. . Becida
Anderson, Mabel C. Alexandria
Bohlke, N. O. Wahpeton, N. D.
Costello, Mechtilda. . Graceville
Duncan, Maude. . Fergus Falls
Farquhar, Ethel B. Farmington
Howe, Hilbert A. . . . Nielsville
Leach, Irene H. . . Fergus Falls
Lewis, Theresa M. Alexandria
Liedl, Frances K. Fergus Falls
Mitchell, Lura. . . Fargo, N. D.
Nelson, Cora M. . . . . Detroit
Nyberg, Clara. . . . Fergus Falls
O'Brien, Lydia H. . . Crookston
Sherwin, H. M. . . Fergus Falls
Tonning, Mary E. . . Moorhead
Walsted, Mary B. . . Crookston
Walsted, Nora C. . . . Crookston

A Elementary.

Bergh, Casper E....Hendrum
Bergh, Manda.....Hendrum
Bergh, Otto I.....Hendrum
Bjorkquist, Olga O.Moorhead
Brustuen, Clara T...Appleton
Bull, Bessie E.Mapleton, N. D.
Buttz, B. E...Buttzville, N. D.
Clauson, Christine C....Ashby
Coliton, E. M.....Moorhead
Dure, Charlotte.....Hallock
Espeseth, Ingeborg....Erskine
French, Bertha I.Fargo, N. D.
Gainey, Dennis J...Moorhead
Hegge, M. A...Hickson, N. D.
Hyslin, John...Daniels, N. D.
Johnson, Elba....Fergus Falls
Johnson, M...Christine, N. D.
Jones, Cynthia M...Moorhead
Keeney, Mary E.Fargo, N. D.
Larson, C. M..DeLamere, N. D.
Mann, Ella A.....Wadena
Martinsen, O..Hickson, N. D.
McGrath, Cornelia.Barnesville
McKenzie,A.M. Wild Rice, N D
Mithun, Louis M.....Warren
Murray, Helen.....Brainerd
Powell, Amelia G.....Staples
Robison, H. C....Fargo, N. D.
Roen, Lena....Hickson, N. D.
Ronningen, Ole E.
Norwegian Grove
Sabin, Grace B.LaMoure, N. D.
Scott, Julia.....Battle Lake
Skaug, Julius.....Beltrami
Staake, Olga E.....Moorhead
Sundberg, Blanda E..Kennedy
Toms, Grace C.....Staples
Widing, Delia.....Moorhead

ADVANCED PROFESSIONAL COURSE.

First Year.

Angus, Bertha B.....Garfield
Bell, Ethel.....Fergus Falls
Deneen, A. C.Hammond, Wis.
Erickson, Nellie..Fergus Falls
Fuller, Myrtle A....Moorhead
Mason, Adelaide E.Alexandria
Palmer, Hannah J. J....Angus

Junior Latin.

Curtis, Bertha C....Moorhead
Mackall, Henry C...Moorhead
McIntosh, A..Bathgate, N. D.
Parkhill, J. A..Pelican Rapids
Partridge, Jennie W.Moorhead
Rice, Addie L...Fargo, N. D.
Wagner, Lulu E....Moorhead

Junior English.

Froland, Marie.....Evansville
Hagen, Flora O....Crookston
Kittridge, Alice F....Glyndon

A Latin.

Anderson, Anna E..Moorhead
Briggs, V. M..Pelican Rapids
Freeman, Minnie L.Moorhead
LaValley, Lola.....Moorhead
McPherson, Jean.....Glyndon
Still, Olive.....Moorhead

Gullickson, Martin H..Fertile
Kimber, Alta M....Clitherall
VanHouten, B. A...Moorhead
Wardeberg, Geo.....McIntosh

A English.

Carlson, Emma D...Moorhead
Corbett, Fidie L..Twin Valley
Flynn, Estelle..Mandan, N. D.
Hannebohl, Anna...Moorhead
Hannebohl, Louise..Moorhead
Hannebohl, Theresa.Moorhead
Johnson, Dora L.....Sabin
Moran, Ruby M....Moorhead
Tierney, K. R....Fargo, N. D.

B Class.

