

1908

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The Bulletin of the  
State Normal School

Moorhead, Minnesota

1908-1909

20<sup>th</sup> year

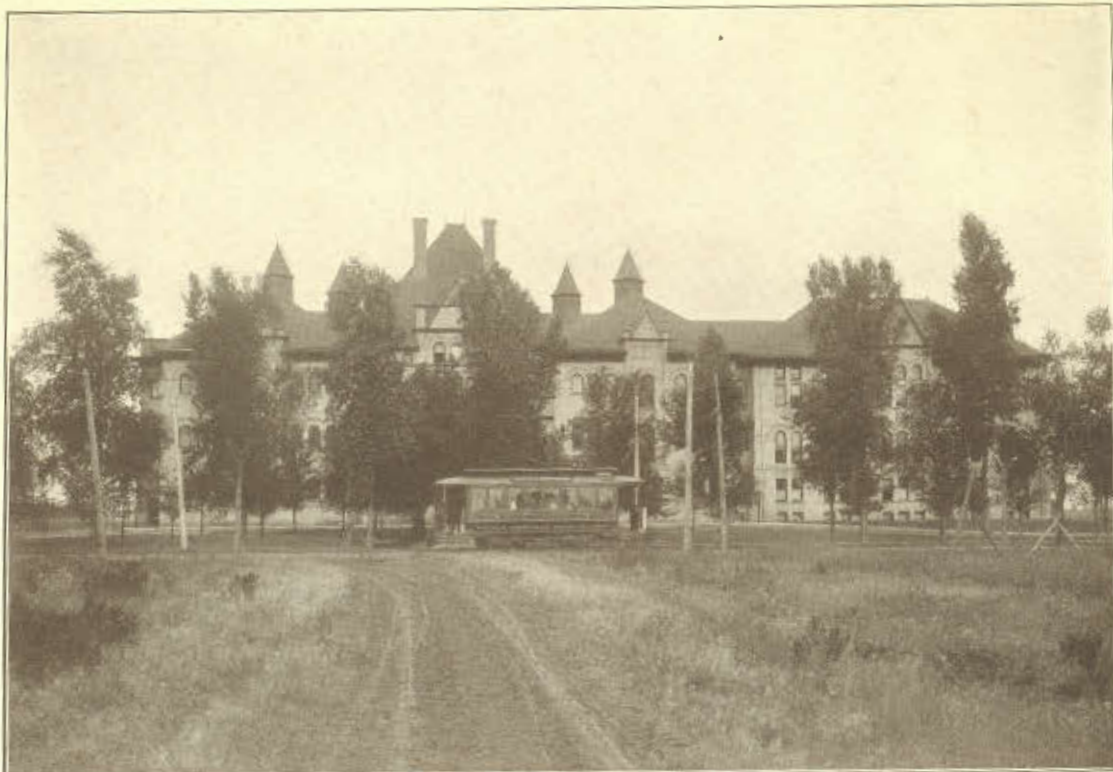
# State Normal School

Moorhead, Minnesota

1908-1909

*"We cannot all be teachers like Pestalozzi or Froebel or Arnold or Sheldon or Parker, but we can all appreciate the characteristics that made these men masters of their craft. We can know that they were great and influential, not merely because of the knowledge that they possessed, but far more fundamentally because of the ideals with which they were inspired, and that their influence was due to the facility and skill with which they could pass on this inspiration to their pupils. And, knowing this, we too may be encouraged to strive for idealism to the end that our pupils may feel, however feebly, the uplift, and catch a glimpse, however fleeting, of the sunlit peaks."*

