

1911

**The Bulletin of the State Normal School. Moorhead, Minnesota.  
Catalogue Number. Published Quarterly. Twenty-third Year. 1911.  
Series Six, Number Four. (1911)**

Minnesota. State Normal School (Moorhead, Minn.)

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The Bulletin of the  
State Normal School

Moorehead, Minnesota

1911

23d year



CAMPUS WITH WHEELER HALL IN THE DISTANCE

State Normal School  
Moorhead, Minnesota  
1911

*“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 Bulletin  
of the  
State Normal School

Moorhead, Minnesota

Catalogue Number

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Published Quarterly

Twenty-third Year

1911

Series Six

Number Four

## MINNESOTA STATE NORMAL SCHOOL BOARD

C. G. SCHULZ, Superintendent of Public Instruction

- ELL TORRANCE, President.....Minneapolis  
Term expires 1915
- C. G. SCHULZ, Secretary.....St. Paul  
Ex-officio
- S. H. SOMSEN, Resident Director.....Winona  
Term expires 1913
- JOHN C. WISE, Resident Director.....Mankato  
Term expires 1913
- C. L. ATWOOD, Resident Director.....St. Cloud  
Term expires 1913
- J. L. WASHBURN, Resident Director.....Duluth  
Term expires 1913
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Term expires 1915
- TOLLEF JACOBSON.....Alexandria  
Term expires 1915
- E. J. JONES.....Morris  
Term expires 1915

## CALENDAR FOR 1911-1912

## COMMENCEMENT WEEK.

- Baccalaureate Address.....Sunday Evening, May 28
- Annual Recital.....Monday Evening, May 29
- President's Reception to Senior Class.....  
.....Monday Evening, May 29
- Exercises by Model School..Wednesday Afternoon, June 1
- Chapel Exercises Conducted by Senior Class.....  
.....Friday, June 2
- Graduation Exercises.....Friday Evening, June 2
- Alumni Reception.....Friday Evening, June 2

## SUMMER TERM.

- Enrollment of Students.....Monday, June 5
- Class Work Begins.....Tuesday, June 6
- First Six Weeks Close.....Friday, July 14
- Second Six Weeks Close.....Friday, August 25

## FALL TERM.

- Enrollment of Students.....Monday, September 4
- Class Work Begins.....Tuesday, September 5
- Fall Term Closes.....Friday, November 24

## WINTER TERM.

- Enrollment of Students.....Tuesday, December 5
- Class Work Begins.....Tuesday, December 5
- Holiday Vacation Begins.....Friday Noon, December 22
- Class Work Resumed.....Tuesday, January 2
- Winter Term Closes.....Friday, March 1

## SPRING TERM.

- Enrollment of Students.....Tuesday, March 5
- Class Work Begins.....Tuesday, March 5
- Easter Vacation Begins.....Thursday Noon, April 4
- Class Work Resumed.....Wednesday, April 10
- Spring Term Closes.....Friday, May 31.

## The Faculty.

|  |                          |
|--|--------------------------|
| Frank A. Weld, President                     | 403 Eighth Street South  |
| Caswell A. Ballard, Secretary of the Faculty |                          |
| Biological Sciences                          | 604 Eighth Street South  |
| Alta A. Robinson                             | Wheeler Hall             |
| Dean of Women, English                       |                          |
| Tryphena Anderson                            | Comstock Hall            |
| Preceptress, Latin                           |                          |
| Edwin T. Reed                                | 401 Ninth Street South   |
| English                                      |                          |
| *Harold M. Stanford                          | 614 Eighth Street South  |
| Physical Sciences                            |                          |
| Katharine Leonard                            | 323 Seventh Street South |
| Mathematics                                  |                          |
| Ida H. Benedict                              | 403 Eighth Street South  |
| Drawing                                      |                          |
| Albert S. Kingsford                          | 411 Ninth Street South   |
| Geography, Sociology                         |                          |
| Edwin R. Collins                             | 521 Eighth Street South  |
| Psychology                                   |                          |
| Florence A. Meyer                            | 621 Ninth Street South   |
| Physical Training                            |                          |
| J. Harold Powers                             | 310 Sixth Street South   |
| Music, Manual Training                       |                          |
| Waldo S. Hockett                             | 515 Tenth Street South   |
| Physical Sciences                            |                          |
| Maude Hayes                                  | 505 Eighth Street South  |
| Reading                                      |                          |
| Mabel C. Bentley                             | 621 Ninth Street South   |
| Household Economics                          |                          |
| Nellie A. Chase                              | 624 Ninth Street South   |
| History, English                             |                          |

\*On leave of absence.

|                                     |                          |
|-------------------------------------|--------------------------|
| Burl G. Martin                      | 111 Sixth Avenue South   |
| English Grammar                     |                          |
| Belle M. Deans                      | 216 Eighth Street South  |
| Superintendent of Elementary School |                          |
| Belle Dredge                        | 403 Eighth Street South  |
| Grammar Department                  |                          |
| Belle C. Scofield                   | 216 Eighth Street South  |
| Intermediate Department             |                          |
| Myrtes E. Clark                     | 507 Seventh Street South |
| Intermediate Department             |                          |
| Mary C. Rainey                      | 503 Seventh Street South |
| Primary Department                  |                          |
| Jessie G. McKenzie                  | 614 Eighth Street South  |
| Librarian, Library Science          |                          |
| E. Alice Kirk                       | 505 Eighth Street South  |
| Registrar                           |                          |
| Anna Haenert                        | 425 Seventh Street South |
| Secretary                           |                          |
| Cecile A. Kimball                   | Comstock Hall            |
| Superintendent of Dormitories       |                          |
| Millie Dahl                         | Comstock Hall            |
| Resident Nurse                      |                          |
| *J. J. Bohlander                    | Montevideo               |
| Biological Sciences                 |                          |
| *Mrs. E. L. Ware                    | Eaton, Ohio              |
| Preceptress, English Composition    |                          |
| *Ruth S. Hutchinson                 | Minneapolis              |
| Preceptress, English Grammar        |                          |
| *Mary Dougherty                     | Mankato                  |
| Household Arts                      |                          |
| *C. S. Yeager                       | Alexandria               |
| Physical Sciences                   |                          |
| *H. A. Johnson                      | East Grand Forks         |
| Civics                              |                          |

|                                   |             |
|-----------------------------------|-------------|
| *H. R. Edwards<br>English Grammar | Moorhead    |
| *C. W. VanCleve<br>Mathematics    | Barnesville |
| *Theodore Saam<br>History         | Pipestone   |
| *Grace Walker<br>Secretary        | Moorhead    |

#### Employees

|   |                           |
|---|---------------------------|
| John H. Norton<br>Engineer                            | 721 Eleventh Street South |
| Edward Oberg<br>Assistant Engineer and Night Watchman | 1016 Eighth Avenue South  |
| Gust Nordstrom  | 901 Eighth Street South   |
| Nels Anderson   | 1021 Eighth Avenue South  |
| Ivar Strom  | 1018 Fifth Avenue South   |
| Mrs. Nellie McBain                                    | 808 Eleventh Street South |
| Arvid Edin  | 516 Eleventh Street South |

\*Summer Session.

#### THE SCHOOL.

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

**Life of the Student:** Wheeler Hall, and the beautiful new dormitory, Comstock Hall, 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. The health and comfort of the students are the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$3.25 to \$3.75 a week. This rate is exceedingly low, when one considers the com-



pleteness 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. Mail is taken to the postoffice, and delivered twice a day.

**Board in Private Families:** Board may be obtained in private families, and rooms may 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 any who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President of the school in the choice of a boarding place.

**Work of the Dean of Women:** The problem of a dean of women is a large one, if she is to meet the needs of the inner life, enrich the nature and develop the character of those who live within her care, as well as correlate the discipline of the class-room with the demands of life. To guide the complex group of natures into a corporate living, there must be mutual understanding, sympathy, generosity, and thoughtfulness.

