

1910

**The Bulletin of the State Normal School. Moorhead, Minnesota.
Catalogue Number. Published Quarterly. Twenty-second Year.
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Minnesota. State Normal School (Moorhead, Minn.)

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The Bulletin of the
State Normal School
Moorhead, Minnesota

1910

22nd year

State Normal School
Moorhead, Minnesota

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“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



PRECEPTRESS'S ROOM IN WHEELER HALL



CAMPUS WITH WHEELER HALL IN THE DISTANCE

The Bulletin
of the
State Normal School

Moorhead, Minnesota

Catalogue Number

Published Quarterly

Twenty-second Year

1910

Series Five

Number Three

The State Normal Board

Hon. C. G. Schulz, Superintendent of Public Instruction

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Officers of the Board

Hon. ELL TORRANCE.....	The President
Hon. C. G. SCHULZ.....	The Secretary

Calendar for 1910-1911

Commencement Week

Annual Sermon - - - - -	Sunday Evening, May 29.
Annual Recital - - - - -	Monday Evening, May 30.
President's Reception to Senior Class - - - - -	Monday Evening, May 30.
Exercises by Model School - - -	Thursday Afternoon, June 2.
Chapel Exercises Conducted by Senior Class - - - - -	Friday, June 3.
Graduation Exercises and Alumni Reception - - - - -	Friday Evening, June 3.

Summer Term

Enrollment of Students - - - -	Monday, June 6.
Class Work Begins - - - - -	Tuesday, June 7.
First Six Weeks Close - - - -	Saturday, July 16.
Second Six Weeks Close - - - -	Saturday, August 27.

Fall Term

Enrollment of Students - - - -	Monday, September 5.
Class Work Begins - - - - -	Tuesday, September 6.
Fall Term Closes - - - - -	Wednesday, November 23.

Winter Term

Enrollment of Students - - - -	Tuesday, November 29.
Class Work Begins - - - - -	Tuesday, November 29.
Holiday Vacation Begins - - -	Friday, December 23.
Class Work Resumed - - - - -	Tuesday, January 3.
Winter Term Closes - - - - -	Friday, March 3.

Spring Term

Enrollment of Students - - - -	Monday, March 7.
Class Work Begins - - - - -	Tuesday, March 8.
Easter Vacation Begins - - - -	Thursday, April 13.
Class Work Resumed - - - - -	Tuesday, April 18.
Spring Term Closes - - - - -	Friday, June 2.

The Faculty

- FRANK A. WELD, President
School Management.
- ELIZABETH L. WARE,
Dean of Women.
- CASWELL A. BALLARD,
Biological Sciences.
- HAROLD M. STANFORD,
Physical Sciences.
- EDWIN T. REED,
English.
- IDA H. BENEDICT,
Drawing.
- KATHARINE LEONARD,
Mathematics.
- ALBERT S. KINGSFORD,
Geography, History.
- RUTH S. HUTCHINSON,
Latin.
- A. EVELYN NEWMAN,
English Grammar, Sociology.
- E. R. COLLINS,
History of Education, Psychology.
- ELIZABETH E. KEPPIE,
Reading.
- J. HAROLD POWERS,
Music, Manual Training.
- JESSIE G. MCKENZIE,
Librarian.
- BELLE M. DEANS,
Principal Training Department.
- BELLE DREDGE,
Grammar Department.
- MARY L. NEER,
Intermediate Department.
- BELLE C. SCOFIELD,
Primary Department.

The Faculty--continued

- MARY C. RAINEY,
Primary Department, Kindergarten.
- GERTRUDE PETERS,
Household Arts.
- FLORENCE A. MEYER,
Physical Training.
- CECILE ALDEN KIMBALL,
Superintendent of Dormitories.
- *J. J. BOHLANDER,
Science.
- *FREEMAN E. LURTON,
Civics, History.
- *REBA G. WHARTON,
History.
- *E. G. QUIGLEY,
Psychology, History of Education.
- *ABBIE L. DAY,
Drawing.
- *A. P. LAUGHLIN,
Manual Training.
- *H. R. EDWARDS,
History, Civics.
- *JULIA McDONOUGH,
Training School.
- *ALMA JACOBSON,
Arithmetic.
- *MOSELLE E. WELD,
Assistant in Office and Music.
- GRACE WALKER,
Secretary, Text-book Librarian.
- E. ALICE KIRK,
Registrar.

*Summer term.

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, and the beautiful new dormitory, The Annex, situated on the school campus not far from the Normal School Building, are attractive homes 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 Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of influence, refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are 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 first considerations, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, 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 buildings are 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 and to furnish towels and soap. Mail is taken to the postoffice, and delivered at the Halls 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 may 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 students who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President of the school in regard to 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 in 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	English1 term
Arithmetic2 terms	General*3 terms
Botany*2 terms	United States.....2 terms
Chemistry*2 terms	Literature4 terms
Civics*2 terms	Manual Training.....*2 terms
Drawing2 terms	Music*2 terms
Education—	Physics3 terms
History of.....2 terms	Physiography*1 term
Theory of.....2 terms	Physiology1 term
Practice and Criticism..3 terms	Psychology2 terms
School Management...½ term	Reading and Expression *3 terms
English Composition.....2 terms	Rhetoric1 term
Geography2 terms	Sociology1 term
Geometry, Plane.....2 terms	Themes and Literature...1 term
Geometry, Solid.....*1 term	Zoology*2 terms
Grammar2 terms	
	Electives1½ terms

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

Chemistry2 terms	General History.....1 term
Civics1 term	Literature1 term
English Composition.....1 term	Rhetoric1 term
Geometry1 term	Zoology2 terms
Grammar1 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	Grammar2 terms
Algebra, Higher.....*1 term	History—
Arithmetic2 terms	English1 term
Botany*1 term	United States.....2 terms
Civics1 term	Literature2 terms
Drawing*2 terms	Music*2 terms
Education—	Physics2 terms
Theory1 term	Physiology1 term
Practice and Critic'm.1½ terms	Psychology1 term
School Management...½ term	Reading and Expression..2 terms
English Composition....2 terms	Rhetoric*1 term
Geography2 terms	Zoology*1 term
Geometry, Plane.....2 terms	
Electives1 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:

Arithmetic1 term	Grammar*2 terms
Civics1 term	History—
Drawing1 term	United States.....1 term
Education—	Manual Training.....1 term
History of.....2 terms	Music1 term
Theory of.....1 term	Psychology2 terms
Practice and Criticism..3 terms	Reading and Expression..1 term
School Management...½ term	Sociology1 term
Elementary Science....*1 term	Themes and Literature...1 term
Geography*2 terms	
Electives1½ terms	

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

Arithmetic1 term	Elementary Science....*1 term
Drawing1 term	Geography1 term
Education—	Grammar1 term
Theory of.....1 term	Music1 term
Practice and Criticism..2 terms	Psychology1 term
School Management...½ term	Reading and Expression..1 term
Electives½ 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.

Agriculture2 terms	Latin2 terms
Astronomy1 term	Library Science.....1 term
Children's Literature.....1 term	Man. Tr'ing Supervision 2 terms
Drawing Supervision....2 terms	Music Supervision.....2 terms
Economics1 term	Physics, Advanced.....1 term
English2 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.

Course of Study

Leading to the Complete Diploma.

Arrangement of subjects for students who take Latin.

First Year.

Fall Term.	Winter Term.	Spring Term.
Algebra I	Algebra II	Algebra III
Reading I	English Composition II	Grammar II
Commercial Geography	Drawing I	Physical Geography
Latin Lessons I	Latin Lessons II	Latin Lessons III

Second Year.

Arithmetic I	Arithmetic II	Music I
Physiology	Geometry I	Geometry II
English History	United States History I	United States History II
Caesar I	Caesar II	Caesar III

Third Year.

Physics I	Physics II	Physics III
Zoology I., or Domestic Art	Reading II	Botany II., or Domestic Science, or Ele. Agriculture, or Manual Training
Cicero I	Zoology II., or Botany I., or Library Science, or Domestic Science	Drawing II
American Literature I	Cicero II	Cicero III

Fourth Year.

Psychology I	Theory of Education I (Pedagogy)	Theory of Education II (Child Study)
General History I	Adv. Civics	Practice and Criticism I
Vergil I	General History II	General History III., or Solid Geometry, or Astronomy, or Physiography
Domestic Art, or Ele. Agriculture, or Ele. Civics	Vergil II	Manual Training

Fifth Year.

Psychology II	History of Education I	History of Education II
Practice and Criticism II	Practice and Critic'm III	School Management and Penmanship
English Literature I	English Literature II	Literature and Themes
Library Science, or Chemistry	Primary Methods, or Chemistry	Sociology

Arrangement of Subjects for Students who do not take Latin.

First Year.

Algebra I	Algebra II	Algebra III
Reading I	Drawing I	Drawing II
Commercial Geography	Grammar I	Grammar II
English Composition I	English Composition II	Physical Geography

Second Year.

Arithmetic I	Arithmetic II	Music I
Physiology	Geometry I	Geometry II
English History	United States History I	United States History II
Zoology I	Zoology II	Reading II

Third Year.

Physics I	Physics II	Physics III
American Literature I	American Literature II	Manual Training, or Domestic Science, or Ele. Agriculture
Music II., or Domestic Art	Manual Training I	Rhetoric
Ele. Civics	Botany I., or Library Science, or Domestic Science	Botany II

Fourth Year.

Psychology I	Theory of Education I (Pedagogy)	Theory of Education II (Child Study)
General History I	Adv. Civics	Practice and Criticism I
Ele. Agriculture, or Domestic Art	General History II	General History III
Chemistry I	Chemistry II	Solid Geometry, or Astronomy, or Physiography

Fifth Year.

Psychology II	History of Education I	History of Education II
Practice and Criticism II	Practice and Critic'm III	School Management and Penmanship
English Literature I	English Literature II	Literature and Themes
Library Science	Primary Methods	Sociology

Three Years Work

Leading to the Elementary diploma.

First Year.

Fall Term.	Winter Term.	Spring Term.
Algebra II., or Arithmetic I	Algebra II., or Arithmetic II	Algebra III., or Botany I
English Composition I	English Composition II	Music I
Geography I	Drawing I	Geography II
Reading I	Grammar I	Grammar II

Second Year.

Physiology	Geometry I	Geometry II
English History	United States History I	United States History II
Zoology I., or Botany II	Zoology II., or Botany II	Reading II
Arithmetic II., or Algebra I	Arithmetic II., or Algebra II	Psychology I

Third Year.

Practice and Criticism I	Practice and Criticism II	School Management and Penmanship
Physics I	Physics II	Physics III,
American Literature I	American Literature II	or Ele. Agriculture
Theory of Education (Pedagogy)	Primary Methods, or Library Science, or Domestic Science I	Civics
		Rhetoric, or Drawing II, or Domestic Science II

High School Graduates

Work leading to the Complete diploma.

First Year.

Psychology I	Theory of Education I	Theory of Education II, or Elementary Science, or Ele. Agriculture
Arithmetic	Geography I	
Grammar	Reading and Expression	Practice and Criticism I
Music	Grammar II, or Primary Methods, or Domestic Science I	Geography II, or Astronomy, or Domestic Science II
		Drawing

Second Year.

Psychology II	History of Education I	History of Education II
Practice and Criticism II	Practice and Criticism III	School Management and Penmanship
United States History	Advance Civics	Literature and Themes
Library Science, or Domestic Art	Manual Training	Sociology

One Year's Work for High School Graduates

Leading to the Elementary diploma.

Psychology I	Theory of Education I	School Management and Penmanship
Arithmetic	Practice and Criticism I	Practice and Criticism II
Grammar	Geography	Drawing
Music	Reading and Expression	Elementary Science, or Ele. Agriculture

OR

Psychology I	Theory of Education I	Arithmetic
Practice and Criticism I	Practice and Criticism II	Geography
Reading and Expression	School Management and Penmanship	Music
Drawing	Elementary Science, or Ele. Agriculture	Grammar

**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

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 children's 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, the cooking laboratory, 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.

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 principle 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.

