

1909

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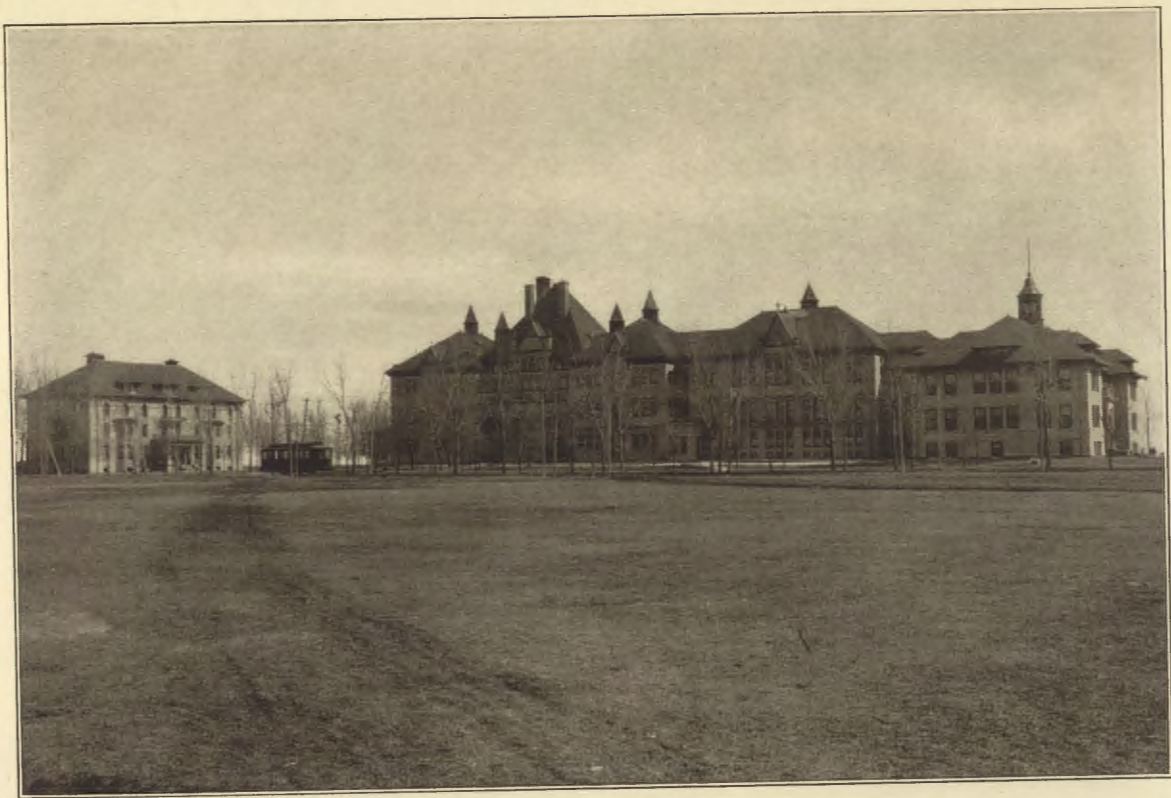
# State Normal School

Moorhead, Minnesota

1909

*“Every man who opens up a road in the wilderness; every engineer throwing a bridge over icy rivers for weary travelers; every builder rearing abodes of peace, happiness, and refinement for his generation; every smith forging honest plates that hold great ships in time of storm; every patriot that redeems his land with blood; every martyr forgotten and dying in his dungeon that freedom might never perish; every teacher who has gone forth to carry liberty, intelligence, and religion to the ignorant, still walks among men, working for society, and is unconsciously immortal.”*

*Newell Dwight Hillis.*



THE MAIN BUILDINGS



CAMPUS WITH WHEELER HALL IN THE DISTANCE



PRECEPTRESS'S ROOM IN WHEELER HALL



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MANUAL TRAINING DEPARTMENT



STAGE IN THE AUDITORIUM

The Bulletin  
of the  
State Normal School

Moorhead, Minnesota

Catalogue Number

Published Quarterly

Twenty-first Year

1909

Series Four

Number Three

*"Many a man is ruined from not continuing as he began, and when he sees himself left for a short time without exciting any remarkable degree of interest, he abandons his nature and endeavors to accommodate himself to such as are accounted the heroes of the day. Such men become renegades and converts, and turn back exhausted when perhaps near the victory they would have achieved had they continued to fight on manfully."*

*Mendelssohn.*

## The State Normal Board

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Hon. C. G. SCHULZ.....	The Secretary

*"Education is the knowledge of how to use the whole of one's self. Men are often like knives with many blades; they know how to open one and only one; all the rest are buried in the handle, and they are no better than they would have been if the knife had been made with but one blade. Many men use but one or two faculties out of the score with which they are endowed. A man is educated who knows how to make a tool of every faculty; how to open it, how to keep it sharp, learning to apply it to all practical purposes."*

*Henry Ward Beecher.*

# Calendar for 1909-1910

## Commencement Week

Annual Sermon - - - - -	Sunday Evening, May 30.
Annual Recital - - - - -	Monday Evening, May 31.
President's Reception to Senior Class - - - - -	Monday Evening, May 31.
Exercises by Model School - -	Thursday Afternoon, June 3.
Chapel Exercises Conducted by Senior Class - - - - -	Friday, June 4.
Graduation Exercises and Alumni Reception - - - - -	Friday Evening, June 4.

## Summer Term

Enrollment of Students - - - -	Monday, June 7.
Class Work Begins - - - - -	Tuesday, June 8.
First Six Weeks Close - - - -	Saturday, July 17.
Second Six Weeks Close - - - -	Saturday, August 28.

## Fall Term

Enrollment of Students - - - -	Monday, September 6.
Class Work Begins - - - - -	Tuesday, September 7.
Fall Term Closes - - - - -	Wednesday, November 24.

## Winter Term

Enrollment of Students - - - -	Tuesday, November 30.
Class Work Begins - - - - -	Tuesday, November 30.
Holiday Vacation Begins - - -	Thursday, December 23.
Class Work Resumed - - - - -	Tuesday, January 4.
Winter Term Closes - - - - -	Friday, March 4.

## Spring Term

Enrollment of Students - - - -	Monday, March 7.
Class Work Begins - - - - -	Tuesday, March 8.
Easter Vacation Begins - - - -	Thursday, March 24.
Class Work Resumed - - - - -	Tuesday, March 29.
Spring Term Closes - - - - -	Friday, June 3.

## The Faculty

FRANK A. WELD, President  
School Management.

ELIZABETH L. WARE,  
Dean of Women.

\*†RUTH S. HUTCHINSON,  
Preceptress.

CASWELL A. BALLARD,  
Biological Sciences.

HAROLD M. STANFORD,  
Physical Sciences.

EDWIN T. REED,  
English.

\*ELIZABETH DONALDSON,  
Latin.

EDWARD G. QUIGLEY,  
Psychology, History of Education.

†ABBIE L. SIMMONS,  
English Grammar, Sociology.

A. EVELYN NEWMAN,  
English Grammar, Sociology.

HARRIET RUMBALL,  
Reading.

ELIZABETH E. KEPPIE,  
Reading.

IDA H. BENEDICT,  
Drawing.

\*KATHARINE LEONARD,  
Mathematics.

ALBERT S. KINGSFORD,  
Geography, History.

†J. J. BOHLANDER,  
Science.

ARTHUR P. LAUGHLIN,  
Manual Training.

†FREEMAN E. LURTON,  
Civics and Algebra.



## The Faculty--continued

JESSIE HAZELTON,  
Music.

ALICE C. PENCE,  
Physical Training.

REBA G. WHARTON,  
Latin.

BELLE M. DEANS,  
Principal Training Department.

BELLE DREDGE,  
Grammar Department.

ABBIE L. DAY,  
Intermediate Department.

BELLE C. SCOFIELD,  
Primary Department.

MARY C. RAINEY,  
Primary Department.

†LILLIAN O. SPRAGUE,  
Psychology.

JESSIE McKENZIE,  
Librarian.

†MOSELLE E. WELD,  
Assistant in Office and Music.

†ALICE M. KNAPTON,  
Text-book Librarian, Spelling, Penmanship.

GRACE WALKER,  
Secretary.

E. ALICE KIRK,  
Registrar.

\*On leave of absence.

†Summer term, 1908.

### **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, vary from \$3.00 to \$3.50 a week. This rate 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 postoffice, and delivered at the Hall twice a day.

**Board in Private Families.**—Board can be obtained in private families for from \$3.00 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.

## Course of Study

ADOPTED BY THE STATE NORMAL BOARD.

SEPTEMBER 18, 1908.

### Terms of Admission

**For the Life Diploma:** For admission to work leading to the life diploma, the applicant must be (1) a graduate of an approved high school, academy or college, or school of equal rank; or (2) present high school records, for which advanced credit will be given, for a semester or more of work in a high school; or (3) sustain satisfactory examinations in each of the following subjects: arithmetic, English grammar, geography, U. S. history, and physiology, which test the applicant's knowledge of the subjects named, as they are presented in the current leading modern text-books. Applicants 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. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advance credit, and college graduates 48 units.

**For the Elementary Diploma:** For admission to work leading to the elementary diploma the same subjects and the same proficiency are required as in the case of the life diploma, except that in the case of high school graduates, in addition to the evidence of graduation, satisfactory high school records must also be presented in each of 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.

**Post Graduate Work:** High school graduates who have taken in post graduate-classes at least a half-year's work in normal school 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 two-years' work in the 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 the course of study; 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.