The means by which this corporate life may be developed, and moral results secured from it, are very simple, and are such as characterize successful family life. One of the pleasantest and most effective means is the exercise of hospitality. Toward this end, the dean of women entertains the young women of the Normal School twice a month at some form of social function, each occasion so planned as to afford opportunity for the use of individual gifts in music, reciting, decoration, business arrangements, or social grace.

As a part of this hospitality, the dean of women, also, calls several times a year at the home or rooming place

of each young woman. The effect of such personal intercourse has been a closer sympathetic understanding.

The English Club and the Social Service Club add another means of developing the corporate life. The English Club has for its chief purpose the study of the great movements of the world's literature; the Social Service Club, with its motto, "Not alms—but a friend," takes up various phases of social service work, such as sewing and callisthenics classes, friendly visiting in institutions and in private homes, in short, any service, so that each one sharing in it may gain a more appreciative and intelligent understanding of people whose interests ordinarily differ from her own. For both clubs there are large opportunities for fine appreciation of the rights of others, delicate feeling for the needs of others, and an ever-widening sympathy, not only with the truths of nature and the facts of history, but, also, with the frailties and aspirations of human nature.

**The Open Hour:** One of the attractions of the life in the dormitories is "The Open Hour," an informal entertainment given in Wheeler Hall every Tuesday evening between the hours of seven and eight. The programs are planned by student committees from both halls, under the direction of the Dean of Women and the Preceptress. These are sources of enjoyment, and furnish a variety of material both uplifting and broadening for the common interest of the young women.

By the favor and ready co-operation of members and friends of the Normal School, an opportunity has been given during the year to hear the talent of the two cities in dramatic readings, music, and in recitals of various kinds. The major part of the entertainment is given by the visiting artists, the young women assisting with their accomplishments from time to time.

The object of these programs is primarily to entertain; but, in fostering the spirit of unity, in giving the young women an interest distinctly their own, and in revealing an

ability to plan and to execute, "The Open Hour" is progressive and invaluable.

**Sessions:** 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.

**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.

## ADMISSION, ADVANCED STANDING, DIPLOMAS AND CERTIFICATES.

**Registration Fee:** The registration fee is one dollar and a half.

**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 textbooks. 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. There are 60 units of work in the course of study. A minimum of one year's resident study is required of every candidate for graduation.

**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. Physiology, also, is required, but records in that subject secured in a high school, or in a grammar school, will be accepted. 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; (2) that the President reserves the right to test the quality of the work for which credit is asked; and (3) that not more than six units of credit can be given to any student.

**First Grade State Teachers' Certificates:** This certificate, valid at the time of presentation, will entitle its holder 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 such 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 high schools, who complete the course of study, will be given two full years of credit by the state university. Thus such graduates may secure the degree, Bachelor of Arts in Education, in two years after graduation from the normal school.

**Legal Value of Diplomas:** Under the law relating to normal school diplomas enacted by the legislature in 1909,

the **Advanced Diploma** is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the school granting it, and by the State Superintendent of Public Instruction, becomes a first grade certificate for life. The advanced diploma entitles its holder to teach in any grade of the public schools, to serve as principal of a state graded school, and to teach specified subjects in a state high school under the authority of a permit issued by the State Superintendent of Public Instruction. Thus the holder of the advanced diploma may occupy a responsible position in any department of the state system of public school work.

The **Elementary Diploma** is valid as a first grade certificate for the period of three years from its date, and it is not renewable, except any holder of the elementary diploma, who has completed three years (36 units) of work in the course of study, may have its force and effect, as a first grade certificate, extended for a further period of three years, by the completion of an additional one year (12 units) of work. A high school graduate who has earned the elementary diploma may be granted the advanced diploma, upon the completion of an additional one year (12 units) of work.

**Indorsement of Diplomas:** A fee of one dollar is required from each applicant for the indorsement of a normal school diploma.

**First Grade Certificate:** A first grade state teachers' certificate will be granted to students who complete the first three years (36 units) of work in the course of study. Such certificate will be granted, also, to high school graduates who complete one year (12 units) of work in the course of study.

**Second Grade Certificate:** A second grade state teachers' certificate will be granted to students who complete two years (24 units) of specified work in the course of study.

## THE COURSE OF STUDY FOR MINNESOTA NORMAL SCHOOLS.

(Adopted Sept. 18, 1908.)

For detailed information respecting the subjects, the reader is referred to the Synopsis of the Course of Study which appears on subsequent pages.

|                       |             |                       |             |
|-----------------------|-------------|-----------------------|-------------|
| Algebra .....         | I II III    | History, U. S.....    | I II III    |
| Arithmetic .....      | I II III    | History, General..... | I II III    |
| Botany .....          | I II        | History, English..... | I           |
| Chemistry .....       | I II        | Kindergarten .....    | I-IX        |
| Civics .....          | I II III    | Latin .....           | I-XI        |
| Drawing .....         | I II III    | Literature .....      | I II III IV |
| Education             |             | Manual Training ..... | I II III    |
| History of .....      | I II        | Music .....           | I II III    |
| Theory of .....       | I II        | Physics .....         | I II III    |
| Practice of .....     | I II III    | Physiography .....    | I           |
| School Management..   | §           | Physiology .....      | I           |
| Elementary Science... | I           | Psychology .....      | I II        |
| English Composition.. | I II        | Read'g & Expres'n...  | I II III IV |
| Geography .....       | I II III IV | Rhetoric .....        | I           |
| Geometry .....        | I II III    | Sociology .....       | I           |
| Grammar .....         | I II III IV | Themes and Lit.....   | I           |
|                       |             | Zoology .....         | I II        |

### 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 certain subjects, indicated in the outlines of the course of study, as shown on pages 15 to 17.

|                          |          |                           |      |
|--------------------------|----------|---------------------------|------|
| Agriculture .....        | I II     | Latin .....               | I II |
| Astronomy .....          | I        | Library Science.....      | I    |
| Children's Literature... | I        | Man. Tr'ing Supervision.. | I II |
| Drawing Supervision...   | I II     | Music Supervision.....    | I II |
| Economics .....          | I        | Physics, Advanced.....    | I    |
| English .....            | I II     | Physical Culture.....     | I    |
| Higher Mathematics....   | I II     | Primary Methods.....      | I    |
| History—                 |          | Public Speaking.....      | I    |
| Modern European.....     | I II     | Special Methods.....      | I    |
| Home Economics.....      | I II III | Writing and Spelling....  | §    |

Each term unit, indicated by the Roman numeral, covers twelve weeks of work.

## THE COURSE OF STUDY. Leading to the Complete Diploma.

Arranged by Years and Terms.  
For Students Who Take Latin.

### FIRST YEAR.

| Fall Term.           | Winter Term.        | Spring Term.      |
|----------------------|---------------------|-------------------|
| Algebra I            | Algebra II          | Algebra III       |
| Reading I            | Eng. Composition II | Grammar II        |
| Commercial Geography | Drawing I           | Phys. Geography   |
| Latin Lessons I      | Latin Lessons II    | Latin Lessons III |

### SECOND YEAR.

|                 |                 |                  |
|-----------------|-----------------|------------------|
| Arithmetic I    | Arithmetic II   | Muslc I          |
| Physiology      | Geometry I      | Geometry II      |
| English History | U. S. History I | U. S. History II |
| Cæsar I         | Cæsar II        | Cæsar III        |

### THIRD YEAR.

|                       |   |   |
|-----------------------|---|---|
| Physics I             | Physics II  | Physics III   |
| Zoology I             | Reading II  | Botany II   |
| Cicero I              | Cicero II   | Cicero III  |
| American Literature I | Zoology II.,<br>or Botany I.,<br>or Library Science,<br>or Domestic Science I | Drawing II.,<br>or Domestic Science II.,<br>or Ele. Agriculture,<br>or Manual Training. |

### FOURTH YEAR.

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

### FIFTH YEAR.

|                                  |  |                         |
|----------------------------------|--|-------------------------|
| Psychology II                    | History of Education I                               | History of Education II |
| Practice and Criticism           | Practice and Criticism III                           | School Management       |
| English Literature I             | English Literature II                                | Literature and Themes   |
| Library Science,<br>or Chemistry | Primary Methods,<br>or Chemistry,<br>or Physiography | Sociology               |

## THE COURSE OF STUDY.

Leading to the Complete Diploma.