W. C. Bagley.



THE MAIN BUILDINGS

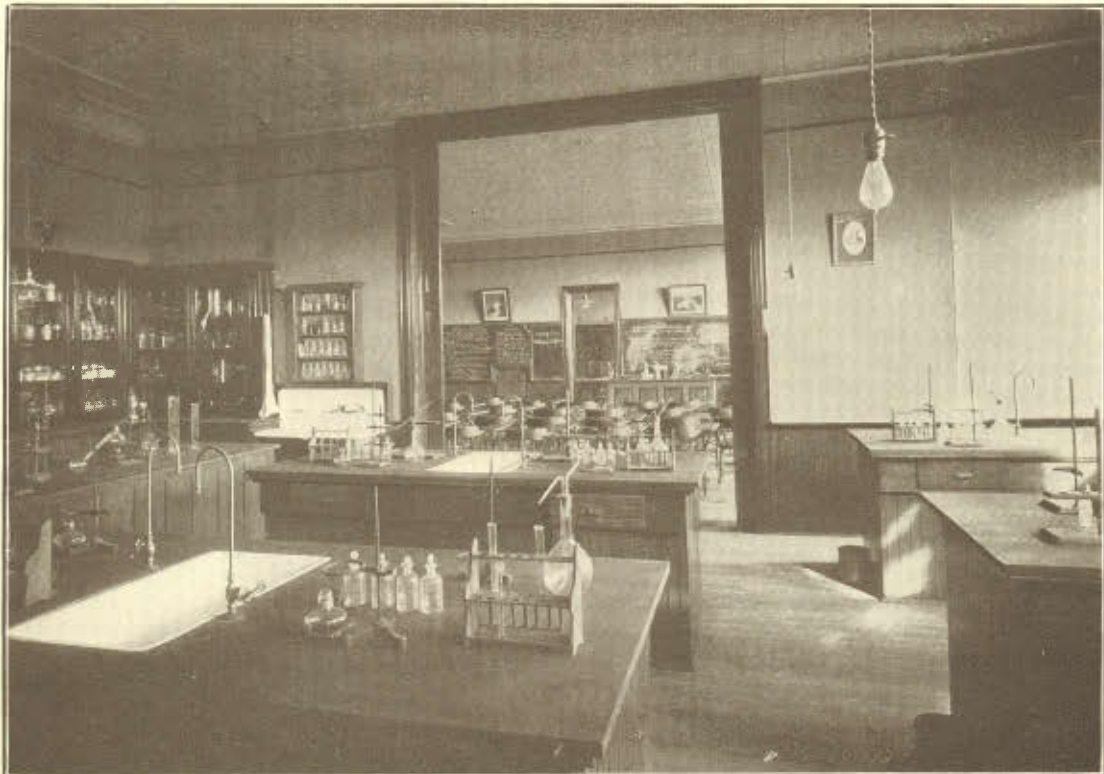


STUDENTS' ROOM IN WHEELER HALL





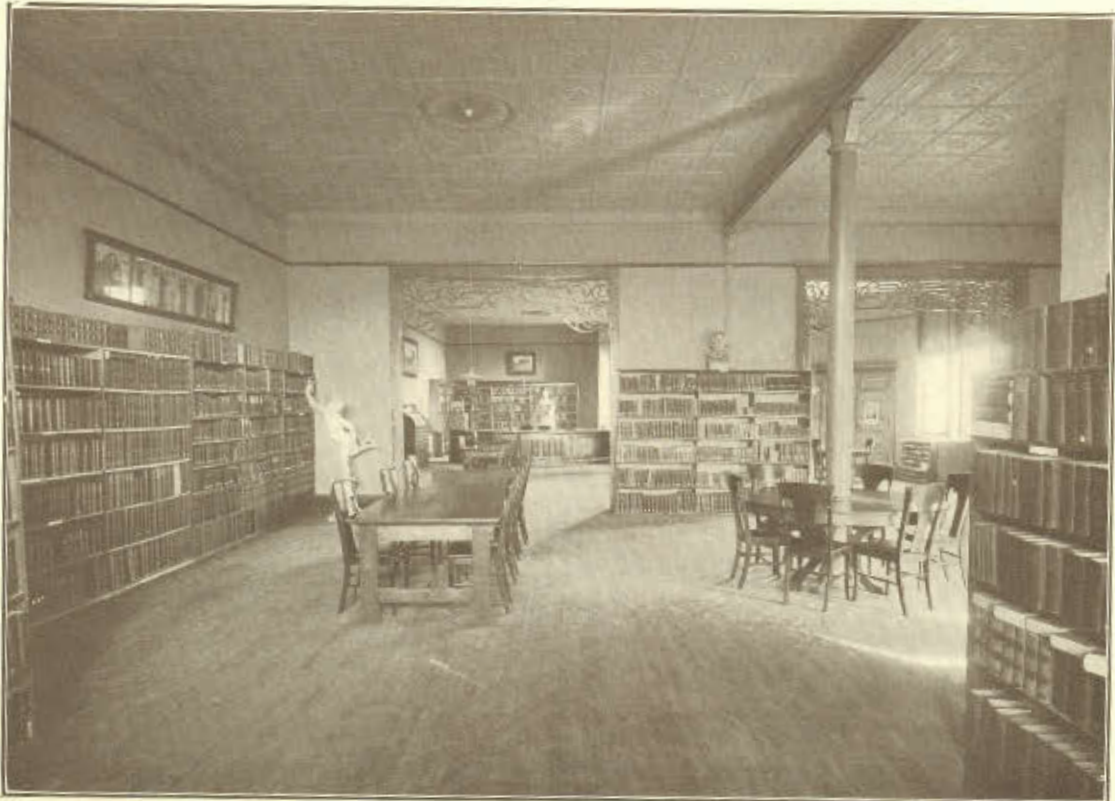
PRECEPTRESS'S ROOM IN WHEELER HALL



CHEMICAL LABORATORY

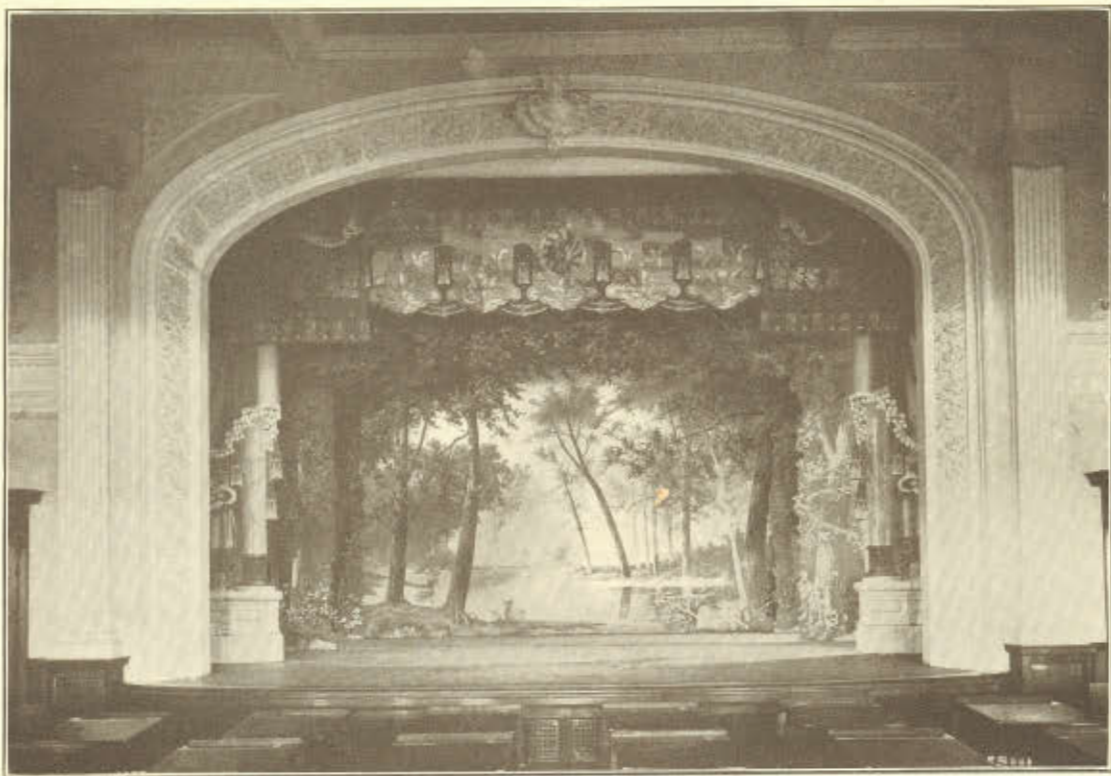


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The Bulletin  
of the  
State Normal School

Moorhead, Minnesota

Catalogue Number

Published Quarterly

Twentieth Year

1908-1909

Series Three

Number Three



*"The effort of the teacher is quite without value unless, in some way or another, it modifies the conduct of his pupils. If those who come to me for instruction and training act in no way more effectively after they leave me than they would have acted had they never come under my influence, my work as a teacher must be a failure."*

## 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  
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Hon. H. E. HOARD ..... Montevideo

### Officers of the Board

Hon. ELL TORRANCE ..... The President  
Hon. J. W. OLSEN ..... The Secretary

# Calendar for 1908-1909

## Commencement Week

Annual Sermon - - - - -	Sunday Evening, May 31.
Annual Recital - - - - -	Thursday Evening, June 4.
President's Reception to Senior Class - - - - -	Thursday Evening, June 4.
Exercises by Model School - -	Thursday Afternoon, June 4.
Chapel Exercises Conducted by Senior Class - - - - -	Friday Morning, June 5.
Graduation Exercises and Alumni Reception - - - - -	Friday Evening, June 5.

## Summer Term

Enrollment of Students - - - -	Monday, June 8.
Class Work Begins - - - - -	Tuesday, June 9.
First Six Weeks Close - - -	Saturday, July 18.
Second Six Weeks Close - - -	Saturday, August 29.

## Fall Term

Enrollment of Students - - - -	Monday, September 7.
Class Work Begins - - - - -	Tuesday, September 8.
Fall Term Closes - - - - -	Wednesday, November 25.

## Winter Term

Enrollment of Students - - - -	Tuesday, December 1.
Class Work Begins - - - - -	Tuesday, December 1.
Holiday Vacation Begins - - -	Thursday, December 24.
Class Work Resumed - - - -	Tuesday, January 5.
Winter Term Closes - - - - -	Friday, March 5.

## Spring Term

Enrollment of Students - - -	Monday, March 8.
Class Work Begins - - - - -	Tuesday, March 9.
Easter Vacation Begins - - -	Thursday, April 8.
Class Work Resumed - - - -	Tuesday, April 13.
Spring Term Closes - - - - -	Friday, June 4.

*The teacher must have the will to labor for the development of the child. In fact it is not so much a question of knowledge as of will. If his heart is really fixed on enriching the patrimony of the young soul which is confided to him, the teacher will infallibly succeed, even though his knowledge is limited. If he loves his pupils, he will resolve, as it were, intuitively, a mass of those practical problems of which his art is composed; for it cannot be too often repeated that education is an art which is administered rather through experience than through formulas. The teacher will hold a just medium between authority and liberty; he will respect the initiative of the child without demanding too much of him or abandoning him too much to himself; he will gain ascendancy in proportion as he is pre-occupied the less with himself and the more with his pupil; he will perfect himself in order to perfect his pupil.*

M. Buisson.



## The Faculty

- FRANK A. WELD, President  
School Management.
- RUTH S. HUTCHINSON,  
Preceptress.
- CASWELL A. BALLARD,  
Biological Sciences.
- HAROLD M. STANFORD,  
Physical Sciences.
- EDWIN T. REED,  
English, Librarian.
- ELIZABETH DONALDSON,  
Latin, American Literature.
- ABBIE L. SIMMONS,  
English Grammar, Sociology.
- EDWARD G. QUIGLEY,  
Psychology, History of Education.
- HARRIET RUMBALL,  
Reading.
- †ALYDA D. MACLAIN,  
Reading.
- IDA H. BENEDICT,  
Drawing.
- KATHARINE LEONARD,  
Mathematics.
- ALBERT S. KINGSFORD,  
Geography, History.
- †JULIA O. NEWTON,  
History and Civics.
- ARTHUR P. LAUGHLIN,  
Manual Training.
- †FREEMAN E. LURTON,  
Civics and Algebra.
- JESSIE HAZELTON,  
Music.
- ALICE C. PENCE,  
Physical Training.

## The Faculty--continued

- †BERTHA CURTIS,  
Music.
- BELLE M. DEANS,  
Principal Training Department.
- BELLE DREDGE,  
Grammar Department.
- BELLE C. SCOFIELD,  
Intermediate Department.
- \*ADELAIDE S. KIBBEY,  
Primary Department.
- LILIAN O. SPRAGUE,  
Primary Department.
- JESSIE McKENZIE,  
Assistant Librarian.
- †MOSELLE E. WELD,  
Assistant in Office and Music.
- ALICE M. KNAPTON,  
Text-book Librarian, Spelling, Penmanship.
- E. ALICE KIRK,  
Registrar.
- \*On leave of absence.  
†Summer term, 1907.

*Our children will attain to a far more fundamental insight into language, if we, when teaching them, connect the words more with the actual perception of the thing and the object. Our language would then again become a true language of life, that is, born of life and producing life.*

*Froebel.*



### 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 teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination.

Candidates for admission to the Elementary Graduate course 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 admission to the Advanced Graduate course of study are admitted without condition, provided they are graduates of a four years' high school course of study.

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 holders 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 Bulletin

The Bulletin is a quarterly magazine, 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.

### 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 consideration, 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.

### Registration Fee

The registration fee is one dollar and a half.

### 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.

*"The situation that has not its duty, its ideal, was never yet occupied by man. Yes, here in this poor, miserable, hampered, despicable actual, wherein thou even now standest, here or nowhere is thy ideal; work it out therefrom, and working, believe, live, be free."*  
—Carlyle.



## 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.

### Five Years' Latin Course

Latin .....	11 terms	Civics—Advanced .....	1 term
Algebra .....	3 terms	Psychology .....	2 terms
Plane Geometry.....	2 terms	General History.....	2 terms
Geography .....	2 terms	Grammar .....	1 term
English and American History .....	3 terms	Literature .....	3 terms
Music .....	1 term	Physiography .....	1 term
Drawing .....	2 terms	Physiology .....	1 term
Reading .....	2 terms	Pedagogy .....	1 term
English Composition and Rhetoric .....	2 terms	History of Education...2 terms	
Botany or Zoology.....	2 terms	Sociology .....	1 term
Physics .....	3 terms	Methods in Common Branches .....	2 terms
Arithmetic .....	2 terms	School Management.... $\frac{1}{2}$ term	
Manual Training.....	2 terms	Teaching .....	2 terms

### Five Years' English Course

Algebra .....	3 terms	Literature .....	4 terms
Plane Geometry.....	2 terms	Theme Writing.....	1 term
Solid Geometry.....	1 term	Civics—Advanced .....	1 term
Botany .....	2 terms	General History.....	3 terms
Zoology .....	2 terms	Chemistry .....	2 terms
Geography .....	2 terms	Psychology .....	2 terms
Eng. Comp. and Rhet.3 terms		Pedagogy .....	1 term
Reading .....	2 terms	Methods in Common Branches .....	2 terms
Drawing .....	2 terms	History of Education...2 terms	
Music .....	2 terms	Physiography .....	1 term
English and American History .....	3 terms	Physiology .....	1 term
Grammar .....	2 terms	Sociology .....	1 term
Physics .....	3 terms	School Management.... $\frac{1}{2}$ term	
Arithmetic .....	2 terms	Teaching .....	2 terms
Manual Training.....	2 terms		

## Advanced Graduate Course

Psychology .....	2 terms	History of Education...2 terms
Drawing .....	1 term	History and Civics....2 terms
Music .....	1 term	Sociology .....
Reading .....	1 term	Literature and Themes 1 term
Nature Study.....	1 term	Manual Training.....1 term
Arithmetic .....	1 term	Pedagogy .....
Grammar .....	2 terms	School Management.... $\frac{1}{2}$ term
Geography .....	2 terms	Teaching .....

