

1906

## **A Catalogue of the State Normal School at Moorhead, Minnesota. Eighteenth Year. 1906-1907. (1906)**

Minnesota. State Normal School (Moorhead, Minn.)

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A Catalogue of the  
State Normal School  
Moorhead, Minnesota



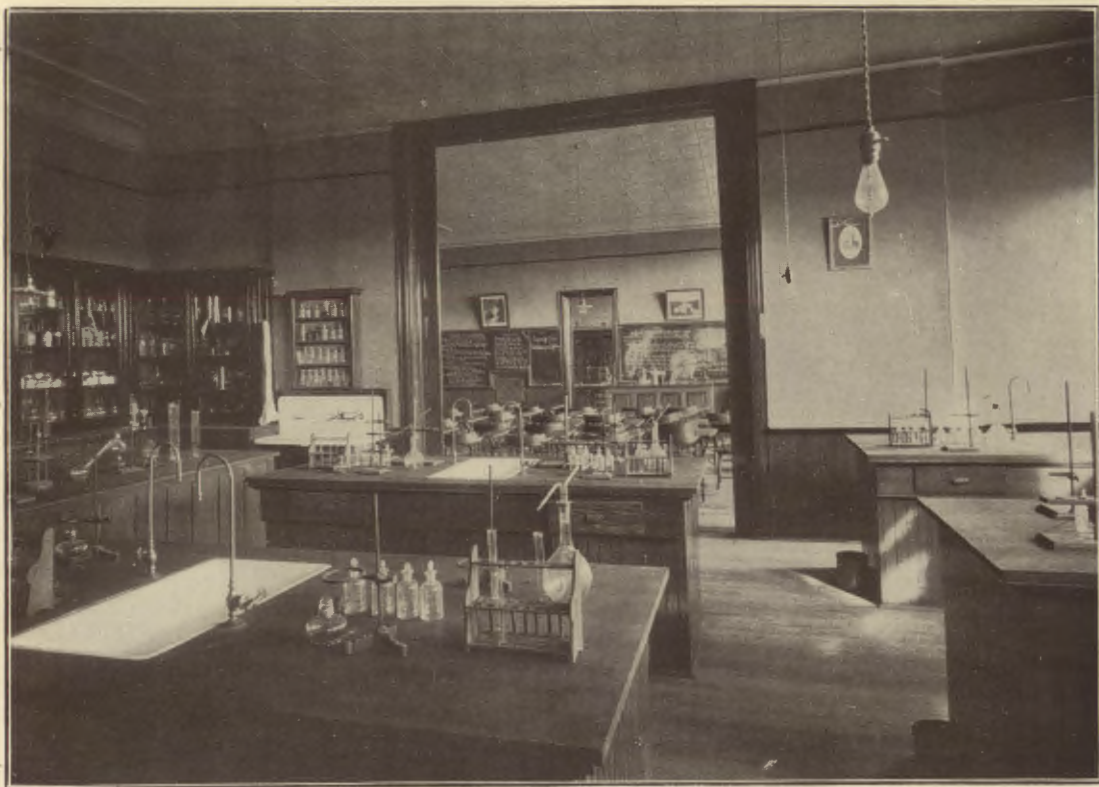
MAIN BUILDINGS



STUDENTS' ROOM IN WHEELER HALL



PRECEPTRESS' ROOM IN WHEELER HALL



CHEMICAL LABORATORY



BIOLOGICAL LABORATORY



STAGE IN THE AUDITORIUM



**A Catalogue**  
of the  
**State Normal School**  
at  
**Moorhead, Minnesota**

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**Eighteenth Year**  
**1906-1907**

## The State Normal Board

Hon. J. W. Olsen, Superintendent of Public Instruction

Hon. H. L. BUCK.....	Winona
Hon. JOHN C. WISE.....	Mankato
Hon. ALVAH EASTMAN.....	St. Cloud
Hon. S. G. COMSTOCK.....	Moorhead
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Hon. H. E. HOARD.....	Montevideo

### Officers of the Board

Hon. ALVAH EASTMAN .....	The President
Hon. J. W. OLSEN.....	The Secretary

# Calendar for 1906-1907

## Commencement Week

1906

Annual sermon.....Sunday evening, June 3  
Annual recital.....Wednesday evening, June 6  
President's reception to the senior class.. Wednesday evening, June 6  
Exercises by the model school.....Thursday afternoon, June 7  
Chapel exercises conducted by the senior class, Friday morning, June 8  
Graduation exercises and Alumni reception....Friday evening, June 8

## Summer School

Entrance examinations .....Wednesday, June 20  
Enrollment of students.....Wednesday, June 20  
Class work begins.....Thursday, June 21  
Holiday .....Wednesday, July 4  
Summer school closes.....Wednesday noon, August 1

## Fall Term

Entrance examinations.....Tuesday, September 4  
Enrollment of students.....Tuesday, September 4  
Class work begins.....Wednesday morning, September 5  
Fall term ends.....Wednesday evening, November 28  
Vacation..Wednesday evening, Nov. 28, to Tuesday morning, Dec. 4

## Winter Term

Class work begins.....Tuesday morning, December 4  
Holiday recess begins.....Friday evening, December 21

1907

Vacation.....Friday evening, Dec. 21, to Wednesday morning, Jan. 2  
Class work resumed.....Wednesday morning, January 2  
Winter term ends.....Friday evening, March 8

## Spring Term

Class work begins .....Tuesday morning, March 11  
Vacation....Friday evening, March 22, to Tuesday morning, April 2  
Class work resumed.....Tuesday morning, April 2  
Spring term ends.....Friday evening, June 14

## The Faculty

FRANK A. WELD, President  
School Economy  
Sociology

ELIZABETH L. SMITH, Preceptress  
History

CASWELL A. BALLARD  
Biological Sciences

HAROLD M. STANFORD  
Physical Sciences

THOMAS A. HILLYER  
History of Education  
Superintendent of Training Department

EDWIN T. REED, Librarian  
English

ELIZABETH DONALDSON  
The Latin Language

HELEN A. DOW  
Mathematics

LOUISE W. MEARS  
Geography  
English Grammar

ABBIE L. SIMMONS, Ass't Librarian  
History

**The Faculty—continued**

**GEORGE G. GREENE**  
Manual Training

**EDWARD G. QUIGLEY**  
Psychology  
History

**IDA H. BENEDICT**  
Drawing

**HARRIET RUMBALL**  
Reading

**ELSIE M. DAYTON**  
Physical Culture

**INEZ F. DAMON**  
Music

**CLARA A. NELSON**  
Assistant in Mathematics  
Pennmanship

**BELLE M. DEANS**  
Principal, Grammar Dept.

**BELLE DREDGE**  
Principal, Intermediate  
Dept.

**ADELAIDE S. KIBBEY**  
Principal, Primary Dept.

**E. ALICE KIRK**  
Registrar

### Requirements for Admission

Subjects required for admission to the academic-professional courses of study are: Arithmetic, English Grammar, United States History, and Geography. Candidates will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form.

Candidates for admission, who hold teacher's state second grade certificates, or certificates secured in a high school, will be registered without examination.