Arranged by Years and Terms.

For Students Who Do Not Take Latin.

## FIRST YEAR.

| Fall Term.            | Winter Term.           | Spring Term.       |
|-----------------------|------------------------|--------------------|
| Algebra I             | Algebra II             | Algebra III        |
| Reading I             | Drawing I              | Drawing II         |
| Commercial Geography  | Grammar I.,            | Grammar II.,       |
| English Composition I | or Arithmetic I        | or Arithmetic II   |
|                       | English Composition II | Physical Geography |

## SECOND YEAR.

|                 |                  |                  |
|-----------------|------------------|------------------|
| Grammar I.,     | Grammar II.,     | Music I          |
| or Arithmetic I | or Arithmetic II | Geometry II      |
| Physiology      | Geometry I       | U. S. History II |
| English History | U. S. History I  | Reading II       |
| Zoology I       | Zoology II       |                  |

## THIRD YEAR.

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

## FOURTH YEAR.

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

## FIFTH YEAR.

|                           |                            |                         |
|---------------------------|----------------------------|-------------------------|
| Psychology II             | History of Education I     | History of Education II |
| Practice and Criticism II | Practice and Criticism III | School Management       |
| English Literature I      | English Literature II      | Literature and Themes   |
| Library Science           | Primary Methods,           | Sociology               |
|                           | or Physiography            |                         |

## THE COURSE OF STUDY.

Leading to the Complete Diploma.

Arranged by Years and Terms.

## HIGH SCHOOL GRADUATES.

| Fall Term.   | Winter Term.           | Spring Term.             |
|--------------|------------------------|--------------------------|
| Geography I  | Theory of Education I  | Theory of Education II., |
| Psychology I | Reading and Expression | or Ele. Science,         |
| Arithmetic   | Geography II.,         | or Ele. Agriculture      |
| Music        | or Astronomy,          | Grammar                  |
|              | or Domestic Science I  | Drawing                  |
|              | Grammar II.,           | Practice and Criticism I |
|              | or Primary Methods     |                          |

## SECOND YEAR.

|                           |                            |                         |
|---------------------------|----------------------------|-------------------------|
| Psychology II             | History of Education I     | History of Education II |
| Practice and Criticism II | Practice and Criticism III | School Management       |
| U. S. History             | Advanced Civics            | Literature and Themes   |
| Library Science,          | Manual Training            | Sociology               |
| or Domestic Art           |                            |                         |

## THE DESCRIPTIVE OUTLINE

### Psychology and Education.

**Psychology I.** This is a brief survey of the fundamental facts of psychology in relation to pedagogy and to life. 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.

Texts: Angell's Psychology and James's Psychology, Briefer Course.

**Psychology II.** This is a continuation of the first term's work, but the aim is to approach the subject from more advanced point of view, genetic and experimental. 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. Elementary experimental work is performed by the student on such topics as attention, mental images, memory, affective tone, reaction time, and sense discrimination for better interpretation and application. This course is given through discussions, references, and experiments.

### Theory of Education.

**I. (Principles of Education).** This course follows the first term of psychology and is for the students of all courses. It is a treatment of educational aims, means and

values, general methods, and principles from psychology. No one text is used, but reference is made to the works of a large number of present day writers on education.

**II. (Child Study).** This is a second term's work in the theory of education, and is given in the advanced courses. Here the point of view is that of genetic psychology and child study in general. A careful study is made of the many topics pertaining to growth, mental and physical, with some attention to abnormalities, a study of instincts, heredity, environment, and a few special topics with experiments.

References: The general literature of the subject and Kirkpatrick's Fundamentals of Child Study.

### History of Education.

**I. (Ancient and Mediaeval Education).** This course is devoted to a study of the ideals and practices of ancient and mediaeval 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.

Text: Monroe's A Brief Course in the History of Education, supplemented by numerous references.

**II. (Modern Education).** In this course the large movements, or tendencies, in modern education, and the theories and practices of the present are criticised. Special consideration is also given to the philosophical phase of education. Monroe's text is continued, and is supplemented by Bolton's Principles of Education, Horne's Philosophy of Education, and other references. Some educational classics are read.

### THE ELEMENTARY SCHOOL.

This department is closely related to other departments of the school, 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 Theory, and (2) Practice-Teaching.

**Observation and Theory.** 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. With this end in view a twelve weeks' course in Observation is conducted, following the courses in Psychology and Theory of Education, and preceding the period of student teaching in the Elementary School. The critic teachers of the various departments conduct recitations for the benefit of the Observation classes. These exercises are followed by thorough discussions. It is the aim to make this work as suggestive, practical, and generally helpful as possible.

**Practice Teaching.** A student spends daily a normal department period of fifty minutes in the elementary school. From twenty to forty minutes are given to teaching a class, and the remainder of the time is devoted to miscellaneous school duties, such as working with a class, or with an individual pupil, during a study period, preparing material, etc. The practice teacher keeps the same class in the same subject for twelve weeks. 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 calls for a very definite statement of the subject matter to be covered in the lesson, and the chief aims the teacher has in mind to accomplish through the teaching of this lesson. Under method, the teacher tells in a specific manner her plan for conducting her recitation to the end that she may accomplish the aims she has set forth.

**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 the 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 Curriculum of the Elementary School.** The history course throughout the grades is made the unifying element of the course of study. It is as follows:

- First Grade—Home Life.  
Second Grade—Primitive Life.

Third Grade—Greek Myths, Norse Myths, and King Arthur Stories.

Fourth Grade—Bible Stories, Roman History Stories.

Fifth Grade—European Hero Stories.

Sixth Grade—American History.

Seventh Grade—English History.

Eighth Grade—American History.

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

History (as outlined)—All grades.

Oral and written language:

1. Based on central theme (home life, or primitive life, nature study and stories)—First Two Grades.
2. Based on myths, history stories, literature, nature and art—Third, Fourth, Fifth, and Sixth Grades.

Language (text supplement)—Seventh and Eighth Grades.

Spelling—All Grades.

Writing—All Grades.

Arithmetic—All Grades.

Geography—Third, Fourth, Fifth, Sixth, and Seventh Grades.

Hygiene—All Grades.

Music—All Grades.

Drawing—All Grades.

Manual Training:

1. Desk work—First four grades.
2. Shop work (boys)—Last four grades.

Physical Training—All Grades.

Domestic Art (girls)—Fifth and Sixth Grades.