Method: 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 as far as the high school. Much attention is given to the educational value of Manual Training, and in the forming of habits of neatness, order, accuracy and originality. With the Normal School students, the latter part of the course is devoted to making articles of utility for the schoolroom and the home. Apparatus for science and nature study is designed and executed, and every effort is made to develop the ability of the student to notice the possibilities for industrial work, and to take advantage of them in whatever situation he may be placed.

Music

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

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

History

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

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

Modern History: An attempt is made to complete the sketch of the European nationalities, and to view them in their present relations to each other, and to the great powers of the world outside of Europe. The two vast movements of the age, reform in religion and revolution in government, are dealt with as thoroughly as the limits of the course permit, and the problems of recent times are investigated broadly, and brought down to our 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 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: Cyclopædias, 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 was opened in September, 1909, was 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.

Summer Term

June 6th to August 27th

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 1910 will open June 6, and the first six weeks of the term will close July 16. 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 27. 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 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 6, 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.
 Class of '09. Heroic statue of Lincoln.

Northwest-Central Association

The annual meeting of the Northwest-Central Minnesota Educational Association, held in mid-winter at the Normal School, aroused a lively interest on the part of the local community, and attracted the largest delegation of school people that has yet attended a sectional meeting in Minnesota. The central themes of the convention were "The Time Element in Education and the Enrichment of Rural Life Through the Rural School," and about these themes all the topics of the convention centered. There was thus a positive unity in the programs which helped to crystallize impressions. There were no parallel meetings, and no distractions to confuse and interrupt the programs, which were consecutive and held in one place.

As an exponent of the theme, "The Enrichment of Rural Life Through the Rural School," Supt. O. J. Kern, of Rockford, Ill., gave two superb lectures, one on Thursday evening, "The Education of the Country Child in the Country School for Country Life," and another on Friday afternoon, "Industrial Education for Country Children." The theme was also touched upon, along with the time element, in the big meeting of Friday morning for school officers and rural teachers, when Hon. C. R. Frazier, Assistant State Superintendent of Public Instruction, conducted a program on which Hon. Donald Robertson, Supt. Charlotte M. Knudson, Supt. N. A. Thorson, and Supt. Marie Lovsness were speakers.

As an exponent of the other main theme of the convention, Supt. J. M. Greenwood, of Kansas City, Mo., gave on Friday evening his

well-known lecture on "The Time Element in Elementary Education." An elaborate discussion of this theme was also carried out in the session of Friday afternoon, under the following topics: "School Sanitation and the Health of the Pupils as a Factor in the Time Element," Supt. H. A. Johnson, East Grand Forks; "Is the Student's Time as Profitably Employed on Subjects That Are Disagreeable as on Subjects That Are Agreeable?" Supt. H. R. Edwards, Moorhead; "Wastes in Time in Recitation and Administration," Supt. E. E. McIntyre, Crookston; "The Relation Between the Age of the Pupil and the Work He Ought to Do," Prof. E. G. Quigley, of the College of Education, Minneapolis.

The entertainment features were artistic and delightful; there were choruses by the public and normal schools, music by the Concordia College Band and the Moorhead Mandolin Orchestra, solos by Miss Hooper, of Fergus Falls, and Miss Romsdahl, of Concordia College; a duet by Mr. Powers and Miss Hooper, a reading by Miss Keppie, music by the Imperial Quartette, and a pianola recital. Exhibits in drawing, physical culture, domestic science, and manual training also added interest to the convention.

The liberality of the Commercial Club and the hospitality of the townspeople were notable. The Commercial Club co-operated heartily with the officers of the association, giving a public reception and donating a generous sum of money to the association treasury. The townspeople provided free accommodations for over two hundred of the visiting ladies.

Altogether the convention was a worthy successor to those already held by the new association, and did much to quicken educational thought in this section of Minnesota.

Students

Aamot, Emelia	First Year	Halstad
Aasved, Bessie	First Year	Casperton
Ahlman, Amelia G.	First Year	Fergus Falls
Akesson, Melonie Victoria	El. H. S. G.	Litchfield
Albjerg, Victor L.	First Year	Fergus Falls
Alcox, Agnes Estella	First Year	Fargo, N. D.
Alcox, Mae Annora	First Year	Fargo, N. D.
Aldrich, Grace M.	Ele.	Battle Lake
Aldrich, Mary Belle	Ele.	Aldrich
Allard, Hazel Estella	First Year	Ada
Alm, Annie Emilia	Second Year	Christine, N. D.
Alm, Nella Nelson	El. H. S. G.	Fergus Falls
Almen, Nelly T.	Com. E.	Grafton, N. D.
Almquist, Theresa	Third Year	Moorhead
Alrick, Josephine	Ele.	McIntosh
Alrick, Mabel	El. H. S. G.	McIntosh
Alrick, Melvin	First Year	Moorhead
Altstadt, Carrie V.	First Year	Red Lake Falls
Ammer, Mabel	Third Year, Latin	Fargo, N. D.
Amsdell, Hettie T.	First Year	Hope, N. D.
Amundson, Inga	First Year	Rothsay
Andersgaard, Hattie	Com. L.	Comstock
Anderson, Annie Christine	First Year	Vining
Anderson, Bernard J.	Second Year	Barnesville
Anderson, C. E.	Ele.	St. Hilaire
Anderson, Clara B.	Second Year	Ashby
Anderson, Ernest W.	El. H. S. G.	Barnesville
Anderson, Hazel Gertrude	Com. L.	Crookston
Anderson, Hilda C.	First Year	Audubon
Anderson, Ida Alvina	First Year	New York Mills
Anderson, Lena	Second Year	Battle Lake
Anderson, Mabel	El. H. S. G.	Breckenridge
Anderson, Martha D.	Junior, English	Fosston
Anderson, Mathilde M.	El. H. S. G.	Fergus Falls
Arneson, Elnora Cordella	First Year	Puyallup, Wash.
Aslakson, Tillie	First Year	Mallory
Asleson, Belle	First Year	Wendell
Auburg, Millie	Third Year	Bagley
Auburg, Nora	First Year	Bagley
Bagan, Grace	First Year	Red Lake Falls
Bailey, Elizabeth	El. H. S. G.	Crookston
Bailey, Roxie	El. H. S. G.	Crookston
Baker, Emily	Second Year	Perley
Baker, Myrtle M.	Com. H. S. G.	Moorhead
Barden, Edla Fredricca	First Year	New York Mills
Barnes, Olive	First Year, Latin	Lake Park
Barth, Freda	First Year	Campbell
Batten, Lyda	Ele.	Donnelly
Bauer, Beata Dorothy	Ele.	Ada
Beardsley, Edna G.	Ele.	Ashby
Beireis, Eliza A.	Second Year	Detroit
Bengston, Alma Edelia	First Year	Herman
Bennett, Virginia	Com. H. S. G.	Paris, Ark.

Bentley, Annie Ollie	Second Year	Twin Valley
Berg, Clara A.	First Year	Red Lake Falls
Berg, Ella A.	First Year	Barnesville
Berg, Mabel Edith	First Year	Moorhead
Berland, Annie M.	First Year	Fisher
Berndorf, Agnes	First Year	Borup
Betcher, Ida M.	El. H. S. G.	Ada
Billburg, Eddy E.	First Year	Wannaska
Bixby, Jacob W.	Second Year	Richville
Bjelue, Bertha	First Year	Olga
Bjerke, Clara	Second Year	Barrett
Bjerke, Selma	Second Year	Barrett
Bjorklund, Huldah	Ele.	Henning
Bjornstad, Nettie Josephine	Ele.	Nielsville
Bjorkquist, Elmer	First Year	Moorhead
Boen, Nelle C.	Second Year	Fertile
Bondv, Mabel E.	Second Year	Battle Lake
Boothroyd, Ralph H.	Com. H. S. G.	Mason City, Iowa
Borgen, Alma J.	Second Year	Perley
Bothne, Martha	Second Year	Hitterdal
Boudine, Genevieve	First Year	Richwood
Bourque, Josephine Colletta	First Year	Thief River Falls
Bowen, Lillian Mae	First Year	Ada
Braaten, Oline	Second Year	Thompson
Bradley, Lizzie M.	First Year	Parker's Prairie
Brandt, Ivy Pearl	Second Year	Fargo, N. D.
Brasie, Margaret E.	El. H. S. G.	Litchfield
Brekke, Hilda	First Year	Nielsville
Brennin, Blanche L.	First Year	Hoffman
Brickson, Anna	First Year	Richwood
Brodine, Anna E.	First Year	Felton
Brohaugh, Minnie	Second Year	Shelly
Brown, Minnie A.	Second Year	Thief River Falls
Brown, Nellie Josephine	First Year	Norcross
Brunning, George J.	Second Year	New York Mills
Bryson, Kate G.	Junior, H. S. G.	Davidson
Buckley, Anna L.	El. H. S. G.	Sauk Center
Buckley, Jessie L.	First Year	Sauk Center
Buckley, Mary H.	Third Year	Graceville
Buckley, Tessie Lavina	El. H. S. G.	Sauk Center
Bulov, Lillian Florence	El. H. S. G.	Stillwater
Burke, Elmer Oscar	Third Year, Latin	St. Hilaire
Burman, Borgia	First Year	Manston
Butenhoff, Clara E.	First Year	Baker
Buth, Minnie	First Year	Wolverton
Cahalan, Radie M.	First Year	Kent
Calkins, Sadie	Second Year, Latin	Moorhead
Callahan, Florence M.	Ele.	Moorhead
Campbell, Florence W.	El. H. S. G.	Fargo, N. D.
Carlander, Jarl R.	First Year	Moorhead
Carlander, Robert E.	First Year	Moorhead
Carlson, Alfred	First Year	Evansville
Carlson, Clara Elvena	First Year	Erskine
Carlson, Hilda C.	Second Year	Evansville
Carlson, Isabelle E.	First Year	Elbow Lake
Carlson, Minnie J.	First Year	Elizabeth

Carlson, Olga O.....	First Year	Elbow Lake
Carney, Elizabeth Grace.....	First Year	Danvers
Carpenter, Mary Esther.....	First Year	St. Hilaire
Castle, Florence M.....	Second Year	Wadena
Cenfield, De Ette N.....	Ele.	Clinton
Chamberlain, Lucy E.....	First Year	Senjen
Chamberlain, Verna I.....	First Year	Senjen
Chandler Ella Eva.....	First Year	Erskine
Charlson, Clara.....	Com. E.	Moorhead
Charlson, Margaret.....	First Year	Moorhead
Chesnutt, Rowena.....	Com. H. S. G.	Fort Benton, Mont.
Christianson, Bessie F.....	Second Year	Crookston
Christenson, Lydia.....	First Year	Fosston
Clark, Lillian G.....	Third Year, English	Fargo, N. D.
Clary, Elsie G.....	First Year	Dilworth
Claus, Irene.....	First Year	Goodrich
Clemens, Mary Catherine.....	Second Year, Latin	Fargo, N. D.
Clunas, Isabella.....	First Year	Detroit
Colbjornson, Effie J.....	Second Year	Dalton
Collins, Ruth Marie.....	First Year	Moorhead
Colliton, Helen K.....	Third Year	Moorhead
Colwill, Mary Elizabeth.....	First Year	Wendell
Conn, Grace M.....	El. H. S. G.	Crookston
Connelly, Anna.....	Ele.	Thief River Falls
Connor, Fannie.....	First Year	Wolverton
Costello, Anna Julia.....	El. H. S. G.	Sauk Center
Costello, Julia M.....	First Year	Sauk Center
Coyne, Ines.....	First Year	Graceville
Crummett, Ella R.....	Com. H. S. G.	Detroit
Cutten, Belle J.....	First Year	Evansville
Dahl, Agnes H.....	First Year	Ulen
Dahl, Alma C.....	First Year	Borup
Dahl, Aneta S.....	First Year	Staples
Dahl, Effie.....	First Year	Gary
Dahl, Sophia J.....	Ele.	Borup
Dahlquist, Christine.....	Second Year	Pine Creek
Dailey, Grace.....	First Year	Doran
Dalby, Flossie.....	First Year	Fisher
Dalby, Rosetta A.....	First Year	Fisher
Daly, Genevieve G.....	Second Year	Beardsley
Danielson, Bena.....	El. H. S. G.	Fergus Falls
Dargan, Clare Agnes.....	El. H. S. G.	Kennedy
Darmody, Luella Isabel.....	First Year, Latin	Moorhead
Davenport, Lucy E.....	Ele.	Fergus Falls
Davison, Alberta A.....	First Year	Hawley
Dawson, Alice.....	El. H. S. G.	Casselton
Degerman, Catherine.....	El. H. S. G.	Stephen
DeLong, Mabel.....	First Year	Dilworth
Denison, Laura.....	First Year	Moorhead
Dettbarn, Mary E.....	First Year	Vergas
DeWitt, Henrietta.....	First Year	Detroit
Dinehart, George.....	Second Year	Frazee
Dinsmore, Isabel.....	Ele.	Underwood
Distad, Julia I.....	Ele.	Bozeman
Dopking, Pearl.....	Ele.	Bathgate
Dougherty, Tressa.....	First Year	Muskoda