**University Standing:** Graduates of the course 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.

### Outline of the Course

Sixty term units of work are required. Persons who desire to secure the diploma of the school will take the following subjects:

Algebra, Elementary.....2 terms	History—
Algebra, Higher .....1 term	English .....1 term
Arithmetic .....2 terms	General .....*3 terms
Botany .....*2 terms	United States.....2 terms
Chemistry .....*2 terms	Literature .....4 terms
Civics .....*2 terms	Manual Training .....*2 terms
Drawing .....2 terms	Music .....*2 terms
Education—	Physics .....3 terms
History of .....2 terms	Physiography .....*1 term
Theory of .....2 terms	Physiology .....1 term
Practice and Criticism.3 terms	Psychology .....2 terms
School Management...½ term	Reading and Expression *3 terms
English Composition ...2 terms	Rhetoric .....1 term
Geography .....2 terms	Sociology .....1 term
Geometry, Plane .....2 terms	Themes and Literature..1 term
Geometry, Solid .....*1 term	Zoology .....*2 terms
Grammar .....2 terms	
Electives .....1½ terms	

Eleven terms of Latin may be elected in lieu of the following subjects:

Chemistry .....2 terms	General History .....1 term
Civics .....1 term	Literature .....1 term
English Composition ...1 term	Rhetoric .....1 term
Geometry .....1 term	Zoology .....2 terms
Grammar .....1 term	

Persons who desire to do thirty-six term units of work, leading to the Elementary diploma, will take the following subjects:

Algebra, Elementary ...2 terms	Education—
Algebra, Higher .....*1 term	Theory .....1 term
Arithmetic .....2 terms	Practice and Critic'm.1½ terms
Botany .....*1 term	School Management...½ term
Civics .....1 term	English Composition .....2 terms
Drawing .....*2 terms	Geography .....2 terms

Geometry, Plane .....	2 terms	Physics .....	2 terms
Grammar .....	2 terms	Physiology .....	1 term
History—		Psychology .....	1 term
English .....	1 term	Reading and Expression..	2 terms
United States .....	2 terms	Rhetoric .....	*1 term
Literature .....	2 terms	Zoology .....	*1 term
Music .....	*2 terms		
Electives .....	1 term		

### High School Graduates

Graduates of high schools receive credit for thirty-six term units of work in the course of study, and they will be granted the diploma of the normal school upon the completion of twenty-four term units of work, as follows:

Arithmetic .....	1 term	Grammar .....	*2 terms
Civics .....	1 term	History—	
Drawing .....	1 term	United States.....	1 term
Education—		Manual Training .....	1 term
History of .....	2 terms	Music .....	1 term
Theory of .....	1 term	Psychology .....	2 terms
Practice and Criticism..	3 terms	Reading and Expression..	1 term
School Management ..½	term	Sociology .....	1 term
Elementary Science .....	*1 term	Themes and Literature..	1 term
Geography .....	*2 terms		
Electives .....	1½ terms		

Graduates of high schools who complete twelve units of work in the course of study as indicated below may receive the Elementary diploma:

Arithmetic .....	1 term	Elementary Science....	*1 term
Drawing .....	1 term	Geography .....	1 term
Education—		Grammar .....	1 term
Theory of .....	1 term	Music .....	1 term
Practice and Criticism..	2 terms	Psychology .....	1 term
School Management ..½	term	Reading and Expression.	1 term
Electives .....	½ term		

One star (\*) means one elective unit of work.

Two stars (\*\*) mean two elective units of work.

### Electives

The following courses will be offered, as the facilities of the school permit, and may be chosen by students, after consultation with the president of the school, in lieu of the starred subjects in the course of study.

Agriculture .....	2 terms	Latin .....	2 terms
Astronomy .....	1 term	Library Science.....	1 term
Children's Literature...	1 term	Man. Tr'ing Supervision	2 terms
Drawing Supervision...	2 terms	Music Supervision.....	2 terms
Economics .....	1 term	Physics, Advanced.....	1 term
English .....	2 terms	Physical Culture.....	1 term
Higher Mathematics...	2 terms	Primary Methods.....	1 term
History—		Public Speaking.....	1 term
Modern European....	2 terms	Special Methods.....	2 terms
Home Economics.....	3 terms	Writing and Spelling..	½ term

### The Law Relating to Normal School Diplomas

The following are the provisions of the recently enacted diploma law so far as it applies to the normal schools, the time required for earning the diploma or the elementary diploma remaining the same as heretofore:

Diplomas issued to graduates of the state normal schools shall be valid as first grade certificates for two years from their date, and at the expiration of two years of actual, successful teaching, such diplomas, endorsed by the president of the school granting them and the state superintendent, shall have the force of first grade certificates for life.

Elementary diplomas granted by a state normal school upon the completion of such portion of the course of study as may be prescribed therefor by the normal school board, shall be valid as first grade certificates for the period of three years from their date, and shall not be renewable except that any holder of such an elementary diploma may have the force and effect thereof, as such first grade certificate, extended for a further period of three years, by the completion of an additional one year of work in a Minnesota state normal school and the certificate of endorsement thereon by the president of such school and the state superintendent;\* provided that the provisions of this section shall not apply to persons now holding Minnesota elementary normal school diplomas, nor to any student heretofore enrolled in a Minnesota state normal school who shall be graduated prior to September 1, 1911.

The holders of certificates from the state normal schools, showing the completion of two years of prescribed work in such schools, shall be entitled to have such certificates endorsed by the superintendent of public instruction and thereby given full force and effect of a second grade certificate.

\*This provision for a three years' extension is applicable to the fourth year of the full course and not to the second year's work for high school graduates which would of course earn the life diploma.

## The 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 established general principles, but also to avoid so 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 brief but suggestive outline of the history and development of the English language is first given to arouse the interest of the students in their speech. Grammar is defined on a psychological basis, and constant effort is made to bring out the thought relations of speech and to show that grammar can but follow and record the language forms and usages made by the people in their growth as a race. The entire work of this term is with the sentence,—the development of the idea into the clearly defined thought as a sentence, the expansion of the simple sentence into the complex and the compound form, the study of phrases and clauses as the large modifiers of subject or predicate. Such sentence analysis is carried on by the students both from their own composition work and from selections in literature.

**Second Term:** The work of this term follows in more detail the general plan of the first term. Parts of speech are now studied apart from the sentence, and thorough drill on the technical side is given. The sentence is reviewed and the relative value and place of the parts of speech in the sentence unit clearly defined.

**Methods in Grammar:** The aim of this course is to give the mature student a broader view of the scope and power of grammar as the science of language, and to impress upon him the great social and ethical needs of expression and communication as fulfilled through language. Through an outline study of racial evolution and growth, the student is led to see the evolution and growth of thought into the sentence. A thorough review of sentence forms, of parts of speech, and of all general technical terms is given; but effort is made to show that these are based always on thought and are not mere dead forms. Class reports on special topics in language, outside reading of important linguistic authorities, and comparative study of grammar textbooks are features of the course.

## 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 Education

Every student entering this course must present himself for a general biologic health examination with a view to ascertaining his fitness for the practical work, and of giving special attention to individual cases.

**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.

This course deals with gymnastic training, both free hand and with apparatus; dramatic and competitive games; athletic sports; and the historical folk-dance.

The aim of the course will be to benefit the student, and to give such work as may be used by the teacher in the school or college.

**Lectures:** This course covers the general scope of Physical Education including personal and school hygiene; general physical diagnosis; the principles in the practice and teaching of Physical Education.

**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 frequently held 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 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 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 aim of this course is to give the pupil mastery of some of the important processes of elementary Algebra so that he can use them in physics, in mechanics or in other simple practical applications.

The subject is developed from the numerical side and this is closely connected with Arithmetic. The central topic is the equation as an instrument for solving problems.

Different topics are studied so as to render the use of this tool easy and efficient, and to contribute to the end in view—the solution of problems by means of the equation.

**Plane Geometry:** The course is intended to give familiarity with the fundamental theorems and constructions, to show their practical possibilities, and to stimulate the mental activity of the pupil.

The work is partly experimental and partly demonstrative. Considerable attention is given to practical applications and numerical exercises, and many “originals” and occasionally historical notes are introduced.

**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 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 principal points of the study.

**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, also a study of composition and balanced effects in flat masses of gray and color. Plant and landscape study in pencil values and color.

**Second Term:** Sketching from nature. composition from landscapes, plants and still life objects, using pencil, charcoal and color. Study of historic ornament and design. Application of original designs to objects made of paper, cloth, clay and leather.

**Methods:** Principles of perspective composition and design carried out in paper cutting, pencil, charcoal and color. The work to be given each grade and its manner of presentation. Study of pictures, artists and 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 so 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 in brief outline from the discovery of America down to the present time. Emphasis is laid upon the English foundation of American institutions and the evolution of the national constitution. A liberal assortment of excellent reference books, in the general library, facilitates this work.

**Methods:** In order to make this work as practical as possible, study is confined to specific periods of American history, which are treated topically with the aid of an outline, embodying extensive references. The aim is to make this course essentially a study of the constitutional development of the nation. The interdependence of English and American institutions is emphasized. The purpose is to reach some of the general truths and basic principles of history. Attention is directed to the sources, to illustrative material in literature at large, and to the more extended historical works.

### **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. We 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**

A general study of the basic principles of sociology from the philosophic and historical standpoint, and of the definitions, impulse, and uses of such a science, is followed by class and topic work on the great sociological phases of present day life and conditions. Subjects for individual study are worked up and reported on by students. Wide reading of the best authorities both in books and periodicals of standard worth is required. Effort is made to bring the students to a keener realization of the significance and power of education in the broad sense.

### **Library Economy**

The course in library science is planned in reference to two objective points:

1. The value of such work to the normal school student as an individual and as a teacher.

2. The value of such work to the children she is to teach.

Stress is laid upon the actual use of books; and a simple plan for the use of school libraries will be carefully presented. Instruction will cover the following points:

1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.

2. Classification: Outline main division of the Dewey Decimal classification, and study the arrangement of books on the shelves, and the kind of book included in each class.

3. Cataloging (including shelf-list and accession). Study the catalog itself, its use, and give practice work in simplest forms of author, title, subject, and analytic entries.

4. Reference Work: Cyclopedias, dictionaries, handbooks, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, debating material, etc.

5. Administration: Special lectures upon general library topics, such as library commissions, relation of school library to public library, etc.

### Household Arts

Knowledge concerning proper food, clothing and shelter is of vital importance to all persons, and instruction and training along these lines are being rapidly introduced into the curriculum of the public schools.

It will, therefore, be necessary in the near future for graduates of Normal Schools to have received some industrial training, that they may be competent to instruct in industrial as well as in academic subjects. The aim of this department will be to train the student toward the meeting of such additional requirements.