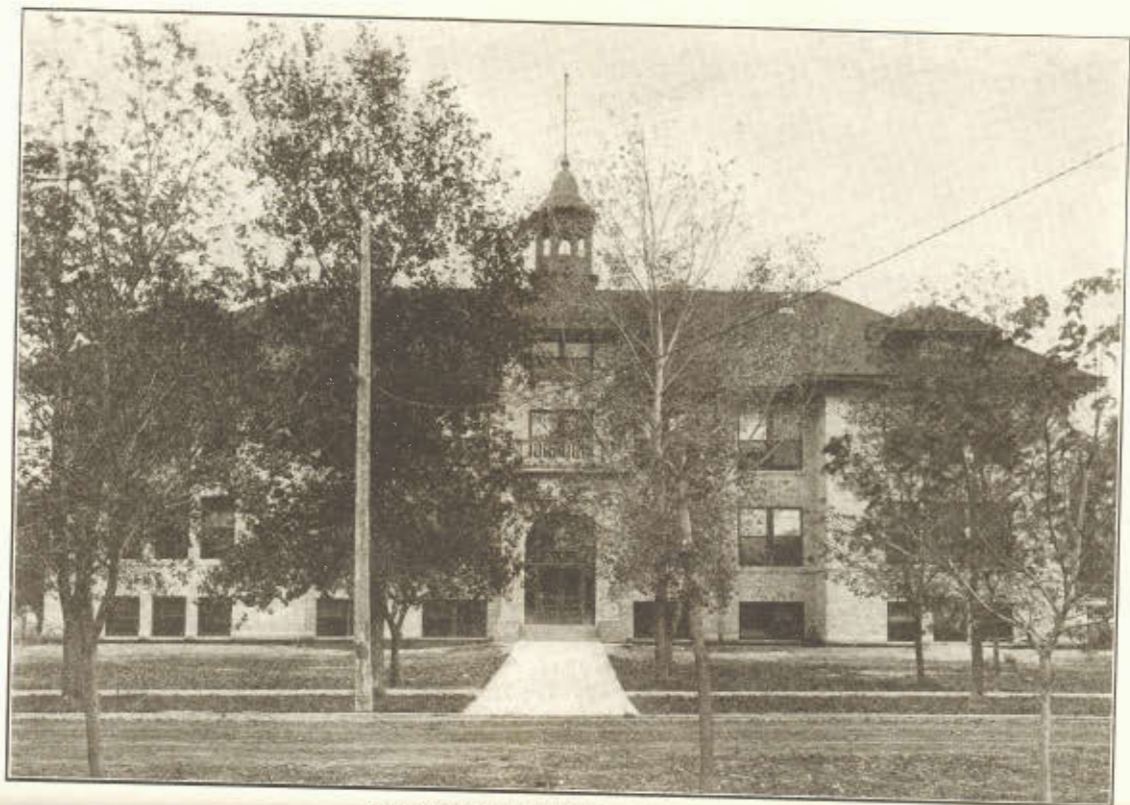
Domestic Science (girls)—Seventh and Eighth Grades.

Nature Study—First Five Grades.

### SCHOOL MANAGEMENT.

The course in School Management continues through six weeks. The course involves such subjects as school law, the establishment, organization and conduct of schools;





ELEMENTARY SCHOOL BUILDING

buildings and their equipments, heating and ventilating; managing classes, incentives, securing co-operation of pupils; qualifications and duties of teachers; the position of a teacher relative to the community in which she teaches; school boards and their duties, and city school systems.

### ENGLISH GRAMMAR.

I. 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.

II. 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.

Text: A Modern English Grammar, Buehler.

III. 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 text-books are features of the course.

This course is open to graduates of high schools, and to students having an equivalent preparation.

Text: Barbour's Grammar Teaching: History and Method.

### ENGLISH COMPOSITION.

The work consists chiefly of practice in composition, the student writing frequent brief themes based partly on study and research, partly on experience and emotion. It grows out of the theory that the common schools are not so much concerned with English as a fine art as with English as a habit. It clings as closely as possible, therefore, to the life of the student, striving to invigorate and refine it.

I. In addition to constant practice in oral and written speech, the students engage in a careful study of the choice of a subject, the selection of a title, and the less technical principles governing the use of words, sentences, paragraphs, and whole compositions. They are given pretty thorough drill in such elementary features as punctuation, and the mechanics of letter-writing. Each student reads one work of fiction, and reports on it.

Herrick and Damon: Chapters I-II.; IV.-VIII.; or Thomas and Howe: Chapters I-III., VI., VIII., X., XI.

II. Having stimulated some initiative in the student through this preliminary work, we proceed to slightly more exact and critical elements of composition. The principles of unity, coherence, and emphasis, roughly indicated in the first term's work, are here reviewed and more insistently applied. Good use, with its standards as applied to words and sentences, is taken up, especial attention being given to the elimination of barbarisms, including slang and improprieties, including mistaken uses

of shall and will. Idiom and the grammar of sentences are carefully noted. In these exercises, students are taught to criticise and correct their own work, and that of their fellows. To teach them to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.

Texts: Thomas and Howe, complete; Herrick and Damon, parts I., II., IV. Supplementary: Ashmun's Prose Literature for Secondary Schools; Mutter, Hersey and Greenough's Specimens of Prose Composition; Cook and Benham's Specimen Letters.

III. (Rhetoric). This course gives, not only systematic drill in the principles of rhetoric, but sustained practice in composing themes. All the elements of composition,—words, sentences, paragraphs, and whole compositions,—are reviewed in their relation to good use, to the principles of style,—unity, coherence, and emphasis,—and to the qualities of style,—clearness, force and elegance. The planning of a composition, with outlines, summaries, and briefs, is a regular feature of this course. Besides a number of short themes, this term's work requires a series of longer themes in exemplification of the chief forms of discourse, each of which is carefully prevised in outline form, and subsequently revised in obedience to criticism.

Texts: Herrick and Damon, parts III., IV., and V.; Thomas and Howe, chapters II., IV., V., VII. References: Barrett Wendell's English Composition; Genung's Principles of Rhetoric; E. H. Lewis's Business English; Kavana and Beatty's Composition and Rhetoric, for retrospective narrative and descriptive pictures.

### LITERATURE.

The work in literature, both English and American, while it is based on a certain text-book and follows the general order of that book, consists largely of individual reading. This includes (a) a study of representative classics from the leading authors, and (b) a perusal of literary histories

and critical comments found in the general library. Generous references, covering the whole field of literature, particular periods, or individual authors, are reserved in the general library, which has an unusual equipment of bound magazines, with both Poole's and the Cumulative Index.

An important feature of the work is the note-book, in which the student records an organized summary of his reading and thought about the principal literary movements and the leading authors. In composing it, he is expected to follow some such plan as this: (a) Keep in mind the problem, viz., to learn what this particular epoch or author has contributed to the national life and literature, (b) gather material, (c) analyze it, (d) organize it, using a brief, but composed style, (e) draw conclusions.

I. (**American Literature**). Literature of the colonies, of the Revolution, of the national (constitutional) period, Franklin, Charles Brockden Brown; literature of the Republic, Irving, Cooper, Bryant; Halleck, Drake and Willis; Transcendentalism; Emerson, Thoreau, Poe, Hawthorne. Follow chiefly the plan in Pattee; use Cairns's *Early American Writers*, books in the general library, and classics in the text-book library.

II. (**American Literature**). The Cambridge School of Writers—Longfellow, Lowell, Holmes; Whittier and the anti-slavery workers; the Orators; Historians; Humorists; Contemporary Fiction; the Short Story Writers; the American Drama. Follow Pattee, supplement the references in the general library with liberal use of the magazines; use the classics in the text-book library.

III. (**English Literature**). In the study of English literature, particularly the early periods, much collateral reading in English history, chiefly Green's *History of the English People*, and Traill's *Social England*, is required. The note-book is of especial value here. The topical outline generally follows Long. The periods studied are: Anglo-Saxon, Anglo-Norman, Age of Chaucer, Revival of Learning,

ing, Age of Elizabeth, The Puritan Age, and the Restoration.

IV. (**English Literature**). Eighteenth century literature, including the classical movement, and the rise of the modern novel; the Age of Romanticism, with its school of Revolutionary poets, and its school of nature poets; The Victorian Age, with its poets, novelists, and essayists.

Texts: Long, Halleck, Brooke, Moody and Lovett; classics in the text-book library. References: The general library is richly supplied with the best authorities.