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, high school standings will be required in the following subjects: Civics, one-half year; United States History, one-half year; Physics, one year, or Chemistry, one-half year; Botany, one-half year, or Zoology, one-half year. Students who come to the normal school without complete records in the foregoing subjects, may enter conditionally, and they will be given opportunity to make up the conditions.

Candidates for graduation, who have completed a three years' course of study in a high school, are required to spend four terms in the Elementary Graduate course of study, or take the advanced graduate course.

A minimum of one year's resident study is required of graduates of colleges and universities for graduation.

High school graduates, who have taken in post-graduate classes at least a half-year's work in normal subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full semester's work, provided (1) that these credits shall apply only on the two-years' graduate course, and (2) that the President reserves the right to test the quality of the work for which credit is asked.

First grade state certificates, valid at the time of presentation, will entitle their holder to twelve credits on either the three-years' course or the five-years' course; provided (1) that the subjects to be credited shall be designated by the President in conference with the student, and (2) that the average of each certificate must not be less than 85 per cent, and (3) that subjects in which the standings are less than 75 per cent, will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

Graduates of the Advanced courses of study, who desire to continue their work at a college, or university, will be given a year's credit by the state university, and the colleges of Minnesota.

## **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 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 indorsement will make the diploma of the Elementary courses a state certificate for five years, and the diploma of the Advanced courses a life certificate. The Elementary diploma is subject to reindorsement at the end of five years.

## **Conditions of Indorsement**

1. While it is hoped that all graduates will earn the right to have their diplomas indorsed, 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' service, application for indorsement may be made to the respective normal schools.

## **Sessions of School**

There are two sessions a day. The morning session begins at 8:10 o'clock, and closes at 11:50. The afternoon session begins at 1:30, and closes at 3:15. The elementary school has two sessions. The morning session begins at 9 o'clock, and closes at 12. The afternoon session begins at 1, and closes at 3.

## **Attendance at Church**

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have expressed their willingness, and their desire, to make the students of the school at home in the churches and Sunday schools. The teachers of the normal school will in every way possible encourage the pupils to form and sustain intimate relations with the churches.

### **The Athletic Association**

The provisions of the constitution of the Athletic Association connected with this school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The President, Vice-President, Secretary, and Treasurer of the Association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.

### **The Red Letter**

**The Red Letter** is a monthly magazine of sixteen pages, published by the school. It is devoted to the interests of the normal school in particular, and in general, to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

### **Literary Societies**

Two large and prosperous literary societies are maintained by the students, and they enjoy the support and encouragement of the faculty. The work is healthful, invigorating, and profitable. The societies have become an important element in the life of the school.

### **Living Expenses**

**Wheeler Hall**, situated on the school campus not far from the Normal School Building, is an attractive home for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the Hall is to make it, not a boarding house, but a Christian home, where every effort may be put forth to maintain the amenities of life, which prevail in homes of influence, refinement and good cheer. The building is arranged to accommodate one hundred students, and it is modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the 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, unless special arrangements are made with that end in view. The health and comfort of the students are the first considerations, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath-rooms are in the main \$3.00 a week. A rate of \$3.00 a week is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the building is finely equipped. Single meals,



and meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the post-office, and delivered at the Hall twice a day.

**Board in Private Families.**—Board can be obtained in private families for from \$2.50 to \$4.00 a 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 of a boarding place.

### Visitors

A cordial invitation is extended to all persons who may be interested in school work to visit this school, and especially those who are engaged in educational work are 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 be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates, so that they may serve the state with credit to themselves and to the educational interests involved.

### Correspondence

Persons desiring other information, concerning the normal school at Moorhead, than that contained in this catalogue, are requested to address the President.

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### Courses of Study

The following courses of study are offered: 1. A course of one year for high school graduates, leading to the elementary diploma. 2. A course of two years for high school graduates, leading to the advanced diploma. 3. An Elementary course of three years, leading to the elementary diploma. 4. A Latin course of five years, leading to the advanced diploma. 5. An English course of five years, leading to the advanced diploma.

## Elementary Graduate Course

*For High School Graduates*

Fall Term.	Winter Term.	Spring Term.
Element'y Psychology.	Element'y Psychology.	Elementary Science.
Methods in Grammar.	Methods in Geography.	Meths. in Arithmetic.
General Method.	Teaching.	Teaching.
Methods in Reading.	Methods in Drawing.	School Economy.
	Meths. in Vocal Music.	

## Advanced Graduate Course

*For High School Graduates*

### First Year

Fall Term.	Winter Term.	Spring Term.
Element'y Psychology.	Element'y Psychology.	General Method.
Methods in Grammar.	Primary Methods.	Meths. in Arithmetic.
Theme Writing.	History of Education.	Methods in History.
Methods in Reading.	Methods in Drawing.	Manual Training.

### Second Year

Social Science.	Methods in Music.	Elementary Science.
Advanced Psychology.	Child Study.	Philos'y of Education.
Teaching.	Teaching.	Lit. Interpretation.
	Methods in Geography.	School Economy.

## Elementary Course

### First Year

Fall Term.	Winter Term	Spring Term.
Algebra or Arithmetic.	Algebra or Arithmetic.	Algebra or Drawing.
English Composition.	English Composition.	English History.
Reading.	English Grammar.	English Grammar.
Geography.	Music.	Geography.

### Second Year

Algebra or Arithmetic.	Algebra or Arithmetic.	Algebra or Drawing.
American History.	American History.	Rhetoric.
Zoology.	Zoology or Botany.	Botany.
Physiology.	Plane Geometry.	Plane Geometry.

**Third Year**

Fall Term.  
 Physics.  
 General Method.  
 Drawing.  
 Music.

Winter Term.  
 Physics.  
 Reading.  
 Civics.  
 American Literature.

Spring Term.  
 Physics or Chemistry,  
 or Profes'nal Work.  
 Teaching.  
 Practical Psychology.  
 American Literature.  
 School Economy.

**Latin Course**

**First Year**

Fall Term.  
 Algebra.  
 Latin Lessons.  
 English Composition.  
 Geography.

Winter Term.  
 Algebra.  
 Latin Lessons.  
 Drawing.  
 Reading.

Spring Term.  
 Algebra.  
 Latin Lessons.  
 English History.  
 Geography.

**Second Year**

Reading.  
 Cæsar.  
 American History.  
 Zoology.  
 Drawing (if Botany  
 is to be selected in  
 Winter Term).

Plane Geometry.  
 Cæsar.  
 American History.  
 Zoology or Botany.

Plane Geometry.  
 Cæsar.  
 Music.  
 Botany.  
 Drawing (if it was  
 not taken in the  
 Fall Term).

**Third Year**

Physics  
 Cicero.  
 Arithmetic.  
 General History.

Physics.  
 Cicero.  
 Arithmetic.  
 General History.

Physics.  
 Cicero.  
 Rhetoric.  
 American Literature.

**Fourth Year**

Element'y Psychology.  
 Physiology.  
 Virgil.

Element'y Psychology.  
 Civics.  
 Virgil.  
 English Grammar.

General Methods.  
 Special Methods or  
 Physiography.  
 Special Methods or  
 Astronomy.