Adler, Elsie F.....Moorhead
Askegaard, E. M....Comstock
Askegaard, H. O....Comstock
Atcheson, Maude L.
Hammond, Wis.
Babst, Harry F.....Moorhead
Bilsborrow, Jas. D..Wolverton
Boe, Hannah M....Lake Park
Bolster, Clara B....Moorhead
Bondy, Carrie A..Battle Lake
Brohaugh, Agnes....Hendrum
Brophy, Ethel M.....Glyndon
Butler, Wallace.....Beroun
Carlson, A. K...Fargo, N. D.
Coleman, E. M....Barnesville
Coliton, Mary.....Moorhead
Curran, James.....Moorhead
Curran, Mary.....Moorhead
Denison, Anna E...Moorhead
Dokken, C. H.....Lake Park
Duncanson, Elva.....Glyndon
Fink, Florence.....Cass Lake
Finstuen, Rina T...Moorhead
Fox, Florence.....Felton
Gunderson, Ole S.
Christine, N. D.
Hanson, Mary.....Lake Park
Hedrick, Mary E...Moorhead
Hoff, Alma.....Tordenskjold
Hogelund, S. C..Fargo, N. D.
Hort, Charles....Switzerland
Hulett, Clarence E..Moorhead
Iverson, Olga G....McIntosh
Lamb, Elizabeth E..Moorhead
Lamont, Scott L..Fargo, N. D.
Landblom, Ida...Fargo, N. D.
Larson, Emil.....Barrett
Larson, Lewis.....Barrett
Lewis, Agnes M....Moorhead
Little, Cora L....Minneapolis
Luckason, A..Christine, N. D.
Lyman, Anna M..Fargo, N. D.
May, Clyde L.....Moorhead
May, Wayne H.....Moorhead
McCabe, Olga M.....Navan
McGuire, Lucy E.....Hegbert
McKenzie, Jessie G.
Wild Rice, N. D.
McKenzie, Margaret
Wild Rice, N. D.
Midthun, Tina A.....Flom
Murphy, G.....Fargo, N. D.
Natwick, C. A....Twin Valley
Nelson, N. A....Fargo, N. D.
Page, Armadine....Crookston
Pederson, Ella....Underwood
Pilot, Ruby E.....Kent
Putney, Charles....Moorhead
Roach, Nellie.....Moorhead
Rose, Panzy E..Fargo, N. D.

Russell, E. E. Jamestown, N. D.
Scanlan, K. E....Page, N. D.
Simonitsch, J. M...Moorhead
Sullivan, Olive M...Moorhead
Sunju, Edith.....Ashby
Tripp, Flora B.....Moorhead
Tungseth, Paul P.....Hawley
Tylden, Julia S.....Syre
Urness, Lottie A....Moorhead
Verry, Nellie M.....Tintah
Walberg, Christine....Detroit
Watterberg, Fritz.....Dibley
Westerlund, B. C.....Erskine
Wiehe, B. M...Kindred, N. D.

C Class.

Aabye, Clara.....Perley
Aasness, Mary.....Dalton
Adler, Grace.....Moorhead
Allstrom, Erik.....Moorhead
Barker, Floyd.....Comstock
Barnard, Earl M....Moorhead
Bjerken, B. J..Kindred, N. D.
Bjornes, Anna....Battle Lake
Casey, Martin.....Crookston
Christianson, O. A..Moorhead
Comstock, Geo. M..Moorhead
Corbett, Minnie..Twin Valley
Danielson, Annie.....Perley
Danielson, Henry.....Perley
Eastlund, G. A.....Moorhead
Eddy, Sanford E.....Worden
Eilerton, Charles....Moorhead
Ellingson, Lizzie J.....Wangs
Erickson, Emma.....Hawley
Finne, Hannah....Georgetown
Formo, Josephine.....Dalton
Freeman, Maurice..Moorhead
Freeberg, Martin...Moorhead
Gaare, Clara S.....Perley
Gaare, Joseph.....Perley
Geary, Kathryn R.....Chicago
Gormley, Bessie.Fargo, N. D.
Halvorson, Nils O.....Rollag
Hanson, Henry O..Lake Park
Hanson, Hilda.....Ulen
Head, Clara L.....Rothsay
Hedlund, Hedvig...Moorhead
Hess, E. P..Glen Ullin, N. D.
Hovden, Conrad.....Perley
Iverson, Inga.....Moorhead
Johnson, Estella.....Halstad
Johnson, Inga
Abercrombie, N. D.
Johnson, Sylvester J....Sabin
Jordahl, Sophia P.....Borup
LaFayette, Ada A.....Navan
Lang, George E.....Felton
Larson, Alma.....Dalton
Lindblad, Selma A.....Axel
Maclinn, Ethel....Page, N. D.
McEvers, Lura A.....Sabin
McGrath, A. C..New Richland
McGrath, Stasia....Moorhead
McKenzie, Daisy M.
Wild Rice, N. D.
McKenzie, Frank A.
Wild Rice, N. D.
McKenzie, M. Grace
Wild Rice, N. D.
Midgarden, Clara A.Moorhead
Moe, John C....Fargo, N. D.
Moling, Alma.....Kron P. O.
Montin, F. H....Fargo, N. D.
Morck, Adolph.....Erskine
Mudgett, Ethel...Fargo, N. D.
Murphy, Tena.....Moorhead
Nash, Julia.....Chaffee, N. D.
Olson, Mary D.....Lake Park
Oppegaard, Gyda.....Erskine
Ramsey, Nellie.....Cream
Readdy, M. K....Fargo, N. D.