## Elementary Graduate Course

Psychology .....	1 term	Drawing .....	1 term
Pedagogy .....	1 term	Music .....	1 term
Arithmetic .....	1 term	Nature Study.....	1 term
Grammar .....	1 term	Teaching .....	2 terms
Geography .....	1 term	School Management.... $\frac{1}{2}$ term	
Reading .....	1 term		

## Three Years' Elementary Course

Arithmetic .....	2 terms	Botany .....	1 term
Grammar .....	2 terms	Zoology .....	1 term
Geography .....	2 terms	Botany or Zoology....1 term	
Civics—Elementary ....1 term		English and American History .....	3 terms
Composition and Rhe- toric .....	3 terms	Physics .....	2 terms
Reading .....	2 terms	Literature .....	2 terms
Drawing .....	2 terms	School Management.... $\frac{1}{2}$ term	
Music .....	2 terms	Psychology .....	1 term
Physiology .....	1 term	Teaching .....	2 terms
Algebra .....	3 terms	Pedagogy .....	1 term
Plane Geometry.....	2 terms		



## Descriptive Outline

### Psychology and Education

**Elementary Psychology:** This is a brief survey of the fundamental facts of psychology in relation to pedagogy. The aim is to lay emphasis upon the physiological conditions of mental activity, and to lead the student, by observation, experiment, introspection, analysis, and definitions to such an understanding of psychological terms as will enable him to read intelligently the literature on psychology and pedagogy. This course serves as an introduction to all other courses in the department of psychology and education.

**Advanced Psychology:** This is a continuation of the first term's work, but the aim is to approach the subject from the genetic point of view. The source, the order, and the conditions of development of both physiological and mental functions are sought, and such topics as imitation, play, fear, elementary ideas of law and order, the beginnings of moral and religious notions, and adolescence, are given special study.

### History and Philosophy of Education

**History and Philosophy of Education:** Two terms in all advanced courses. This is a study of the ideals and practices of ancient, mediæval, and modern times, and the changes wrought in both by historic movements, discoveries, and inventions. The aim is to lead the student to realize that education is the highest phase of evolution, and that educational theories survive as principles only when they accord with the laws of man's physical and mental nature. In the second term of this course the theories and practices of the present are criticized and special consideration is given to the philosophical phase of education.

### 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 statements**. 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 method**. 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 estab-



lished 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, nature, literature and art.	Fourth, Fifth and Sixth Grades.
Language (text supplement).....	Last Two Grades
Spelling .....	All Grades
Writing .....	First Seven Grades
Arithmetic.....	All Grades
Algebra and Geometry (the simplest 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 Exercise (including Physiology and form).....	All Grades

### School Management

The course in School Management 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 broad 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 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 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.

**Literature and Themes:** As a basis of work in Literature and Themes 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 5,000 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 Caesar," 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 Æneid, 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' "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 plans 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 an occasional recitation 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.

### 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 follow 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 carefully selected collections 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's work is centered around the industrial and commercial geography of the six great commercial powers of the world: United States, Great Britain, Germany, France, Russia and Austria Hungary. Much descriptive work is involved. The different sections are studied with reference to their natural resources, the consequent industries and the reasons for the growth and location of the leading cities, each point being worked back to its physical basis. Large type studies of industrial processes covering definite physiographic areas are worked out in detail. It is believed that the study of these types gives the pupil definite, concise, yet comprehensive, ideas of the broad geographic problems of the world.

**Second Term:** This term is given to the study of physical geography. The aim is to give the pupil the ability to understand the meaning of the phenomena of the land, the water, and the air, and the relation of all life to them. The study of the world as a fixed model is made to give way to the study of a world whose physical features are undergoing constant change. This change is in turn seen to affect the climate and the life conditions of plants and animals and finally to be the determining factor in the activities of men. In the work of the two terms there has been no purpose to differentiate absolutely between the physical and industrial phases of geography. Each is considered as coexistent with and interdependent upon the other and both are recognized as necessary for a rational interpretation of regional geography.

**Methods:** The aim of this course is to give the prospective teacher a good working knowledge of geography to use in the grades. Special topic work is required upon preparing lessons in home geography in the lower grades. The type study method is emphasized throughout. By means of illustrative material we aim to emphasize methods of presentation; to develop imagination and graphic powers of description, correct interpretation of material, and clear questioning.

**Physiography:** This course is a more intensified study of Physical Geography with special emphasis laid upon land forms and the processes of land formations. Somewhat extended reference work is required.

## 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-cuttings 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 schoolroom 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 Terms:** 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, ear-training 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

**Elementary Civics:** We begin with the local organizations—town, school district, village, city and county—treating them first from an historical and then a critical standpoint. The state in general, followed by practical application to Minnesota, is considered in the same manner, showing its dependence upon and its relationship to the United States Constitution. A detailed study of this Constitution completes the course. The evolution of the present Federal State is the central theme.

**Advanced Civics:** In this course we consider the subject from the standpoint of the State: that is, of the whole body of citizens considered as an organized unit rather than from the point of view of government in the abstract or of the individual citizen. The first explain some of the more important principles of political science with

practical applications; second, we show how the American Federal State became what it is; third, we describe the National, State (Commonwealth) and local governments; and fourth, we give some of the policies of the State in regard to great public questions.

### Sociology

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.

### Summer Term

#### June 8th to August 29th

The summer term last summer was a success, and the administration of the school looks forward to a very successful session next summer. The summer term of 1908 will open June 8, and the first six weeks of the term will close July 18. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations. The second six weeks of the term will close August 29. Double courses in all **First and Second Grade** subjects will be offered. Double courses in other subjects will be offered as the facilities of the school will admit of their organization, and as there may be a demand for them. A student pursuing a double course—reciting twice a day—may complete that course in six weeks, and receive credit therefor. Special effort will be made to meet the requirements of rural school teachers, yet the definite purpose of the school will be to carry on regular normal school work. The model school will be in session, so that candidates for graduation may carry forward their work in the training department. Special effort will be made to accommodate graduates of high schools, who desire to begin one of the courses of study for high school graduates, or who desire to complete unfinished work in one of those courses. Courses in nearly all normal school subjects will be offered.

### Half-term Credits

Students who enter the regular twelve weeks' classes at the beginning of the term, and who satisfactorily complete one-half of the term's work (six weeks) will be given credit in the records of the normal school for one-half of a term's work in the subjects so taken. In this way, students, who for any reason are compelled to leave school before the close of the term, may receive credit for whatever work they may have accomplished.



### Credits to be Applied on Teachers' Certificates

Arrangements have been made with the state superintendent of public instruction whereby teachers may receive credit on a teacher's state certificate, in lieu of examination, for work done during a summer session. In former years the summer session has closed prior to the time of the teachers' examination, and credits secured have been filed with county superintendents at the time of that examination. Hereafter a teacher may continue through the entire summer session of twelve weeks, and still have her credits applied on a teacher's certificate at the close of the session. Credits to apply on both first and second grade certificates may be secured in this way. This year, the first six weeks of the summer term will close before the teachers' examinations occur, and the second six weeks will close before the fall schools open.

**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.

**Model School:** The model school will be in session, so that candidates for graduation may carry forward their work in that department.

**Lower Grade Methods:** A six weeks' course in lower grade methods will be offered, which will cover the work usually undertaken in the rural schools. Students who are candidates for a second grade certificate may take this course, if they have not a standing in Professional Test, or if their standing in that subject is below 75. A credit in this course will cover the work required in Professional Test, and may be offered in lieu of examination in that subject.

**Registration:** All persons who expect to attend the summer term are urged to be on hand at the opening of the term. 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. Monday, June 8, will be Registration day. Regular work will begin Tuesday morning.

### Courses of Study For the Summer Term

Courses in nearly all normal school subjects will be offered, so that all students in attendance may pursue courses adapted to their varied needs.

### 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.
- Class of '06. Seven pictures for main corridor.
- Class of '07. Portrait Painting of President Weld.

*"Before you can be eccentric you must know where the circle is. There is all the difference in the world between departure from recognized rules by one who has learned to obey them, and neglect of them through want of training or want of skill or want of understanding."*

—Ellen Terry.