The department which will be opened in September, 1909, will be thoroughly equipped. The rooms, consisting of cooking laboratory, dining-room, sewing laboratory, and fitting-room, were planned for in the original design of the building.

The course will cover two years of time and will include both theory and practice. Those subjects best adapted for instruction in the elementary schools, will be emphasized. The needs of the rural schools will also receive attention.

*"Who has more soul than I masters me, though he should not raise his finger. Who has less, I rule with like facility."*

*Emerson.*

## Summer Term

June 8th to August 28th

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 1909 will open June 8, and the first six weeks of the term will close July 17. 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 28. 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 cannot 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.

### **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.  
Class of '08. Four large pictures for main entrance.

*"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.*



## New Model School Building

The building is an ample structure, 134 by 60 feet, built of buff brick and trimmed with stone. It consists of a high, airy basement floor, two floors in the clear, and a big attic. Its front is toward the west, facing Eleventh street; and though it is placed some thirty feet away from the main building, it is connected with the latter by means of a wide brick passageway.

The building is heated by steam from the central heating plant. It is admirably equipped in respect to sanitation, has convenient and commodious toilet and bath rooms, and plenty of wardroom accommodations. It has superior facilities for domestic science, and a delightful equipment for kindergarten. Its assembly and recitation rooms for the respective departments are designed with particular reference to convenience and economy in conducting classes, and it is believed that facilities for recitation will be ample for some time to come. The building has a number of particular features that will add much to the life of the school—the library on the ground floor, the lecture room for observation purposes adjoining it, the combined sewing and dining rooms at the opposite end of the same floor, and the big play room in the attic.

A notable feature of the new structure as an essential part of the expanded normal school plant, is its admirable articulation with the main building. The first floor of the new building is on the same level as the floor of the gymnasium, and consequently its main corridor connects directly with the gymnasium by means of double doors. This is a fine entrance. The second floor of the new building, while on a level slightly lower than the chief floor of the main building (the administration and library floor), connects with the latter by an easy flight of stairs and a broad landing. The same conveniences on the third floor of the new building afford access to the main floor of the auditorium and to its balcony. Still another advantage of this connecting passageway, is the fact that a series of easy staircases enables one to pass up or down from one floor to another, from the level of the gymnasium to that of the balcony of the auditorium, without entering either the old or the new building proper.

It is apparent, therefore, that the facilities of entrance and exit at the auditorium are exactly doubled by this articulation of the model school with the main building. The means of access, moreover, are more direct and simple by way of the model school than by way of the entrances to the main building. They lead the visitor in a single direction, through a straight, broad hall-way, and up a series of convenient stairs.

Any detailed description of the arrangement and purpose of the different rooms, is made unnecessary by the accompanying diagrams.

## Students

Aanru, Clara	First Year	Flaming
Aasen, Matilda	Senior, El.	Perley
Aasness, Emma C.	First Year	Fergus Falls
Adler, Irene	Latin	Moorhead
Adsero, Thora	Third Year	Comstock
Ahlman, Amelia G.	Second Year	Fergus Falls
Aigner, Sophia	First Year	Wolverton
Alcock, Ellida	First Year	Caribou
Alderman, Ednah B.	Second Year	Moorhead
Aldrich, Grace M.	Senior, El.	Battle Lake
Aldrich, Mary B.	Second Year	Aldrich
Alldrin, Alvilda C.	Senior, El.	Warroad
Allstrom, Erik	Third Year	Victor, Colo.
Alrick, Julia	Second Year	Perley
Almen, Nelly	Junior, English	Grafton, N. D.
Almquist, Esther	First Year, Latin	New York Mills
Almquist, Theresa E.	Third Year	Fargo, N. D.
Ammer, Mabel	Second Year, Latin	Fargo, N. D.
Amundson, Nana O.	First Year	Erskin
Andersgord, Hattie	Junior, Latin	Comstock
Anderson, Bernard J.	First Year	Barnesville
Anderson, Charles E.	Senior, El.	St. Hilaire
Anderson, Ellen	First Year	Moorhead
Anderson, Hazel G.	Senior Latin	Crookston
Anderson, Ida A.	First Year	New York Mills
Anderson, Jessie M.	Elementary	Fargo, N. D.
Anderson, Martha D.	Elementary	Grand Forks, N. D.
Anderson, Mary B.	First Year	St. Hilaire
Anderson, Stella L.	First Year	Murdock
Arnestad, Bertha	First Year	Ada
Ash, Adair A.	Senior, English	Wendell
Auburg, Millie	Second Year	Bagley
Baker, Emily	First Year	Perley
Barden, Edla F.	Senior A. G.	Moorhead
Baker, Myrtle M.	First Year	New York Mills
Bardson, Agnes M.	Senior E. G.	Crookston
Barnes, Lida M.	Second Year	Preston
Barry, Kathryn	Second Year	Alberta
Bartlett, Richard D.	Second Year	Eau Galle, Wis.
Batten, Lyda	Second Year	Wendell
Bauer, Beata D.	First Year	Ada
Beaudin, Odina B.	Senior, El.	Kent
Beckman, Freda	First Year	Viking
Behlmer, Wilma	First Year	Argyle
Beireis, Eliza A.	Second Year	Detroit
Beito, Julia	First Year	McIntosh
Bekkerus, Emma O.	First Year	Hurdsfield, N. D.
Bengtson, Alma E.	First Year	Herman
Bentley, Agnes E.	Senior, E. G.	Ortonville
Bentley, Annie O.	Third Year	Twin Valley
Bentley, Julia R.	Senior, El.	Twin Valley
Berge, Clara	First Year	Ada
Bergh, Herman H.	Senior, English	Hendrum
Berry, Mary E.	First Year	Erhard
Bixby, Jacob W.	First Year	Richville

Bjerke, Emma	Second Year	Ulen
Bjerkebek, Olga	First Year	Everdell
Bjorklund, Huldah	First Year	Henning
Bjorkquist, Elmer	First Year	Moorhead
Bjorkquist, Stella	Senior, El.	Moorhead
Bjorndahl, Nina	First Year	Hawley
Bjornstad, Inga	First Year	Lake Park
Bjornstad, Nettie	Senior, El.	Neilsville
Bjornstad, Olga	Second Year	Lake Park
Boen, Nellie C.	First Year	Fertile
Bondy, Mabel E.	First Year	Battle Lake
Booth, Blanche	First Year	Rustad
Boothroyd, R. H.	Senior, A. G.	Mason City, Ia.
Borgen, Alma	First Year	Perley
Borsheim, Denora	Senior, E. G.	Barnesville
Bostrom, Otto H.	Third Year, Latin	Moorhead
Bothne, Martha	Second Year	Hitterdal
Bottolfson, Ingeborg	Senior, Latin	Moorhead
Bowers, Alta M.	Latin	Fargo, N. D.
Bowers, Ruth E.	Second Year	Fargo, N. D.
Braaten, Carrie	First Year	Thompson, N. D.
Braaten, Oline	First Year	Thompson, N. D.
Bradley, Lizzie M.	First Year	Parker's Prairie
Brady, Mabel I.	First Year	Beardsley
Brady, Viola	Senior, E. G.	Red Lake Falls
Brandt, Mrs. Emelia	Senior E. G.	Fergus Falls
Brandt, Ivy P.	First Year	Campbell
Brandt, Henry F.	First Year	Fergus Falls
Bratvold, Anna M.	First Year	Ashby
Bredeson, Alma C.	Second Year	Clitherall
Bredeson, Clara E.	Second Year	Clitherall
Brekke, Hilda	First Year	Neilsville
Brennin, Blanche L.	First Year	Hoffman
Brevig, O. N.	Senior, English	Nary
Brickson, Anna	Second Year	Detroit
Brohaugh, Minnie	Second Year	Shelly
Brottem, Marie	Senior, El.	Halstad
Brown, Clara E.	First Year	Thief River Falls
Brown, Hedvig A.	Senior, E. G.	Hallock
Brown, Minnie A.	First Year	Thief River Falls
Bruning, George J.	First Year	New York Mills
Bull, Myrtle L.	First Year	Underwood
Burkee, Elmer O.	Second Year, Latin	St. Hilaire
Buth, Minnie	First Year	Wolverton
Cahalan, Radie	First Year	Kent
Callahan, Florence	Senior, El.	Fargo, N. D.
Cannon, Dora M.	First Year	Northcote
Cannon, Madge B.	Senior, El.	Fargo, N. D.
Carlander, Robert	First Year	Moorhead
Carlson, Alma S.	First Year	Elizabeth
Carlson, Helen L.	Senior, E. G.	Warren
Carlson, Hilda C.	First Year	Evansville
Carlson, Minnie J.	First Year	Elizabeth
Carney, Elizabeth	Second Year	Danvers
Carver, Vina E.	Senior, E. G.	Red Lake Falls
Castle, Florence M.	First Year	Wadena
Cauley, Helen I.	Senior, E. G.	Graceville