Redpath, Georgia M....Frazee
Roney, Jennie E.....Kennedy
Ronning, Ida.....Dalton
Ryggen, Anna.....Erskine
Schou, Rachel.....Halstad
Simonitsch, E. V...Moorhead
Skree, Josephine.....Hawley
Skullerud, Lydia....Comstock
Slettebak, Ludvika....Heiberg
Smith, Pearl.....Campbell
Solberg, Dora....Twin Valley
Solum, Petra.....Rollag
Stillman, G.....Fargo, N. D.
Strombo, Edward H...Dalton
Thompson, Louisa...McIntosh
Tillotson, Sibyl.....Moorhead
Ullrich, Annie.....Barnesville
Volen, Lena.....Tordenskjold
Walker, Annie.....Kurtz
Westberg, Selma M.Moorhead
Westlund, H...Horace, N. D.
Westlund, O..Harwood, N. D.
Wilson, Michael G..Northcote
Wilson, Elsie.....Barnesville

TRAINING DEPARTMENT.

Eighth Grade.

Alm, Orlando.....Moorhead
Anderson, Charles..St. Hilaire
Bennett, Lillian.....Moorhead
Dailey, Richard.....Moorhead
Erickson, Edwin....Moorhead
Espeseth, Anna.....Erskine
Freeman, Dora.....Moorhead
Gaare, Oscar.....Perley
Gates, Ray.....Moorhead
Jones, Hannah.....Navan
Johnson, Huldah...Wolverton
Larson, Elma.....Moorhead
Loudon, Blanche....Moorhead
Midthun, Emma.....Flom
Monson, L..Argusville, N. D.
Nyvall, Yngve.....Moorhead
Nyvall, Ragnar.....Moorhead
Pomeroy, Curtis....Moorhead
Peterson,. Leroi....Moorhead
Rost, Emil.....Ulen
Rustad, Harriette.....Kurtz
Rustad, Theresa.....Kurtz
Staake, Hugo.....Moorhead
Smith, Retta.....Fargo, N. D.
Thompson, Oline.....Kurtz
Tiegen, Carolina....Moorhead
Tillotson, Ben.....Moorhead
Westberg, Claus....Moorhead
Wright, Rena.....Navan
Weld, Moselle E....Moorhead
Zimmerman, Laura. Moorhead

Seventh Grade.

Askegaard, Dan
Bjerken, Sigrud
Bjorkquist, Stella
Calandar, Garda
Elton, Belle
Freeberg, Amy
Glennon, Cecil
Grover, Clarence
Herrid, Oscar
Hoff, Goodwin
Holm, Esther
Holm, Benjamin

Houge, Ottis
Johnson, Selma
Larson, Martin
Malloy, Ambrose
McGill, Nellie
Meeker, Dean
Nelson, Nels
Olson, Selma
Olson, Carl
Rehder, Adela
Scribner, Clinton
Shafer, Minnie
Swenson, Minnie
Thompson, Haus
Wiedemann, Henry

Sixth Grade.

Abbott, Maude
Adler, Irene
Anderson, Anna
Bjorkquist, Gunnar
Bjorkquist, Hildur
Bloomquist, Judith
Bowman, Arthur
Dudrey, Howard
Eastlund, Erick
Ellingsen, Minnie
Freeberg, Hanna
Hoff, Oliver
Holm, Alma
Peterson, Hulda
Staake, Ruth
Swenson, Ruth
Thorkildson, Abraham
Tilseth, Nora
Wheelright, Mary

Fifth Grade.

Abbott, Harvey
Anderson, Hilda
Bowman, Emil
Carlson, David
Eastlund, Teddy
Fisher, Willie
Freeman, Elsie
Gorman, Lucas
Grant, Lyle
Grover, Elmer
Guldvick, Adolph
Johnson, John
Johnson, Louis
LaPash, Annie
Levitre, Ida
Loudon, Jessie
Lundin, Florence
Malmstrom, Joseph
Nye, Gordon
Olson, Olof
Parker, Myrza
Weld, Lucy
Westlund, Ephraim
Westlund, Hannah

Fourth Grade.

Carlandar, Esther
Eastlund, Esther
Freeman, Esther
Goodman, Sylvia
Hedlund, Minnie
Holm, Alvina
Johnson, Emma
McNair, Helen
Parker, Gladys
Peterson, Carl
Tilseth, Edith

Third Grade.

Colmer, Otto
Dudrey, Hazel
Hedlund, Abel
Holm, William
Johnson, Henry
Johnson, Albert
LaPash, Carrie
Stalley, Frances
Strathdee, Frank

Second Grade.

Bjorkquist, Elmer
Colmer, George
Colmer, Walter
Carlandar, Robert
Gorman, Iola
Guldvick, Johannus
Stalley, Harold
Strathdee, Robert

First Grade.

Bjorkquist, Oscar
Carlandar, Jarl
Diedrick, Joe
Freeberg, Hilma
Guldvick, Albert
Howe, Clarence
LaPash, Martin
Little, Ward
Loudon, Archie
Machenbaker, Gerald
Peterson, Ellen
Porteous, Lawrence
Probst, Antony
Probst, Barbara
Ryan, Arthur
Staake, Hildegard
Whitney, Melvin

Summary.