## Educational Convention

As an index of educational interest and activity in the neighborhood of the Moorhead Normal School, the educational convention held here on Thursday and Friday, March 12 and 13, was both encouraging and helpful. It sounded a clear and invigorating message, and pointed the weather vanes of educational thought in a quite distinct, but by no means absolute, direction. Besides a considerable number of shorter addresses, each of which carried a fruitful burden of thought, there were at least three main addresses that seemed to crystalize the central theme of the convention into concrete form: that of Superintendent Heeter on Thursday evening, "The True Function of the Public School;" that of Principal L. P. Harrington, of the Crookston Agricultural Station, on Friday Morning, "Industrial Education in the Rural Schools;" and that of Dr. James on Friday afternoon, "Efficiency and Education."

The gist of Superintendent Heeter's message may be summarized, very briefly, as follows: The function of the public school can be divided into four main purposes. The first is Health; the school must promote a healthy and happy animal life in its pupils. The second is Intelligence: the school must provide a fitting fund of knowledge. The third is Efficiency: the school must make the effort of the child of some practical account, so that he may take some part in the activities of every-day existence. The fourth is Character: the school must so direct the healthy human animal—with his intelligent brain and his trained faculties—that he will put his talents to some worthy purpose, and thus elevate, not degrade, the society in which he finds himself.

Principal Harrington indicated in a practical fashion how industrial education, intelligently and gradually introduced into the rural school, can be made to serve the higher interests of home life on the farm.

In the concluding address of Friday afternoon, Dr. James, of the State University, discussed in a pithy and commanding fashion our attitude as Americans toward efficiency in education. He grouped his ideas about three distinct propositions, each of which he convincingly supported by proof. First, we Americans, in comparison with our opportunities, are inefficient. Europeans outstrip us in nearly all lines of art and handicraft. Second, we do not seriously believe that education makes for efficiency. Knowing that forty pupils are as many as a teacher can direct efficiently, we still crowd our rooms with fifty and even sixty. Third, it therefore follows, that our great problem in education today is to make our training in the schools more practically efficient. In just the same way that we have wasted our forests and farms in America, we are wasting the abilities of our children in school. We must train their hands as well as their brains. There is virtue in the training of the hand—virtue immediate

and direct. Good workmanship makes for good character. Therefore he who is to work with his hand, and make a living by it, should be trained, in school, not only in his hand but through his hand.

The convention was rich in entertainment and sociability, arousing a fine spirit of congenial intercourse, and altogether proved one of the most successful ever given in the state. With a thousand people assembled at each of the two evening meetings, with good music, good speeches, and a concluding lecture of fascinating interest by Dr. Frederick Hopkins, of Chicago, the convention gave a decided impetus to educational thought in this section of Minnesota.

*"When personal happiness conflicts with any great human ideal the right to claim such happiness is as nothing compared to the privilege of resigning it."—Margaret Deland.*

*"It is very good for strength to know that some one needs you to be strong."—Elizabeth Barrett Browning.*

*"All we have willed or hoped or dreamed of good shall exist;*

*Not its semblance, but itself; no beauty, nor good, nor power*

*Whose voice has gone forth, but each survives for the melodist*

*When eternity affirms the conception of an hour.*

*The high that proved too high, the heroic for earth too hard,*

*The passion that left the ground to lose itself in the sky,*

*Are but music sent up to God by the lover and the bard;*

*Enough that he heard it once; we shall hear it by and by."*

*—Abt. Vogler.*

*"To be conscious of moral improvement is the essence of consciousness."—Maurice Maeterlinck.*

*"Everywhere in life the true question is, not what we gain, but what we do."—Carlyle.*



## Students

Aalberg, Hilfrid L.....	First Year	Henning
Aalberg, Mabel H.....	First Year	Henning
Aamot, Emelia.....	First Year	Halstad
Aamot, Gurina.....	First Year	Halstad
Aamot, Lettie.....	First Year	Halstad
Aanru, Clara.....	First Year	Flaming
Aasen, Matilda.....	Second Year	Perley
Abbott, Fern.....	First Year	Duluth
Adler, Elsie F.....	Senior, A. G.	Moorhead
Adler, Irene.....	Senior, Latin	Moorhead
Adsero, Thora M.....	First Year	Comstock
Aldrich, Grace M.....	Second Year	Battle Lake
Ahlman, Amelia G.....	First Year	Fergus Falls
Alcock, Ellida.....	First Year	Caribou
Alm, Annie E.....	First Year	Christine, N. D.
Alm, Delia V.....	Senior, E. G.	Fosston
Almen, Nellie.....	Senior, El.	Grafton, N. D.
Almquist, Theresa.....	Second Year	Moorhead
Alrick, Julia.....	Second Year	Perley
Ammer, Mabel.....	First Year, Latin	Fargo, N. D.
Amundson, Mary.....	First Year	Hawley
Andersgord, Hattie.....	Third Year, Latin	Comstock
Anderson, Agnes.....	First Year	Clarkfield
Anderson, Charles E.....	Third Year, Latin	St. Hilaire
Anderson, Clara B.....	First Year	Ashby
Anderson, Hazel G.....	Junior, Latin	Fargo, N. D.
Anderson, Henry.....	First Year	St. Hilaire
Anderson, Huldah A.....	First Year	New York Mills
Anderson, Jessie M.....	Senior, El.	Fargo, N. D.
Anderson, Laura.....	Senior, E. G.	Fargo, N. D.
Anderson, Lena M.....	First Year	Fergus Falls
Anderson, Lillian.....	First Year	Moorhead
Anderson, Manda.....	First Year	Evansville
Anderson, Martha D.....	Senior, El.	Grand Forks, N. D.
Anderson, Mary B.....	First Year	St. Hilaire
Anderson, Selma.....	First Year	Battle Lake
Archibald, Elsie B.....	First Year	Hokah
Ash, A. Adair.....	Second Year	Wendell
Ash, Mary F.....	First Year	Verndale
Auburg, Millie.....	First Year	Bagley
Austad, Ben.....	First Year	Fosston
Awe, Laura.....	E. G.	Herman
Baker, Myrtle M.....	Junior, A. G.	Moorhead
Barneko, Alma.....	First Year	Newfolden
Barnes, Maud M.....	Second Year	Lake Park
Bartholomew, Mayme.....	First Year	Lincoln
Barry, Kathryn L.....	First Year	Alberta
Batten, Lyda.....	Second Year	Wendell
Bauer, Beata.....	First Year	Ada
Beaudin, Odina.....	Second Year	Kent
Beardsley, Edna.....	Second Year	Ashby
Behlmer, Wilma.....	Second Year	Argyle
Bell, Anna M.....	First Year	Barnum
Beireis, Eliza.....	First Year	Detroit

Bender, Arnolda.....	First Year	Fergus Falls
Bennett, Lillian B.....	Second Year	Moorhead
Benson, Gena.....	First Year	Neillsville
Benthagen, Christine.....	First Year	Borup
Bentley, Annie O.....	First Year	Twin Valley
Bentley, Julia R.....	Second Year	Twin Valley
Berkland, Julia V.....	Senior, El.	Twin Valley
Bixby, Jacob W.....	First Year	Richville
Bjerke, Selma.....	First Year	Barrett
Bjorklund, Clara A.....	First Year	Henning
Bjorklund, Huldah.....	Second Year	Henning
Bjorkquist, Stella M.....	Senior, El.	Moorhead
Bjordahl, Nina.....	First Year	Hawley
Bjorness, Anna.....	First Year	Battle Lake
Bjornstad, Inga A.....	Second Year	Lake Park
Bjornstad, Nettie.....	Second Year	Nielsville
Bjornstad, Olga.....	First Year	Lake Park
Boen, Nellie.....	First Year	Fertile
Borgerson, Rena.....	First Year	Donaldson
Bottolfson, Ingeborg.....	Third Year, Latin	Moorhead
Bowers, Alta M.....	Senior, Latin	Fargo, N. D.
Brandt, Anna M.....	Second Year	Erskine
Brandt, Emelia.....	E. G.	Fergus Falls
Brandt, Henry F.....	First Year	Erhard
Bredeson, Alma C.....	First Year	Clitherall
Bredeson, Clara E.....	First Year	Clitherall
Brennin, Blanche L.....	First Year	Hoffman
Brink, Eda V.....	First Year	St. Hilaire
Brohaugh, Agnes.....	Senior, English	Shelly
Brohaugh, Minnie.....	Second Year	Shelly
Brottem, Marie.....	Third Year	Halstad
Brown, Clara E.....	First Year	Thief River Falls
Brown, Minnie A.....	First Year	Thief River Falls
Brunning, George J.....	First Year	New York Mills
Bull, Myrtle L.....	First Year	Underwood
Burgess, Marie A.....	First Year	Richardson, N. D.
Burkee, Elmer O.....	First Year	St. Hilaire
Cahalan, Anna.....	Elementary	Kent
Caldwell, Irene A.....	First Year	Thief River Falls
Caldwell, May V.....	Senior, El.	Fargo, N. D.
Callahan, Florence.....	Second Year	Fargo, N. D.
Cannon, Dora.....	First Year	Northcote
Cannon, Madge.....	Second Year	Fargo, N. D.
Carlson, Albin.....	First Year	Fertile
Carlson, Anna C.....	Senior, E. G.	Fergus Falls
Carlson, Clara E.....	First Year	Erskine
Carlson, Minnie J.....	First Year	Elizabeth
Cenfield, DeEtta N.....	Second Year	Clinton
Charlson, Clara.....	Senior, El.	Moorhead
Charlson, Edythe L.....	First Year	Fergus Falls
Christensen, Clara.....	First Year	McHugh
Christensen, Lydia.....	First Year	Fosston
Christiansen, Mary G.....	Senior, E. G.	Langley
Clark, Lillian.....	Third Year	Fargo, N. D.
Coad, Nelle.....	First Year	Cloquet
Colliton, Helen.....	Third Year	Moorhead
Conant, Ivy G.....	Senior, E. G.	Fargo, N. D.
Conant, Violet E.....	First Year	Fargo, N. D.