**Fifth Year**

Fall Term.	Winter Term.	Spring Term.
Advanced Psychology. Literature.	History of Education. Literature.	Philosophy of Educa- tion.
Social Science.	Teaching.	Literature.
Manual Training.	Manual Training.	Teaching. School Economy.

**English Course****First Year**

Fall Term.	Winter Term.	Spring Term.
Algebra.	Algebra.	Algebra.
English Composition.	English Composition.	English History.
Drawing.	Music.	Reading.
Geography.	Botany.	Geography.

**Second Year**

Reading.	Plane Geometry.	Plane Geometry.
Zoology.	Zoology.	Botany.
American History.	American History.	Drawing.
Music.	English Grammar.	English Grammar.

**Third Year**

Physics.	Physics.	Physics.
Arithmetic.	Arithmetic.	Solid Geometry.
Physiology.	American Literature.	American Literature.
Manual Training.	Manual Training.	Rhetoric.

**Fourth Year**

General History.	General History.	General History.
Element'y Psychology.	Element'y Psychology.	Special Methods or Physiography.
Theme Writing.	Civics.	General Methods.
Chemistry.	Chemistry.	Special Methods or Astronomy.

**Fifth Year**

Advanced Psychology.	History of Education.	Philosophy of Educa- tion.
Literature.	Literature.	Literature.
Social Science.	Teaching.	Teaching. School Economy.

Rhetorical Exercises, Chorus Practice, Physical Training, and Penmanship are required in all courses of study.

## Descriptive Outline

### Psychology

**Elementary Psychology:** This is a study of the central nervous system, the sense-organs, the relation of mind to brain, and of all the other recognized topics of the subject from a practical, as well as from a purely psychological, point of view.

**Advanced Psychology:** This is a continuation of Elementary Psychology, involving the comparative and social phases and momentary contact with some of the more fundamental and philosophical problems.

**Practical Psychology:** As the name indicates, this deals with psychology only to the extent and in such a manner as to reveal the most useful principles of the subject and to illustrate their use.

**Child Study:** This gives the history of the child study movement and some practical experience in the investigation of problems in connection with the children of the Elementary School. It seeks the source, the order, and the conditions of development of both mental and physiological functions and urges the importance of wise adaptation of educational influence, especially during the period of adolescence.

### History of Education

The ideals and practices of ancient, mediæval, and modern times, and the changes wrought upon both by historic movements, discoveries, and inventions are considered. Various great schools and educators are studied, and some special attention is given to American education.

### Philosophy of Education

In a speculative way this subject deals on the one hand with the chief aspects of education considered in the widest sense, and on the other, in a narrower and more specialized manner with what may be called the philosophy of teaching. Ethics is included, but only to the extent of a definition of the subject and a brief study of the historic systems.

## The Training Department

This department is closely related to the other departments and seeks a skillful practical application by normal school students under supervision of the best educational theory. It includes a well-equipped elementary school of eight grades, which affords ample opportunity for the two lines of work offered, namely: (1) Observation and General Method, and (2) Practice-teaching.

**Observation and General Method:** For the benefit of the children in the elementary school, as well as the practice teachers themselves, this work aims at raising the quality of the practice-teaching by first fixing high ideals of teaching, and securing as thorough a knowledge as possible of the general principles by which the best teaching is governed.

**Practice-Teaching:** A student spends daily a normal department period of fifty minutes in the elementary school. From twenty to thirty minutes is given to teaching a class, and the remainder of the time is devoted to miscellaneous school duties, such as working with a class or an individual pupil during a study period, preparing material, etc. The practice-teacher keeps the same class in the same subject for twelve weeks, but, if she teaches longer, she changes both grade and subject. Practice-teachers have the advantage of private consultation with the critic-teachers and the superintendent, and of a system of weekly meetings, at which the details of the elementary school work and kindred topics are discussed.

**Teaching Plans:** Each practice-teacher prepares *subject outlines* and *daily statement*. The subject outline is a detailed outline of a topic to be taught. In making an outline, both the logical and psychological are considered, but the greater emphasis is put upon the former. The primary object of the outline is to secure that attention to subject-matter which is so essential to good teaching. The daily statement is a plan for each day's teaching. It has two parts, *purpose* and *methods*. The purpose states briefly and clearly the thing to be undertaken. This usually amounts to giving as much of the subject outline in use as can probably be covered in a single recitation period. The method gives a brief and general account of how a day's recitation is to be conducted.

**Criticism of Practice-Teachers and Their Work:** No criticism or help of any kind is given in the presence of pupils, when it is likely to deprive the teacher of her freedom or to cause the pupils to lose confidence in her. Criticism is given directly and without equivocation, and relates to things clearly in the mind of both teacher and critic. Where the justification of criticism is not self-evident, reasons are given and connection is made with educational principle.

**The Ideal of the Department:** The ideal of the department in its supervision of the work of the practice-teachers is excellence in the following things:

- (1.) Personal appearance and manner,
- (2.) Sense of responsibility, faithfulness,
- (3.) Professional interest and enthusiasm,
- (4.) Scholarship,
- (5.) Class management:
  - (a) On the side of teaching.
  - (b) On the side of discipline.
- (6.) Power of growth.

Teaching is an art, not a science, and it is the policy of the department in everything within its scope, which has a bearing upon the training of a teacher, not only rigidly to observe certain well established general principles, but also to avoid as far as possible the stifling effect of excessive formalism, and to encourage to the uttermost the development of freedom and originality.

**The Elementary School:** The following outline suggests the scope of the curriculum, and shows the grades in which the different subjects have special periods:

Reading .....	All Grades
Oral and Written Language:	
1. Based on fairy stories, myths, and interesting incidents from the lives of great Americans.....	First Three Grades
2. Based on historical and biographical tales from American history .....	Fourth Grade
Language (text supplement).....	Last Four Grades
Spelling, word analysis, etc.....	Last Two Grades
Writing .....	First Seven Grades
Arithmetic .....	All Grades
Algebra and Geometry (the <i>simplest</i> processes and applications).....	Eighth Grade
History (see also Oral and Written Languages):	
1. Historical and biographical tales from Old World history... .....	Fifth Grade
2. American history.....	Sixth, Seventh and Eighth Grades
3. Elementary English history.....	Eighth Grade
Geography .....	All Grades
Nature Study .....	All Grades
Music .....	All Grades
Drawing .....	All Grades
Manual Training:	
1. Desk-work .....	First Four Grades
2. Shop-work .....	Last Four Grades
Physical Exercises (including Physiology and from ).....	All Grades

### 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; 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

**First Term:** A study of the etymology of the elements of the simple sentence and its analysis; phrases, prepositional and verbal not made by abridging clauses.

**Second Term:** The analysis of complex and compound sentences, including a study of clauses and their uses; etymology reviewed and extended; study of abridged and contracted sentences.

**Methods in Grammar:** This comprises a thorough review of subject-matter conducted with special reference to the observation by the students of methods of presentation. The sentence is made the point of departure so that the definitions of etymology and the rules of syntax may embody for the student a thought, not a meaningless combination of words.

### English

**Composition:** The work consists chiefly of practice in composition, the students writing frequent brief themes based partly on study and research, partly on experience and emotion. In addition to this constant practice in writing, the students engage in a careful study of the relation between oral and written discourse, the choice and development of subjects, and the less technical principles governing the use of words, sentences and paragraphs. They are expected to master such elementary features as punctuation and the mechanics of letter-writing.