Dudrey, Hazel Merle.....	Junior, Latin	Moorhead
Dullea, Mary Ellen.....	First Year	Fargo, N. D.
Dybdal, Ottina.....	First Year	Wendell
Eaton, Martha.....	El. H. S. G.	Fonda
Edgar, Eleanor Dorthea.....	First Year	Bagley
Efteland, Bertha M.....	First Year	Shelly
Eggers, Mae.....	First Year	Roachdale, Ind.
Eggers, Walter.....	First Year	Roachdale, Ind.
Ehlers, Marie.....	First Year	Wadena
Eklund, Florence Isabelle.....	First Year, Latin	Moorhead
Ellingson, Nellie.....	First Year	Wendell
Ellis, Jessie O.....	Second Year	East Troy, Wis.
Embertson, Ellen.....	First Year	Henning
Engberg, Hannah.....	First Year	Fargo, N. D.
Engels, Minnie J.....	Second Year	Fargo, N. D.
Engh, Alma M.....	El. H. S. G.	Moorhead
Engen, Florence.....	First Year	Hoffman
Enger, Alma.....	Third Year	Kindred, N. D.
Enger, Ida T.....	Ele.	Halstad
Enyeart, Pauline.....	Second Year	Willmar
Erickson, Alice.....	Third Year	Moorhead
Erickson, Elvira R.....	First Year	Moorhead
Erickson, Clara L.....	Ele.	Beardsley
Erickson, Edith Lillian.....	El. H. S. G.	Clinton
Erickson, Elna Mae.....	Ele.	Moorhead
Erickson, Ethel Belle.....	First Year	Fargo, N. D.
Erickson, Hannah M.....	Third Year	Glyndon
Erickson, Ida M.....	First Year	Evansville
Erickson, Ogda Christine.....	El. H. S. G.	Litchfield
Erickson, Tillie C.....	First Year	Borup
Ericson, Etta Marie.....	El. H. S. G.	Fergus Falls
Erkkila, Alma.....	First Year	New York Mills
Erlandson, Elsie I.....	First Year	Kennedy
Estbv, Blanche Celia.....	Com. L.	Fargo, N. D.
Evenson, Edna S.....	Ele.	Underwood
Evenson, Ella T.....	Second Year	Wolverton
Evenson, Mabel J.....	First Year	Wolverton
Evenson, Volga Myranda.....	El. H. S. G.	Thief River Falls
Evje, Constance.....	First Year	Nielsville
Evje, Josephine.....	Second Year	Nielsville
Fahey, Anna E.....	Second Year	Graceville
Farnham, Florence Ethlyn.....	El. H. S. G.	Glenwood
Faulders, Anna Marie.....	Com. H. S. G.	Moorhead
Feiring, Mabel.....	Second Year	Rothsay
Fev, Minnie.....	First Year	Power, N. D.
Finberg, Mamie.....	First Year	Thief River Falls
Fisher, Clara Anna.....	Second Year	Georgetown
Fisher, Gertrude.....	Second Year	Pine River
Fitzsimmons, Ethel.....	Third Year	Glyndon
Fitzsimmons, Lulu.....	Second Year	Glyndon
Fitzsimmons, Olive E.....	Ele.	Glyndon
Fladeland, Martina.....	First Year	Warren
Flatin, Inga Amalia.....	First Year	Flom
Flink, Alma T.....	First Year	Pelican Rapids
Flom, Lizzie Isabelle.....	First Year	Twin Valley
Foley, Kate.....	First Year	Moorhead

Fossos, Gina	Second Year	Nielsenville
Fowler, Grace Mae	El. H. S. G.	Hallock
Frederickson, Hanna	First Year	Pelan
Freeberg, Hilma	Second Year	Moorhead
Friday, George Irwin	First Year	Borup
Froirak, Gonvor	Ele.	McIntosh
Fudge, Edith Margaret	El. H. S. G.	Eaton, Ohio
Gallogly, Grace M.	El. H. S. G.	Graceville
Garmann, Mabel Ophelia	El. H. S. G.	Fargo, N. D.
Gaustad, Clara B.	Second Year	Houston
Gaustad, Josephine	First Year	Spring Grove
Geertgens, Augusta	First Year	Graceville
Gerber, Veronica Grace	El. H. S. G.	Perham
Getchell, Eva	El. H. S. G.	Bemidji
Giddings, Josephine L.	First Year	Campbell
Gilbertson, Clara Dora	First Year	Fertile
Gilbertson, Julia M.	El. H. S. G.	Black River Falls
Gillett, Frank	First Year	Moorhead
Gletne, Rudolph A.	First Year	Moorhead
Gordon, Clara A.	Ele.	Hendrum
Gorman, Iola Mary	First Year	Moorhead
Gorman, Mary	Second Year, Latin	Moorhead
Green, Gertrude	Ele.	Clinton
Green, Gladys	Second Year	Clinton
Grinder, Elma	First Year	Wendell
Grondahl, Selma	First Year	Ada
Gronner, Julia	Ele.	Underwood
Gullingsrud, Alice	First Year	Gary
Gunderson, Agnes	First Year	Glyndon
Gunderson, Amy	First Year	Glyndon
Gunderson, Mathilda Mary	Ele.	Dalton
Gunderson, Ragna	Ele.	Pelican Rapids
Gunstenson, Bertina	First Year	Fisher
Habberstad, Emily U.	Junior, Latin	Twin Valley
Hackey, Oscar	First Year	Walcott
Haenert, Anna A.	Com. H. S. G.	Fergus Falls
Hagen, Annie	Second Year	Underwood
Hagen, Olga	Ele.	Underwood
Hagen, Sina	Third Year, Latin	Plummer
Hall, Hugh S.	First Year	Pelican Rapids
Hallan, Inga Nora	First Year	Thief River Falls
Halvorson, Ida	First Year	Ada
Halvorson, Martha L.	First Year	Fosston
Halvorson, Tillie J.	First Year	Gary
Hanley, L. Lois	First Year	Philbrook
Hansmann, Catherine M.	Second Year, Latin	Moorhead
Hanson, Ellen M.	First Year	Parker's Prairie
Hanson, Esther M.	First Year	Parker's Prairie
Hanson, Hulda	First Year	Norcross
Hanson, Mary A.	Com. H. S. G.	Detroit
Hastie, Amber Ida	First Year	Ada
Hatling, Julia	Ele.	Dalton
Haugen, Selma Bertine	First Year	Twin Valley
Head, Cora	El. H. S. G.	Warren
Hedlund, Victoria	Ele.	Harwood, N. D.
Hegg, Carrie	Second Year	Fisher

Heglund, Sarah	Second Year	Fosston
Hem, Ida	El. H. S. G.	Fosston
Hemp, E. Gretchen	Com. L.	Wimbledon, N. D.
Herman, Julia A.	El. H. S. G.	Fergus Falls
Herschleb, Nellie	Third Year	Moorhead
Hestad, Inga	Second Year	Nielsenville
Hetland, Bertha	First Year	Halstad
Heys, Ida Belle	First Year	Barnesville
Hilgers, Anna M.	First Year	Barnesville
Hilgers, Lena M.	First Year	Barnesville
Hilgren, Elvira Hilda	First Year	Parker's Prairie
Hilgren, Othelia Matilda	First Year	Parker's Prairie
Hillary, Mabelle L.	Com. H. S. G.	Fargo, N. D.
Hillestad, Charlotte A.	El. H. S. G.	Fosston
Hoff, Lillie Isedora	First Year	Fargo, N. D.
Holm, Annie J.	First Year	Underwood
Holt, Anna Marie	First Year	Fergus Falls
Holt, Ida C.	First Year	Ulen
Holum, Edith R.	Second Year	Flom
Honzo, Violet	First Year	Chokio
Hosterman, Elsie C.	First Year	Pelican Rapids
Hovey, Edna	El. H. S. G.	Fergus Falls
Hovey, Tillie A.	Ele.	Pelican Rapids
Hovland, Myrtle I.	El. H. S. G.	Fertile
Howells, Josephine	Ele.	Johnson
Hughes, Mary M.	First Year	Rothsay
Hult, Andrew	First Year	Wolverton
Hunter, Maie G.	El. H. S. G.	Parker's Prairie
Hutchins, Eva M.	First Year	St. Vincent
Hutchinson, Ruth Bird	Ele.	Georgetown
Idtse, Ella M.	El. H. S. G.	Ada
Ierian, Elsie M.	El. H. S. G.	Fergus Falls
Ingle, Mildred Letitia	Junior H. S. G.	Fargo, N. D.
Isensee, Emma L.	El. H. S. G.	Oriska, N. D.
Iverson, Fannie L.	First Year	Ashby
Iverson, Julia M.	First Year	Warren
Jahr, Jennie Mathilda	Second Year	Hitterdal
Jacobson, Inga T.	First Year	Pelican Rapids
Jacobson, Tessie	First Year	St. Hilaire
Janke, Minnie	First Year	Fertile
Janneck, Clara D.	First Year	Barnesville
Jensen, Alfreda	Third Year	Underwood
Jeppson, Ellen B.	First Year	Nashua
Jepsen, A. Joyce	Second Year	Glyndon
Jerde, Mabel	First Year	Fertile
Jesme, Ida	First Year	Fergus Falls
Johnson, Alice C.	First Year	Gary
Johnson, Alma	First Year	Fargo, N. D.
Johnson, Anna Bertina	First Year	Thief River Falls
Johnson, Berthanna E.	Com. E.	Perley
Johnson, Christine M.	First Year	Christine, N. D.
Johnson, Christine Mary	Ele.	Pitt
Johnson, Eddie Oliver	Third Year	Christine, N. D.
Johnson, Ella	First Year	Sabin
Johnson, Ella Lorena	First Year	Glyndon
Johnson, Ellen	Second Year, Latin	Fargo, N. D.