Cauley, Jennie A.....	Senior, E. G.	Graceville
Cenfield, De Etta.....	First Year	Clinton
Chamberlin, Verna I.....	First Year	Senjen
Champlin, Leora Frances...	First Year	Dent
Chapman, Lida M.....	First Year	Deer Creek
Charest, Archie.....	First Year	Fargo, N. D.
Charlson, Clara.....	Elementary	Moorhead
Chesley, Pearl.....	First Year	Minneapolis
Chesnutt, Rowena.....	Senior, E. G.	Fort Benton, Mont.
Christianson, Bessie F.....	First Year	Crookston
Christianson, Annie.....	First Year	Lindsay
Christianson, Mary G.....	Senior, E. G.	Lengby
Christenson, Agnes.....	Second Year	McHugh
Christenson, Clara.....	First Year	McHugh
Christenson, Ida M.....	Senior, E. G.	Beardsley
Clemens, Mary C.....	First Year	Fargo, N. D.
Colbjornson, Effie J.....	First Year	Dalton
Collins, Ethel A.....	Senior, E. G.	Crookston
Collins, Ruth.....	Senior, E. G.	Fergus Falls
Collins, Jessie E.....	Second Year	Crookston
Colliton, Helen C.....	Third Year	Moorhead
Conaty, Margaret.....	First Year	Benson
Conklin, Fannie M.....	Second Year	Senjen
Conklin, George L.....	Second Year	Senjen
Connelly, Anna.....	Senior, El.	Thief River Falls
Connor, Mrs. Fannie.....	First Year	Wolverton
Conroy, Elizabeth.....	First Year	Glyndon
Corneliusen, Cora.....	Third Year	Benson
Cooper, Orlie.....	First Year	Moorhead
Crosby, Emma I.....	First Year	Perley
Crummett, Ella.....	Senior, E. G.	Detroit
Cummins, Mary Allen.....	First Year	Barnesville
Cummins, Ruby.....	First Year	Barnesville
Curran, Lucy R.....	Senior, El.	Moorhead
Curran, Margaret E.....	Second Year	Moorhead
Dagoberg, Edith S.....	First Year	Alvarado
Dahl, Effie.....	First Year	Gary
Dahl, Sophia J.....	Second Year	Borup
Dahl, Mary M.....	First Year	Borup
Dahlquist, Christina A.....	First Year	Pine Creek
Dahlquist, Niome B.....	Senior, E. G.	Crookston
Daly, Genevieve G.....	Second Year	Beardsley
Davenport, Alice M.....	E. G.	Fergus Falls
Davenport, Bessie.....	First Year	Fargo, N. D.
Davenport, Emelyn L.....	Senior, E. G.	Fergus Falls
Davenport, Lucy.....	Second Year	Fergus Falls
Davenport, Mildred.....	First Year	Fargo, N. D.
Davenport, Myrtle A.....	Elementary	Fargo, N. D.
Davis, Elizabeth.....	A. G.	Marshall
Davis, Florence B.....	Senior, E. G.	Litchfield
Dawson, Alice S.....	Senior, E. G.	Cassleton, N. D.
Dehn, Lilia.....	Third Year	Moorhead
Dettbarn, Mary E.....	First Year	Vergas
Dewar, Ruby J.....	First Year	Crookston
Diesen, Mary O.....	Senior, E. G.	Minneapolis
Dinan, Alta.....	Senior, E. G.	Fargo, N. D.
Dinehart, George.....	First Year	Frazee

Dinsmore, Isabel.....	First Year .....	Underwood
Distad, Julia I.....	Senior, El.....	Bozeman
Dopking, Pearl E.....	Second Year .....	Bathgate, N. D.
Dudrey, Hazel M.....	Third Year, Latin .....	Moorhead
Dudrey, Jessie F.....	Elementary .....	Staples
Dugan, Hazel.....	First Year .....	Austin
Durkin, Blanche A.....	Senior, El.....	Luce
Dwyer, Catherine B.....	Senior, El.....	Dent
Dwyer, Mary R.....	Elementary .....	Dent
Dybdal, Ottina.....	First Year .....	Wendell
Eaton, Martha.....	Senior, E. G.....	Fonda, Iowa
Edlund, Tina.....	First Year .....	Fertile
Egenes, Pauline.....	First Year .....	Halstad
Eickhof, Anna S.....	Senior, E. G.....	Crookston
Eide, Clara S.....	Senior, E. G.....	Detroit
Eklund, Rudolph.....	First Year, Latin .....	Moorhead
Ellingson, Nellie.....	First Year .....	Wendell
Ellis, Jessie.....	First Year .....	Watertown, S. D.
Emerson, Ella M.....	E. G.....	Fargo, N. D.
Engebretson, H. Orlando.....	First Year .....	Mankato
Engelbert, Marie.....	Second Year .....	Bronson
Engels, Minnie J.....	First Year .....	Fargo, N. D.
Engelson, Gena.....	First Year .....	Rothsay
Engen, Florence.....	First Year .....	Hoffman
Enger, Alma.....	Second Year.....	Kindred, N. D.
Enger, Ida T.....	Senior, Ele.....	Halstad
Enyeart, Pauline R.....	First Year, Latin.....	Willmar
Erickson, Alice.....	Elementary .....	Moorhead
Erickson, Alvira R.....	First Year .....	Moorhead
Erickson, Clara.....	First Year .....	Lockhart
Erickson, Clara L.....	Second Year .....	Beardsley
Erickson, Mae E.....	Second Year .....	Moorhead
Erickson, Hannah.....	Second Year .....	Glyndon
Erickson, Ida J.....	Second Year .....	Borup
Erickson, Ida M.....	First Year .....	Evansville
Erickson, Leonora.....	Second Year .....	Hitterdal
Erickson, Tillie C.....	First Year .....	Borup
Ericson, Etta M.....	Senior, E. G.....	Fergus Falls
Estby, Blanche C.....	Junior, Latin.....	Fargo, N. D.
Estby, Florence M.....	First Year .....	Fargo, N. D.
Estlund, Nancy W.....	Second Year .....	Kennedy
Evans, Lucy E.....	Senior, E. G.....	Fergus Falls
Evenson, Edna S.....	Second Year .....	Underwood
Evenson, Ella T.....	First Year .....	Wolverton
Evje, Emma.....	Second Year .....	Neilsville
Faulders, Marie.....	Junior, A. G.....	Moorhead
Fay, Annie.....	E. G.....	Moorhead
Fevig, Mollie.....	First Year .....	Ulen
Fiedler, Mary D.....	Second Year .....	Perham
Fiedler, Josephine L.....	Second Year .....	Perham
Fitzsimmons, Olive.....	Second Year .....	Glyndon
Fischer, Cora.....	A. G.....	Bird Island
Fischer, Elsie S.....	A. G.....	Bird Island
Fisher, Gertrude C.....	Second Year .....	Pine River
Fiskum, Georgia.....	Second Year .....	Pelican Rapids
Fladland, Martina.....	First Year .....	Warren
Flaget, Edward.....	First Year .....	Stewartville

Fletcher, Edna M.	First Year	Wanbun
Fletcher, Florence M.	Senior, E. G.	Red Lake Falls
Flink, Alma T.	First Year	Pelican Rapids
Flore, Anna R.	First Year	Moorhead
Foss, Edward S.	Second Year	Franklin
Fossberg, Anna L.	Third Year	Benson
Fossberg, Odena L.	Third Year	Benson
Fossos, Gina	First Year	Neilsville
Fowler, Grace M.	Senior, E. G.	Hallock
Fredrickson, Hanna	First Year	Pelan
Freeberg, Hanna	Senior, Latin	Moorhead
Freeberg, Hilma	First Year	Moorhead
Freeman, Elsie	Second Year	Moorhead
Froirak, Gonvor	Third Year	McIntosh
Gaustad, Clara B.	First Year	Houston
Gallagher, Mary E.	Second Year	Detroit
Gilbertson, Julia M.	Senior, E. G.	Black River Falls
Gleason, Hazel M.	First Year	Eddy, S. D.
Golberg, Mabel	First Year	Fargo, N. D.
Goode, Delmer M.	Senior, Latin	South Haven
Gordon, Clara A.	Third Year	Hendrum
Gordon, Florence	Senior, Ele.	Spiritwood, N. D.
Gorman, Iola M.	First Year	Clitheral
Gow, Millie F.	Second Year	Dent
Graalum, Bertha	First Year	Kindred, N. D.
Grande, Betsy	Second Year	Halstad
Green, Charlotte M.	Second Year	Mapleton, N. D.
Green, Gertrude	Second Year	Clinton
Green, Gladys	Second Year	Clinton
Greenley, Dorothy	First Year	Hellem
Gronnor, Julia	Second Year	Underwood
Grothe, Alma	First Year	Hendrum
Grov Dahl, Georgena L.	First Year	Parker's Prairie
Grunstenson, Bertina	First Year	Fisher
Gullekson, Ruth W.	First Year	Beltrami
Gullemette, Algina E.	First Year	Red Lake Falls
Gunderson, Bertha M.	Second Year	Christine, N. D.
Gunderson, Mathilda M.	Senior, Ele.	Dalton
Gunderson, Mattie	First Year	Gary
Gunnarson, Hildur C.	Senior, E. G.	Hallock
Habberstad, Emily U.	First Year	Twin Valley
Hagen, Annie	First Year	Dalton
Hagen, Christine J.	First Year	Erskine
Hagen, Olga	Second Year	Dalton
Hagen, Sigurd	Senior, Latin	Dalton
Hagen, Sina	Second Year, Latin	Lost P. O.
Hainer, Laura	First Year	Detroit
Halvorson, Ida	First Year	Ada
Halvorson, Julia	First Year	Borup
Hanson, Anna C.	Second Year	Erskine
Hanson, Ella M.	Senior, E. G.	Ada
Hanson, Geda M.	First Year	Pelan
Hanson, Inez M.	Second Year	Crookston
Hanson, Jay R.	Second Year	Moorhead
Hanson, Malcom O.	Senior, English	Moorhead
Hanson, Susan A.	Senior, E. G.	Battle Lake
Hanson, Synove K.	First Year	Fergus Falls