**Rhetoric:** The aim of this course is to give systematic drill in the principles of Rhetoric. The subject of good use, so far as it concerns words, sentences and idioms, is carefully reviewed. A study of the more technical principles of Rhetoric is then taken up, dealing with unity, coherence and emphasis as applied to sentences, paragraphs and whole compositions.

**Theme Writing:** The teaching of this fourth year course in English is directly preparatory to the thesis writing of the senior year. It is assumed that students have mastered the elements of composition, and are ready for the broader work in organizing material and in directing their personal energies toward an artistic literary end. To



aid in developing the critical faculty, students will occasionally examine and correct the work of their fellows, the whole being finally reviewed by the instructor.

### Physical Training

**Gymnasium:** This commodious department is excellently equipped to meet the needs of both young men and young women. The young women must wear full bloomers and loose waist. Suitable material is blue serge, Indian twill, or mohair.

**Grounds:** Outdoor work for both young men and young women is conducted at proper seasons on the athletic fields. Contests with neighboring teams are encouraged.

### Reading

**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 defects of voice and manner. Reading and reciting are for the direct purpose of training the mind to see the meaning of words quickly and of securing an easy, transparent expression of it.

**Methods:** 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 are (a) The choice of material for use 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.

**Student Recitals:** Recitals are held one evening in each month in the Auditorium of the school. All students are required to attend these exercises, and the public is invited.

The purpose of the Recitals is two-fold:

That the school, as a whole, may enjoy the entertainment, the instruction and culture that comes 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 Recitals some time during the year.

### Literature

**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.

**Literary Interpretation:** As a basis of work in Literary Interpretation a course of instruction is given in Literary Criticism. Applying the principles of literary criticism, special study is made of the dramatic, poetic, oratorical and essay style. The literary analysis and vocal interpretation of selections from the best English and American authors are required.

### **The Library and Reading Room**

The library contains over 4,500 volumes, including bound magazines, that are regularly catalogued. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, the Congressional Record, the Geological Survey, the Ethnological Reports, and the reports of the various departments, including the National Educational Association. There are also on file the current numbers of both general and local periodicals and newspapers.

### **The Latin Language**

The basic principles of Latin grammar are most carefully studied, not only to give a knowledge of the structure of the Latin language, but that the student may become better prepared to teach English grammar. In the second year, the first four books of Cæsar's Gallic Wars are read. The study of Latin composition is carried throughout the year, and exercises in sight-reading are given from time to time to test the student's progress. Each member of the class reads one complete English biography of Cæsar, such as—"Cæsar: A Sketch," by J. A. Froude, or "Julius Cæsar," by Warde Fowler. The same plan of reading is carried through the third year, during which six orations of Cicero are read, and the study of Latin Composition continued;

Throughout the study of the first six books of Virgil's Aeneid, Greek mythology and poetry are emphasized by supplementary reading.

### Mathematics

**Arithmetic:** The subject is taught for its utility and its culture. The work is planned on the utility side to correlate with other subjects, and to meet the demand of the business world that our school children acquire speed and accuracy in fundamental operations, and a knowledge of such business terms and practices as are current in the ordinary work of life. The culture value of the subject lies not so much in what is taught as in how it is taught. The student is trained to think in every problem that he solves, until he acquires power to grasp the conditions in a problem, and exercise judgment in dealing with them.

**Methods in Arithmetic:** This subject includes a review; practice in the preparation and presentation of material in the grades; drill and a discussion of the means of making drill effective; carefully selected reference reading, and its discussion and application in class.

**Algebra:** The work includes the first thirty-one chapters of Wells's "Essentials of Algebra." Algebraic principles and processes are linked with arithmetical ones, and the endeavor is made to develop clear thinking, facility in computation, and logical forms for written work.

**Plane Geometry:** The ground covered is that of the first five books of Euclid with the demonstration of original exercises.

**Solid Geometry:** The subject includes lines and planes in space, dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere.

### Physical Sciences

**Physics:** The class work, consisting of experimental lecture, reference and text-book recitation work, occurs daily, and is supplemented by individual laboratory work twice a week. Problem work in connection with the text, accurately kept note books, and the practical application of physical laws, are emphasized. The aim in the course is to bring the student into intelligent relationship with the physical phenomena and forces about him.

**Chemistry:** The scope of the work includes general inorganic chemistry with particular attention to the non-metallic elements. The time is mainly spent in the laboratory, with occasional recitations to discuss the work there accomplished, and to correlate it with the text. The industrial and commercial aspects of the subject are emphasized, as are, also, its applications to everyday life.

**Astronomy:** The work is mainly descriptive, combined with actual observation, as far as practicable. Those portions of the subject which are of special educational value are emphasized, and the course is made largely a preparation for the teaching of geography.

## Biological Sciences

**Botany:** The work of the first term is confined to a study of the thallus plants, mosses and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.

The second term is devoted to a study of flowering plants, morphology, physiology and ecology receiving about equal attention. Enough taxonomic work is done to familiarize the student with the principles and methods of classification.

**Zoology:** The work of the first term is confined largely to a study of animal ecology. Field work and demonstration material serve to exemplify the principles underlying the subject.

During the second term the time is occupied with a study of type forms among invertebrate animals. More time is devoted to the study of insects, than to any other one group.

**Physiology and Hygiene:** Animal tissue is used to illustrate the principal points of the study. After a careful study of the skeleton the muscular system is taken up. Under this subject are studied not only the structure, attachment and function of muscles, but the law 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.

## 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. 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. Geology, Botany, Zoology and Meteorology are the sciences studied.

## The Museum

There is a tendency in modern education, which strongly emphasizes the use of the eye. Since this is true, the right kind of a museum should be found in every school. It can be made to enrich almost every study in the curriculum. 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 School plans in time to have, and as its nucleus there is already an excellent collection of Minnesota minerals and rocks, Minnesota plants and Minnesota birds, with much other material from various sources.

## Geography

**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. The ocean is studied with reference to its density, the topography of the ocean floor, conditions of deep sea life, 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 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.

**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.

**Methods:** The aim of the course is to give the prospective teacher a good working knowledge of geography to use in the grades. Special topic work is required upon Primary Industrial Geography, and certain phases of commercial and physical geography. We aim to emphasize methods of presentation, to develop powers of graphic description, clear questioning, and resourcefulness in the use of object, and blackboard illustrations.

**Physiography:** This subject is an emphasized form of Physical Geography, and covers the work laid out in any of our best modern text-books on Physiography.

### **Drawing**

**First Term:** Study of type forms and the laws of simple perspective as shown in the cube, sphere, and cylinder and in objects based on them.

**Second Term:** Making and decorating cardboard boxes, lamp shades, picture frames, and portfolios. Sketching from nature and composition from landscape drawing. Lettering and mechanical drawing.

**Methods:** Ways of presenting work in the grades: first, by paper-cutting from objects and imagination; second, by designs in pottery, baskets, rugs, etc.; third, by correlation of various exercises with other subjects; and fourth, by schoolroom decoration.