Normal department	270
Training department	146
Total	416

Enrollment by Counties.

Becker	9	Grant	6
Big Stone	2	Hennepin	1
Blue Earth	1	Hubbard	2
Cass, N. D.	42	Kanabec	1
Cavalier, N. D.	1	Kittson	4
Clay	114	LaMoure, N. D.	1
Crow Wing	1	Marshall	1
Dakota	1	Morton, N. D.	2
Douglas	6	Norman	23
Goodhue	1	Otter Tail	29

Pembina, N. D.	1	Stutsman, N. D.	1
Pine	1	Swift	2
Polk	19	Todd	2
Ransom, N. D.	1	Traverse	2
Red Lake	1	Wadena	2
Richland, N. D.	5	Waseca	1
Sargent, N. D.	1	Washington	4
St. Croix, Wis.	2	Wilkin	7
Metzerland, Switzerland.	1	Cook, Ill.	1

Counties represented.....38

Other States Represented.

North Dakota	55	Wisconsin	2
Illinois	1	Switzerland	1

GRADUATES' CALENDAR.

June 7, 1901.

Advanced Professional Course.

Adams, Bessie M.	Fergus Falls	Nolan, Julia A.	Stillwater
Cole, Esther M.	Fergus Falls	O'Connor, Nellie E.	Graceville
Connolly, Mary M.	Stillwater	Seely, E. Maud	Stillwater
Fuller, Hattie B.	Moorhead	St. John, Eva G.	Stillwater

Senior Latin.

Bengtson, Jelmer P.	Lake Park	Miller, Eula J.	Fargo, N. D.
Clauson, John K.	Ashby	Stanley, Elizabeth.	Henning
Hafstrom, Anna.	Fargo, N. D.	Tillotson, Mary.	Moorhead
Head, Georgia W.	Rothsay	Tripp, Anna L.	Moorhead
Huggett, Ruth.	Ashby		

Senior English.

Ambs, Frederick J.	Moorhead	Gray, Clyde D.	Mora
Conrick, M. H.	Fargo, N. D.	Dodds, Alma D.	Wheaton

Elementary Professional Course.

Amundson, Martha J.	Becida	Duncan, Maude.	Fergus Falls
Anderson, Mabel C.	Alexandria	Farquhar, Ethel B.	Farmington
Bohlke, N. O.	Wahpeton, N. D.	Leach, Irene H.	Fergus Falls

Liedl, Frances K. Fergus Falls
Mitchell, Lura..Fargo, N. D.
Nelson, Cora M.....Detroit
O'Brien, Lydia H...Crookston
Tonning, Mary E...Moorhead
Walsted, Mary B...Crookston
Walsted, Nora C...Crookston

A Elementary.

Bergh, Casper E....Hendrum
Bergh, Manda.....Hendrum
Bergh, Otto I.....Hendrum
Bjorkquist, Olga O..Moorhead
Brustuen, Clara T...Appleton
Bull, Bessie E. Mapleton, N. D.
Buttz, B. E...Buttzville, N. D.
Clauson, Christine C....Ashby
Coliton, E. M.....Moorhead
Costello, Mechtilda..Graceville
Dure, Charlotte.....Hallock
Espeseth, Ingeborg....Erskine
French, B. I.....Fargo, N. D.
Gainey, Dennis J....Moorhead
Hegge, M. A..Hickson, N. D.
Howe, Hilbert A.....Nielsville
Hyslin, John...Daniels, N. D.
Johnson, Elba....Fergus Falls
Johnson, Mary. Christine, N. D.
Jones, Cynthia M..Moorhead
Keeney, Mary E. Fargo, N. D.
Larson, C. M..DeLamere, N. D.
Mann, Ella A.....Wadena
Martinsen, O..Hickson, N. D.
Mason, James D.....Ada
McGrath, C.....Barnesville
McKenzie, Annie M.
Wild Rice, N. D.
Mithun, Louis M.....Warren
Murray, Helen.....Brainerd
Powell, Amelia G.....Staples
Robison, H. C....Fargo, N. D.
Roen, Lena....Hickson, N. D.
Ronningen, Ole E.
Norwegian Grove
Sabin, Grace..LaMoure, N. D.
Scott, Julia.....Battle Lake
Skaug, Julius.....Beltrami
Staake, Olga E.....Moorhead
Sundberg, Blanda E..Kennedy
Toms, Grace C.....Staples
Widing, Delia.....Moorhead

ALUMNI ASSOCIATION.

Officers 1900-1901.

Elizabeth Caldwell, '99, President.
Alice J. Stimmel, '96, Secretary.

Members.