**Themes and Literature.** This course is both an intensive study of a particular phase of English literature, and an advanced course in composition. It is devoted to the Nineteenth Century novelists, and involves the writing of six longer themes, and a number of shorter, incidental papers. The novelists studied, together with the particular novels read and discussed by the entire class, are these: Scott, *Ivanhoe*; Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Thackeray, *Henry Esmond*; Stevenson, *Kidnapped*. Other novelists—for instance, Charles Reade and Thomas Hardy—are incidentally treated. Each student carries through the term some particular theme-topic, such as "The Nineteenth Century Novelists as Delineators of Character," applying it individually to each author in turn, and in the end composing one summarized theme that includes a proportionate estimate of the several novelists as delineators of character. Other topics, among those that have been successfully treated, are: The social message; the political ideals; the philosophy of life; the psychology; the humor; the pathos; the plot element; the historical element; the realism; the romance, etc., of the nineteenth century novelists. Since each student reads four novels in addition to those studied by the group, the best work of the several novelists is thus brought to the attention of the class. The composition work, most of which involves a preliminary outline brief,

as well as subsequent revision, is expected to attain a quite free and finished style of expression.

References: Painter's Elementary Guide to Literary Criticism; Dawson's Makers of English Fiction; Saintsbury; Moody and Lovett, etc.

#### THE LIBRARY AND READING ROOM.

The library contains more than 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 Education Association. There are also on file the current numbers of both general and local periodicals and newspapers.

The children's library in the Model School building has a collection of over 1,400 books, including fiction, reference and excellent picture books, The Magazine of Travel, Youth's Companion, Saint Nicholas, and The World Chronicle; and a collection of more than 500 pictures well arranged and catalogued.

#### LIBRARY SCIENCE.

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

1. The value of such work to the normal school student as an individual and as a teacher.
2. The value of such work to the children she is to teach.

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

1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.
2. Classification: Outline main division of the Dewey decimal classification, and study the arrangement of books

on the shelves, and the kind of book included in each class.

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

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

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

#### THE LATIN LANGUAGE.

I. The principles of Latin grammar are studied, not only to enable the student to translate Latin rapidly, but to emphasize the use of Latin forms in building up the English language.

Bennett's First Year Latin.

II. (Caesar): The first four books of Caesar's Gallic War are read. Latin composition is carried throughout the year with special emphasis upon the substantive relations. Each English biography on Caesar such as: "Caesar: A Sketch," by J. A. Froude, or "Julius Caesar," by Warde Fowler.

Kelsey's Caesar.

Bennett's Latin Composition.

III. (Cicero): Six orations of Cicero are read, and Latin Composition is continued, the emphasis being placed upon the verb relations.

Bennett's Cicero.

Bennett's Latin Composition.

IV. (Vergil): The first six books of Vergil's Aeneid are read. Greek mythology and poetry are emphasized by supplementary reading and the study of scansion.

Knapp's Vergil.

**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.

I. Notation and numeration; principles of factoring; fundamental operations with integers; common fractions and decimal fractions; many problems for drill and for mental development; ratio and proportion; compound proportion by straight line analysis,—denominate numbers; practical measurements: lumber, carpet, paper, shingles, etc.; mensuration of plane figures and solids.

II. Percentage and interest: three types of percentage problems, trade discount, commission, insurance, taxes and duties, simple, compound and exact interest, promissory notes, banks and bank discount, exchange, stocks and bonds. Arithmetical and geometrical progressions.

III. 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. This course is open to high school graduates, or those having an equivalent preparation.

Text: Wells's Academic Arithmetic, and supplementary books.

**ALGEBRA.**

I. Fundamental operations; single equations; theorems in multiplication and division; factoring; lowest common



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multiple; highest common factor; fractions; fractional equations; problems.

II. Simultaneous equations; graphical solution of equations; simple quadratic equations; literal equations; involution and evolution; problems.

III. Theory of exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio of proportion; arithmetical and geometrical progressions; binomial theorem; logarithms; applications of algebra.

Text: Collins's Algebra.

### 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. Many "originals," and occasionally, historical notes are introduced.

I. (Plane): Books I. and II.

II. (Plane): Books III., IV. and V.

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

Text-Book: Wells's Essentials of Plane and Solid Geometry.

### 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.



I. Volumes one and two of *Evolution of Expression* are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.

II. Volumes two and three of *Evolution of Expression*. Supplementary prose and poetry are largely used. Dramatic work is introduced. The essentials of teaching reading are given.

III. 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) the art of story telling. This course is open to high school graduates, or those having an equivalent preparation.

IV. This is an elective course. The course includes: (a) principles of vocal and literary interpretation; (b) arrangement and presentation of programs for public occasions; (c) public speaking; (d) argumentation and debate.

Prerequisites: Reading I. and II.

#### PHYSICAL SCIENCE.

The aim of these courses is to cultivate scientific habits of thought, habits of accuracy and skill of manipulation, as well as to put the student in touch with the great fundamental laws and principles of the physical universe, and to lead him to investigate and interpret these laws in the light of modern achievement and universal application.

Physics: Class-work, based upon experimental lectures and individual recitation, occurs three times a week, being supplemented by four hours of individual laboratory work a week. Carefully kept records of each day's work, with all data neatly arranged, tabulated or classified, are required. The work is subdivided as follows:

I. This course involves the study of the three states of matter, also mechanics, including the principles of work

and energy, the types of machines, pneumatics and hydrostatics. Individual experimentation, involving careful work in measurements, with optional experiments on dynamics and mechanics of fluids and solids, supplements this.

II. This course comprises the study of energy under the forms of Heat, Magnetism and Electricity, with their various applications. The laboratory work which correlates with these subjects is of especial importance.

III. In this course, applications of Electricity and the principles of Sound and Light are studied more in detail. Lecture room demonstrations constitute an important accessory to the laboratory phase of the work in this course.

Text-book: *First Course in Physics*, Millikan and Gale.

#### CHEMISTRY.

I. This course deals with the fundamental facts and principles of general inorganic chemistry, detailed study being made of such types of elements and compounds as bear directly upon this phase. Attention is also given to the founders of the science, and to some of the great contributors. Class work, two days each week, supplemented by six hours of laboratory work.

II. A more detailed study of the elements and most important compounds, the chief ores and mineral deposits, the chemical processes and compounds involved in many commercial and industrial processes, and the applications of chemical processes to daily environment. Laboratory work occupies the most of the time during this course.

Text-book: *Descriptive Chemistry*, Newell.

#### BIOLOGICAL SCIENCES.

**Botany I.** This course is confined to a study of the thal-  
lus plants, mosses and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evo-

lution, as illustrated by plants, are made prominent.

**Botany II.** This course 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.

Text-books: Botany for Schools, Atkinson. Plant Relations, Coulter.

**Zoology I.** This course is confined largely to a study of animal ecology. Field work and demonstration material serve to exemplify the principles underlying the subject.

**Zoology II.** 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.

Text-books: Animal Life, Jordan and Kellogg; Manual of Zoology, Parker and Haswell; Insecta, Hyatt and Auns.

**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, and respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice.

Text-book: Elements of Physiology, Hough and Sedgwick.

#### 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.

I. (Commercial Geography). This is an elementary course in commercial geography with especial emphasis upon the six leading commercial powers of the world, United States, Great Britain, Germany, France, Russia, and Austria Hungary. The different regions 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 products, 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.

Redway's Commercial Geography is used as a text.

II. (Physical Geography). This course aims to give the pupil the ability to understand the meaning of the air, the water, the land, 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 man.

Davis's Physical Geography is the text used. An extensive, practical working reference library is constantly made use of.

III. The aim of this course is to give the prospective teacher a good working knowledge of geography to use in the grades. An elementary knowledge of commercial, descriptive and physical geography is presupposed. Special topic work is required upon preparing lessons in home geography for the lower grades.