### **Manual Training**

The course commences with work suitable for the youngest pupils, using a variety of materials, such as paper, cardboard, clay, straw, raffia and burlap. The work increases in range and difficulty to meet the requirements of each grade as far as the high school. Much attention is given to the educational value of Manual Training, and in the forming of habits of neatness, order, accuracy and originality. With the Normal School students, the latter part of the course is devoted to making articles of utility for the school-room and the home. Apparatus for science and nature study is designed and executed, and every effort is made to develop the ability of the student to notice the possibilities for industrial work, and to take advantage of them in whatever situation he may be placed.

### **Music**

**First and Second Term:** The work takes up the principles of breathing as applied to tone production, and the art of vocalization; voice placing, elementary vocalization, and sight singing, being acquired through the use of exercises and songs, especially adapted for this purpose. A knowledge of the rudiments of music is gained through the study of the staff-eartraining exercises, musical dictation, and the writing of intervals, scales, chords, etc.

**Methods:** This embraces the work of the first and second terms, special attention being paid to the presentation of music in the grades. Students are given opportunity for a practical application of methods through practice teaching in the training department.

## History

**Ancient History:** This course begins with the ancient civilizations of the Orient, and includes the complete history of Greece, together with the history of Rome down to the establishment of the Empire under Augustus. The distinct contributions of the Greeks and Romans to Civilization are emphasized.

**Mediaeval History:** This course takes up the study of the period with the Roman Empire, and concerns itself with the invasions and migrations of the barbarians; the rise of modern nations; the spread of Christianity, with its important institutions, monasticism and the papacy; the development of the barbarian dialects into vigorous literary languages; feudalism; the crusades, and the free towns.

**Modern History:** An attempt is made to complete the sketch of the European nationalities, and to view them in their present relations to each other, and to the great powers of the world outside of Europe. The two vast movements of the age, reform in religion and revolution in government, are dealt with as thoroughly as the limits of the course permit, and the problems of recent times are investigated broadly, and brought down to our own day.

**English History:** Fundamentally, English history is American history. Hence the history of England is given thorough and systematic study, care being taken while emphasizing the important constitutional features that the inspirational elements—the heroic examples that make for patriotism—shall not be neglected. Significant events in European history that touch England's interests are woven into her history. Wide reading is encouraged, and specific references are regularly given.

**United States History:** The work covers the entire period of United States History from the discovery of America down to the present time. Enough European history is used to make our history intelligible, and to give it its proper setting in the history of the world. A liberal assortment of excellent reference books, in the general library, greatly facilitates this work.

**Methods:** In order to make this work as practical and finite as possible, study is confined to specific periods of American History, which are treated topically with the aid of an outline embodying extensive references. Attention is directed to the sources, to illustrative material in literature at large, and to the more extended histories. Fifteen minute papers involving a discussion of some essential problem of the topic in hand are written at the closing session of each week, and at least one special report is presented by each student during the term.

### **Civics**

**Civics:** The local organizations—the town, county, village and city—are treated historically first and critically afterwards. The state is next considered in the same manner, thus giving a safe foundation for an intelligent and exhaustive study of the United States and its constitution. Careful attention is given to the colonial governments, and to the successive steps toward consolidation that finally led up to the constitutional convention. Detailed comparisons are occasionally made between the various organizations. Subjects that are of practical importance and sufficiently finite are given special treatment.

### **Social Science**

Only the more common and practical relationships of life are studied. Yet a sufficient insight is gained to bring new light to bear upon education, and to add new significance to its aims and methods. Frequent papers are required of the students on topics suggested by class discussions. Illustrations are drawn from local conditions and local institutions as far as possible.

### **Thesis**

Each candidate for graduation from one of the Advanced courses of study is required to present to the faculty a graduating thesis. 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.

## **Summer School**

**June 21st to August 1st**

Through the co-operation of the State Superintendent of Public Instruction, a joint summer school will be held at the Normal School at Moorhead, in which the following counties will participate: Becker, Clay, Grant, Otter Tail, Wilkin.

**Statement:** The regular normal school courses of study offer three terms of work in each year of the course. A student at the summer school may complete a term's work in a given subject by taking two recitations daily in that subject. The completion of a term's work in any subject will entitle the student to a credit in a regular normal school course of study, and a mark of 80 per cent. or above, in a completed subject, will be recommended to the State Superintendent of Public Instruction, to apply on a teacher's certificate in lieu of examination. Two recitations daily will be offered in all subjects.



**Suggested Programs:** Students will be permitted to select such subjects as they may desire to take, under certain restrictions. No student will be permitted to undertake an amount of work, which can not be well done. Individual needs will be considered, and every opportunity possible will be afforded to students to register for work which will be the most helpful.

The usual courses will be offered, including the following subjects: Pedagogy, Physiology, Civics, Geometry, Physics, United States History, Music, Arithmetic, Algebra, Physical Geography, Commercial Geography, English Grammar, Primary Method, Reading, American Literature, Drawing, Penmanship, Methods and Reviews.

**Model Classes:** Model classes will be conducted in connection with the work in Primary Method, and that course will cover the work usually undertaken in the country schools.

**Registration:** All persons who expect to attend the summer school are urged to be on hand at the opening of the term, Thursday, June 21. Every student will be required to register, and his name will be entered in the records of the Normal School as a regular Normal School student. He will receive credit for any work previously done, whether a High School graduate or not, according to the rules of admission to the Normal School. Wednesday, June 20, will be Registration day. Regular work will begin Thursday morning. Persons who expect to attend the summer school are urged to come to Moorhead, Wednesday, June 20, and make all necessary arrangements for room and board prior to the opening of the school.

**Board and Rooms:** Living expenses will be from \$2.50 to \$3.50 per week. Room and board at Wheeler Hall will be \$3.25 per week. Rooms at Wheeler Hall may be engaged by applying to the president of the school.

**Text-Books:** The Normal School text-books will be used, and the regular rental fee of one dollar will be charged. This will entitle a student to the use of the general library, and the reference books, as well as the text-books.

**Railroad Rates:** An effort will be made to secure reduced rates on the railroads, and all prospective students at the summer school are requested to ask local railroad agents for receipts when railroad tickets are purchased. Do not fail to give this matter attention. The receipt may enable the purchaser of a ticket to secure a reduced rate for the return trip home.

### Class Memorials

The first class to be graduated from the school left, as a token of regard and love for their Alma Mater, a picture to adorn its walls; and the pleasant custom of thus leaving some such memorial to the institution has been followed by succeeding classes. These gifts, as typifying the intimate relationship between the pupils and the school, represent far more to both donor and recipient, than any mere financial consideration involved. The memorials thus bestowed are as follows:

- Class of '90. Etching, a landscape.
- Class of '91. Etching, a landscape.
- Class of '92. Steel engraving, "Persepolis," by Briton Riviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle Saint Angelo.
- Class of '96. Picture, "Colosseum."
- Class of '97. Large leather arm chair for the President's office.
- Class of '98. Large United States flag.
- Class of '99. Electric chandelier for main office.
- Class of '00. Sargent's "Prophets."
- Class of '01. Statue, "Winged Mercury."
- Class of '02. Statue, "Thalia, Goddess of Comedy."
- Class of '03. Reading desk for Auditorium, and Library clock.
- Class of '04. Four pictures of American statesmen for main corridor.
- Class of '05. Five pictures for main corridor.