Connell, Dot E.	First Year	Richwood
Connelly, Anna T.	Second Year	Thief River Falls
Cork, Marguerite	First Year	Fargo, N. D.
Cornell, Mabel	Second Year	Kurtz
Crummett, Ella	E. G.	Detroit
Cummins, Mary E.	First Year	Barnesville
Curran, Lucy R.	First Year	Moorhead
Cyr, Rose	First Year	Red Lake Falls
Dagoberg, Lydia D.	Senior, E. G.	Alvarado
Dahl, Mary M.	First Year	Borup
Dahl, Sophie J.	First Year	Borup
Dahlby, Jeannette	First Year	Moorhead
Dale, Annie K.	First Year	Climax
Daly, Genevieve G.	First Year	Beardsley
Daly, Kathryn	Third Year	Beardsley
Danford, Edna N.	Senior, A. G.	Fargo, N. D.
Danielson, Bena	Senior, E. G.	Fergus Falls
Davenport, Alice M.	Senior, E. G.	Fergus Falls
Davenport, Lucy	First Year	Fergus Falls
Davenport, Myrtle A.	Senior, El.	Fargo, N. D.
Davidson, Nellie	First Year	Pelican Rapids
Davis, Lillian	First Year	Donaldson
Dehn, Lilia F.	Second Year	Moorhead
Denenny, Estella	First Year	Felton
Dettbarn, Mary E.	First Year	Vergas
Dinan, Alta M.	E. G.	Fargo, N. D.
Dinehart, George	First Year	Frazee
Dinsmore, Isabel	First Year	Underwood
Distad, Julia I.	Second Year	Moorhead
Donaldson, Ruth E.	Elementary	Moorhead
Dudrey, Hazel M.	Second Year Latin	Moorhead
Dudrey, Jessie	Senior, El.	Staples
Dwyer, Catherine B.	Second Year	Dent
Dwyer, Mary R.	Senior, El.	Dent
Dufua, Emelia	First Year	Pelan
Eastlund, Nettie	First Year	Moorhead
Edwards, Jessie M.	First Year Latin	Fargo, N. D.
Egenes, Pauline	First Year	Halstad
Ekberg, Effie	Senior, E. G.	Herman
Ellingson, Christine	First Year	Barrett
Ellingson, Ella C.	First Year	Moorhead
Emerson, Ella M.	Senior, E. G.	Fargo, N. D.
Engelbert, Marie	Second Year	Kennedy
Engen, Florence	First Year	Lancaster
Enger, Alma I.	First Year	Kindred, N. D.
Enger, Ida T.	Second Year	Halstad
Erickson, Alice	Senior, El.	Moorhead
Erickson, Alvira	First Year	Moorhead
Erickson, Clara S.	Second Year	Beardsley
Erickson, Hannah	Second Year	Glyndon
Erickson, Ida J.	First Year	Borup
Erickson, Leonora	First Year	Hitterdal
Erickson, Mae	First Year	Moorhead
Erickson, Tillie C.	First Year	Borup
Espeseth, Johanna	Senior, A. G.	Erskine
Estby, Blanche C.	Third Year Latin	Fargo, N. D.
Estenson, Anna M.	First Year	Henning
Estlund, Nancy W.	First Year	Kennedy

Evenson, Edna S.	First Year	Underwood
Evenson, Ella	First Year	Wolverton
Evje, Constance	First Year	Nielsville
Evje, Emma	First Year	Nielsville
Evje, Josephine	First Year	Nielsville
Fagerland, Anna A.	Senior, E. G.	Fergus Falls
Feiring, Hulda	Senior, Latin	Rothsay
Feiring, Mabel	First Year	Rothsay
Felland, Lenore	First Year	Fargo, N. D.
Fiedler, Josephine	First Year	Perham
Finney, Hannah	First Year	Georgetown
Fischer, Clara	First Year	Georgetown
Fischer, Cora F.	Senior, A. G.	Bird Island
Fischer, Elsie S.	Senior, A. G.	Bird Island
Fitzsimmons, Ethel	Second Year	Glyndon
Fitzsimmons, Olive	First Year	Glyndon
Fladeland, Edna	First Year	Evansville
Fletcher, Edna M.	First Year	Ulen
Flink, Alma T.	First Year	Pelican Rapids
Forseth, Cora N.	First Year	Twin Valley
Foss, Anna O.	Elementary	Moorhead
Freeberg, Amy	Senior, Latin	Moorhead
Freeberg, Hanna	Junior, Latin	Moorhead
Freeman, Elsie	Second Year	Moorhead
Frenzel, Mary E.	Senior, E. G.	Detroit
Frey, Mabel C.	Second Year	Fergus Falls
Froirak, Gonvor	Second Year	McIntosh
Froland, Alma L.	Senior, E. G.	Naples, S. D.
Frykman, Emily	First Year	Barrett
Fulton, Marjorie	First Year	Fergus Falls
Gaezle, Oscar C.	First Year	Richdale
Gallagher, Katherine M.	Senior, El.	Detroit
Garman, Mabel O.	First Year	Fargo, N. D.
Gibbons, Coral	First Year	Hawley
Gilbertson, Anna	Senior, E. G.	Moorhead
Golberg, Florence	First Year	Fargo, N. D.
Golberg, Mabel	First Year	Horace, N. D.
Gordon, Florence	Junior, English	Spiritwood, N. D.
Goslee, Robert W.	First Year	Menahga
Gow, Millie F.	First Year	Dent
Graalum, Bertha	First Year	Kindred, N. D.
Granskov, Elsie	First Year	Moorhead
Graves, Winnifred	Senior, E. G.	Crookston
Green, Gertrude	First Year	Clinton
Green, Gladys	Second Year	Clinton
Gronner, Julia	First Year	Underwood
Guldseth, Hilda S.	First Year	Ashby
Gunderson, Bertha	Second Year	Christine, N. D.
Gunderson, John	First Year	Hendrum
Gunderson, Mary A.	First Year	Flaming
Gunderson, Mary K.	Senior, El.	Hendrum
Gunderson, Mathilda M.	Second Year	Dalton
Gunderson, Ragna	Third Year	Pelican Rapids
Gunderson, Selma E.	Second Year	Christine, N. D.
Hagen, Ingvald	First Year	Dalton
Hagen, Olga	First Year, Latin	Dalton
Hagen, Sigurd	Junior, Latin	Dalton
Hagen, Sina	First Year, Latin	Lost P. O.



Halseth, Magna J.....	Senior, E. G.....	Thief River Falls
Halsing, Mathilde.....	Senior, Latin.....	Comstock
Halstensgaard, Ida.....	First Year.....	Flaming
Halvorson, Julia.....	First Year.....	Felton
Halvorson, Tillie.....	First Year.....	Gary
Hansche, Martha.....	Senior, E. G.....	Fargo, N. D.
Hanson, Clara M.....	Second Year.....	Pelican Rapids
Hanson, Jay.....	First Year.....	Moorhead
Hanson, Johanna C.....	Senior, E. G.....	Crookston
Hanson, Malcom.....	Junior, English.....	Moorhead
Hanson, Maude.....	First Year.....	Moorhead
Hanson, Signe.....	Elementary.....	Fergus Falls
Hartwell, Katherine.....	Senior, El.....	Fargo, N. D.
Harvey, Lora M.....	First Year.....	Fergus Falls
Hastie, Amber.....	First Year.....	Ada
Hastie, Belle L.....	First Year.....	Ada
Hatling, Julia.....	First Year, Latin.....	Dalton
Hauser, Ethel.....	Elementary.....	Fargo, N. D.
Hedlund, Nannie.....	Second Year.....	Moorhead
Hedlund, Victoria.....	Second Year.....	Harwood, N. D.
Heglund, Joren.....	First Year.....	Fosston
Hegland, Sarah.....	First Year.....	Fosston
Heily, Marie L.....	E. G.....	Graceville
Helland, Alma.....	Senior, El.....	Perley
Helland, Geraldine.....	Second Year, Latin.....	Argusville, N. D.
Helland, Oscar.....	Senior, El.....	Perley
Hem, Gena M.....	Senior, E. G.....	Fosston
Hem, Ida.....	E. G.....	Fosston
Hemmingson, Marie.....	First Year.....	Kennedy
Hendry, Esther A.....	Senior, E. G.....	Frazee
Hennemuth, Stella A.....	Senior, E. G.....	Red Lake Falls
Hennix, Anna E.....	First Year.....	Clinton
Hensel, Paula E.....	First Year.....	Bemidji
Herman, Julia A.....	E. G.....	Fergus Falls
Herman, H. Mary.....	E. G.....	Fergus Falls
Herschleb, Mellie.....	First Year.....	Moorhead
Hershberger, Esmee.....	Senior, E. G.....	Fosston
Hetherington, Mildred L.....	Elementary.....	Moorhead
Hetland, Harriet L.....	E. G.....	Ada
Hicks, Minnie V.....	Second Year.....	Hickson, N. D.
Hodgson, Cora Belle.....	Senior, E. G.....	Gardner, N. D.
Hoehne, Riola L.....	First Year.....	Woodland
Hoff, Kaia G.....	Senior, El.....	Ashby
Hoffman, Mrs. Ida.....	E. G.....	Beardsley
Hoghang, Anna T.....	E. G.....	Detroit
Hollands, Jessie M.....	First Year.....	Hickson, N. D.
Holum, Edith R.....	Second Year.....	Flom
Hompe, Emily P.....	Elementary.....	Deer Creek
Honzo, Georgia A.....	First Year.....	Chokio
Honzo, Violet M.....	First Year.....	Chokio
Hopkins, Beulah I.....	Elementary.....	Moorhead
Hopkins, Mary J.....	A. G.....	Wheaton
Hosterman, Elsie C.....	First Year.....	Pelican Rapids
Houghlum, Clara.....	First Year.....	Grand Forks, N. D.
Hovden, Anna.....	Second Year.....	Perley
Hovren, Julia.....	First Year.....	Battle Lake
Howells, Josephine.....	Elementary.....	Graceville
Hult, Mary.....	First Year.....	Wolverton