Johnson, Ellen E.	Second Year	Strandquist
Johnson, Elna	First Year	Parker's Prairie
Johnson, Elvina	First Year	New York Mills
Johnson, Elvira Victoria	First Year	Evansville
Johnson, Emelia	Third Year	Lake Park
Johnson, Emma S.	Ele.	Wadena
Johnson, Gunda J.	Second Year	Thief River Falls
Johnson, Hildur Theressa	First Year	Fargo, N. D.
Johnson, Ida Emelia	First Year	Strandquist
Johnson, Jane B.	First Year	Gary
Johnson, Jennie C.	Third Year	Audubon
Johnson, Jennie Sophia	First Year	Fergus Falls
Johnson, Lena	First Year	Elbow Lake
Johnson, Mamie Amelia	First Year	New York Mills
Johnson, Manda C.	Second Year	Evansville
Johnson, Mary F.	First Year	Lead City, S. D.
Johnson, Mary L.	Second Year	Pelican Rapids
Johnson, Nellie M.	First Year	Brushvale
Johnson, Olga Johanna	Ele.	Perley
Johnson, Victoria M.	Second Year	Strandquist
Johnston, Gladys	Ele.	Tower City, N. D.
Johnston, Juanita M.	Third Year	Tower City, N. D.
Jones, W. Alicia	First Year	Norcross
Jonson, Esther S.	Second Year	Underwood
Jorgensen, Pearl Henrietta	Ele.	Comstock
Judd, Ida M.	Com. H. S. G.	Fargo, N. D.
Judge, Katharyn	First Year	New Richmond, Wis.
Jump, Hazel H.	Junior, Latin	Fargo, N. D.
Kallak, Estelle I.	Second Year	Vining
Kelly, Agnes	First Year	Eland
Kelly, David G.	El. H. S. G.	Perham
Kelly, Lizzie Mae	First Year	Ada
Kemmerer, Grace I.	El. H. S. G.	Crookston
Kennedy, A. Margaret	First Year, Latin	Argusville
Kivle, Ella O.	Junior, Latin	Edinburg, N. D.
Klemsrud, Carrie	El. H. S. G.	Crookston
Knapton, Sadie E.	Second Year, Latin	Brandon
Knudson, Mattie O.	First Year	McIntosh
Knutson, Anna Henrietta	Junior, Latin	Moorhead
Knutson, Minnie	First Year	East Grand Forks
Koebnick, Minnie	First Year	Parker's Prairie
Koeneman, Josephine L.	Com. H. S. G.	Moorhead
Koller, Florence	Second Year	New York Mills
Koller, Petra Harriet	First Year	New York Mills
Kolstad, Clara B.	Second Year	Nielsville
Kolstoe, Severina	First Year	Plummer
Kossick, Anna Mary	Second Year, Latin	Moorhead
Kossick, Helen Olive	First Year	Moorhead
Kreun, Minnie	First Year	Gary
Kruger, Anna	First Year	Moorhead
Kueter, Louise C.	Second Year	Breckenridge
Kvare, Dorethea P.	First Year	Pelican Rapids
Kennvolden, Owen Arthur	First Year	Fertile
Kvilang, Emma	First Year	Lake Park
Lamb, Mabel	Second Year	Baker
LaMetterey, Ellen	First Year	Erhard

Lancaster, Lillian Marie	First Year	Parker's Prairie
Langgraff, Andrea Geoline	Second Year	Traynor, Sask.
Lang, Grace L.	Ele.	Moorhead
Lang, Margaret E.	Third Year	Moorhead
Lang, Martha Fay	Second Year	Moorhead
Langevin, Alma M.	El. H. S. G.	Crookston
Langness, Jennie L.	First Year	Clietherall
Langvick, Mina M.	Com. H. S. G.	Richville
Larrick, Eva J.	First Year	Cambridge, Ohio
Larson, Anna M.	First Year	Fisher
Larson, Bertha E.	Second Year	Glyndon
Larson, Carolyn	El. H. S. G.	Detroit
Larson, Clara M.	Second Year	Perley
Larson, Clarence	Junior, Latin	Moorhead
Larson, Harry O.	Ele.	Moorhead
Larson, Henrietta A.	Third Year	Ulen
Larson, Inez	First Year	Halstad
Larson, Isabelle T.	First Year	Erskine
Larson, Lydia	First Year	Halstad
Larson, Tina	First Year	Elbow Lake
LaRue, Virgil L.	First Year	Ulen
Lawrenz, Greba J.	First Year	Fargo, N. D.
Learman, Alice B.	El. H. S. G.	Detroit
Lee, Alice G.	First Year	Rollag
Lee, Bridget	First Year	Kellogg
Lee, Selma	First Year	Glyndon
Lee, Signe	First Year	Glyndon
Legler, Lavina	Third Year	Moorhead
Leidal, Belle	First Year	Fergus Falls
Leishman, Alice L.	El. H. S. G.	Crookston
LeMunyan, Phebe Anna	First Year	St. Paul
Lerass, Josie M.	First Year	Herman
Lerass, Mollie M.	First Year	Herman
Lindell, Charlotte	El. H. S. G.	Crookston
Lindem, Clara Anita	First Year	Herman
Lindgren, Mabel	El. H. S. G.	Ortonville
Lindow, Mabel L.	First Year	Ada
Logan, Dollie	First Year	Fisher
Logan, Nora	First Year	Fisher
Lommen, Olga	Com. L.	Comstock
Lommen, Thorsten	First Year, Latin	Comstock
Loudon, Agnes V.	Junior, H. S. G.	Moorhead
Loudon, Blanche	Com. E.	Moorhead
Loudon, Jessie J.	Com. E.	Moorhead
Lucken, Emma Charlotte	Ele.	Fergus Falls
Lund, Mabel Victoria	First Year	Audubon
Lundberg, Alma Theresa	El. H. S. G.	Pelican Rapids
Lunder, Jennie	First Year	Moorhead
Lundwall, Beatrice	First Year	Mapleton, N. D.
Lynch, Agnes Margarete	El. H. S. G.	Minneapolis
McAnulty, Katherine	Second Year	Red Lake Falls
McCasland, Hattie Z.	Second Year	Ulen
McCoy, Eva M.	Second Year	Fergus Falls
McCubrey, Mae E.	Ele.	Moorhead
McDonald, Josephine E.	Second Year	Beardsley
McDunn, Maude C.	Second Year	Barnesville

McGough, Sarah C.....	Second Year	Benson
McGuire, Clara K.....	El. H. S. G.	East Grand Forks
McGuire, Henrietta M.....	El. H. S. G.	East Grand Forks
McKenzie, Ethel M.....	Second Year	Wild Rice, N. D.
McLane, Katherine Frazee..	El. H. S. G.	Brown's Valley
McLaughlin, Mary E.....	Com. L.	Moorhead
McMannis, Margaret A.....	Third Year	Brainerd
McNair, Helen.....	First Year	Sabin
McNamara, Rose Mary.....	Second Year, Latin	Moorhead
McPhee, Lucy.....	El. H. S. G.	Crookston
McTaggart, Beatrice.....	First Year	Campbell
Magill, Rosabelle.....	First Year	Verona
Mahlen, Olive A.....	Com. E.	Minot, N. D.
Mallgren, Agnes F.....	First Year	Chicago, Ill.
Marburger, Emaline.....	Second Year	Brookpark
Mathison, Olga.....	First Year	Argusville, N. D.
Mathison, Sophie.....	Second Year	Argusville, N. D.
Mauritson, Clara Beatrice..	First Year	Shelly
Mecham, Della F.....	Third Year	Moorhead
Mecham, Elmer S.....	First Year	Moorhead
Megrund, Olga R.....	First Year	Shelly
Meilicke, Bertha D.....	Second Year	Moorhead
Melbostad, Alma Louise....	Second Year	Wolverton
Mellum, Cora Anetta.....	Second Year	Ulen
Mensing, Lina B.....	Second Year	Kulm, N. D.
Merritt, Edna Marie.....	First Year	Moorhead
Metcalf, Jessie.....	El. H. S. G.	Glyndon
Meyer, Effie.....	El. H. S. G.	Twin Valley
Miller, Emma.....	El. H. S. G.	Fargo, N. D.
Miller, Mary May.....	El. H. S. G.	Fargo, N. D.
Mittag, Emma A.....	First Year	Elizabeth
Moren, Eldrie.....	First Year	Erskine
Moren, Esther.....	Second Year	Wylie
Moren, Ida Hildegard.....	First Year	Wylie
Molander, Helma.....	First Year	Winnipeg Jct.
Monahan, Annie E.....	First Year	Chicago, Ill.
Monson, Nora.....	Second Year	Moorhead
Montgomery, Blanche M....	El. H. S. G.	Granite Falls
Muckala, Tana Evelyn.....	First Year	New York Mills
Mullen, Hazel.....	First Year	Deer Creek
Murphy, Irene.....	Junior, English	Calgary, Sask.
Murphy, Mary E.....	Ele.	Felton
Murray, Flora.....	Second Year	Parker's Prairie
Myers, Leila.....	Second Year	Foxhome
Nelson, Amber Etta.....	Second Year	Euclid
Nelson, Ella C.....	Second Year	Battle Lake
Nelson, Emily Margaret....	First Year	Fergus Falls
Nelson, Julia.....	Ele.	Parker's Prairie
Nelson, Louise W.....	First Year	Battle Lake
Nelson, Minnie T.....	Second Year	Parker's Prairie
Nelson, Nellie.....	First Year	Fergus Falls
Nelson, Victoria Ellen.....	El. H. S. G.	Brown's Valley
Ness, Oline.....	First Year	Battle Lake
Nevramon, Dorothea.....	Second Year, Latin	Fargo, N. D.
Nevramon, Katie E.....	Junior, Latin	Fargo, N. D.
Newman, Lilly A.....	Ele.	Barrett

Newton, Agnes J.....	First Year	McIntosh
Newton, Clara Mathilda....	First Year	McIntosh
Niles, Grace.....	El. H. S. G.	Minneapolis
Nilsby, Hulda.....	First Year	Underwood
Nonthene, Jenny.....	First Year	Evansville
Norby, Bertinus O.....	Second Year	Fosston
Northfoss, Marie Grace....	First Year	Alice
Nyhus, Thornwald.....	First Year	Henning
Oberson, Tillie.....	Second Year	Shelly
Odson, Matilda.....	Second Year	Pillager
Ohlberg, Clara.....	First Year	Thorwick
Oien, Sigrid.....	Second Year	Shelly
Oistad, Manley.....	Ele.	Shelly
O'Laughlin, Lulu M.....	Third Year	Moorhead
O'Laughlin, Sue A.....	Third Year	Moorhead
Olson, Alice Rosalia.....	El. H. S. G.	Fargo, N. D.
Olson, Anna C.....	First Year	Pelan
Olson, Bertha A.....	Ele.	Perley
Olson, Dena D.....	El. H. S. G.	Fergus Falls
Olson, Emma T.....	First Year	Rothsay
Olson, Effie J.....	Second Year	Rothsay
Olson, Helen S.....	Ele.	Evansville
Olson, Jennie A.....	First Year	Fergus Falls
Olson, Julia.....	Second Year	East Grand Forks
Olson, Minda G.....	El. H. S. G.	Benson
Olson, Otto E.....	First Year	Thief River Falls
Olson, Rosella E.....	Second Year	Parker's Prairie
Olson, Ruth.....	First Year	Winger
Olund, Anna M.....	First Year	Detroit
Onderkirk, Daniel S.....	First Year	Kent
Onsum, Clara Katherine....	El. H. S. G.	Pelican Rapids
Onsum, Laura.....	First Year	Pelican Rapids
Opgrande, Johanna M.....	El. H. S. G.	Halstad
Opgrande, Marie G.....	Third Year	Halstad
Opsahl, Gertie.....	First Year	Fergus Falls
Ose, Torbjor.....	First Year	Fisher
Ostrem, Julia.....	First Year	Hendrum
Otterson, Olga Josephine..	First Year	Wolverton
Parizek, Mildred E.....	Ele.	Lidgerwood
Patterson, Anna B.....	Second Year	Howard Lake
Pattison, Stella M.....	Second Year	Bagley
Peake, Merle E.....	First Year	Rothsay
Pearson, Cora A.....	Ele.	Comstock
Pederson, Hannah Andrea..	Third Year	Underwood
Pender, Ethel May.....	El. H. S. G.	Barnesville
Perry, Hazel.....	Ele.	Buchanan, Sask.
Perry, Marie Antoinette....	First Year	Ottertail
Peterson, Beatrice.....	Com. E.	Perley
Peterson, Esther A.....	Second Year	Erhard
Peterson, Gena Eleanora....	First Year	Maplebay
Peterson, Mamie C.....	Second Year	Parker's Prairie
Peterson, Margaret D.....	Com. H. S. G.	Veteran, Wis
Peterson, Minnie.....	First Year	Georgetown
Peterson, Rosie E.....	Ele.	Erhard
Pfeiffer, Jennie M.....	First Year	Luce
Pierce, Elsie M.....	Second Year	Butler