The type study method is emphasized throughout. By means of these illustrative types, selected from the United States, Europe and other parts of the world, we aim to emphasize methods of presentation; to develop imagination and graphic powers of description, correct interpretation of material, and clear questioning.

The text-books used are McMurry's Special Method in Geography. Redway's Commercial Geography, and Farr and McMurry's New Geography, Second Book.

IV. (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.

Fairbank's Practical Physiography and Hall's Geography of Minnesota are the texts used.

## DRAWING.

I. 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.

II. 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.

III. Principles of perspective composition and design carried out in paper cutting, pencil, charcoal and colors. The work to be given each grade and its manner of presentation. Study of pictures, artists and schoolroom decoration. This course is open to graduates of high schools, and to those who have had an equivalent preparation.

## MANUAL TRAINING.

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

### MUSIC.

I. This course is devoted largely to sight reading and elementary theory. All key signatures, major scales, chromatic scales, various kinds of measures and easy exercises, both original and from dictation, are written. Short tunes are transposed from one key to another. After sufficient practice has been given in singing the simpler forms of music, and the structure noted, students are required to write original tunes of eight, or sixteen measures, in all the various kinds of time. Sight reading and song singing are the practical applications of the theory, and the greater part of the time is given to this phase of the work. The music text-books which are in common use in the Public Schools of Minnesota are used for the sight reading. These books are the Eleanor Smith Course, Modern Course, and the Natural Course.

II. Advanced sight reading, ear training, study of the minor scales in all modes, intervals, triads, chords and the elements of harmony form the basis of work for the first half of this course.

The second half is given up to methods. It is aimed to make this work practical. A course of study is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.

III. The work of this course embraces that of the first and second courses. In order to cover the same work in a shorter time, more outside work is required of students, than is required in courses I. and II. Opportunity is offered to students who have completed this course, or course II., to teach Music in the Model School. This course is open to graduates of high schools, and to students having an equivalent preparation.

### General History.

I. Course I. is a survey of ancient History, beginning with the earliest known civilizations of the Nile and Tigris-



CHILDREN'S LIBRARY

Euphrates valleys, and including the rise and fall of the Greek power; and the rise of Rome, as far as the beginning of the Empire. West's Ancient World is used as the text. In addition, outside reference work and frequent special topics are required.

II. This course is a continuation of Course I. It begins with the Roman Empire, and includes the main facts in European history to the Protestant Reformation. The texts used are West's Ancient World, and Robinson's History of Western Europe; with Robinson's Readings in European History, and other works, for outside reference.

III. This course is a continuation of Courses I. and II., and it covers the chief events in modern history, beginning with the Protestant Reformation, up to a survey of present-day conditions. Robinson's History of Western Europe, with Robinson's Readings, are used as texts.

#### ENGLISH HISTORY.

This course is a brief survey of the main facts in English History, preparatory to the courses in American History. Walker's Essentials of English History is used as the text; and outside readings and special reports are required.

#### UNITED STATES HISTORY.

I. The work covers the Colonial Period; the Revolutionary War; the Critical Period and the Formation of the Constitution. Emphasis is laid upon the English foundations of American institutions and the evolution of the National Constitution.

II. Beginning with the national period of 1789 the work is continued down to the present time. A brief outline of current historic problems completes the course. McLaughlin's History of the American Nation is the basic text. A liberal assortment of excellent reference books in the general library facilitates the work.

III. This course presupposes a familiarity with the fundamental facts of European History, and an elementary knowledge of American History. Study is confined to specific periods of American history, which are treated topically with the aid of an outline, embodying extensive references. The interdependence of English and American institutions is emphasized. A method of determining some of the causes, general truths, and the basic principles of American history is the purpose of the course. The contents and method of treatment of history courses in the grades are discussed. Attention is directed to the sources, to illustrative material in literature, and to the more extended historical works. Channing's *Students' History of the United States*, and Longman's *Epoch series* are the basic texts.

#### CIVICS.

I. (*Elementary Civics*). This course begins with the study of local organizations—town, school district, village, city, and county—treating them, first, from an historical, then, from a working standpoint. The state (commonwealth) in general, followed by practical application to Minnesota, is considered in the same manner, showing its dependence upon, and its relationship to, the National government. A detailed study of the National Constitution completes the course. *Virtue's Government of Minnesota*, and *Fradenburg's Civil Government of the United States*, are the texts used.

II. (*Advanced Civics*). An elementary knowledge of civics is presupposed. The evolution of the present federal state is the central theme of this course. The course involves a study of the important principles of political science, with practical applications, and an investigation of the development of the federal state, the practical working of the national, state, and local governments. Studies are made of some of the policies of the state in regard to great public questions. Individual topics, requiring ex-

tensive readings on various phases of the national government, are worked out by each member of the class.

Giddings's *Elements of Sociology* and *Wright's Practical Sociology* are used as texts.

#### SOCIOLOGY.

This course naturally follows *Advanced Civics*. A general study of the basic principles of sociology, and of the definitions, impulse and uses of the science, is followed by class and individual topic work on the great sociological problems of present day life. Wide reading of the best authorities, both in books and periodicals of standard worth, is required.

#### 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 black 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.

### HOUSEHOLD ECONOMICS.

Knowledge concerning proper food, clothing and shelter is of vital importance to all persons and the course in Household Economics is planned to provide practical instruction and training along these lines.

Courses in the arts of the household are being introduced into the curriculum of the school, and it will, therefore, be necessary in the near future for graduates of Normal Schools to have received special training, so that they may be competent to instruct in industrial, as well as academic subjects. The aim of this department will be to train the students, so that these additional requirements may be fulfilled.

The department which was opened in September, 1909, was planned for in the original design of the Elementary School building, and consists of a thorough cooking laboratory, dining room, sewing laboratory, and reception room.

I. (**Domestic Art**). This course involves a study of stitches with the application made in cutting, fitting and sewing of garments—doll clothes and simple articles for the student. A study is made, also, of textiles, and of cultivation and preparation for use of the fibres—cotton, wool, linen and silk.

II. (**Domestic Science I.**). A comparative study is made of various foods, their composition and preparation for use, nutritive value and cost. Laboratory work consists of the cooking and serving of plain dishes, economy and nutritive value being chiefly considered.

III. (**Domestic Science II.**). This course is a continuation of Domestic Science I. Advanced work in Cooking and Invalid Cookery is offered. Definite attention is given to the planning and preparation of meals, a fixed amount of money being placed at the disposal of the student for that purpose. Courses of study for work in the elementary schools are investigated, planned, and worked out by individual students.

### SPECIAL COURSES OF STUDY IN MANUAL TRAINING AND HOUSEHOLD ARTS.

These courses are offered for the purpose of preparing young men and young women to act as Directors or Supervisors in the public schools. The courses are open to persons who are taking the complete course of study, and a special diploma will be granted to a student who completes either one of the courses. The organization of these courses is in keeping with educational expansion, as exemplified in all stages of the educational system. The universities, for instance, are adding schools of applied science, schools of forestry, and schools of business administration; the high schools are adding agriculture, manual training, and domestic science; while even the common schools are expanding along similar lines, giving increased attention to music, drawing, physical training, and manual arts, as well as to agriculture. The normal schools, in order to maintain their position of leadership, and to supply the increasing demand for competent teachers of these newer branches of study, must provide additional instruction to this end. There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths of Minnesota. The courses follow:



**THE COURSE IN MANUAL TRAINING.**  
Leading to Special Diploma.

|                                 |          |
|---------------------------------|----------|
| Shop work .....                 | 3 terms. |
| Drawing .....                   | 3 terms. |
| Teaching .....                  | 1 term.  |
| History and Organization .....  | 1 term.  |
| Manual Training or Drawing..... | 2 terms. |
| Electives .....                 | 2 terms. |

**SHOP WORK.**

I. (Wood Working). This course involves the use of bench tools in the construction of useful articles. After the first few pieces have been made, students are allowed some liberty in the choice of objects. Problems in joinery and wood turning are given, when the ability of the class or individuals warrant this work.