Huntley, Mabelle L.....	Second Year.....	Hancock
Hutchinson, Ruth B.....	First Year.....	Georgetown
Ingersoll, Mabel.....	First Year.....	Fergus Falls
Iverson, Fannie H.....	First Year.....	Ashby
Iverson, Selma O.....	First Year.....	Faith
Jackson, Mabel.....	Senior, El.....	Hallock
Jacobson, Dora M.....	First Year.....	Clitherall
Jacobson, Tillie.....	Senior, E. G.....	Fergus Falls
Jager, Anna.....	Senior, El.....	Moorhead
Jenkin, Annie.....	Senior, A. G.....	Audubon
Jenkins, Jessie M.....	Senior, El.....	Ada
Jensen, Alfreda.....	First Year.....	Underwood
Jepson, Kate M.....	First Year.....	Frazee
Johnson, Amanda.....	First Year.....	Evansville
Johnson, Anna A.....	First Year.....	New York Mills
Johnson, Arthur S.....	First Year.....	Battle Lake
Johnson, Arthur W.....	Senior, El.....	Moorhead
Johnson, Berthanna E.....	Senior, El.....	Perley
Johnson, Christine M.....	First Year.....	Pitt P. O.
Johnson, Clara G.....	First Year.....	Frazee
Johnson, Ella C.....	First Year.....	Sabin
Johnson, Emelia.....	First Year.....	Lake Park
Johnson, Emma S.....	First Year.....	Wadena
Johnson, Florence A.....	First Year.....	Northfield
Johnston, Gladys.....	First Year.....	Mapleton, N. D.
Johnson, Jennie C.....	First Year.....	Audubon
Johnson, Jennie S.....	First Year.....	Battle Lake
Johnson, Jennie S.....	First Year.....	Benson
Johnston, Juanita M.....	First Year.....	Mapleton, N. D.
Johnson, Luffa F.....	First Year.....	Frazee
Johnson, Mabel G.....	Elementary.....	Glyndon
Johnson, Mary.....	First Year.....	Hitterdal
Johnson, Mary L.....	First Year.....	Pelican Rapids
Johnson, Olga J.....	Second Year.....	Moorhead
Johnson, Selma.....	Second Year.....	Pelican Rapids
Johnson, Theckla.....	Second Year.....	Hallock
Johnson, Thea.....	Second Year.....	Clitherall
Johnson, Tillie.....	First Year.....	Evansville
Jonas, Emma M.....	First Year.....	Thief River Falls
Jonas, Tillie H.....	First Year.....	Thief River Falls
Jones, Edna M.....	Senior, El.....	Battle Lake
Jorgenson, Pearl H.....	First Year.....	Hickson, N. D.
Judge, Claire L.....	Senior, Latin.....	Fargo, N. D.
Judson, Jean W.....	Senior, E. G.....	Crookston
Jump, Hazel H.....	First Year, Latin.....	Fargo, N. D.
Kalin, Huldah M.....	First Year.....	Audubon
Kallak, Clara.....	First Year.....	Vining
Kallak, Estelle.....	First Year.....	Vining
Kaushagen, Hannah.....	First Year.....	Borup
Kelly, Gertrude.....	First Year.....	Rochester
Kelly, Mary.....	First Year.....	Detroit
Kerr, Edith M.....	Third Year, English.....	Battle Lake
Kivle, Ella O.....	Second Year.....	Edinburg, N. D.
Knapton, Alice M.....	Senior, A. G.....	Brandon
Knapton, Lillian B.....	Third Year, Latin.....	Brandon
Knauf, Mary.....	First Year.....	Moorhead
Knoff, Emma P.....	First Year.....	Fergus Falls
Knudson, Mattie O.....	First Year.....	McIntosh



Knutson, Anna H.	Third Year, Latin	Moorhead
Knutson, Marian D.	First Year	Moorhead
Koeneman, Emma	A. G.	Moorhead
Kolstad, Mabel	First Year	Nielsenville
Kolars, Marie I.	E. G.	East Grand Forks
Kollar, Clara F.	First Year	New York Mills
Korth, Ella	First Year	Rothsay
Kronberg, Selma	First Year	Evansville
Kroshus, Tulibelle	Senior, E. G.	Glenwood
Kronsnabel, Mabel	Senior, E. G.	Gully
Krostue, Lottie S.	Junior, Latin	Fisher
Krueger, Ella A.	Senior, E. G.	Red Lake Falls
Lamb, Mary	First Year	Baker
Lambert, Margaret	First Year	West Concord
Lanegraff, Andrea	Second Year	Traynor, Sask., Can.
Lang, Grace L.	First Year	Moorhead
Lang, Lillian D.	Senior, El.	Moorhead
Lang, Margaret E.	Third Year	Moorhead
Lang, Martha F.	First Year	Moorhead
Langvick, Huldah	Third Year	Richville
Langvick, Nina M.	First Year	Richville
Larson, Alma	First Year	Clitherall
Larson, Annie M.	First Year	Glyndon
Larson, Bertha	Second Year	Glyndon
Larson, Clarence	Second Year, Latin	Moorhead
Larson, Gertrude O.	First Year	Fargo, N. D.
Larson, Harry O.	Second Year	Moorhead
Larson, Ida G.	Junior, Latin	Moorhead
Larson, Myrtle E.	First Year	Pelican Rapids
Larson, Nannie L.	Senior, A. G.	Alexandria
Larson, Susan	First Year	Hawley
Latta, Edith	E. G.	Crookston
Lawrence, Lulu M.	Senior, Latin	Fargo, N. D.
Lee, Alice G.	First Year	Rollag
Lee, Christine	First Year	Perley
Lee, Inez X.	Second Year, Latin	Tintah
Lee, Laura	Senior, El.	Perley
Lee, Signe	First Year	Glyndon
Legler, Lavina	First Year	Moorhead
Leidal, Belle	First Year	Fergus Falls
Letness, Margaret	Elementary	Hendrum
Lewis, Faye	First Year	Hendrum
Lian, Ellen M.	First Year	Borup
Ligaard, Olof H.	First Year	Halma
Lindberg, Charlotte E.	First Year	Ada
Linniham, Mayme M.	Senior, E. G.	Red Lake Falls
Lloyd, Martha B.	Third Year	Barnesville
Lofthouse, Lucy A.	Senior, E. G.	Fargo, N. D.
Longtin, Viola A.	Senior, E. G.	Red Lake Falls
Lommen, Julia A.	Junior, Latin	Comstock
Lommen, Olga L.	Third Year, Latin	Comstock
Lommen, Tilda M.	Junior, Latin	Comstock
Loudon, Blanche I.	Elementary	Moorhead
Loudon, Jessie	Senior, El.	Moorhead
Loughlan, M. Pearl	First Year	Kennedy
Lovsnes, Marie	Senior, English	Ada
Lowman, Katherine M.	E. G.	Fargo, N. D.
Lucken, Carl J.	First Year	Minneapolis