Pierce, Pamela	Second Year	Butler
Pilot, Eckly H.	Com. H. S. G.	Moorhead
Plath, Goldie Marie	First Year	Davenport, N. D.
Platt, Blanche	Third Year	Fargo, N. D.
Plummer, Lyle Irene	First Year	Fargo, N. D.
Poppler, Leonore H.	Second Year	Fargo, N. D.
Priebe, Agnes	First Year	Wolverton
Quamme, Bessie	First Year	Pelican Rapids
Quandahl, Grace E.	Com. H. S. G.	Pelican Rapids
Quesnel, Mary Ellen	First Year	Mentor
Quigley, Bessie M.	Third Year	Litchfield
Rain, Edythe	First Year	Shevlin
Ramsey, Julia M.	Second Year	Twin Valley
Ransom, Nellie Myrtle	First Year	Ottertail
Rapin, Beth	El. H. S. G.	Crookston
Rasmussen, Julia M.	First Year	McIntosh
Rath, Alice B.	El. H. S. G.	Barnesville
Rauk, Belinda Catherine	First Year	Landa, N. D.
Reardon, Elizabeth	El. H. S. G.	Graceville
Rebuck, John A.	El. H. S. G.	Perham
Reddington, Annie	First Year	Lancaster
Reed, Myrtle	Com. H. S. G.	Stillwater
Reid, Martha Nancy	First Year, Latin	Moorhead
Reinhardt, Nellie M.	First Year	Brainerd
Reinhart, Ethel Mae	Second Year	Fargo, N. D.
Reierson, Anna	First Year	Fosston
Remore, Blanche E.	Ele.	Fargo, N. D.
Remore, Grace M.	Ele.	Fargo, N. D.
Riddle, Eva	First Year	Solsberry, Ind.
Riddle, J. W.	First Year	Bridgeton, Ind.
Richmond, Elizabeth E.	Com. H. S. G.	Brown's Valley
Riedesel, Lulu Emma	El. H. S. G.	Crookston
Riley, Helen Ward	El. H. S. G.	Fargo, N. D.
Ring, Anna M.	Third Year	Henning
Roach, Mayme	First Year	New Richmond, Wis.
Roach, Susie	First Year	Moorhead
Robideau, Geneva G.	Second Year	Kent
Rodberg, Emma H.	First Year	Benson
Rode, Kathryn M.	First Year	Hewitt
Rode, L. Maude	First Year	Hewitt
Roen, Alice M.	Junior, H. S. G.	Hickson, N. D.
Rolland, Alfred	First Year	St. Hilaire
Rolland, Marius	Second Year	St. Hilaire
Rolsch, Genevieve	El. H. S. G.	Crookston
Ronning, Jennie A.	First Year	Perley
Rosel, Wallace G.	First Year	Moorhead
Ross, Edythe E.	Second Year	Northcote
Ross, Geraldine	El. H. S. G.	Northcote
Rud, Clara Louise	El. H. S. G.	Sheyenne, N. D.
Rud, Hilda	First Year	Viking
Rude, Olga	First Year	Bagley
Rudninger, Helga	First Year	Hawley
Rudser, Carrie	First Year	Borup
Russell, Louie	Com. H. S. G.	Foxhome
Rustvold, Ellen	First Year	Hendrum
Ruthenberg, Sadie S.	First Year	Campbell

Rutherford, Violet M.	Second Year	Baker
Ryan, Ethel A.	Second Year	St. Vincent
Ryan, Mary	Second Year	St. Vincent
Ryan, Melissa A.	Ele.	Fargo, N. D.
Rystad, Lilly	First Year	East Grand Forks
Samuelson, Gertrude	Ele.	Horace, N. D.
Sandem, Mary	First Year	Beltrami
Sanders, Fred W.	Junior, English	Clinton
Sanders, Julia B.	Second Year	Clinton
Scheer, Anna	Ele.	Erhard
Schoepach, Hattie	First Year	Felton
Schou, Gudrun H.	El. H. S. G.	Duluth
Schrader, Clara M.	El. H. S. G.	Perham
Schumacher, Maude S.	First Year	Dakota, Neb.
Schusser, Carl A.	First Year	Red Lake Falls
Scott, Etta	First Year	Frazee
Seip, Carrie	Ele.	Beardsley
Senum, Grundy	First Year, Latin	Fosston
Serum, Annie	First Year	Halstad
Serum, Minnie	Third year	Halstad
Shefveland, Pauline	First Year	Audubon
Skerud, Edward Melvin	First Year	Christine, N. D.
Sherman, Libby E.	First Year	Campbell
Shields, Ethel Mary	Junior, H. S. G.	Pewaukee, Wis.
Siem, Anna L.	First Year	Fertile
Simenson, Anna	First Year	Fergus Falls
Simonitsch, Frances	El. H. S. G.	Moorhead
Simpson, Lyssa E.	El. H. S. G.	Westport
Sinclair, Edith Cathryn	El. H. S. G.	Argyle
Sirjord, Mae F.	Second Year	Flaming
Sirjord, Olga Josephine	First Year	Flaming
Skaar, Helga M.	Second Year	Crookston
Skalet, Charlotte	Second Year	Ulen
Skogman, Mae	First Year	Pretty Hill, Can.
Skyberg, Alma	Second Year	Fisher
Slagerman, Annie	Ele.	Bathgate, N. D.
Slettede, Hilma C.	El. H. S. G.	Fergus Falls
Sliper, Laura Mable	First Year	Ulen
Smedley, Mabelle	First Year	Norcross
Smith, Alice	First Year	Kent
Smith, Barbara E.	First Year	Parker's Prairie
Smith, Carrie	First Year	Kent
Smith, Florence Agatha	El. H. S. G.	Winnipeg, Man.
Smith, Nora L.	Ele.	Vergas
Smith, Pauline A.	First Year	Parker's Prairie
Smithlin, Cora M.	First Year	Luce
Solberg, Hannah C.	Ele.	McIntosh
Solien, Julia Marie	Third Year	Syre
Solwold, Olaf A.	Ele.	Hitterdal
Sonju, Martha Marion	First Year	Paulsbo, Wash.
Sorenson, Clara	First Year	Bagley
Sorenson, Edna	Com. H. S. G.	Fertile
Spalding, Mason	First Year	Fargo, N. D.
Stalley, Francis C.	Junior, Latin	Moorhead
Stanger, Ida A.	First Year	Vergas
Stapleton, Joan	Junior, Latin	Fargo, N. D.
Starr, Clara	First Year	Pelican Rapids

Stavely, Florence E.	Third Year, Latin	Mapleton, N. D.
Stearns, Mertice M.	El. H. S. G.	Detroit
Stenson, Thilda	Com. E.	Hillsboro, N. D.
Steger, Amanda S.	First Year	Norcross
Steger, Hildegard E.	First Year	Norcross
Stene, Calma A.	Second Year	Vining
Stennes, Amelia	Second Year	Hendrum
Stenseth, Clara	First Year	Heiberg
Stenseth, Ingeborg	First Year	Heiberg
Stensgaard, Emma	First Year	Twin Valley
Stevens, Marion Fey	El. H. S. G.	Graceville
Stewart, Vera L.	First Year	Campbell
Stickney, Ethel May	El. H. S. G.	Fargo, N. D.
Stone, Alice	Third Year, Latin	Fargo, N. D.
Strand, Julia Maria	Second Year	Ulen
Strand, Thea A.	Second Year	Gary
Strinden, Igonette M.	Second Year	Pelican Rapids
Sturdefant, Josephine	First Year	Lancaster
Svenson, Hannah V.	First Year	Ashby
Swanson, Amy	First Year	Moorhead
Swanson, Bertha M.	First Year	Staples
Swanson, Clara	First Year	Barnesville
Swanson, Ebba	Second Year	Barnesville
Swartz, Lottie	Second Year	Baker
Swenson, Hattie	El. H. S. G.	Binford, N. D.
Swenson, Mabel Alvina	First Year	Alexandria
Swenson, Oliana	Third Year	Climax
Swenson, Oscar Howard	First Year	Sebeka
Swenson, Ruth Adla	Third Year	Moorhead
Syvertson, Margaret I.	Ele.	Twin Valley
Tarvestad, Minnie	First Year	Hendrum
Thom, Isabelle	First Year	Grandin
Thompson, Alice	First Year	Hendrum
Thompson, Hildora T.	First Year	Pelican Rapids
Thompson, Sophie Isabelle	First Year	Audubon
Thompson, Martha J.	Second Year	Glyndon
Tiernan, Sadie	First Year	Ireton, Ia.
Tilseth, Edith Victoria	Junior, English	Moorhead
Tjonn, Paul	Junior, Latin	Moorhead
Todd, Rose A.	First Year	Lake Park
Tollefson, Joseph	First Year	Christine, N. D.
Torgerson, Ada E.	First Year	Dalton
Torgerson, Christine	Second Year	Dalton
Traut, Herbert	First Year	Moorhead
Trost, Arnold A.	Junior, Latin	Moorhead
Trovaton, Elise	First Year	McIntosh
Tuff, Jane	First Year	Wanke
Tuff, Olga	First Year	Rudell
Turnblom, Minnie Kristine	El. H. S. G.	Warroad
Ulsby, Annie	First Year	Deer Creek
Urbach, Selma	First Year	Frazee
Urdahl, Minnie	First Year	Hancock
Utne, Christian	Second Year	Dalton
Vanderwaal, Laura E.	First Year	Erskine
Vanderwaal, Minnie H.	First Year	Erskine
Van Wechel, Lavinia	First Year	Wolverton

Velo, Tillie	Second Year	Ulen
Vengren, Alma S.	First Year	Fergus Falls
Voss, Marie	First Year	Fairmount, N. D.
Waddick, James L.	First Year	Rogers
Waite, Annie E.	First Year	Moorhead
Waite, Edith A.	First Year	Moorhead
Waite, Eva M.	Com. E.	Campbell
Walden, Blanche M.	First Year	Perley
Walker, Robin	First Year, Latin	Moorhead
Wallen, Tyra E.	First Year	St. Hilaire
Wallin, Florence A.	Ele.	Kelliher
Walline, Rose Mary	First Year	Moorhead
Walper, Ednah	First Year	Moorhead
Walsh, Mary M.	Third Year	Fargo, N. D.
Walton, Abbie R.	Ele.	Minneapolis
Wang, Andrew O.	First Year	Flaming
Wanke, Maude H.	Ele.	Rochester
Warner, Hazel D.	Junior, H. S. G.	Moorhead
Watne, Lena	Ele.	Stephen
Watterberg, Louise A.	Second Year	Wolverton
Webster, Rhue Nellie	First Year	New York Mills
Weissert, Eleanor Margaret	Junior, English	Fargo, N. D.
Weld, Lucy A.	Com. L.	Moorhead
Wennerstrom, Jennie E.	First Year	Rochert
Westberg, Selma M.	Junior, English	Moorhead
Westlund, Hannah E.	Com. L.	Fargo, N. D.
Westlund, Victor E.	First Year	Fargo, N. D.
Wetterstrom, Ruth M.	El. H. S. G.	Detroit
Wheat, Mary M.	El. H. S. G.	Clinton
Whiting, Ethel M.	Com. H. S. G.	Fargo, N. D.
Whitman, Jessie	El. H. S. G.	Fargo, N. D.
Wichterman, Emma J.	First Year	Plummer
Wiger, Anna T.	Second Year	Ulen
Wiger, Clara N.	Third Year	Ulen
Wiger, Hannah T.	Second Year	Ulen
Wik, Carrie	El. H. S. G.	Mentor
Williams, Clara I.	First Year	Fargo, N. D.
Williams, M. Jeanette	First Year	Barnesville
Willis, Gova	Second Year	Winnipeg Jct.
Wilson, Anna	Ele.	McIntosh
Wilson, Arthur S.	First Year	Moorhead
Wollan, Cora O.	El. H. S. G.	Glenwood
Wood, Orville W.	Junior, Latin	Fargo, N. D.
Woodbury, Winnie	First Year	Bantry, N. D.
Woodruff, Mildred	El. H. S. G.	Bemidji
Wuff, Eliza	First Year	Hawley
Zengel, Julia C.	El. H. S. G.	East Grand Forks
Zimmerman, Wilma L.	First Year	Elizabeth
Yactis, Isidor	First Year	Wilkesbarre, Pa.
Young, Clarissa M.	First Year	Campbell
Young, Tressa L.	First Year	Norcross

Com. L.=Complete course, Latin.

Com. E.=Complete course, English.

Com. H. S. G.=Complete course, H. S. Graduate.

El. H. S. G.=Elementary diploma, H. S. Graduate.

Ele.=Elementary diploma, 3 years.