Harvey, Lora M.	First Year	Fergus Falls
Hastie, Lizzie B.	Second Year	Ada
Hatling, Julia	Second Year, Latin	Dalton
Hauge, Clara M.	First Year	Hawley
Hauser, Eva B.	Senior, E. G.	Fargo, N. D.
Hector, Carl	First Year	Fargo, N. D.
Hedlund, Victoria	Second Year	Harwood, N. D.
Hegg, Carrie M.	First Year	Fisher
Hegland, Joren	Second Year	Fosston
Hegland, Sarah	Second Year	Fosston
Hegland, Thora O.	Senior, Latin	Fosston
Helland, Geraldine	Senior, Ele.	Argusville, N. D.
Helland, Oscar	Third Year	Perley
Helming, Edith C.	Senior, E. G.	Alexandria
Hem, Ida M.	Senior, E. G.	Fosston
Henn, Clara C.	Senior, E. G.	Perham
Herman, Hattie C.	E. G.	Fergus Falls
Herschleb, Nellie I.	Second Year	Moorhead
Hestad, Inga	First Year	Neilsville
Heys, Elma D.	First Year	Barnesville
Heys, Ida B.	Second Year	Barnesville
Hicks, M. Viola	Third Year	Hickson, N. D.
Hilgers, Anna M.	First Year	Barnesville
Hills, Laura	Second Year	Argyle, Wis.
Hippe, Sigrid	First Year	Sioux Falls, S. D.
Hoehne, Riola L.	First Year	Woodland
Hoff, Goodwin J.	First Year	Fargo, N. D.
Hokanson, Alfred E.	First Year	Warren
Holm, Annie J.	First Year	Underwood
Holm, Hilma S.	First Year	New York Mills
Holmvik, Kamilla	First Year	Beltrami
Holt, Ida C.	First Year	Ulen
Horton, Roy	First Year	Mentor
Hosterman, Elsie C.	First Year	Pelican Rapids
Hovden, Anna	Third Year	Perley
Howells, Josephine	Elementary	Graceville
Hult, Andrew J.	First Year	Wolverton
Hunt, Lucie B.	Senior, E. G.	Red Lake Falls
Hunter, Clara E.	Senior, E. G.	Benson
Hunter, Maie G.	First Year	Parker's Prairie
Huntley, Mabelle L.	Senior, Ele.	Hancock
Husby, Louise M.	First Year	McIntosh
Hutchinson, Mabel E.	Senior, Ele.	Georgetown
Hutchinson, Ruth B.	Senior, Ele.	Georgetown
Idtse, Ella M.	Senior, E. G.	Ada
Isensee, Cornelia D.	First Year	Oriska, N. D.
Isensee, Emma L.	First Year	Oriska, N. D.
Iverson, Olga G.	First Year	McIntosh
Iverson, Paula C.	First Year	McIntosh
Iverson, Selma O.	First Year	Faith
Jacobson, Dora M.	First Year	Clitherall
Jahr, Jennie M.	First Year	Hitterdal
Jenkins, Jessie M.	Elementary	Ada
Jensen, Alfreda	Second Year	Underwood
Jepson, Anna Joyce	First Year	Glyndon
Jepson, Lois M.	First Year	Glyndon
Jerde, Mabel	First Year	Fertile

Johnson, Agnes O.....	First Year, Latin	Fargo, N. D.
Johnson, Anna E.....	Senior, A. G.....	Frazee
Johnson, Arthur S.....	Second Year	Fergus Falls
Johnson, Berthama .....	Senior, Ele.....	Perley
Johnson, Christine Mary.....	Second Year	Pitt
Johnson, Christine Magde- line .....	First Year	Christine, N. D.
Johnson, Clara E.....	First Year	Fergus Falls
Johnson, Eddie.....	First Year	Christine, N. D.
Johnson, Elsie M.....	First Year	Argyle
Johnson, Ella A.....	First Year	Moorhead
Johnson, Ella C.....	First Year	Sabin
Johnson, Ellen E.....	First Year, Latin	Fargo, N. D.
Johnson, Elvina.....	First Year	New York Mills
Johnson, Emelia.....	Second Year	Lake Park
Johnson, Emma Elizabeth.....	First Year	Wadena
Johnson, Emma S.....	Second Year	Wadena
Johnson, Freda E.....	Senior, E. G.....	Osage, Iowa
Johnson, Gunda.....	First Year	Thief River Falls
Johnson, Hildur T.....	First Year, Latin	Fargo, N. D.
Johnson, Jennie C.....	Second Year	Audubon
Johnson, Jennie S.....	Second Year	Fergus Falls
Johnson, Lena.....	First Year	Elbow Lake
Johnson, Mary L.....	First Year	Pelican Rapids
Johnson, Milze E.....	First Year	Pelican Rapids
Johnson, Olga A.....	Senior, E. G.....	Fergus Falls
Johnson, Oscar J.....	First Year	Ellerth P. O.
Johnson, Selma F.....	Second Year	Pelican Rapids
Johnson, Tecla.....	Senior, Ele.....	Hallock
Johnson, Victoria M.....	First Year	Englund
Johnstad, Cora A.....	Junior, A. G.....	Pipstone
Johnston, Gladys E.....	Second Year	Mapleton, N. D.
Johnston, Juanita M.....	Second Year	Mapleton, N. D.
Jones, W Alice.....	First Year	Norcross
Jones, Cynthia.....	Elementary	Moorhead
Jones, Edna M.....	Elementary	Battle Lake
Jones, Lola M.....	Senior, E. G.....	Herman
Jones, Walter E.....	Senior, E. G.....	Nashua, Iowa
Jonson, Esther S.....	First Year	Underwood
Jorgensen, Pearl.....	Senior, Ele.....	Comstock
Judge, Claire L.....	Latin	Fargo, N. D.
Judson, Jean W.....	E. G.....	Crookston
Julyn, Emma.....	First Year	Benson
Jump, Hazel H.....	Third Year, Latin.....	Fargo, N. D.
Kallak, Clara.....	First Year	Vining
Kallak, Estelle I.....	Second Year	Vining
Keefe, Myrtle N.....	First Year	Maine
Keeley, Mary E.....	Senior, E. G.....	Detroit
Kelly, David G.....	Senior, E. G.....	Perham
Kelly, Margaret.....	Senior, E. G.....	Detroit
Kelly, Mary.....	First Year	Detroit
Kemmerer, Grace I.....	Senior, E. G.....	Crookston
Kerr, Edith.....	Second Year	Battle Lake
Ketten, Anna.....	Senior, E. G.....	Detroit
Kivle, Ella O.....	Third Year, Latin.....	Edinburg, N. D.
Knapton, Cora L.....	A. G.....	Brandon
Knapton, Lillian B.....	Second Year, Latin.....	Brandon



Knapton, Nettie E.	Second Year	Alexandria
Knapton, Sadie E.	First Year	Brandon
Knutson, Anna H.	Junior, Latin	Moorhead
Koelmel, Henrietta A.	Senior, E. G.	Crookston
Koeneman, Josephine.	Junior, A. G.	Moorhead
Koll, Theresa L.	Senior, E. G.	Collis
Koller, Florence.	Third Year	New York Mills
Kolstad, Clara B.	First Year	Neilsville
Korth, Ella A.	Second Year	Rothsay
Krostue, Lottie.	Senior, Latin	Fisher
Kreun, Minnie.	First Year	Gary
Kvare, Dorthea P.	First Year	Pelican Rapids
Kvilang, Emma.	First Year	Lake Park
Lakie, Elizabeth.	E. G.	Barnesville
Lamb, Elizabeth.	E. G.	Moorhead
Lamb, Mabel.	First Year	Baker
Lang, Grace L.	Second Year	Moorhead
Lang, Martha F.	First Year	Moorhead
Langvick, Huldah.	Elementary	Richville
Langvick, Mina M.	E. G.	Richville
Langevin, Alma	Senior, E. G.	Crookston
Larson, Annie M.	Second Year	Glyndon
Larson, Bertha E.	Second Year	Glyndon
Larson, Carolyne.	Senior, E. G.	Detroit
Larson, Clara M.	First Year	Perley
Larson, Clarence.	Third Year, Latin.	Moorhead
Larson, Harry O.	Second Year	Moorhead
Larson, Inez.	Second Year	Halstad
Larson, Regina.	Second Year	Brainerd
LaRue, Virgil.	First Year	Ulen
LaValley, Hildegarde.	Senior, E. G.	Moorhead
Lee, Alice G.	First Year	Rollag
Lee, Christine.	First Year	Perley
Lee, Olga I.	First Year	Perley
Lee, Signe	Second Year	Glyndon
Legler, Lavina	Second Year	Moorhead
Leishman, Alice L.	Senior, E. G.	Crookston
Leyden, Freda J.	First Year	Pelican Rapids
Lian, Ellen M.	First Year	Borup
Lied, Florence M.	Senior, E. G.	Moorhead
Ligaard, Olof H.	First Year	Halma
Lindem, Annie O.	First Year	Fisher
Linnihan, Ina M.	Senior, E. G.	Red Lake Falls
Lloyd, Martha B.	Elementary	Barnesville
Logan, Dollie.	First Year	Fisher
Lommen, Julia A.	Senior, Latin	Comstock
Lommen, Olga.	Junior, Latin	Comstock
Lommen, Tilda.	Senior, Latin	Comstock
Longfield, Mrs. Clint.	First Year	Davenport, N. D.
Longtin, Lerraine.	First Year	Red Lake Falls
Longtin, Viola A.	E. G.	Red Lake Falls
Loucks, Lilah E.	E. G.	Austin
Loudon, Blanche.	Elementary	Moorhead
Loudon, Jessie.	Junior, Eng.	Moorhead
Lovaas, Jennie C.	Senior, E. G.	Minneapolis
Lucken, Emma.	Second Year	Ashby
Lund, Ellen B.	Senior, E. G.	Glenwood