Name.	Year.	Class.	Residence.
Agern, Bertha	1900	Elementary	Fergus Falls
Ahlberg, Anna	1900	Elementary	Newfolden
Alsop, Jessie M.	1894	Advanced	Moorhead
Amsden, Cleora M.	1897	Elementary	Moorhead
Anderson, Kathinka	1900	Elementary	Perley

Name.	Year.	Class.	Residence.
Atkinson, Edith M.	1900	Elementary	Barnesville
Aune, Bernt, 1899, Elem.	1900	Advanced	Norman, N. D.
Bagley, Nannita M.	1892	Elementary	Moorhead
Baker, Lucretia J.	1900	Elementary	Hope, N. D.
Baker, Maud M.	1896	Elementary	Moorhead
Baldwin, Charles S.	1894	Elementary	Felton
Barlow, Jennie M.	1900	Elementary	East Grand Forks
Beach, Jessie M	1899	Elementary	Fergus Falls
Bell, Gertrude G.	1890	Advanced	Moorhead
Bennett, Rose C.	1895	Elementary	Graceville
Bergland, Julia	1890	Elementary	Hawley
Bernhard, Ida H.	1900	Elementary	Comstock
Bernhard, Lottie	1900	Elementary	Comstock
Berns, Jerome W.	1900	Elementary	Perham
Bilsborrow, Geo. B.	1897	Elementary	Wolverton
Bittner, Alma R.	1892	Advanced	St. Peter
Bittner, Augusta H.	1892	Elementary	St. Peter
Bissonette, Corene I.	1892	Advanced	Fargo, N. D.
Bjorge, Annie M.	1899	Elementary	Lake Park
Bjorge, Henry O.	1893	Elementary	Lake Park
Bodkin, Ada D.	1895	Elementary	Moorhead
Boe, Alfred S.	1897	Elementary	Lake Park
Borchert, Marie E.	1897	Elementary	Bird Island
Boyce, Ida M.	1898	Elementary	Minneapolis
Bradley, Clara	1899	Advanced	Jamestown, N. D.
Bronniche, Cato S.	1897	Elementary	Benson
Brotherton, Sadie C.	1900	Elementary	Stillwater
Burbank, Elizabeth W.	1896	Elementary	Fergus Falls
Burdick, Mildred E.	1898	Elementary	Pelican Rapids
Burnett, Sadie M.	1900	Elementary	Navan
Busness, Cecelia	1900	Elementary	Erhard
Caldwell, Ada P.	1899	Elementary	Ada
Caldwell, Elizabeth	1899	Elementary	Moorhead
Caldwell, George H.	1898	Elementary	Enderlin, N. D.
Campbell, Martha	1897	Advanced	Omro, Wis.
Carlson, Alpha H.	1893	Elementary	Lake Park
Carlson, Carrie L.	1895	Elementary	Stephen
Carlson, Grace T.	1897	Elementary	Stephen
Carpenter, Anna L.	1896	Elementary	Moorhead
Carpenter, Doris F.	1896	Elementary	Moorhead
Chesborough, Sadie M.	1900	Elementary	Clitherall
Chesley, Eva	1900	Elementary	Fargo, N. D.

Name.	Year.	Class.	Residence.
Chilton, Carrie E.	1896	Elementary	Frazee
Chilton, Marie L.	1900	Elementary	Frazee
Chisholm, Catherine T.	1898	Elementary	Stillwater
Christie, Blanche H.	1898	Elementary	Alexandria
Cockroft, Ada W.	1899	Elementary	Fergus Falls
Cole, Esther M.	1900	Elementary	Fergus Falls
Collins, Margaret	1896	Elementary	Minneapolis
Comstock, Ada L.	1898	Advanced	Moorhead
Corbett, Marion E.	1900	Elementary	Argusville, N. D.
Costello, Maria T.	1900	Elementary	Graceville
Cover, Agnes B.	1900	Elementary	Stillwater
Crookshanks, Elizabeth	1899	Elementary	Euclid
Crookshanks, Martha J.	1891	Elementary	Buffington
Darrow, Bertha E.	1891	Advanced	Moorhead
Darrow, Edith I.	1898	Elementary	Moorhead
Davies, Jessie E.	1898	Elementary	Angus
Demars, Stella L., 1898, Elem.,		1893, Advanced	Hallock
Dickey, Clara E.	1899	Elementary	Appleton
Dickey, Henry W.	1890	Advanced	Moorhead
Dixon, Pearl E.	1900	Elementary	Stillwater
Dodge, Lillian R.	1892	Elementary	Fargo, N. D.
Du Rocher, Elizabeth E.	1900	Elementary	Stillwater
Dumble, Marion B.	1899	Elementary	Fergus Falls
Eddy, Juna R.	1890	Advanced	Jamestown, N. D.
Embertson, Matilda	1900	Elementary	Parker's Prairie
Emerson, Addie H.	1900	Elementary	Stillwater
Ensign, Donna R.	1899	Elementary	Detroit
Erickson, Lily A.	1898	Elementary	Wheaton
Eriksson, A. Leonard	1900	Advanced	Warren
Everts, Maie E.	1897	Elementary	Battle Lake
Fahy, Mary J.	1900	Elementary	Hastings
Fairbairn, Mary J.	1900	Advanced	Stillwater
Fargeman, Anna M.	1896	Elementary	Fergus Falls
Fay, Annie	1900	Elementary	Moorhead
Fay, Mary B.	1897	Elementary	Moorhead
Featherston, Harriet	1894	Elementary	Fergus Falls
Fermoyle, Mary B.	1898	Elementary	Graceville
Field, Anna	1897	Advanced	Fergus Falls
Field, Hannah	1900	Elementary	Carlisle
Flaherty, Catherine F.	1899	Elementary	Minneapolis
Foley, Alice K.	1900	Elementary	Stillwater
Ford, Mabel	1900	Elementary	Beaton