Lucken, Emma	First Year	Ashby
Lundberg, Jennie	First Year	Parker's Prairie
Lynch, Dennis M.	First Year	Moorhead
MacArthur, Florence A.	First Year	Moorhead
MacArthur, May E.	First Year	Wales, N. D.
McAuley, Violet V.	First Year	Moorhead
McCarthy, Anna	Senior, El.	Fargo, N. D.
McCann, Katherine	First Year	Degraff
McCasland, Hattie Z.	First Year	Ulen
McCasland, Lillie E.	Senior, El.	Ulen
McCoy, Eva M.	First Year	Fergus Falls
McCubrey, Mae E.	Second Year	Moorhead
Macdonald, Anna	E. G.	St. Paul
McDonell, Jeanette	First Year	Lincoln
McKenzie, Jennie D.	Junior, English	Wild Rice, N. D.
McLaren, Grace I.	Senior, E. G.	Crookston
McLaughlin, Elizabeth	Senior, E. G.	Litchfield
McLaughlin, Mary E.	Junior, Latin	Litchfield
McLean, Ira	First Year	Kenneth
McManus, Mary L.	First Year	Underwood
McNulty, Zeda H.	Senior, E. G.	Litchfield
McVeety, Eugenia P.	First Year	Fargo, N. D.
Mahlen, Olive A.	Junior, English	Minot, N. D.
Malchose, Mary C.	Second Year	Sabin
Mangan, Norah A.	First Year	Morris
Marburger, Emaline	First Year	Hinckley
Marchand, Clara	E. G.	Red Lake Falls
Meehan, Grace M.	Senior, El.	Thief River Falls
Megrund, Henry	Senior, El.	Shelly
Meilicke, Bertha D.	Third Year	Moorhead
Meilicke, Emma	Senior, El.	Moorhead
Melby, Mary A.	First Year	Brandon
Mercer, Blanche	First Year	Detroit
Messelt, Belinda G.	Third Year	Mentor
Metcalf, Jessie	First Year	Glyndon
Midgarden, Theckla	First Year	Glyndon
Miller, Kathleen	Second Year	Moorhead
Milsten, Ella	First Year	Faith
Mix, Hattie	Third Year	Detroit
Mix, Lillian B.	Second Year	Detroit
Monson, Hedvig	Second Year	Argusville, N. D.
Monson, Nora	First Year	Moorhead
Morris, Marie E.	Junior, A. G.	Barron, Wis.
Moulton, Laura G.	Senior, E. G.	March
Muckala, Tanna E.	First Year	New York Mills
Munson, Ella A.	First Year	Detroit
Murphy, Irene	Senior, El.	Twin Valley
Munson, Nettie M.	Senior, El.	Detroit
Murphy, Edward	First Year	Twin Valley
Murphy, Mary E.	First Year	Felton
Murray, Flora	First Year	Parker's Prairie
Myers, Leila	First Year	Battle Lake
Myller, Rose	Second Year	Moorhead
Neander, Alma	Junior, Latin	Underwood, N. D.
Nelson, Agnes S.	First Year	Clinton
Nelson, Clara	E. G.	Crookston
Nelson, Eugenia	First Year	Henning
Nelson, Ida E.	First Year	Hayward



Nelson, Iva M.	First Year	Underwood
Nelson, Jennie	Senior, El.	Hallock
Nelson, Julia	First Year	Parker's Prairie
Nelson, Laura	First Year	Kensington
Nelson, Lillie J.	First Year	Climax
Nelson, Mattie K.	Senior, E. G.	Crookston
Nelson, Myrtle	First Year	Henning
Nelson, Nellie	Senior, El.	Hallock
Nelson, Nellie	First Year	Fergus Falls
Nelson, Pauline	Second Year	Dalton
Nelson, Valborg	First Year	Climax
Nelson, Wilhelmina	Senior, El.	Parker's Prairie
Neresen, Nora	First Year	Gary
Ness, Oline	First Year	Battle Lake
Netteland, George L.	Senior, Latin	St. Hilaire
Nevramon, Kattie E.	Second Year, Latin	Fargo, N. D.
Newman, Lilly	Second Year	Barrett
Nonthene, Jenny	First Year	Evansville
Norby, Bertinus	First Year	Fosston
Nordstrom, Hannie	First Year	Harwood, N. D.
Noss, Regina	First Year	Gary
Nycklemoe, Marie	First Year	Ashby
Nyquist, Edith A.	First Year	Roseau
Nystrom, Emelia	First Year	Horace, N. D.
Nystrom, Signe	First Year	Richville
Oefstos, Henry	First Year	McIntosh
O'Hara, Ethel	First Year	Graceville
Oistad, Josie	First Year	Shelly
O'Laughlin, Lulu M.	Second Year	Moorhead
O'Laughlin, Mae E.	E. G.	Moorhead
O'Laughlin, Sue A.	Second Year	Moorhead
Oleson, Anna J.	Senior, English	Perley
Olson, Alice R.	Third Year	Fargo, N. D.
Olson, Alma L.	Senior, El.	Rothsay
Olson, Bertha A.	Second Year	Perley
Olson, Dena D.	Senior, E. G.	Fergus Falls
Olson, Effie J.	Second Year	Rothsay
Olson, Evelyn	First Year	Parker's Prairie
Olson, Hattie E.	Senior, El.	Battle Lake
Olson, Helen	Second Year	Evansville
Olson, Inga	Senior, E. G.	Fergus Falls
Olson, Inga M.	Senior, E. G.	Fergus Falls
Olson, Julia	Second Year	East Grand Forks
Olson, Minnie M.	Second Year	Rothsay
Olson, Rose	First Year	Erhard
Olson, Tilda G.	First Year	Audubon
Olson, Veda S.	Senior, E. G.	Frazee
Olund, Anna M.	First Year	Detroit
Opsahl, Josephine	Second Year	Underwood
Orvedal, Lena J.	Senior, El.	Wild Rice, N. D.
Otterson, Ida M.	Second Year	Audubon
Otteson, Amanda B.	First Year	Wolverton
Otteson, Tina H.	Second Year	Wolverton
Otto, Anna	First Year	Bird Island
Page, Asenath R.	Senior, E. G.	Pelican Rapids
Pagel, Susie L.	Senior, El.	Chaffee, N. D.
Paranto, Cecile H.	First Year	Borup
Parizek, Mildred E.	Second Year	Lidgerwood, N. D.

Parsons, Lanona A.	First Year	Ada
Patriquin, Alice M.	First Year	Detroit
Patterson, Anna B.	First Year	Ulen
Patterson, Eunice A.	E. G.	Ada
Paulson, Ida C.	First Year	Hallock
Peterson, Amanda C.	First Year	Henning
Peterson, Beatrice C. L.	Third Year	Perley
Peterson, Ellen L.	First Year	Roseau
Peterson, Emma U.	Senior, El.	Frazee
Peterson, Hannah A.	Second Year	Pelican Rapids
Peterson, Hulda J.	Third Year	Moorhead
Peterson, Mable A.	First Year	Richville
Peterson, Mariah D.	First Year	Erhard
Peterson, Rosie E.	First Year	Erhard
Peterson, Tobia	Third Year	Pelican Rapids
Phalen, Anna	Elementary	Wheaton
Phalen, Nellie	Senior, E. G.	Crookston
Pierce, Minnie V.	First Year	Butler
Platt, Blanche	First Year	Fargo, N. D.
Plowman, Margaret	Senior, El.	Frazee
Politiski, Martha	First Year	Moorhead
Poppler, Joyce T.	First Year	Fargo, N. D.
Powell, Ina	Senior, E. G.	Warren
Prosser, Maude	First Year	Kennedy
Qualley, Nora	Second Year	Hendrum
Quarnstrom, Ida	Second Year	Deer Creek
Quigley, Bessie M.	Second Year	Litchfield
Quigley, Ellen	Second Year	Litchfield
Quamme, Caroline	E. G.	Pelican Rapids
Quinn, Ellen G.	Senior, E. G.	Benson
Ramsey, Julia M.	Second Year	Twin Valley
Ramstad, Nora	Second Year	Hickson, N. D.
Ramstad, Otto	Junior, English	Thief River Falls
Rasmussen, Lucy	First Year	Buffalo, N. D.
Reed, Everett N.	Third Year	River Falls, Wis.
Regan, Florence A.	First Year	Moorhead
Reinholdson, Nellie E.	First Year	Lake Park
Remore, Blanche E.	Second Year	Moorhead
Remore, Grace M.	Second Year	Moorhead
Richardson, Nettie	A. G.	Dayton, Iowa
Ries, Lena	First Year	Davidson, Sask., Can.
Ring, Anna M.	Second Year	Henning
Ringdahl, Anna M.	Senior, E. G.	Litchfield
Rolland, Marius	First Year	St. Hilaire
Roney, Maude L.	E. G.	Fargo, N. D.
Rood, Ida	First Year	Englund
Rose, Isabella	E. G.	Fargo, N. D.
Rots, Lena	First Year	Clitherall
Rovang, Ida	Junior, Latin	Erskine
Rud, Clara L.	E. G.	Fergus Falls
Rude, Axel S.	First Year	Mona, N. D.
Rude, Josie	First Year	Gary
Rue, Margit	E. G.	Fosston
Rufer, Edna	Second Year	Moorhead
Rushfeldt, Eleanor	Senior, English	Hawley
Rusfeldt, Elsie E.	Third Year, Latin	Hawley
Russell, Louie	E. G.	Foxhome
Rustad, Harriet	Senior, Latin	Kurtz