Summary

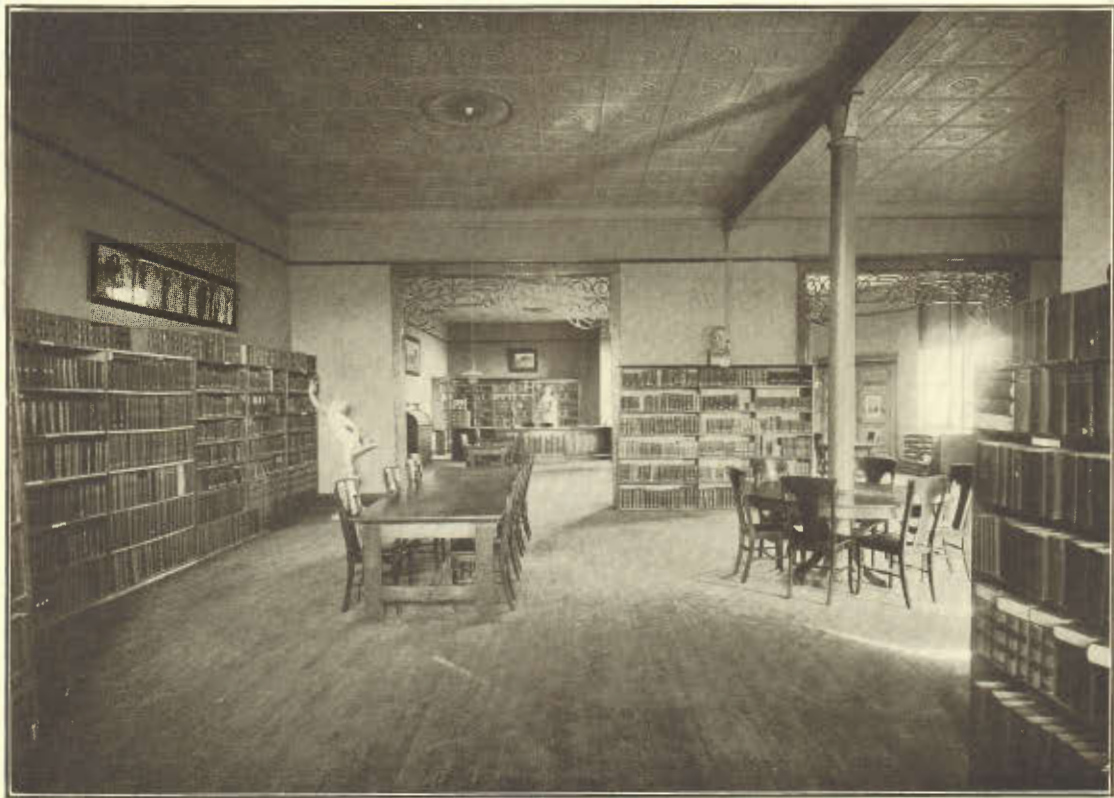
Senior Graduate Class.....	21	
Junior Graduate Class	5	
High School Graduates taking one year.....	99	
		125

Academic—

Senior Class	17	
Junior Class	19	
Third Year Class	37	
Second Year Class	133	
First Year Class	376	
		582
Elementary Diploma		70
Total Number Normal School Students.....		777

Elementary School

Grammar Grades	72	
Intermediate Grades	82	
Primary Grades	71	
Kindergarten	17	
		242
Total Number of Students During the Year.....		1,019



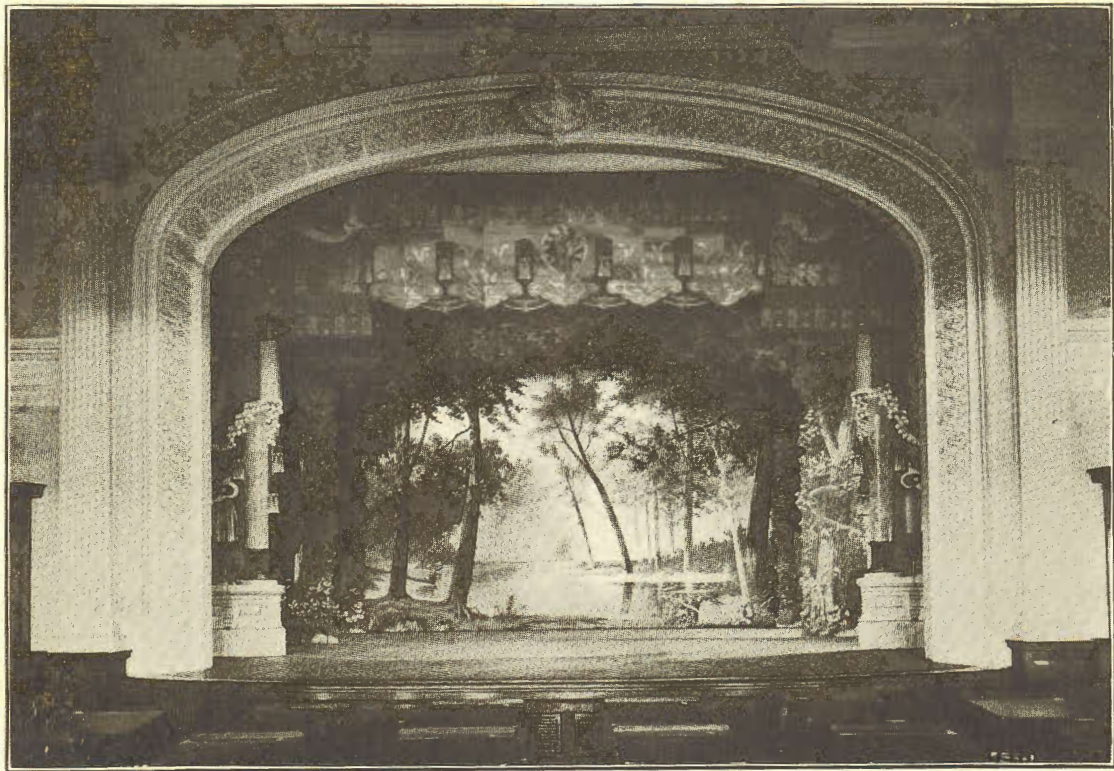
THE LIBRARY



STUDENT'S ROOM IN WHEELER HALL



MANUAL TRAINING DEPARTMENT



STAGE IN THE AUDITORIUM

State Normal School

MOORHEAD, MINNESOTA

SUMMER TERM

June 6 to August 27, 1910.

The summer term of 1910 will open June 6th., and the first six weeks of the term will close July 16th. 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 27th.

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 a 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 teachers' state certificate, in lieu of examination, for work done during a

summer session. A student may continue through the entire summer session of twelve weeks, and still have her credits applied on a teachers' certificate at the close of the session. Credits to apply on both first and second grade certificates may be secured in this way.

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 most helpful.

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 present 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 6th., will be Registration day. Regular work will begin Tuesday morning, June 7th.

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

LIVING EXPENSES

Wheeler Hall, and the beautiful new dormitory, **The Annex**, situated on the school campus not far from the Normal School Building, are attractive homes 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 Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of influence, refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are 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 first considerations, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath-rooms, 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 buildings are 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 and to furnish towels and soap. Mail is taken to the postoffice, and delivered at the Halls twice a day.

On the closing pages of this circular will be found floor plans of **Wheeler Hall** and **The Annex**. Those plans show the arrangement of the living rooms, dining rooms, laundry, hospital, and reception rooms in the two Halls.

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 may 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 students who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President of the school in regard to the choice of a boarding place.

Information.

Any person desiring further information concerning the summer term of the normal school at Moorhead than that contained in this circular is requested to address the president of the school.

FRANK A. WELD,
President.

CALENDAR.

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

Commencement Week.

Annual Sermon.....	Sunday Evening, May 29
Annual Recital.....	Monday Evening, May 30
President's Reception to Senior Class.....	Monday Evening, May 30
Exercises by Model School.....	Thursday Afternoon, June 2
Chapel Exercises Conducted by Senior Class.....	Friday, June 3
Graduation Exercises.....	Friday Evening, June 3
Alumni Banquet and Reception.....	Friday Evening, June 3

SUMMER SESSION.

First Six Weeks.

Statement of work which will be offered. Other subjects will be offered as there may be a demand for them.

Double Courses.

Algebra I
Arithmetic I
Arithmetic II
Civics
Commercial Geography
Domestic Economy
 Cooking
 Sewing
Geometry
Grammar I
Grammar II
History I
History II
Manual Training
Music I
Music H. S.
Physics
Physical Geography
Physiology
Reading I
Reading H. S.

Single Courses.

Advanced Civics
American Literature
Arithmetic H. S.
Botany
English Composition I
English Composition II
History H. S.
History of Education I
Pedagogy
Psychology I
Psychology II
Zoology

Second Six Weeks.

Double Courses.

Agriculture
Algebra II
Arithmetic I
Arithmetic II
Civics
Commercial Geography
Domestic Economy
 Cooking
 Sewing
Drawing I
Drawing II
Geography H. S.
Geometry II
Grammar II
Grammar H. S.
History I
History II
Physics
Physiology

Single Courses.

Advanced Civics
American Literature
Arithmetic H. S.
Botany
English Composition I
English Composition II
History H. S.
History of Education I
Pedagogy
Psychology I
Psychology II
Zoology

THE COURSE OF STUDY,

Leading to the Complete Diploma.

Arrangement of subjects for students who take Latin.

First Year.

<p>Fall Term. Algebra I Reading I Commercial Geography Latin Lessons I</p>	<p>Winter Term. Algebra II English Composition II Drawing I Latin Lessons II</p>	<p>Spring Term. Algebra III Grammar II Physical Geography Latin Lessons III</p>
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Second Year.

Arithmetic I
Physiology
English History
Caesar I

Arithmetic II
Geometry I
United States History I
Caesar II

Music I
Geometry II
United States History II
Caesar III

Third Year.

Physics I
Zoology I
 or Domestic Art
Cicero I
American Literature I

Physics II
Reading II
Zoology II
 or Botany I,
 or Library Science,
 or Domestic Science
Cicero II

Physics III
Botany II
 or Domestic Science,
 or Ele. Agriculture,
 or Manual Training
Drawing II
Cicero III

Fourth Year.

Psychology I
General History I
Vergil I
Domestic Art,
 or Ele. Agriculture,
 or Ele. Civics

Theory of Education I
 (Pedagogy)
Ad. Civics
General History II
Vergil II

Theory of Education II
 (Child Study)
Practice and Criticism I
General History III
 or Solid Geometry,
 or Astronomy,
 or Physiography
Manual Training

Fifth Year.

Psychology II
Practice and Criticism II
English Literature I
Library Science,
 or Chemistry

History of Education I
Practice and Criticism III
English Literature II
Primary Methods,
 or Chemistry

History of Education II
School Management and
 Penmanship
Literature and Themes
Sociology

Arrangement of Subjects for Students who do not take Latin.

First Year.

Algebra I
Reading I
Commercial Geography
English Composition I

Algebra II
Drawing I
Grammar I
English Composition II

Algebra III
Drawing II
Grammar II
Physical Geography

Second Year.

Arithmetic I
Physiology
English History
Zoology I

Arithmetic II
Geometry I
United States History I
Zoology II

Music I
Geometry II
United States History II
Reading II

Third Year.

Physics I
American Literature I
Music II,
 or Domestic Art
Ele. Civics

Physics II
American Literature II
Manual Training I
Botany I,
 or Library Science,
 or Domestic Science

Physics III
Manual Training,
 or Domestic Science,
 or Ele. Agriculture
Rhetoric
Botany II

Fourth Year.

Psychology I
General History I
Ele. Agriculture,
 or Domestic Art
Chemistry I

Theory of Education I
 (Pedagogy)
Ad. Civics
General History II
Chemistry II

Theory of Education II
 (Child Study)
Practice and Criticism I
General History III
Solid Geometry,
 or Astronomy,
 or Physiography

Fifth Year.

Psychology II
Practice and Criticism II
English Literature I
Library Science

History of Education I
Practice and Criticism III
English Literature II
Primary Methods

History of Education II
School Management and
 Penmanship
Literature and Themes
Sociology

THREE YEARS' WORK.

Leading to the Elementary diploma.