Name.	Year.	Class.	Residence.
Frey, May E.	1900	Advanced	Fergus Falls
Gardiner, Alice E.	1897	Advanced	Hallock
Gaus, Otillia J.	1896	Elementary	Minneapolis
Gearey, Francis M.	1893	Advanced	Fargo, N. D.
Gilpin, Mary T.	1899	Elementary	Alexandria
Goetzinger, Christine C.	1895	Advanced	Fergus Falls
Green, Kate	1896	Elementary	Fargo, N. D.
Hallenberg, A. E. C.	1899	Elementary	Moorhead
Hallenberg, Edla H. C.	1891	Advanced	Fargo, N. D.
Hancock, Anna M.	1890	Elementary	Euclid
Hancock, Ida K., 1892, Elem.,		1898, Advanced	Euclid
Hanson, Lizzie	1896	Elementary	Lake Park
Hanson, Mary A.	1892	Elementary	Lake Park
Henderson, Mary	1895	Advanced	Minneapolis
Henn, Joseph L.	1900	Elementary	Perham
Hess, Bena	1899	Elementary	Glen Ullin, N. D.
Hoefling, Lenda Neoma E.	1898	Elementary	Fergus Falls
Hoefling, Orma A.	1898	Advanced	Fergus Falls
Hollinshead, Laura F.	1900	Elementary	Fargo, N. D.
Hopkins, Ellen	1897	Elementary	Moorhead
Houston, Estelle	1900	Advanced	Herman
Howard, Lottie M.	1896	Elementary	Wadena
Huston, Julia A.	1898	Elementary	Minneapolis
Hysjulien, Evan	1894	Advanced	Elizabeth
Irish, Katherine B.	1899	Elementary	Pelican Rapids
Jones, Kate M.	1897	Elementary	Alexandria
Johnson, Delia E.	1899	Advanced	Fergus Falls
Johnson, Ira J.	1896	Advanced	Moorhead
Johnson, Maud G.	1898	Elementary	Bathgate, N. D.
Jorgensen, Clara M.	1894	Advanced	Crookston
Kelsey, Lucile F.	1899	Elementary	Clinton, Conn.
Kenyon, Blanche B.	1896	Elementary	Stillwater
Kittredge, Susie A.	1892	Elementary	Glyndon
Kjelsness, Syvert	1900	Elementary	Moorhead
Larson, Antoinette	1897	Elementary	Lake Park
Larson, Emma B.	1897	Elementary	Lake Park
Larson, Garda M.	1892	Advanced	Moorhead
Leeson, Alice M.	1900	Elementary	Ardoch, N. D.
Lewis, Martin	1899	Elementary	Lake Preston, N. D.
Lofstam, Mary	1898	Elementary	Detroit
Lommen, Andrew A.	1892	Advanced	Crookston
Lommen, Minnie M.	1893	Elementary	Crookston

Name.	Year.	Class.	Residence.
Loomis, Nellie C.	1892	Advanced	Fargo, N. D.
Lord, Ethelwyn G.	1892	Advanced	Moorhead
Lord, Inez H.	1898	Advanced	Moorhead
Liedl, Rose M.	1900	Elementary	Fergus Falls
Lincoln, Fannie M.	1899	Advanced	Fergus Falls
Linner, Anna E.	1900	Elementary	Stillwater
Luger, Claire V.	1897	Elementary	Fargo, N. D.
Luger, Olivia T.	1896	Elementary	Fargo, N. D.
Mackin, Mary E.	1900	Elementary	Wheaton
Magner, Anna	1890	Advanced	St. Peter
Magner, Catherine	1892	Advanced	St. Peter
Malloy, Kate, 1897, Elem.,	1898	Advanced	Moorhead
Malloy, Minnie	1899	Elementary	Moorhead
Mark, Minnie	1899	Elementary	Moorhead
Marin, Margaret I.	1899	Elementary	Crookston
Marion, Joseph F. A.	1898	Elementary	Argyle
McCartney, Agnes	1899	Elementary	Fergus Falls
McDonald, Gertrude	1900	Elementary	Sauk Center
McDougal, Elizabeth K.	1900	Elementary	Stillwater
McDowell, Wesley C.	1896	Advanced	Moorhead
McGinn, Mary E.	1894	Elementary	Barnesville
McGonigle, Nina M.	1899	Elementary	Moorhead
McKay, Blanche	1899	Elementary	Fergus Falls
McKusick, Mabelle M.	1900	Elementary	Stillwater
McLaughlin, Gertrude F.	1900	Elementary	Stillwater
McMurchy, Catherine	1893	Advanced	Harwood, N. D.
McMurchy, Elizabeth	1900	Elementary	Harwood, N. D.
McNerthney, Catherine	1895	Advanced	Red Lake Falls
Merritt, Louise	1890	Advanced	Moorhead
Mickelson, Edna	1900	Advanced	Pelican Rapids
Mitson, Ivy	1900	Elementary	Alexandria
Morrill, Lillian M.	1895	Advanced	Fergus Falls
Moran, Anna L.	1900	Elementary	Graceville
Morgan, Ella L.	1900	Elementary	Stillwater
Mulcahy, Nellie	1899	Elementary	Moorhead
Mumford, Hamilton M.	1894	Elementary	Glyndon
Murphy, Luella	1893	Elementary	Moorhead
Neal, Jessie R.	1899	Elementary	Fargo, N. D.
Nilson, Wilhelm	1895	Advanced	Fossum
Norby, Henry E.	1894	Elementary	Lake Park
Norgard, Amanda H.	1900	Advanced	Elbow Lake
O'Brien, Anna C.	1900	Elementary	Graceville