Lund, Ida J.	Second Year	Vernon, S. D.
Lundberg, Jennie	Second Year	Parker's Prairie
Lundeby, Gudrid	First Year	Fargo, N. D.
Lundeen, Hilda E.	Senior, E. G.	Litchfield
Lundin, Hulda	Second Year	Ashby
Lurton, Malcolm B.	First Year	Moorhead
Lynch, Agnes M.	E. G.	Minneapolis
McArthur, Florence	First Year	Moorhead
McArthur, Jean	First Year	Moorhead
McArthur, May E.	Second Year	Wales, N. Dak.
McCasland, Hattie Z.	Second Year	Ulen
McConville, Gertrude L.	Senior, E. G.	Litchfield
McCoy, Evangeline	Second Year	Fergus Falls
McCubrey, Edith Mae	Senior, Ele	Moorhead
McCubrey, Olive	First Year	Moorhead
McDunn, Maud C.	First Year	Barnesville
McGrath, Frances	Senior, E. G.	Barnesville
McKenzie, Ethel E.	First Year	Wild Rice, N. D.
McKenzie, Jennie D.	Senior, English	Wild Rice, N. D.
McKinstry, Katharine B.	E. G.	Red Wing
McLaughlin, Elizabeth	E. G.	Moorhead
McLaughlin, Mary E.	Senior, Latin	Moorhead
McMannis, Margaret A.	Third Year	Brainerd
McNair, Helen	First Year	Sabin
McNulty, Cora E.	Senior, E. G.	Litchfield
McPhee, Lucy C.	Senior, E. G.	Crookston
Mahlen, Marie	Second Year	Erskine
Mahlen, Olive A.	Senior, English	Minot
Malan, Frances	Second Year	Ada
Malchose, Mary C.	Second Year	Sabin
Mallgren, Agnes F.	First Year	Chicago
Marburger, Emaline	Second Year	Hinckley
Mathison, Olga	First Year	Argusville, N. D.
Mathison, Sophie	First Year	Argusville, N. D.
Mattson, Lilly H.	Senior, E. G.	Warren
Matthies, Ida R.	Senior, E. G.	Osakis
Mecham, Della	Second Year	Marion
Meilicke, Bertha	Third Year	Moorhead
Melby, Alice M.	First Year	Brandon
Melby, Alma	First Year	Brandon
Mellum, Cora A.	First Year	Ulen
Merrill, Bessie M.	First Year	Pequot
Messelt, Belinda G.	Senior, Ele	Mentor
Metcalf, Jessie	Second Year	Glyndon
Metting, Andy B.	Senior, E. G.	Montevideo
Meyer, Lillian E.	First Year	Hoffman
Michaelis, Martha	First Year	Moorhead
Michaelson, Martha	Third Year	Montevideo
Midthun, Minnie	Third Year	Flom
Miller, Kathleen E.	Second Year	Moorhead
Mix, Lillian	Second Year	Detroit
Mix, Hattie	Second Year	Detroit
Mjelde, Norman	First Year	Beltrami
Moen, Eldrie	First Year	Erskine
Monson, Hedvig L.	Third Year	Argusville, N. D.
Monson, Nora	Second Year	Moorhead
Montague, Alice	Senior, E. G.	Crookston

Montgomery, Bertha M.	E. G.	Minneapolis
Mortenson, Rae	First Year	Crookston
Mullen, Hazel	First Year	Deer Creek
Munson, Nettie M.	Elementary	Detroit
Murphy, Irene	Elementary	Twin Valley
Murphy, Mary E.	Second Year	Felton
Murray, Flora	Second Year	Parker's Prairie
Myhre, Jennie A.	Senior, E. G.	Sauk Center
Nelson, Eugenia	Second Year	Henning
Nelson, Ida E.	Second Year	Hayward
Nelson, Jennie S.	Third Year	Moorhead
Nelson, Jessie M.	Senior, E. G.	Fergus Falls
Nelson, Julia M.	Second Year	Parker's Prairie
Nelson, Lillie J.	First Year	Climax
Nelson, Mabel L.	Senior, E. G.	Litchfield
Nelson, Mattie K.	Senior, E. G.	Crookston
Nelson, Minnie T.	First Year	Moorhead
Nelson, Myrtle J.	First Year	Henning
Nelson, Nellie F.	Elementary	Hallock
Nelson, Pauline	Senior, Ele	Dalton
Nelson, Valborg	First Year	Climax
Nelson, Victoria E.	Senior, E. G.	Brown's Valley
Nesbit, Lura E.	First Year	Vergas
Ness, Oline	First Year	Battle Lake
Ness, Selma S.	First Year	Wolverton
Nevramon, Katie E.	Third Year, Latin	Fargo, N. D.
Newton, Lottie E.	Senior, E. G.	Fergus Falls
Norby, Bertinus	First Year	Fosston
Nordstrom, Hannie J.	Senior, Ele	Harwood
Nygren, Lily A.	First Year	Dent
Nykreim, Laura	First Year	Ulen
Nystrom, Emelia	Second Year	Horace, N. D.
Oefstos, Henry M.	Second Year	Williams
O'Hara, Ethel	Senior, E. G.	Graceville
Oistad, Josie	Second Year	Shelly
Oistad, Manley	First Year	Shelly
O'Laughlin, Lulu	Second Year	Moorhead
O'Laughlin, Sue	Second Year	Moorhead
Olson, Alvin H.	First Year	Moorhead
Olson, Amelia	Second Year	Wolverton
Olson, Bertha A.	Senior, Ele	Perley
Olson, Dena D.	E. G.	Fergus Falls
Olson, Emma T.	First Year	Rothsay
Olson, Gustava	Senior, E. G.	Fargo, N. D.
Olson, Helen S.	Second Year	Evansville
Olson, Josie	Second Year	Clinton
Olson, Julia	Second Year	East Grand Forks
Olson, Minda G.	Senior, E. G.	Benson
Olson, Minnie M.	Senior, Ele	Rothsay
Olson, Rosella E.	First Year	Parker's Prairie
Olund, Anna M.	First Year	Detroit
Olund, Hildah	Second Year	Detroit
Opgrande, Marie G.	Second Year	Halstad
Opheim, Julia M.	First Year	Hendrum
Opheim, Marie H.	Second Year	Fergus Falls
Opsahl, Gertie	First Year	Fergus Falls
Opsahl, Josephine	Senior, Ele	Fergus Falls

Ostrem, Julia	First Year	Hendrum
Otterson, Ida M.	Senior, Ele	Moorhead
Otteson, Amanda B.	First Year	Wolverton
Otto, Anna	Senior, A. G.	Bird Island
Parizek, Mildred	Senior, Ele	Lidgerwood, N. D.
Parsons, Lanona A.	First Year	Ada
Patterson, Anna B.	First Year	Ulen
Paulson, Alma	First Year	Canby
Peake, Mary	E. G.	Rothsay
Pearson, Bernice	First Year	Comstock
Pearson, Cora	Second Year	Comstock
Perry, Hazel	First Year	Moorhead
Peruse, Laura	First Year	Red Lake Falls
Peterson, Adele P.	First Year	Fergus Falls
Peterson, Beatrice C.	Junior, English	Perley
Peterson, Esther	Second Year	Lowry
Petterson, Ellen C.	Second Year	Alexandria
Peterson, Emma U.	Elementary	Frazee
Peterson, Hannah O.	First Year	Pelican Rapids
Peterson, Jean M.	Senior, E. G.	Litchfield
Peterson, Mabel A.	Senior, Ele	Richville
Peterson, Margaret	Senior, A. G.	Veteran, Wis.
Peterson, Rosie E.	Second Year	Erhard
Petterson, Helga D.	First Year	Alexandria
Peiffer, Jennie M.	First Year	Luce
Phalen, Nellie M.	E. G.	Crookston
Phelps, Jessie	First Year	Dent
Pierce, Pamela L.	First Year	Butler
Pierce, Elsie M.	First Year	Butler
Pilot, Eckly	Junior, A. G.	Moorhead
Platt, Blanche	Second Year	Fargo, N. D.
Pohvila, Edna E.	First Year	New York Mills
Preston, Faye G.	E. G.	Frontenac
Priebe, Agnes	First Year	Wolverton
Pushor, Bertha E.	Second Year	Morris
Qualley, Nora C.	Second Year	Hendrum
Quamme, Caroline	Senior, E. G.	Moorhead
Quandahl, Grace E.	Junior, A. G.	Pelican Rapids
Quarnstrom, Ida C.	Second Year	Deer Creek
Quesnel, Mary E.	First Year	Mentor
Quigley, Bessie M.	Third Year	Litchfield
Quigley, Ellen A.	Second Year	Litchfield
Rae, Eva M.	First Year	Glyndon
Ramsey, Julia	Second Year	Twin Valley
Ramstad, Nora	Second Year	Hickson, N. D.
Ramstad, Otto	Senior, English	Thief River Falls
Rapin, Beth	Senior, E. G.	Crookston
Ray, Elizabeth	Senior, A. G.	Fosston
Rebuck, John A.	Senior, E. G.	Perham
Reinhard, Gertrude M.	First Year	Tenney
Reinhart, Ethel M.	First Year	Fargo, N. D.
Remore, Grace M.	Second Year	Fargo, N. D.
Rice, Violet A.	First Year	Roseau
Richards, Mrs. Clara F.	First Year	Lake Park
Richmond, Elizabeth E.	Second Year	Brown's Valley
Roberts, Mrs. Mae E.	Second Year	Fergus Falls
Robideau, Geneva G.	First Year	Fargo, N. D.

Rodberg, Emma H.	Senior, E. G.	Benson
Roen, Clara R.	Senior, E. G.	Hickson, N. D.
Rood, Ida	First Year	Strandquist
Rose, Phebe	First Year	Hannah, N. D.
Rosel, Wallace	First Year	Moorhead
Ross, Edythe E.	First Year	Northcote
Ross, Libbie	First Year	Unity, Sask. Can.
Rothlisberger, Ruth M.	Senior, E. G.	Litchfield
Rovang, Ida	Senior, Latin	Erskine
Rud, Clara	Senior, E. G.	Sheyenne, N. D.
Rud, Mable J.	Senior, E. G.	Fargo, N. D.
Rue, Margit	E. G.	Fosston
Rufer, Edna M.	Senior, Ele	Moorhead
Rushfeldt, Eleanor	English	Hawley
Rusfeldt, Elsie E.	Third Year Latin	Hawley
Russell, Louie	A. G.	Foxhome
Russell, Mary L.	First Year	Moorhead
Rustuen, Agnes H.	First Year	Detroit
Rustuen, Jennie A.	Second Year	Detroit
Ruthenberg, Sadie	First Year	Campbell
Rutherford, Violet M.	First Year	Baker
Ryan, Ethel	First Year	St. Vincent
Ryan, Melissa A.	Second Year	Fargo, N. D.
Samuelson, Gertrude	Second Year	Horace, N. D.
Sande, Bessie P.	First Year	Underwood
Sande, Clara M.	First Year	Underwood
Sande, Peder R.	First Year	Underwood
Sanders, Fred W.	Third Year	Clinton
Sather, Luella	Senior, E. G.	Litchfield
Scheer, Anna	Senior, Ele	Erhard
Scheidecker, Frances A.	Senior, E. G.	Perham
Schill, Sophia	E. G.	Moorhead
Schrader, Clara	Senior, E. G.	Perham
Schulz, Lydia A.	A. G.	Moorhead
Schumacher, Maude	Second Year	Dakota City, Nebr.
Scott, Etta J.	First Year	Fertile
Scott, Jessie A.	First Year	Fertile
Scramstad, Alfield L.	First Year	Underwood
Seim, Marie	First Year	Pelican Rapids
Seip, Carrie	Second Year	Beardsley
Selberg, Julia	Senior, Ele	St. Hilaire
Seneco, Maude	Elementary	Rosalia, Wash.
Serum, Annie A.	First Year	Halstad
Serum, Minnie	First Year	Halstad
Sheppard, Grace E.	Second Year	Hoffman
Shirley, Hannah	First Year	Rothsay
Simmons, Amy E.	Second Year	Moorhead
Siring, Latty	E. G.	Richville
Sirjord, Olga J.	First Year	Flaming
Sirjord, Mea F.	First Year	Flaming
Skaar, Helga	First Year	Crookston
Skalet, Charlotte	First Year	Ulen
Skeim, Anna R.	Second Year	Twin Valley
Skjonsby, Alida	First Year	Hickson, N. D.
Skogman, Mac	First Year	Pretty Hill, Sask.
Skyberg, Olga C.	First Year	Fisher
Slagerman, Annie	First Year	Bathgate, N. D.