Fall Term.	First Year. Winter Term.	Spring Term.
Algebra I., or Arithmetic I English Composition I Geography I Reading I	Algebra II., or Arithmetic II English Composition II Drawing I Grammar I	Algebra III., or Botany I Music I Geography II Grammar II
Physiology English History United States History I Zoology II., or Botany II* Arithmetic II., or Algebra I	Second Year. Geometry I United States History I Zoology II., or Botany II Arithmetic II., or Algebra II	Geometry II United States History II Reading II Psychology I
Practice and Criticism I Physics I American Literature I Theory of Education (Pedagogy)	Third Year. Practice and Criticism II Physics II American Literature II Primary Methods, or Library Science, or Domestic Science I	School Management and Penmanship Physics III., or Ele. Agriculture Civics Rhetoric, or Drawing II., or Domestic Science II

FOR HIGH SCHOOL GRADUATES.

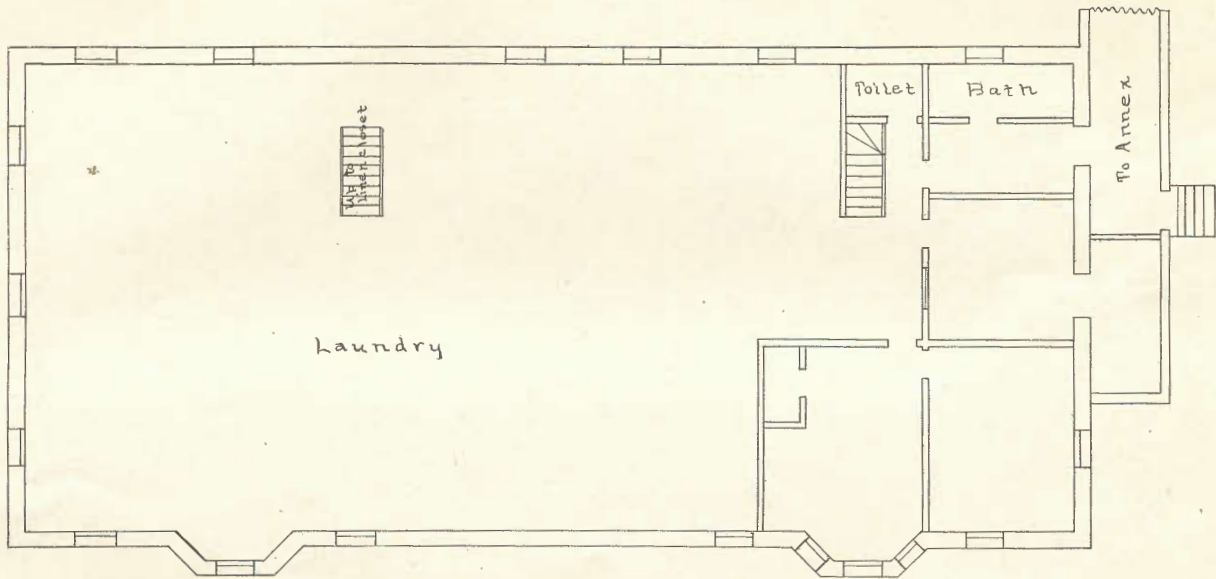
Work leading to the Complete diploma.

First Year.	First Year.	First Year.
Psychology I Arithmetic Grammar Music	Theory of Education I Geography I Reading and Expression Grammar II., or Primary Methods, or Domestic Science I	Theory of Education II., or Elementary Science, or Ele. Agriculture Practice and Criticism I Geography II., or Astronomy, or Domestic Science II Drawing
Psychology II Practice and Criticism II United States History Library Science, or Domestic Art	Second Year. History of Education I Practice and Criticism III Advance Civics manual Training	History of Education II School Management and Penmanship Literature and Themes Sociology

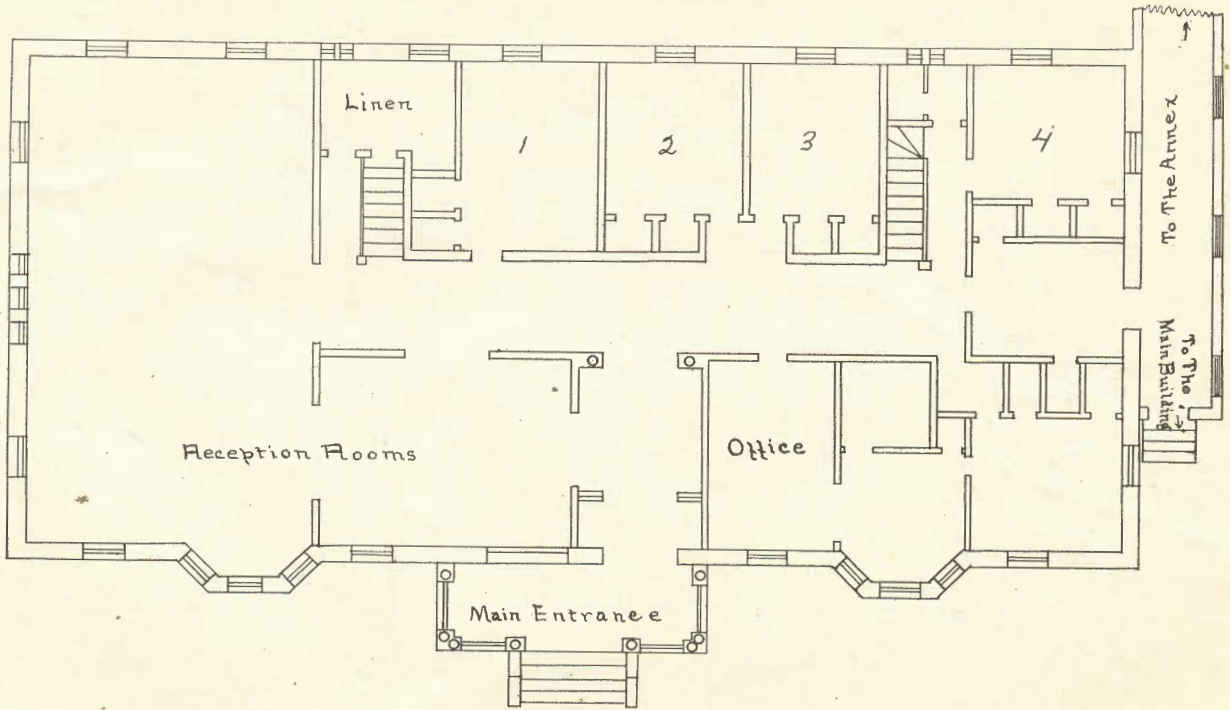
ONE YEAR'S WORK FOR HIGH SCHOOL GRADUATES,

Leading to the Elementary diploma.

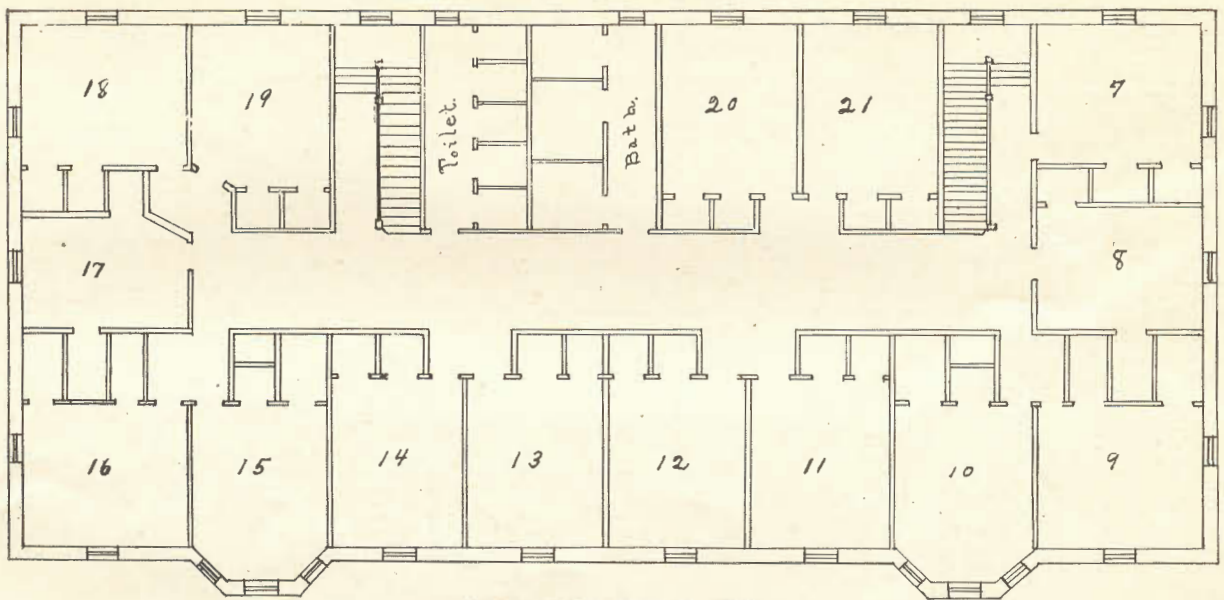
Psychology I Arithmetic Grammar Music	Theory of Education I Practice and Criticism I Geography Reading and Expression	School Management and Penmanship Practice and Criticism II Drawing Elementary Science, or Ele. Agriculture
OR		
Psychology I Practice and Criticism I Reading and Expression Drawing	Theory of Education I Practice and Criticism II School Management and Penmanship Elementary Science, or Ele. Agriculture	Arithmetic Geography Music Grammar