Name.	Year.	Class.	Residence.
Olein, Huldah E.	1895	Elementary	Moorhead
Olson, Anna C.	1892	Elementary	Winona
Olson, Henela M.	1898	Elementary	Lake Park
Olson, Lena	1899	Elementary	Moorhead
Osborn, Alice	1899	Advanced	Glyndon
Otto, Anne Marie	1897	Elementary	Bird Island
Parker, John H.	1897	Elementary	Frazee
Parkhill, G. Edward	1900	Advanced	Pelican Rapids
Park, Wm., 1892, Elem.,	1897	Advanced	Moorhead
Patchen, Teresa	1895	Advanced	Hallock
Patten, Margaret A.	1895	Elementary	Le Sueur
Peterson, Annie R.	1892	Advanced	Fargo, N. D.
Peterson, Luella S.	1892	Advanced	Fargo, N. D.
Peyton, Mary	1900	Advanced	Wheaton
Pinkham, Estelle	1900	Elementary	Fargo, N. D.
Pinney, Catherine E.	1897	Elementary	Fargo, N. D.
Pinney, Florence J.	1899	Elementary	Fargo, N. D.
Plummer, Kate B.	1897	Elementary	Fargo, N. D.
Probstfield, Amelia M.	1896	Advanced	Moorhead
Probstfield, Dora C.	1896	Advanced	Moorhead
Qualley, Ethel M.	1899	Elementary	Moorhead
Remley, Barbara M. A.	1899	Elementary	Moorhead
Renquist, Olive R.	1900	Elementary	Cannon Falls
Rhoads, Charlotte B.	1899	Elementary	Stillwater
Roberts, Edith A.	1896	Advanced	Arthur, N. D.
Roberts, Elizabeth V.	1893	Advanced	Arthur, N. D.
Roberts, Gertrude	1893	Advanced	Arthur, N. D.
Robertson, Laura	1899	Elementary	Fergus Falls
Rossman, Ida B.	1896	Elementary	Detroit
Rud, Anna H.	1899	Elementary	Fergus Falls
Rud, Mary G.	1897	Elementary	Fergus Falls
Ruthruff, Luella M.	1897	Elementary	Fargo, N. D.
Samuelson, Freda E.	1899	Elementary	Warren
Sand, Annie	1892	Elementary	Elbow Lake
Schirrmann, Sara I.	1900	Elementary	Leeds, N. D.
Seely, E. Maud	1900	Elementary	Stillwater
Shellman, Amanda B.	1899	Elementary	Fergus Falls
Shields, Julia M.	1895	Advanced	Perwaukee, Wis.
Shiflett, Henrietta.	1900	Elementary	Detroit
Skeoch, L. Maude	1900	Elementary	Cooperstown
Smith, Edna W.	1898	Elementary	Sauk Center
Smithson, Dora M	1900	Elementary	Stillwater