# Catalogue of Students

## Academic-Professional Courses

### Senior Latin

Espeseth, Anna.....Erskine  
 Pomeroy, Curtis H...Moorhead  
 Rushfeldt, Lillie E.....Hawley

### Senior English

Bergan, Ole W.....Rothsay	Hovden, Conrad.....Perley
Bergh, Otto L.....Hendrum	Norris, Ella C.....Perham
Corbett, Minnie...Twin Valley	Owen, Eunice....Fargo, N. D.
Erickson, Emma S...Wheaton	Stapleton, Marie V.....
Espeseth, Ingeborg....Erskine	.....Osgood, N. D.
Fuqua, Leslie.....Detroit	Westlund, Hilma, Horace, N. D.

### Elementary

Brevig, Olaf N.....Halstad	Platt, Stella G....Fargo, N. D.
Dahl, Edith B.....St. Hilaire	Rushfelt, Irena.....Hawley
Danford, Edna N...Fargo, N. D.	Skree, Josephine.....Hawley
Flynn, Mary G.....Moorhead	Stalley, Edith M.....Hawley
Friedland, Minnie F...Moorhead	Sullivan, Olive M...Moorhead
Gaffy, Lottie.....Barnesville	Sunstad, Kaia H....Moorhead
Johnson, Inga M....Clitherall	Teigen, Caroline A...Moorhead
Jorgensen, Iola E....Comstock	Trost, Bertha.....Ada
Lamb, Mary L.....Moorhead	Waite, Alice.....Moorhead
Loudon, Blanche....Moorhead	Weatherhead, Mattie B.....
McCabe, Emma.....Baker	.....Alexandria
McCarthy, Mary.....Morris	Williamson, Charlotte F.....
Olson, Clara S.....Evansville	.....Oakwood, Mo.
Palmetier, Frances.....	
.....Lisbon, N. D.	

### Senior Graduate Class

Colligan, Mary Rubina.....	Johnson, Nora L.....Hallock
.....Stillwater	Lobben, Katie M..Fargo, N. D.
Conant, Mollie A.....	Montague, Frances...Crookston
.....Hillsboro, N. D.	Phalon, Henrietta M., Detroit
Fargeman, Anna M.....	Rawson, Camilla, Lisbon, N. D.
.....Fergus Falls	Rawson, Clara....Lisbon, N. D.
Fortin, Sylvia P.....Fargo	Rose, Nellie A., Lisbon, N. D.
Gates, Daisy.....Moorhead	Rud, Mary G.....Fergus Falls

### Elementary Graduate Class

Bergerson, Rosey E..Lake Park	McGee, Nora L.....Moorhead
Bjoin, Anna M....Crookston	MacLeod, Katherine....Aitkin
Briggs, Cecil....Pelican Rapids	Madden, Elizabeth....Stillwater
Casmev, Ida M.....Crookston	Meehan, Mary G.....
Cenfield, Alice H.....Clinton	.....Thief River Falls
Chilton, Catherine A....Frazee	Mitchell, Irma D..Fertile, Iowa
Cole, Abbie A.....	Nason, Ora.....Staples
.....Blooming Prairie	Nelson, Edith O.....Moorhead
Cookson, Evlyn F.....Cloquet	Nelson, Ella M.....Barnesville
Corbett, Jessie M..Fargo, N. D.	Norby, Aurora.....Detroit
Engberg, Albertine.....Detroit	Norby, Mabelle E.....Detroit
Evans, Angie T., Mrs....Felton	Nyberg, Lillian F..Fergus Falls
Flore, Amy R.....Osakis	Pastoret, Rose E..Fargo, N. D.
Fosmark, Laura B..Fergus Falls	Peake, Laura V....Eagle Bend
Gatton, Harriet....Crookston	Peterson, Emma.....Moorhead
Hall, Emma M....Fargo, N. D.	Peterson, Margaret D.....
Hoag, Gertrude E..Fargo, N. D.	.....Veteran, Wis.
Hurlbut, Grace.....Alexandria	Ransom, Edna B....Ortonville
Johnson, Anna L..Fargo, N. D.	Rogstad, Eliza.....Detroit
Judd, Ida M.....Fargo, N. D.	Skeoch, Nell.....Detroit
Keeley, Anna .....Euclid	Sorenson, Rosa.....Fertile
Kretzschmar, Olga.....	Staples, Pearl F.....Fosston
.....Thief River Falls	Switzer, Lucile, Pembina, N. D.
Lakin, Emily.....Warren	Trudo, Capitola F.....Detroit
Learman, Emma.....Detroit	Wessberg, Hannah, Fergus Falls
Levitz, Rose L....Fargo, N. D.	Wheeler, Ruth C....Litchfield
Lindell, Selma V....Crookston	Wyand, Bertha K....Crookston
Lovaas, Minda A...Sauk Centre	

### Junior Graduate Class

Anderson, Ruth.....Crookston	Hansen, Louise A..Fargo, N. D.
Arneson, Mary C.....	Kuhfeld, Emma F....Moorhead
.....East Grand Forks	Perley, Grace.....Moorhead
Conant, Bessie M..Fargo, N. D.	Ray, Elizabeth.....Fosston
Euren, Signe .....Moorhead	Sheffield, Lucy.....Moorhead
Gatton, Mary M.....Crookston	Sonquist, Pohn A..Fargo, N. D.

### Junior Latin

Carlson, Jessie.....Syre	Sunju, Edith.....Ashby
Conant, Ivy G....Fargo, N. D.	Walker, Grace B....Moorhead
Hale, Harriet E.....Hawley	Walker, Keith M....Moorhead
Lovnes, Marie.....Halstad	Walker, William....Moorhead
Olin, Hulda.....Hawley	Weld, Moselle E....Moorhead
Rustad, Harriet.....Kurtz	Whitman, Edith..Fargo, N. D.

### Junior English

Anderson, Herman F.....	Keeney, Ruth....Fargo, N. D.
.....St. Hilaire	Olson, Alice G....Fargo, N. D.
Barnes, Mary.....Ashby	Olson, Anna J.....Perley
Bergland, Judith A....Glyndon	Rice, Irene L.....Fargo, N. D.
Foss, Carrie O....Latona, N. D.	Tufts, Eulalia S....Fargo, N. D.
Hanson, Dora O....Moorhead	

### Third Year Latin

Adler, Irene.....Moorhead	Freeberg, Hanna....Moorhead
Bowers, Alta M..Fargo, N. D.	Lawrence, Lulu M.Fargo, N. D.
Feiring, Huldah.....Rothsay	Peterson, Leroi F....Moorhead
Freeberg, Amy.....Moorhead	Skeim, Ida J.....Twin Valley

### Third Year English

Bergh, Herman.....Hendrum	Hanson, Malcom....Moorhead
Bergh, Stephen T....Hendrum	Holgate, Mary....Fargo, N. D.
Bjorkquist, Stella.....Moorhead	McCasland, Lillie E.....Voss
Bloomquist, Judith...Moorhead	Meighen, Mary S..Twin Valley
Carlander, Garda I...Moorhead	O'Brien, Mary A..Fargo, N. D.
Comrie, Alice E...Fargo, N. D.	Seip, Emma.....Beardsley
Congdon, Clara M.....	Slagerman, Flossie.....
.....Mapleton, N. D.	.....Bathgate, N. D.
Donaldson, Ruth E.Fargo, N. D.	Sprague, Charlotte G.....
Folkedal, Ella.....Ada	.....Breckenridge