Slettede, Hilma C.	Senior, E. G.	Fergus Falls
Sliper, Laura M.	First Year	Ulen
Smith, Anna I.	First Year	Breckenridge
Smith, Edna W.	Senior, A. G.	Minneapolis
Smith, Florence A.	Senior, E. G.	Winnipeg, Man.
Smith, Nora L.	Second Year	Vergas
Sneva, Lula C.	First Year	Underwood
Snyder, Mildred M.	Second Year	Austin
Solem, Minnie.	Second Year	Halstad
Solwold, Borghild.	First Year	Hitterdal
Solwold, Olof A.	Senior, Ele	Hitterdal
Sonquist, David E.	Senior, Latin	Fargo, N. D.
Soreng, Geda.	Elementary	Kensington
Sorenson, Edna.	Senior, A. G.	Fertile
Sorkness, Belva.	Junior, English	Ashby
Spelliscy, Sadie E.	Senior, E. G.	Litchfield
Spohn, Amelia M.	Senior, Ele	Fraze
Stalley, Francis.	Third Year, Latin	Moorhead
Stanger, Ida A.	First Year	Vergas
Stapleton, Joan.	Third Year, Latin	Fargo, N. D.
Stave, Clara.	First Year	Veblen
Stavely, Florence E.	Second Year	Mapleton, N. D.
Stearns, Mertice M.	Senior, E. G.	Detroit
Steger, Florentine A.	First Year	Norcross
Steger, Hildegard.	First Year	Norcross
Steen, Lillian.	Senior, E. G.	Benson
Stenson, Thilda.	Senior, English	Hillsboro, N. D.
Stene, Calma A.	First Year	Vining
Stensgaard, Emma.	First Year	Twin Valley
Stevens, Marion F.	Senior, E. G.	Graceville
Stone, Alice.	Second Year, Latin	Fargo, N. D.
Stoneberg, Hazel.	E. G.	Herman
Stortroen, Ragna.	First Year	Moorhead
Strand, Agnes.	E. G.	Moorhead
Strand, Julia M.	First Year	Ulen
Strand, Thea A.	Second Year	Gary
Strasberg, Linda A.	First Year	Brown's Valley
Strinden, Ignette M.	Second Year	Pelican Rapids
Studien, Betty.	First Year	Hoffman
Sullivan, Katie.	Second Year	Argusville, N. D.
Sunde, Amalia.	Elementary	Fargo, N. D.
Swartz, Lottie.	E. G.	Baker
Swenson, Annie.	Second Year	Climax
Swenson, Mabel Alfield.	Senior, Ele	Battle Lake
Swenson, Mabel Alvira.	First Year	Alexandria
Swenson, Oliana.	Second Year	Climax
Swenson, Ruth A.	Senior, Ele	Moorhead
Swenson, Ruth E.	Third Year	Chicago, Ill.
Tarvestad, Minnie B.	Second Year	Hendrum
Thomas, Cora A.	First Year	Vergas
Thompson, Julia.	Second Year	Fisher
Thompson, Martha J.	First Year	Glyndon
Tilseth, Edith V.	Third Year	Moorhead
Tjonn, Paul H.	Third Year, Latin	Moorhead
Tollifson, Julia.	Senior, E. G.	Fertile
Tollefson, Joseph T.	First Year	Christine, N. D.
Torgerson, Christine.	First Year	Dalton

Travland, Hannah.....	Second Year .....	Hoffman
Trost, Arnold A.....	Junior, Latin .....	Moorhead
Truhn, Mable Z.....	First Year .....	New York Mills
Tvedt, Hannah.....	First Year .....	Crookston
VanPelt, Pearle.....	First Year .....	Fargo, N. D.
VanSickel, Libby E.....	First Year .....	Brainerd
Vengren, Alma S.....	First Year .....	Fergus Falls
Voss, Marie.....	First Year .....	Fairmont, N. D.
Waddick, James L.....	First Year .....	Rogers
Wagner, Clara E.....	First Year .....	Bertha
Waite, Edith A.....	First Year .....	Moorhead
Waite, Eva M.....	Senior, English .....	Campbell
Walberg, Esther.....	First Year .....	Detroit
Walker, Keith M.....	Latin .....	Moorhead
Wallin, Florence A.....	Senior, Ele .....	Kelliher
Walsh, Mary M.....	Second Year .....	Moorhead
Walstrom, Louise O.....	First Year .....	Moorhead
Walton, Abbie R.....	Third Year .....	Minneapolis
Wangen, Alice S.....	First Year .....	Glyndon
Wanke, Maude.....	Second Year .....	Comfrey
Warner, Christine.....	Senior, Ele .....	Perham
Watterberg, Louise A.....	First Year .....	Wolverton
Watne, Lena.....	Second Year .....	Stephen
Way, Carrie.....	Senior, E. G.....	Fergus Falls
Weberg, Anna J.....	First Year .....	Eagle Bend
Weld, Lucy A.....	Junior, Latin .....	Moorhead
Weld, Malcom F.....	Second Year .....	Windom
Weller, Carrie J.....	First Year .....	Detroit
Wennerstrom, Jennie E.....	First Year .....	Rochert
Westlund, Hannah E.....	Junior, Latin .....	Fargo, N. D.
Whaley, Lyda I.....	First Year .....	Moorhead
Whitham, Minnie E.....	Second Year .....	Nashua
Whiting, Ethel M.....	A. G. ....	Fargo, N. D.
Wiger, Clara N.....	First Year .....	Ulen
Wiger, Hannah T.....	First Year .....	Ulen
Wilke, Elizabeth E.....	Senior, E. G. ....	Detroit
Wild, Nina G.....	First Year .....	Hoffman
Williams, Hazel.....	First Year .....	Moorhead
Williams, Mae.....	First Year .....	Moorhead
Willis, Gova.....	Second Year .....	Winnipeg Jct.
Wilson, Anna.....	Second Year .....	McIntosh
Wilson, Arthur S.....	First Year .....	Moorhead
Wilson, Grace.....	First Year .....	Ogilvie
Wollan, Cora O.....	Senior, E. G. ....	Glenwood
Wood, Orville W.....	Third Year, Latin .....	Fargo, N. D.
Wood, Winnifred A.....	First Year .....	Detroit
Woodworth, Hazle A.....	Senior, E. G. ....	Fergus Falls
Wulff, Eliza S.....	First Year .....	Hawley
Yarger, Marie E.....	Senior, E. G. ....	Morris
Zimmerman, Wilma.....	First Year .....	Elizabeth

## Summary

Graduate Courses:		
Senior Graduate Class.....	16	
Junior Graduate Class.....	5	
Elementary Graduate Class.....	123	
		144
Advanced Academic—Professional Courses:		
Senior Class.....	26	
Junior Class.....	11	
Third Year Class.....	37	
Second Year Class.....	167	
First Year Class.....	336	
Elementary Course.....		577
		67
Total Number Normal School Students.....		788

## Elementary School

Grammar Grades.....	74	
Intermediate Grades.....	78	
Primary and Kindergarten Grades.....	94	
		246
Total Number of Students During the Year.....		1,034

*"To attain noble character one must use his will power, not in a negative way, by refraining from doing anything bad, but in a positive way, by deliberately choosing to do that which is good."*

*"We see things not as they are, but as we are."*

*Patrick.*



*"Back of the parents and grandparents lies the great Eternal Will; that, too, is thine inheritance,—strong, beautiful, divine, sure lever of success for one who tries."*

*"Oh, it is great, and there is no other greatness—to make some work of God's creation more fruitful, better, more worthy of God,—to make some human heart a little wiser, manlier, happier, more blessed, less accursed."*

*Thomas Carlyle.*

*"Lose this day loitering.—'twill be  
the same story  
Tomorrow, and the next more dila-  
tory;  
The indecision brings its own delays,  
And days are lost lamenting over  
days.  
Are you in earnest? Seize this very  
minute  
What you can do, or dream you  
can, begin it.  
Boldness has genius, 'power and  
magic in it.  
Only engage, and then the mind  
grows heated.  
Begin, and then the work will be  
completed."*