Name	Year	Class	Residence
Southam, Frances V.	1900	Elementary	Detroit
Southam, Kate F.	1900	Elementary	Detroit
Southam, Minnie C.	1900	Elementary	Detroit
Stein, Catherine M.	1897	Elementary	Stephen
Sternberg, Sayde	1897	Advanced	St. Paul
Stevens, Frances M.	1898	Elementary	Fargo, N. D.
Still, Ada J.	1896	Elementary	Moorhead
Stimmel, Alice G.	1896	Elementary	Fargo, N. D.
Stinchfield, Laura E.	1899	Elementary	Crystal
Stinson, Alice M.	1900	Elementary	Stillwater
Stuart, Isabella	1900	Elementary	Herman
Stuart, Roberta F.	1900	Advanced	Wahpeton, N. D.
Swanson, Clara M.	1897	Elementary	Fargo, N. D.
Swenson, Anna	1900	Elementary	Ortonville
Tagg, Amelia C.	1900	Elementary	Fergus Falls
Tang, Severt O.	1896	Advanced	Hawley
Thompson, Emma	1900	Elementary	Erhard
Thompson, J. Millicent.	1900	Elementary	Fergus Falls
Tisdel, Louise M.	1900	Advanced	Wheaton
Tobin, Mary M.	1898	Elementary	Minneapolis
Toner, Annastasia M.	1900	Elementary	Custer
Underwood, Elizabeth	1899	Elementary	Fergus Falls
Vannett, Margueritte W.	1900	Elementary	Fertile
Vivian, Clara	1892	Elementary	Moorhead
Wagner, Ivy E.	1900	Advanced	Moorhead
Walsh, Jennie E.	1893	Advanced	Fargo, N. D.
Warfield, Sallie R.	1894	Advanced	Fergus Falls
Watson, Claribel	1890	Advanced	Moorhead
Watson, Maavie F.	1894	Advanced	Moorhead
Weitzel, Josephine F.	1899	Elementary	Minneapolis
Wheeler, Clara K.	1898	Advanced,	Mount Pleasant, Ia.
Whelan, Teresa J.	1900	Elementary	Stillwater
Williams, Lucy A.	1899	Advanced	Fergus Falls
Williamson, Christine M.	1900	Advanced	Bathgate, N. D.
Wilson, Inez C.	1900	Elementary	Stillwater
Witherow, James M.	1892	Elementary	Hendrum
Wold, John W.	1896	Elementary	Moorhead
Wright, Joseph L.	1900	Elementary	Moorhead
Zuger, Mary	1899	Elementary	Moorhead

FORMER MEMBERS OF THE FACULTY.

Livingston C. Lord, 1888-1899, President.

W. F. Rocheleau....1888-1892	Institute Conductor.
H. N. Pearce.....1888-1889	Natural Science and Mathematics.
Louise S. McClintock.1888-1890	Vocal Music, History, Geography.
Elizabeth R. Clark...1888-1889	English Grammar, Literature and Drawing.
Ellen A. Ford 1889-1899	Latin and Mathematics.
Lena H. Goldthwaite.1889-1891	Reading, Physical Culture, Rhetoric, Literature.
J. Paul Goode.....1889-1898	Natural Sciences.
Margaret T. McElligott.1889-99	Arithmetic and Methods.
Anna L. Barnum....1889-1890	Critic Teacher, Primary Department.
Emma S. Pleasants..1890-1891	Vocal Music, English Grammar.
Clara L. Woodward..1890-1891	Drawing, Geometry, English Grammar.
Abbie C. Hale.....1890-1893	Critic Teacher, Primary Department.
Isabel M. Kimball....1891-1895	Drawing, English Composition and Geometry.
Fannie C. B. Hadley.1891-1893	Reading, Physical Culture and Literature.
Rosamond A. Field..1891-1892	Music and History.
Ella Patterson.....1891-1892	Critic Teacher, Grammar Department.
Theodora C.Wadsworth.1892-93	Music and History.
Lona Washburn.....1892-1893	Critic Teacher, Grammar Department.
Margaret C. Scanlan.1892-1893	Critic Teacher, Grammar Department.
Isabel H. Farrington.1893-1895	Reading, Physical Culture, Literature.
Bertha I. Barker.....1893-1894	Music and History.
Mariette L. Pierce...1893-1896	Critic Teacher, Grammar Department.
Bertha A. Youmans..1893-1894	Critic Teacher, Primary Department.
Frances G. Wheeler..1893-1899	Preceptress.

Florence McFarland. 1894-1895	Music and History.
Eleanor E. Sutphen. . 1894-1896	Critic Teacher, Primary Department.
H. A. Fowler 1895-1897	Natural Sciences.
Henry Johnson 1895-1899	History and Civics.
Kate Gill 1895-1898	Reading, Literature, Physical Culture.
Louise McClintock Kurtz 1895-96	Music.
Ida H. Benedict 1895-1897	Drawing.
Clyde Foster 1896-1897	Music.
Kate J. Bartholf 1896-1899	Critic Teacher, Grammar Department.
Winifred Everhard. . . 1896-1898	Critic Teacher, Primary Department.
Margaret Collins 1896-1897	Assistant in Model School.
Letitia Morrisey 1897-1900	Music.
Estella Spencer 1897-1898	Drawing.
Ida K. Hancock 1897-1898	Physiology and Arithmetic.
Katherine B. Allis . . 1898-1899	Geography and Librarian.
Claude F. Walker . . . 1898-1899	Natural Sciences.
Catherine M. Tinker. 1898-1899	Reading, Literature, Physical Culture.
Florence V. Skeffington. 1898-99	English.
W. D. Cramer..... 1898-1899	Biological Sciences.
Cora A. N. Carney. . 1898-1899	Critic Teacher, Primary Department.
Faith Marsh..... 1898-1900	Drawing.
Glenna Smith 1899-1900	Reading and Physical Culture.