Rustuen, Agnes H.	Second Year	Detroit
Ryan, Melissa	First Year	Fargo, N. D.
Salberg, Sadie	First Year	Davenport, N. D.
Samuelson, Gertrude	First Year	Horace, N. D.
Sanders, Julia B.	First Year	Clinton
Sandness, Josephine	Senior, El.	LaMoure, N. D.
Sargent, Ruth	Senior, E. G.	Crookston
Satre, Gusta B.	First Year	Thief River Falls
Scheer, Anna	First Year	Erhard
Scheidecker, Mayme	Senior, E. G.	Perham
Schill, Hannah	Second Year	Moorhead
Schill, Sophia	Senior, E. G.	Moorhead
Schoeppach, Hattie	First Year	Felton
Schoonover, Minnie I.	First Year	Norcross
Schrader, Lottie	Senior, E. G.	Perham
Schranz, Michael H.	Senior, El.	Perley
Schulz, Lydia A.	First Year	Moorhead
Schuyler, Anne C.	Senior, A. G.	Fargo, N. D.
Scott, Agnes	Senior, El.	Fertile
Scramstad, Alfiled L.	First Year	Underwood
Seale, Martha	First Year	Kennedy
Seim, Marie	First Year	Pelican Rapids
Seip, Carrie	Second Year	Beardsley
Seip, Emma	Senior, El.	Beardsley
Selberg, Julia O.	Second Year	St. Hilaire
Seneco, Maude	Third Year	Fargo, N. D.
Serum, Minnie	First Year	Halstad
Senum, Otto	First Year	Fosston
Severtson, Nellie	Third Year	Pelican Rapids
Shaiavitch, Pauline	First Year	Fargo, N. D.
Shaiavitch, Sophie	Second Year	Fargo, N. D.
Simmons, Amy	First Year	Moorhead
Siring, Latty	First Year	Richville
Sirjord, Mea F.	First Year	Flaming
Sirjord, Olga J.	First Year	Flaming
Sitz, Blondina D.	Senior, El.	New York Mills
Skaar, Elma	Senior, E. G.	Crookston
Skalet, Charlotte	First Year	Ulen
Skeim, Anna R.	First Year	Twin Valley
Skeim, Ida J.	Junior, Latin	Twin Valley
Skullerud, Lydia	Elementary	Comstock
Skundberg, Hilda	Elementary	Beardsley
Sletvold, Lena	First Year	Rothsay
Smith, Barbara E.	First Year	Parker's Prairie
Smith, Dora T.	First Year	Parker's Prairie
Smith, Nora L.	First Year	Vergas
Smithlin, Cora M.	First Year	Luce
Solem, Hannah	First Year	Halma
Solein, Hilda A.	First Year	Syre
Solein, J. Marie	First Year	Syre
Solwold, Olof A.	Second Year	Hitterdal
Sonquist, David E.	Junior, Latin	Fargo, N. D.
Soreng, Geda	Senior, El.	Kensington
Sorensen, Edna	E. G.	Fertile
Sorenson, Marie C.	E. G.	Fertile
Sorkness, Judith C.	First Year	Ashby
South, Blanche	First Year	Melfort, Sask., Can.
Spokeley, Sophie	First Year	Nielsville

Stalley, Francis C.	Second Year, Latin	Moorhead
Stapleton, Joan E.	Second Year, Latin	Fargo, N. D.
Starr, Annie	First Year	Pelican Rapids
Starr, Emma	First Year	Pelican Rapids
Starr, Inga	First Year	Pelican Rapids
Steger, Amanda	First Year	Norcross
Steger, Florentine A.	First Year	Norcross
Stennes, Amelia	First Year	Hendrum
Stewart, Effie L.	First Year	Deer Creek
Stolz, Myrtle M.	Senior, E. G.	Argyle
Stoneberg, Hazel	Senior, E. G.	Herman
Stordahl, Oscar	First Year	Hendrum
Storey, Gertrude	First Year	Ada
Strachan, Beth	First Year	Pelican Rapids
Strand, Agnes	Senior, E. G.	Moorhead
Strinden, Ignette M.	First Year	Pelican Rapids
Strombo, Mattie	First Year	Dalton
Sullivan, Kate	First Year	Argusville, N. D.
Sunde, Amelia	Senior, El.	Fargo, N. D.
Sunde, Harold	First Year	Fargo, N. D.
Sundet, Cornelia	First Year	Hickson, N. D.
Swanson, Bertha M.	First Year	Verndale
Swartz, Lottie	First Year	Baker
Swenson, Annie	Second Year	Climax
Swenson, Hattie	First Year	Fergus Falls
Swenson, Mabel A.	Second Year	Battle Lake
Swenson, Olliana	First Year	Climax
Swenson, Ruth A.	First Year	Moorhead
Taintér, Ethel	Senior, Latin	Hawley
Thompson, Maude L.	Senior, E. G.	Moorhead
Thompson, Sophie	First Year	Kragnes
Thompson, Vera L.	Senior, El.	Grand Forks, N. D.
Thortwet, Dora L.	First Year	Glyndon
Tilden, Mabelle I.	Senior, E. G.	Fargo, N. D.
Tilseth, Edith V.	Second Year	Moorhead
Tims, Alice L.	First Year	Underwood
Tims, Elizabeth	First Year	Underwood
Tjonn, Paul	First Year, Latin	Moorhead
Trost, Arnold A.	Senior, El.	Moorhead
Trovaton, Anna	First Year	McIntosh
Trovaton, Elsie	First Year	McIntosh
Trovaton, Helga	First Year	Fargo, N. D.
Tufts, Annie N.	Senior, El.	Fargo, N. D.
Ulsby, Annie	First Year	Deer Creek
Utne, Christian O.	Second Year	Dalton
Vaaler, Borghilde	First Year	Twin Valley
VanSickel, Libby	First Year	Brainerd
Velo, Tillie	Second Year	Ulen
Vining, Esther V.	First Year	Argusville, N. D.
Vogel, Susan E.	First Year	Perham
Waale, Ida L.	First Year	Hawley
Waaen, Inga A.	Senior, E. G.	Glenwood
Waite, Edith A.	First Year	Moorhead
Waite, Eva M.	Junior, English	Campbell
Walker, Keith M.	Senior, Latin	Moorhead
Walton, Abbie M.	First Year	Detroit
Ward, Ethel M.	Senior, E. G.	Alexandria
Warfel, Viola C.	Senior, E. G.	Crookston



Warner, Myrta	First Year	Vergas
Watne, Lena	Second Year	Moorhead
Watterberg, Mary E.	First Year	Wolverton
Weld, Lucy A.	Junior, Latin	Moorhead
Weld, Malcolm	First Year	Windom
Welly, Ida K.	First Year	Gary
Weir, Margaret M.	First Year	Hickson, N. D.
Weissert, Eleanor M.	Elementary	Fargo, N. D.
Wennerstrom, Jennie E.	First Year	Rochert
Weske, Anna	First Year	Campbell
Weske, Calla	First Year	Campbell
West, Vendla	First Year	Hallock
Westlund, Hannah E.	Junior, Latin	Fargo, N. D.
Weum, Severina	Second Year	Battleford, Sask., Can.
Whiting, Ethel M.	Junior, A. G.	Fargo, N. D.
Whitman, Jessie	Second Year	Fargo, N. D.
Wiger, Anna T.	First Year	Ulen
Wiger, Hannah T.	First Year	Ulen
Wiger, Lena	First Year	Ulen
Wilcox, Mabel	First Year	Norcross
Wilkouski, Rosalie J.	First Year	Perham
Williams, Mae	First Year	Moorhead
Williams, Nellie M.	Second Year	New York Mills
Wilson, Anna	First Year	McIntosh
Wollan, Pernille	Senior, E. G.	Glenwood
Wood, Orville W.	Second Year, Latin	Fargo, N. D.
Woodworth, Hazel A.	E. G.	Fergus Falls
Young, Stella	Senior, A. G.	St. Paul
Zimmerman, Ella	First Year	Blackduck

## Summary

Graduate Courses:	
Senior Graduate Class	13
Junior Graduate Class	3
Elementary Graduate Class	87
	<hr/>
	103
Advanced Academic—Professional Courses:	
Senior Class	15
Junior Class	20
Third Year Class	43
Second Year Class	105
First Year Class	383
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	566
Elementary Course	52
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Total Number of Normal School Students	721

## Elementary School

Grammar Grades	59
Intermediate Grades	59
Primary Grades	57
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	175
Total Number of Students During the Year	896

"No man can learn what he has not preparation for learning, however near to his eyes is the object. Not in nature but in man is all the beauty and worth he perceives."—Emerson.

"Better, far,  
Pursue a frivolous trade by serious means  
Than a sublime art frivolously."

—Elizabeth Barrett Browning.

The first learning of a subject is largely the work of memory. The real knowing begins with reflection upon the data and the discovery of inter-relations. The class work and the recitations of the normal school astonish the student at first. He supposes himself to understand the subject, but he discovers that there are a thousand phases of it which he has not thought of. He learns the second lesson with some of these possible side questions in view. He improves from day to day, and in the course of a year he has acquired a different ideal of the best method of study. He has passed from the text-book method to the method of investigation. Formerly the teacher would have held the pupil responsible to learn words of the book and would not have probed the understanding. Now, he goes directly behind the words of the book into the pupil's understanding and teaches him how to think, how to investigate. He is to study the book, but to critically compare one statement with another—penetrate the construction of the book itself. He is to go out of the book into his own experience, to verify or refute its statements. He is to go to other stores of information on the subject in this work of verification and critical comparison. When this is done the student finds to his great surprise that the elementary branches stand for the five great branches of human learning in its entirety, and that a proper study of them opens for him all the windows of the soul.

William T. Harris.





THE GYMNASIUM



PHYSICAL SCIENCE



DRAWING DEPARTMENT





MANUAL TRAINING DEPARTMENT



CAMPUS WITH WHEELER HALL IN THE DISTANCE



GLEE CLUB



MALE QUARTETTE



*"Let us always remember that nothing befalls us that is not of the nature of ourselves. There comes no adventure but wears to our soul the shape of our everyday thought; and deeds of heroism are but offered to those who, for many long years, have been heroes in obscurity and silence. And whether you climb up the mountain or go down the hill to the valley, whether you journey to the end of the world or merely walk around your house, none but yourself shall you meet on the highway of fate. If Judas go forth tonight, it is toward Judas his steps will tend, nor will chance for betrayal be lacking; but let Socrates open his door, —he shall find Socrates asleep on the threshold before him, and there will be occasion for wisdom."*

*Maurice Maeterlinck.*