*Goethe.*



THE GYMNASIUM



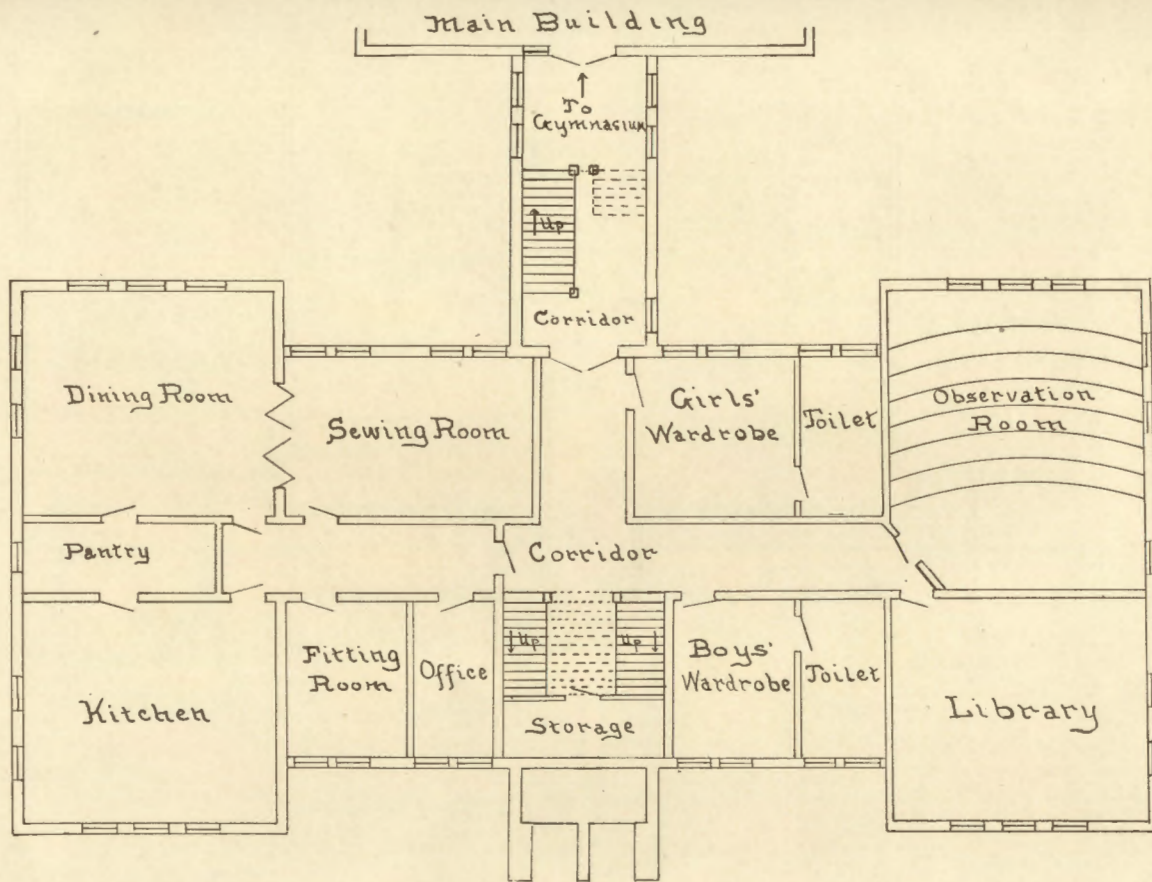
BASKET BALL TEAM



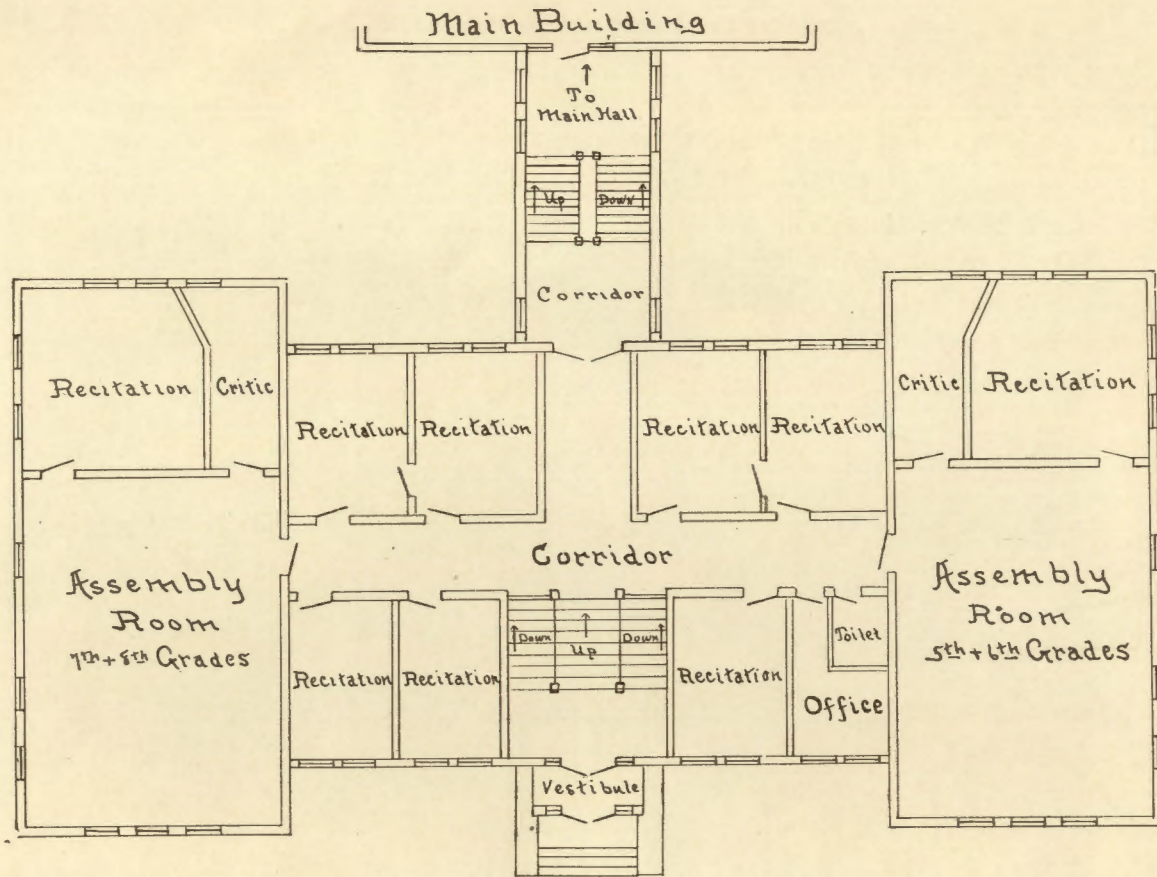
MALE QUARTETTE



LADIES GLEE CLUB

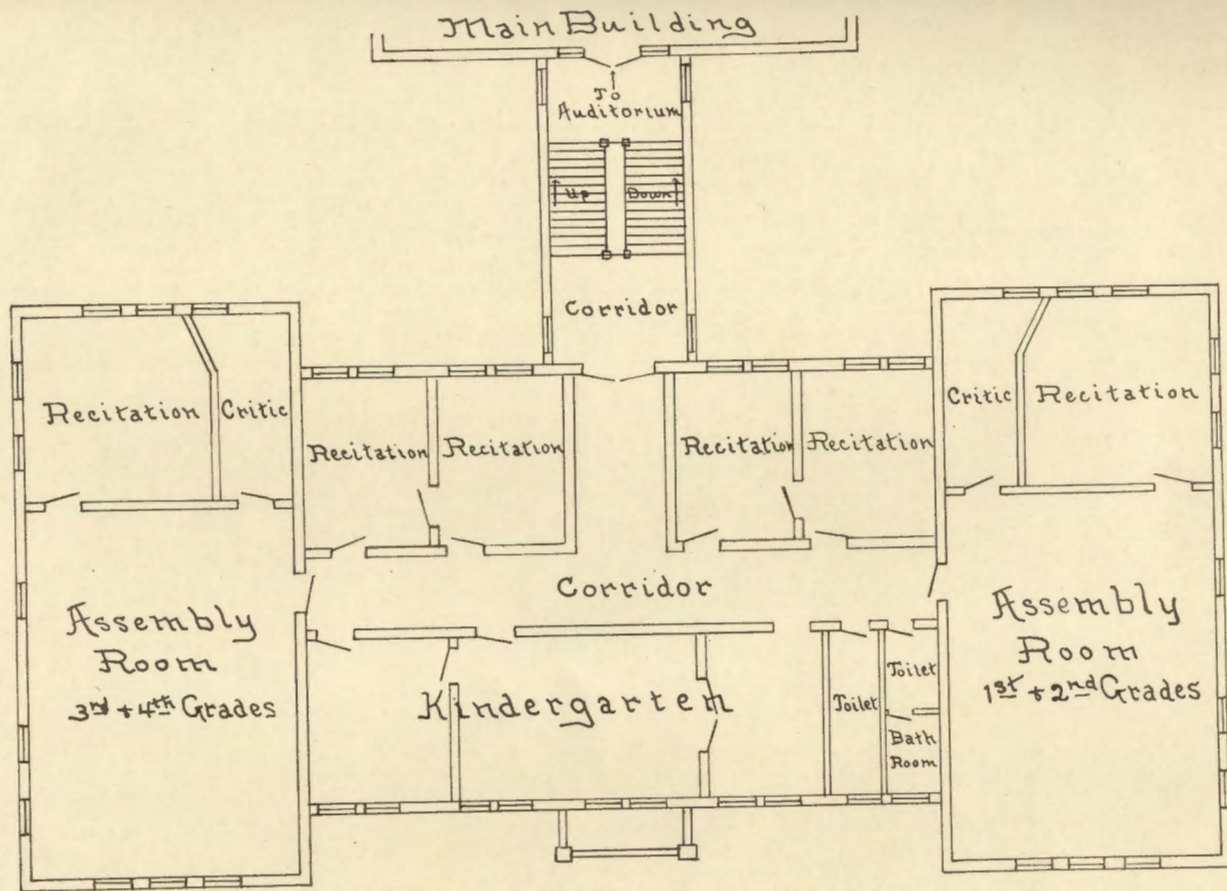


MODEL SCHOOL BUILDING, FIRST FLOOR



MODEL SCHOOL BUILDING, SECOND FLOOR





MODEL SCHOOL BUILDING, THIRD FLOOR

*"Progress depends upon what we are rather than upon what we may encounter. One man is stopped by a sapling lying across the road; another passing that way picks up the hindrance and converts it into a help in crossing the brook just ahead. We are too apt to think that our progress in a given case will depend solely upon the obstacles we may run against. It is more likely to depend upon what runs against the obstacles."*

*Henry C. Trumbull.*



THE MARK OF EXCELLENCE