II. (Metal Working). Hammered metal work, involving surface developments, cutting, piecing, raising and coloring, cover the field of work in this course.

III. (Forge Work). Instruction is given in the correct use of the hammer and tongs, anvil tools, and in the making of simple forgings in both iron and steel.

**DRAWING.**

I. (Free Hand). Outline and light and shade drawing, from models and still life, together with principles of free hand perspective, cover the scope of work in this course.

II. (Mechanical). The use of instruments, the principles of orthographic projections, developments and intersections are all given sufficient attention to enable the student to do efficient work in Course III., Drafting and Design.

III. (Drafting and Design). This course includes the making of working sketches from machines, and drawings

of standard machine parts. Work in designs for bolts, keys, and couplings is offered.

**TEACHING MANUAL TRAINING.**

I. In this course, a complete outline of work for the grades in the public schools is organized, and a study of the scope of such work is undertaken. Students are required to teach the subject in the grades of the elementary school, and to observe the work done in those schools throughout the course.

**HISTORY AND ORGANIZATION.**

I. The purpose of this course is to consider at length the history of the Manual Training movement, and to trace in detail its growth to the present time. An effort is here made to establish correct standards of thought in regard to the industrial movement, and to interpret it in the light of present day demands and the ever changing aspects of social conditions.

**MANUAL TRAINING OR DRAWING.**

I. (Pattern Making). This course assumes that a sufficient amount of foundry work has been done to demonstrate the necessity of pattern making. Students are required to make sets of patterns for parts of machines which will be constructed in the shop.

II. (Elementary Hand Work). This course takes up work suitable for children in public schools, where only limited equipment may be had. It includes basketry, book-making, knife work in thin wood, whittling, and card board construction.

**ELECTIVES.**

I. (Advanced Furniture Construction). This is a practical course to develop the original ideas of the student in

regard to style and construction of the larger pieces of furniture, as well as to increase his dexterity in making the same. Each student is required to design and construct some piece of furniture under the direction or approval of the instructor.

II. (Constructive Design). Here, as in Course I., the main idea is to develop originality and taste. Students before taking this course must understand the use of instruments, and be able to handle wash drawings acceptably.

### THE COURSE IN HOUSEHOLD ARTS.

Leading to Special Diploma.

|                  |          |
|------------------|----------|
| Cooking .....    | 3 terms. |
| Sewing .....     | 3 terms. |
| Design .....     | 1 term.  |
| Teaching .....   | 1 term.  |
| Chemistry .....  | 1 term.  |
| Physiology ..... | 1 term.  |
| Electives .....  | 2 terms. |

### COOKING.

I. This course involves a comparative study of materials—their composition, preparation for use, nutritive value and cost being considered. The laboratory work consists of the cooking and serving of simple dishes, with the discussion of their nutritive value and cost.

II. The work begun in Cooking I. is continued and broadened. More advanced cooking and demonstrations are given, as the work develops. Some time is spent on the planning, preparation, and serving of meals, with a given amount of money.

III. The work in this course consists of a study of the management of the home, and includes additional work



STUDENT'S ROOM

in supervision of meals, marketing and accounts, and sanitation of the kitchen. A study is made of the principles of the diet, and various dietary standards are discussed. The planning of courses of study and equipment of kitchens prepare the students for the work of installing courses of study in the elementary schools. The cooking in this course is still more advanced. Some time is spent in making preparations for social functions, and entertaining guests in the reception and dining rooms.

### SEWING.

I. This course is devoted to a study of the various kinds of stitches, both plain and ornamental, and their uses. The cutting and fitting of simple articles of apparel are taught, and closely connected with the practical work, is the study of textiles, and the cultivation and preparation for use of the fibres—cotton, wool, linen, and silk.

II. The work in this course is a continuation of that begun in Course I. The principles learned in that Course are applied to the making of plain garments. Drafting of patterns, cutting and fitting are emphasized. Weaving, and a study of rugs and draperies receive careful study.

III. This course consists of advanced dressmaking. The designing and drafting of patterns involve much original work, while the cutting, fitting and making of waists, skirts, and dresses enable the student to put the preceding lessons into practical use. The study of house furnishings—their color, design, suitability, durability, and cost—is given attention.

### DESIGNING AND MILLINERY.

I. A careful study is made of color and design. Work in originality of design, as well as in copying of conventional designs, is included in the course. The principles underlying millinery are taught. The students are taught how to make hat frames, and how to trim hats of simple design.

**TEACHING DOMESTIC ECONOMY.**

I. The students teach sewing and cooking in the grades of the elementary school, under the supervision of a critic teacher. Throughout this course, the students are required to plan all the work, and they are held responsible for its proper presentation to the classes.

**CHEMISTRY.**

I. The course in applied chemistry embraces the testing of food principles and for adulterations, and involves a study of the pure food laws. An analysis of typical foods, also, is made, and charts compiled to show their composition.

**PHYSIOLOGY.**

I. The course in Physiology aims to give a thorough knowledge of food nutrition. A study is made of the functions of food, its digestion, and assimilation. Typical foods and their nutritive values are studied in detail. This course offers, also, systematic work in Home Nursing and Invalid Cookery, the purpose being, in this phase of the work, to give the student a practical knowledge of symptoms of diseases, and to suggest simple treatment and ways of aiding a physician in the care of the sick in a home. Practical work is offered, also, in the use of disinfectants, and the management of contagious diseases.

**ELECTIVES.**

I. (Household Management). The study of the home is undertaken, beginning with the historic aspect, and coming down to present day problems. The work consists of a study of construction, heating, lighting, plumbing, and furnishing a house. This work will be followed by a study of the organization of the home, the division of the income, and the care of the house. Advanced work in sanitation will be offered.

II. (Bacteriology). Typical bacteria are investigated

by use of the microscope, and a practical study of bacteria is made in their relation to food stuffs. A systematic and practical course in food preservation, also, is offered.

**SUMMER TERM.**

June 5 to August 25, 1911.

The summer term of 1911 will open June 5th, and the first six weeks of the term will close July 14th. 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 25th.

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.

**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 5th, will be Registration day. Regular work will begin Tuesday morning, June 6th.

**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.

**PROGRAM OF DOUBLE COURSES.**  
For Summer Term—First Half.

## A. M.

7:30 to 8:15.

Domestic Art  
Botany  
Sociology  
Psychology (First Term)  
Arithmetic (First Term)  
Composition (First Term)  
Manual Training  
History (H. S. Graduates)  
Elementary Civics  
Geometry (First Term)  
Commercial Geography  
Grammar (First Term)

8:20 to 9:05.

Literature and Themes (Third term Eng. Lit.)  
Physiology  
Composition (Second Term)  
Grammar (Second Term)  
Reading (First Term)  
Music (H. S. Graduates)  
Elementary Civics  
Physics (First Term)  
History (First Term)  
Arithmetic (Second Term)  
History of Education (First Term)

9:10 to 9:55.

American Literature (First Term)  
Physical Geography  
Advanced Psychology  
Arithmetic (H. S. Graduates)  
Grammar (First Term)

## P. M.

3:30 to 4:45.

Domestic Art  
Botany  
Sociology  
Psychology (First Term)  
Arithmetic (First Term)  
Composition (First Term)  
Manual Training  
History (H. S. Graduates)  
Elementary Civics  
Geometry (First Term)  
Commercial Geography  
Grammar (First Term)

3:50 to 4:35.