### Second Year Latin

Anderson, Charley E.....	Myller, Rose.....Moorhead
.....St. Hilaire	Nye, James G.....Moorhead
Bottolfson, Ingeborg L.....	Nyseter, Caroline..Fargo, N. D.
.....Moorhead	Sonquist, David S..Fargo, N. D.
Dudrey, Howard.....Moorhead	Swanson, Ebba.....Manston
Dudrey, Jessie.....Moorhead	Trunkey, Grace....Fargo, N. D.
Lommen, Julia A.....Comstock	Weld, Lucy A.....Moorhead
Lommen, Tilda M.....Comstock	Westlund, Hannah E.....
Miller, Kathleen E....Moorhead	.....Fargo, N. D.

### Second Year English

Amundson, Ida.....Hawley	Kennedy, Stella...Fargo, N. D.
Anderson, Carrie M...Henning	Letness, Margaret...Hendrum
Anderson, Jessie M.....	Lindgren, Ellen.....Ortonville
.....Fargo, N. D.	McCaffrey, Teresa....Warroad
Anderson, Lydia....St. Hilaire	Mahlen, Olive.....Moorhead
Bauley, Laura E....Page, N. D.	Megrund, Henry.....Shelly
Billberg, Eddy E....Wannaska	Michaelson, Martha....Clinton
Bjorkquist, Hildur E..Moorhead	Nelson, Amber E.....Euclid
Bowen, Elsie M.....Hancock	Nelson, Lillian J...Fargo, N. D.
Burr, Laura C.....Gary	Normann, Caia M.....Ashby
Cenfield, De Etta.....Clinton	Olson, Alma L.....Rothsay
Charlson, Clara.....Moorhead	Olson, Olga.....Lake Park
Clark, Helen R...Fargo, N. D.	Otteson, Tina H.....
Cook, Cora B..Fessenden, N. D.	.....Christine, N. D.
Davenport, Myrtle A.Moorhead	Pagel, Susie L...Chaffee, N. D.
Donnelly, Sarah A.Fargo, N. D.	Palmer, Louise M....Moorhead
Edling, Selma E....Moorhead	Pearson, Cora A.....Comstock
Erickson, Alice.....Moorhead	Pederson, Hannah A.....
Gilbert, Pansy M.....Felton	.....Underwood
Grundysen, Gertie.....Fisher	Peterson, Hulda J...Moorhead
Hartwell, Katie M.Fargo, N. D.	Plowman, Margaret.....Luce
Heimark, Bessie M...Moorhead	Robbins, Zadie Z....Barnesville
Helland, Alma A.....Perley	Rudrud, Gena.....Bagley
Hoff, Emma.....St. Hilaire	Scott, Agnes.....Beltrami
Hovey, Tillie A..Pelican Rapids	Skundberg, Hilda E..Beardsley
Jacobson, Alma.....Moorhead	Skundberg, Johanne.....Barry
Jensen, Alfrida.....Underwood	Staake, Ruth.....Moorhead
Johnson, Clara O..Colfax, N. D.	Sunde, Amalia....Fargo, N. D.
Johnson, Lulu.....Perley	Swenson, Ruth A....Moorhead
Johnson, Mabel G.....Averill	Wolfe, Henrietta.....Traverse
Kennedy, Mary A..Fargo, N. D.	

**First Year Latin**

Andersgord, Hattie...Comstock  
 Hoard, Mabel I.....Moorhead  
 LaPash, Annie R.....Moorhead  
 Lommen, Olga L....Comstock  
 Mac Kenzie, Jennie..Wild Rice

Netteland, George L.St. Hilaire  
 Rovang, Ida.....Erskine  
 Rushfelt, Elsie E.....Hawley  
 Tilseth, Edith V.....Moorhead

**First Year English**

Adams, Olive K.....Perham  
 Almen, Nellie.....Nash, N. D.  
 Alrick, Julia.....Perley  
 Anderson, Nannie.....Wadena  
 Andrews, Nellie A.....Ada  
 Barnhart, Inez....Fargo, N. D.  
 Barnhart, Olive....Fargo, N. D.  
 Beaudin, Odina B.....Kent  
 Beireis, Eliza.....Detroit  
 Bekkerus, Ingeborg M.....  
 .....Hurdsfield, N. D.  
 Benthagen, Christine....Borup  
 Bentley, Sophie B..Twin Valley  
 Bixby, John L.....Basswood  
 Bjerke, Ellen.....Hoffman  
 Bjerke, Selma.....Barrett  
 Boe, Alila S.....Lake Park  
 Borgerson, Rena....Donaldson  
 Bothne, Martha.....Hitterdal  
 Brandt, John.....Erskine  
 Brohaugh, Minnie.....Shelly  
 Brottom, Marie.....Halstad  
 Bryngelson, Effie ....Audubon  
 Bryngelson, Hattie...Richwood  
 Cahalan, Anna.....Kent  
 Caldwell, Mary V..Fargo, N. D.  
 Campbell, Mayme..Fargo, N. D.  
 Chappell, Floy E..Fergus Falls  
 Christianson, Anna C.....  
 .....Parker's Prairie  
 Clark, Lillian.....Fargo, N. D.  
 Clendenin, Dorothea.....  
 .....Fargo, N. D.  
 Cline, Edna M....Fargo, N. D.  
 Colliton, Helen.....Moorhead

Dehn, Lilia.....Moorhead  
 Dickinson, Hazel R.....Akeley  
 Dinehart, George.....Luce  
 Dinehart, William.....Luce  
 Dresser, Lillian M.Center, N. D.  
 Eastlund, Nettie....Moorhead  
 Eastlund, Theodore.Moorhead  
 Efteland, Josephine.....Shelly  
 Engelbert, Marie.....Kennedy  
 Erickson, Leonora...Hitterdal  
 Estlund, Nancy V....Kennedy  
 Everhart, Emily M.Fargo, N. D.  
 Fiskum, Georgia.....  
 .....Pelican Rapids  
 Freeman, Elsie.....Moorhead  
 Frykman, Emily.....Barrett  
 Gallagher, Katherine M.Detroit  
 Gallagher, Winnie.....Detroit  
 Gibbons, Coral M.....Hawley  
 Gibson, Edith G.....  
 .....Mapleton, N. D.  
 Gilberry, Ida E.....Kragness  
 Goranson, Ruth H.....  
 .....White Rock, S. D.  
 Grande, Betsy.....Halstad  
 Grunden, Hilda....Fergus Falls  
 Gunderson, Bertha M.....  
 .....Christine, N. D.  
 Gunderson, Selma E.....  
 .....Christine, N. D.  
 Hage, Louis.....Halstad  
 Hagen, Sigurd .....Dalton  
 Hall, Florence B..Fargo, N. D.  
 Halsing, Ella R.....Comstock  
 Halver, Winnie A.....  
 .....Denhoff, N. D.