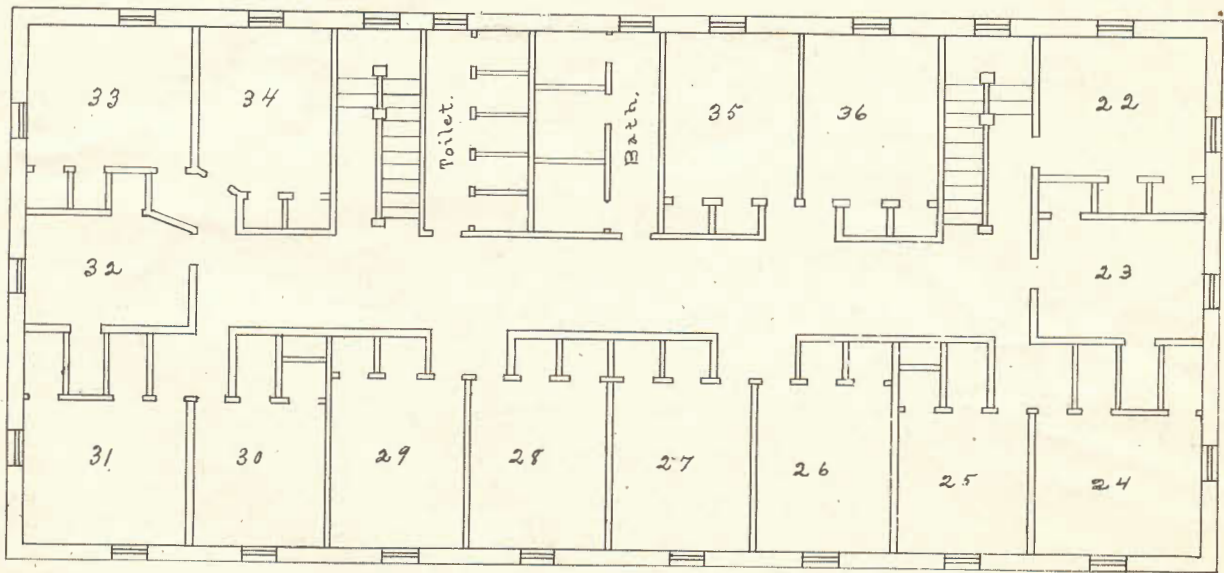
Wheeler Hall—The Laundry



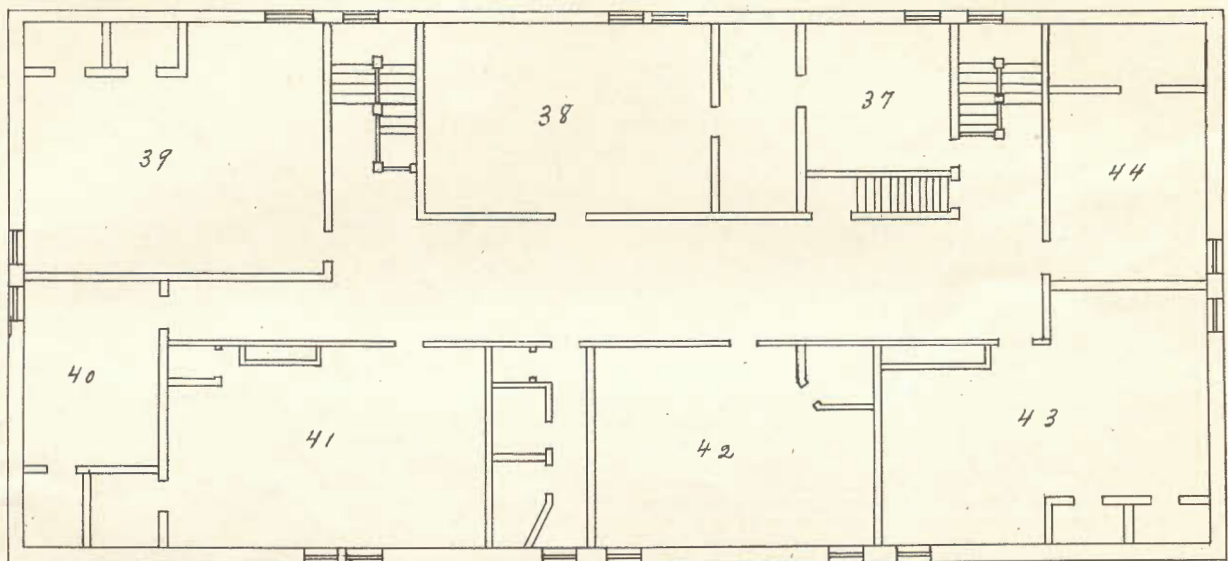
Wheeler Hall—First Floor



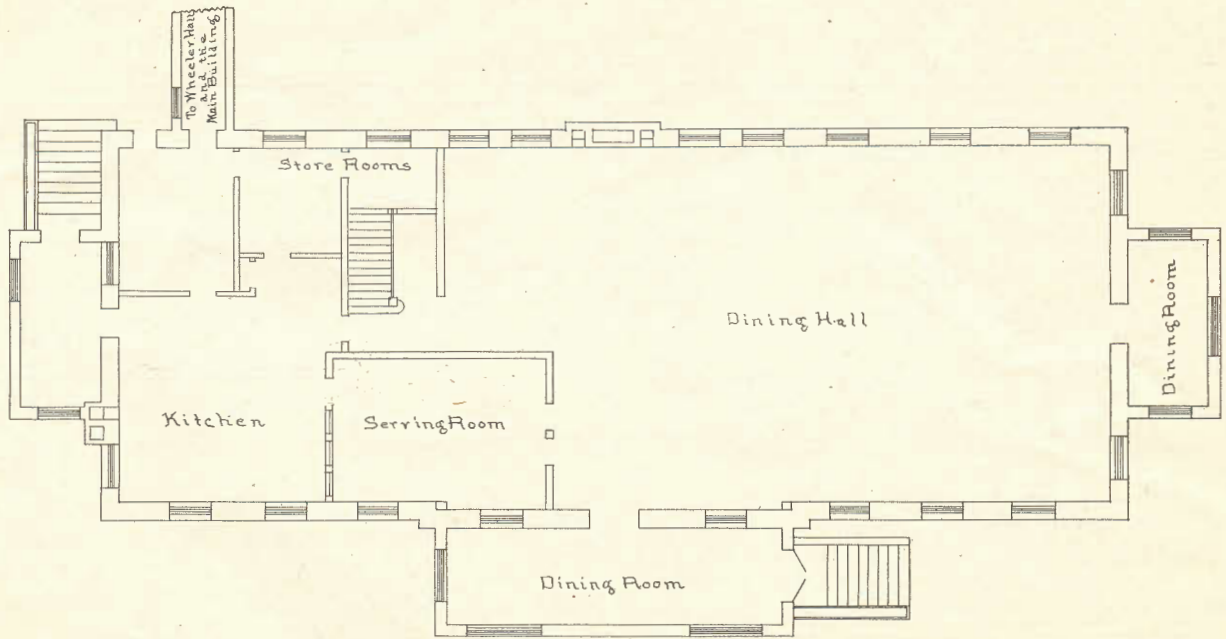
Wheeler Hall—Second Floor



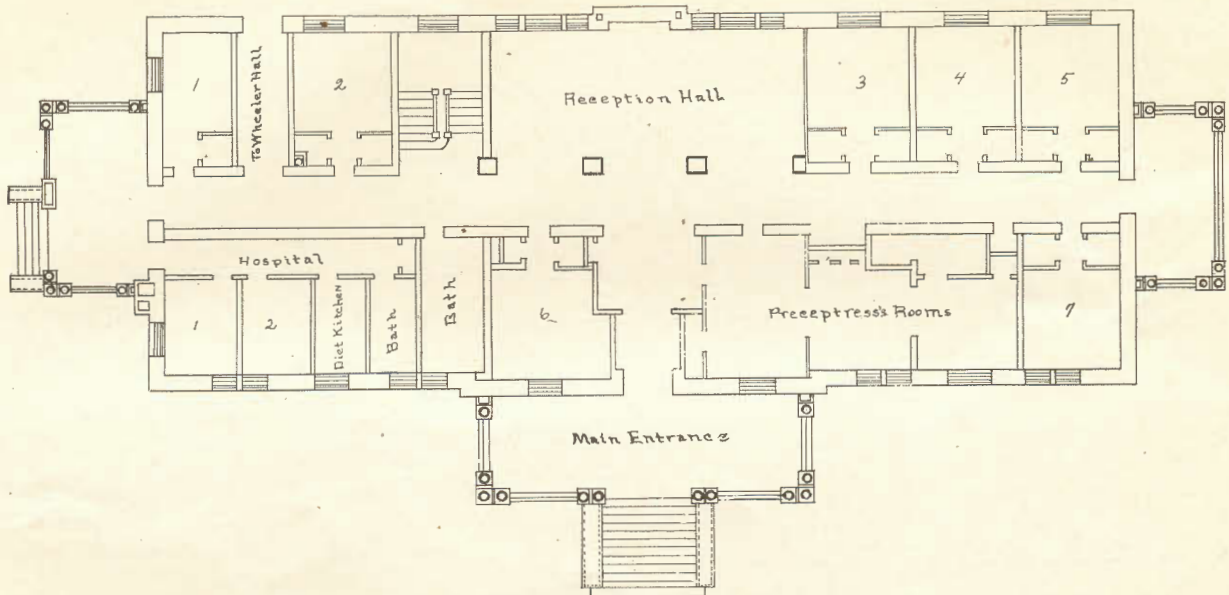
Wheeler Hall—Third Floor



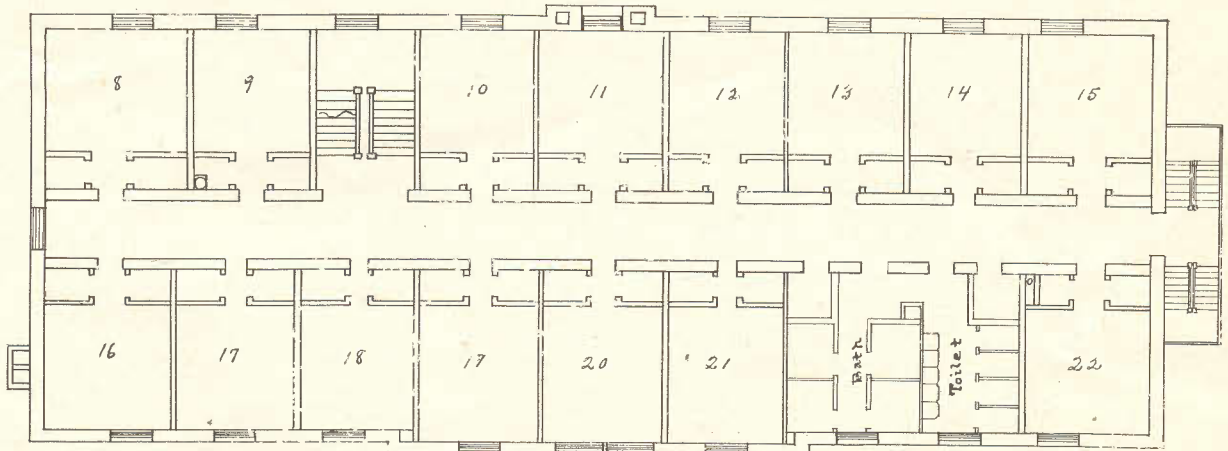
Wheeler Hall—Fourth Floor



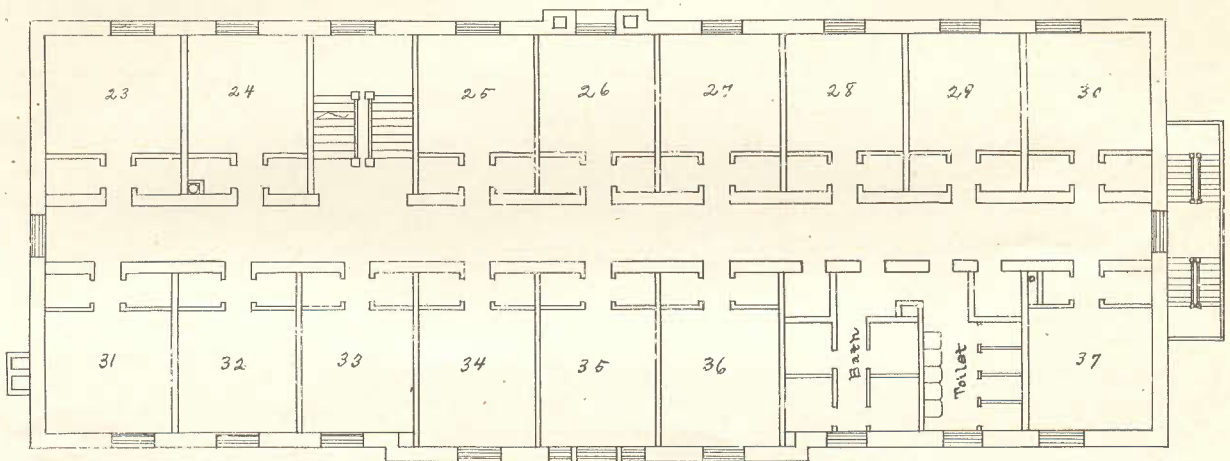
The Annex—The Dining Hall



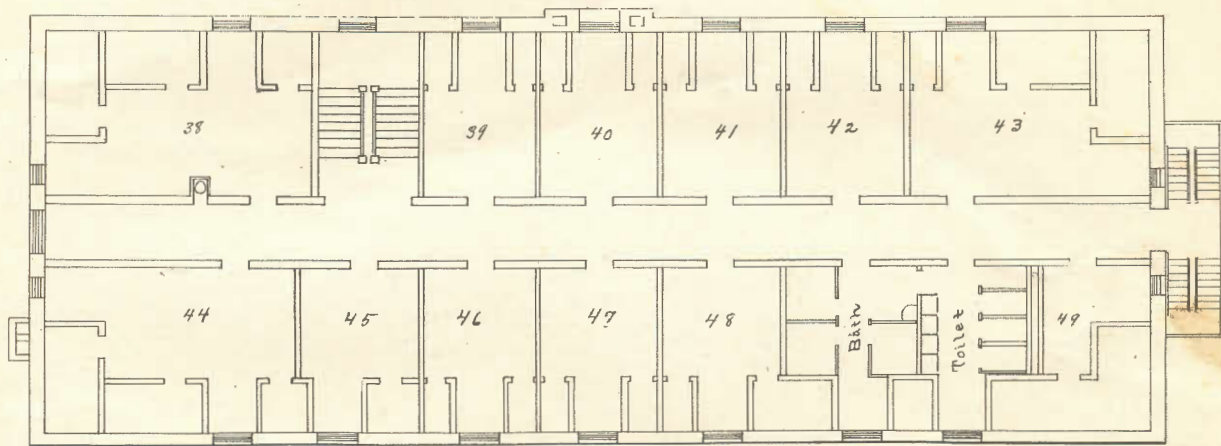
The Annex—First Floor



The Annex—Second Floor



The Annex—Third Floor



The Annex—Fourth Floor