- Halverson, John E.....  
 .....McGregor, Iowa
- Haugen, Inga .....  
 .....Abercrombie, N. D.
- Hedlund, Nannie.....Moorhead
- Hicks, Minnie V.Hickson, N. D.
- Hills, Laura.....Manston
- Hoff, Kaia.....Ashby
- Hoff, Mathilda.....Perley
- Holem, Mabel C.....Fertile
- Holum, Edith.....Flom
- Iverson, Inga J.....McIntosh
- Jensen, Bertha B....Moorhead
- Jepson, Anna J.....Glyndon
- Johnson, Arthur W..Moorhead
- Johnson, Dora.....Halstad
- Johnson, Lawrence H.Moorhead
- Johnson, Luffa F....Woodland
- Johnson, Mary.....Moorhead
- Johnson, Thea.....Clitherall
- Jahr, Jennie.....Hitterdal
- Jones, Alice I....Fargo, N. D.
- Jorgenson, Pearl H.....  
 .....Hickson, N. D.
- Kaushagen, Hannah.....Borup
- Keeney, Phoebe...Fargo, N. D.
- Knutson, Anna H....Moorhead
- Knutson, Elmer.....St. Cloud
- Lang, Lillian D.....Felton
- Lang, Lilly.....Moorhead
- Lang, Margaret E.....Felton
- Larson, Alma D.....Moorhead
- Larson, Annie M.....Glyndon
- Larson, Bertha E.....Glyndon
- Larson, Myrtle E.....Rollag
- Lee, Flora M.....Beltrami
- Lee, Laura.....Moorhead
- Loveid, Louise.....Newfolden
- Lundberg, Jennett A.....  
 .....Pelican Rapids
- Lundin, Florence...Moorhead
- McArthur, Ida.....Callaway.
- McCann, Lulu.....  
 .....Springbrook, Wis.
- McCoy, Evangeline.....  
 .....Fergus Falls
- McGuire, Gladys..Long Prairie
- McLean, Mary E.....  
 .....Argusville, N. D.
- Madson, Marie.....Dalton
- Malloy, Herbert.....Moorhead
- Martinson, Elof.....Audubon
- Martinson, Mary A....Audubon
- Martinson, Mary E.....Fisher
- Mauritson, Clara .....Shelly
- Melby, Mary.....Long Prairie
- Meilicke, Bertha T.....Ulem
- Messelt, Belinda G.....Mentor
- Midgarden, Theckla....Glyndon
- Midthun, Minnie A.....Flom
- Midthun, Henry.....Flom
- Mix, Lillian B.....Detroit
- Moen, Selma.....Shelly
- Munsen, Hilda E.....Audubon
- Munsen, Nettie M....Audubon
- Murray, Hannah E.....Morris
- Murray, Kathryn G.....Morris
- Myers, Edith M.....Foxhome
- Nelson, Agnes M....Moorhead
- Nelson, Amanda L.....  
 .....Coleharbor, N. D.
- Nelson, Olive M. B.....  
 .....Fargo, N. D.
- Norgaard, Nina....Fargo, N. D.
- Nystrom, Emelia.Horace, N. D.
- Oberson, Tilla.....Shelly
- Oistad, Josie.....Shelly
- O'Laughlin, Lulu....Moorhead
- Orvedal, Olena J.....  
 .....Wild Rice, N. D.
- Paulson, Petra T.....Elizabeth
- Pearson, Alice L....Comstock
- Pearson, Anna C.....  
 .....Harwood, N. D.
- Pearson, Elma B....Comstock
- Peterson, Carl J.....Moorhead
- Peterson, Paul.....Moorhead
- Peterson, Peter.....Hendrum
- Phalen, Anna G.....Wheaton
- Pomeroy, Adele..Fargo, N. D.
- Qualley, Nora C.....Hendrum
- Quist, May E..Thief River Falls



Ramstad, Otto. Thief River Falls	Stone, Marie G. .... Detroit
Rasmussen, Lucy. Fargo, N. D.	Stordahl, Oscar. .... Hendrum
Redland, Stella E. .... Shelly	Stromstad, Selma A. .... Shelly
Remore, Blanche E. ....	Swanson, Marie. .... Fargo, N. D.
..... Fargo, N. D.	Swenson, Thea. .... Shelly
Remore, Grace M. Fargo, N. D.	Thackery, Jay L. .... Moorhead
Runnels, Maycie. .... Moorhead	Thompson, Andrew. .... Flom
Ryan, Archie C. .... Moorhead	Thompson, Lawrence V. ....
Ryan, Mary. .... St. Vincent	..... Mapleton, N. D.
Saetre, Mabelle E. .... Henning	Thompson, Maizie E. Moorhead
Sanders, Fred W. .... Clinton	Thompson, May F. L. ....
Schill, Hannah. .... Moorhead	..... Fargo, N. D.
Scott, Edith. .... Fargo, N. D.	Thompson, Peter. .... Moorhead
Scott, Jessie. .... Fertile	Thortvedt, Alpha. .... Glyndon
Severtson, Nelsina. Pelican Lake	Trost, Arnold A. .... Moorhead
Shaiavitch, Rose. .... Fargo, N. D.	Tufts, Annie Belle. Fargo, N. D.
Shaiavitch, Sophie. Fargo, N. D.	Tufts, Lovida. .... Akeley
Sitz, Blondina D. ....	Velo, Tillie. .... Ulen
..... New York Mills	Waale, Ida L. .... Hawley
Skeim, Anna R. .... Twin Valley	Wangberg, Millie J. .... Halstad
Solwold, Olaf A. .... Hitterdal	Warwick, Mamie. .... Page, N. D.
Soreng, Geda. .... Kensington	Weeding, Lillie. .... Ortonville
Sorvig, Alfred. .... Erskine	Weld, Malcolm F. .... Zumbrota
Spangelo, Hannah. Twin Valley	Weum, Severina. .... Georgetown
Stebbing, May. .... Ulen	Wiger, Anna T. .... Ulen
Sternberg, Louis V. .... Moorhead	Williams, Lillian. .... Hawley
Stewart, Florence M. ....	Willis, Gova. Winnipeg Junction
..... Fargo, N. D.	Wright, Bert. .... Perley

### Special Students

MacGregor, Anna. .... Moorhead	Schulz, Lydia. .... Moorhead
Morton, Catherine. .... Moorhead	

## Summary

Graduate Courses—	
Senior Graduate Class .....	13
Junior Graduate Class .....	11
Elementary Graduate Class .....	51
	75
Advanced Academic-Professional Courses—	
Senior Class .....	14
Junior Class .....	22
Third Year Class .....	25
Second Year Class .....	73
First Year Class .....	204
Special Students .....	3
	341
Elementary Course .....	25
Total for Normal Department .....	441
Additional students who secured credits in Summer School....	304
Total number of Normal School students .....	745

## Elementary School

Grammar Grades .....	55
Intermediate Grades .....	51
Primary Grades .....	49
Total in Elementary School .....	155
Total in both departments .....	900
Counted twice .....	3
Whole number of students during the year.....	897



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SCENES ON RED RIVER.



MANUAL TRAINING DEPARTMENT



DRAWING DEPARTMENT