Literature and Themes (Third term Eng. Lit.)  
Physiology  
Composition (Second Term)  
Grammar (Second Term)  
Reading (First Term)  
Music (H. S. Graduates)  
Elementary Civics  
Physics (First Term)  
History (First Term)  
Arithmetic (Second Term)  
History of Education (First Term)

4:40 to 5:25.

American Literature (First Term)  
Physical Geography  
Advanced Psychology  
Arithmetic (H. S. Graduates)  
Grammar (First Term)

|                           |                               |
|---------------------------|-------------------------------|
| Reading (H. S. Graduates) | Reading (H. S. Graduates)     |
| Music (First Term)        | Music (First Term)            |
| History (First Term)      | History (First Term)          |
| Algebra (First Term)      | Algebra (First Term)          |
| Physiology                | Physiology                    |
| 10:00 to 10:15.           | 10:35 to 11:20.               |
| Chapel                    | Observation                   |
| 10:15 to 10:35.           | 10:35 to 12:00.               |
| Chorus Practice           | Domestic Science (First Term) |
|                           | 9:00 to 12:00.                |
|                           | Model School.                 |

Note: The foregoing program is subject to change, and additional subjects will be offered, if there is a demand for them.

**PROGRAM OF DOUBLE COURSES.**  
For Summer Term—Second Half.

## A. M.

7:30 to 8:15.

Zoology  
Advanced Civics  
Arithmetic (First Term)  
Geometry (Second Term)  
Grammar (H. S. Graduates)  
History (Second Term)  
Composition (Second Term)  
Commercial Geography  
8:20 to 9:05.  
Geography (H. S. Graduates)  
Arithmetic (Second Term)  
Theory of Education (Pedagogy)  
Physics (Second Term)  
Drawing (First Term)  
American Literature (Second Term)  
Physiology

## P. M.

3:00 to 3:45.

Zoology  
Advanced Civics  
Arithmetic (First Term)  
Geometry (Second Term)  
Grammar (H. S. Graduates)  
History (Second Term)  
Composition (Second Term)  
Commercial Geography  
3:50 to 4:35.  
Geography (H. S. Graduates)  
Arithmetic (Second Term)  
Theory of Education (Pedagogy)  
Physics (Second Term)  
Drawing (First Term)  
American Literature (Second Term)  
Physiology

|                                    |  |
|------------------------------------|--|
| 9:10 to 9:55.                      | 4:40 to 5:25.                            |
| Agriculture                        | Agriculture                              |
| History of Education (Second Term) | History of Education (Second Term)       |
| Grammar (Second Term)              | Grammar (Second Term)                    |
| Elementary Civics                  | Elementary Civics                        |
| Drawing (H. S. Graduates)          | Drawing (H. S. Graduates)                |
| Algebra (Second Term)              | Algebra (Second Term)                    |
| Domestic Art                       | Domestic Art                             |
| 10:00 to 10:15.                    | 10:35 to 11:20.                          |
| Chapel                             | Observation                              |
| 10:15 to 10:35.                    | 10:35 to 12:00.                          |
| Chorus Practice                    | Domestic Science (First and Second Term) |

Note: The foregoing program is subject to change, and additional subjects will be offered, if there is a demand for them.

## 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 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.
- Class of '10. Three large pictures.





RECEPTION ROOM IN COMSTOCK HALL

NAMES OF STUDENTS ENROLLED IN THE  
NORMAL DEPARTMENT  
1910-1911

SENIOR YEAR.

|                         |             |       |
|-------------------------|-------------|-------|
| Ammer, Mabel            | Fargo       | N. D. |
| Anderson, Charles E.    | St. Hilaire | Minn. |
| Anderson, Ernest W.     | Barnesville | Minn. |
| Anderson, Martha M.     | Audubon     | Minn. |
| Brevig, Olaf N.         | Nary        | Minn. |
| Drake, Lenore           | Minneapolis | Minn. |
| Drake, Zieda J.         | Minneapolis | Minn. |
| Dudrey, Hazel M.        | Moorhead    | Minn. |
| Folkedal, Ella          | Ada         | Minn. |
| Frahm, Ida H.           | Fargo       | N. D. |
| Guethling, Minnie S. C. | Detroit     | Minn. |
| Habberstad, Emily U.    | Twin Valley | Minn. |
| Hagen, Sina             | Plummer     | Minn. |
| Hillary, Mabelle L.     | Fargo       | N. D. |
| Ingle, Mildred L.       | Fargo       | N. D. |
| Jackson, Amanda W.      | Stillwater  | Minn. |
| Johnson, Berthanna E.   | Perley      | Minn. |
| Johnstad, Cora A.       | Glenwood    | Minn. |
| Jump, Hazel H.          | Fargo       | N. D. |
| Katzenmeyer, Alma T.    | Le Sueur    | Minn. |
| Kelly, Margaret         | Detroit     | Minn. |
| Kivle, Ella O.          | Edinburg    | N. D. |
| Loudon, Agnes           | Moorhead    | Minn. |
| Loudon, Blanche         | Moorhead    | Minn. |
| Nevramon, Katie E.      | Fargo       | N. D. |
| O'Brien, Lydia H.       | Vancouver   | B. C. |
| Olsen, Phoebe M.        | Minneapolis | Minn. |
| Reed, Myrtle            | Stillwater  | Minn. |

|                        |               |       |
|------------------------|---------------|-------|
| Richmond, Elizabeth E. | Browns Valley | Minn. |
| Roen, Alice M.         | Hickson       | N. D. |
| Shields, Ethel M.      | Pewaukee      | Wis.  |
| Skeim, Ida J.          | Twin Valley   | Minn. |
| Soule, Ada M.          | Grand Forks   | N. D. |
| Strand, Agnes          | Moorhead      | Minn. |
| Termath, Anna A.       | Minneapolis   | Minn. |
| Tilseth, Edith V.      | Moorhead      | Minn. |
| Tjonn, Paul            | Moorhead      | Minn. |
| Trost, Arnold A.       | Moorhead      | Minn. |
| Waldron, Millie C.     | Westport      | Minn. |
| Walsted, Nora C.       | Crookston     | Minn. |
| Warner, Hazel D.       | Moorhead      | Minn. |
| Weld, Lucy A.          | Moorhead      | Minn. |
| Westlund, Hannah       | Fargo         | N. D. |
| Wood, Orville W.       | Fargo         | N. D. |

## JUNIOR YEAR.

|                         |                |       |
|-------------------------|----------------|-------|
| Anderson, Ida J.        | Rothsay        | Minn. |
| Anderson, Martha D.     | Fosston        | Minn. |
| Anderson, Mathilde M.   | Fergus Falls   | Minn. |
| Antonsen, Cora A.       | Frazee         | Minn. |
| Antonsen, Oritha E.     | Frazee         | Minn. |
| Bailey, Roxanna H.      | Crookston      | Minn. |
| Barrow, Judith N.       | Herman         | Minn. |
| Bauder, Hazel M.        | Nashua         | Iowa  |
| Beach, Hartie M.        | Litchfield     | Minn. |
| Beckman, Ellen T.       | Evansville     | Minn. |
| Bergebakken, Christine  | Fosston        | Minn. |
| Bergeson, Louise I.     | Lake Park      | Minn. |
| Bergh, May Plowman      | Frazee         | Minn. |
| Best, Gazelle B.        | Faribault      | Minn. |
| Betcher, Ida M.         | Ada            | Minn. |
| Bottolfson, Ingeborg L. | Moorhead       | Minn. |
| Brady, Lillian T.       | Red Lake Falls | Minn. |
| Brennan, Loretta        | Graceville     | Minn. |
| Brohaugh, Minnie        | Shelly         | Minn. |
| Bye, Agnes M.           | Rothsay        | Minn. |

|                         |                |       |
|-------------------------|----------------|-------|
| Buckley, Anna L.        | Sauk Center    | Minn. |
| Buckley, Tessie L.      | Sauk Center    | Minn. |
| Burkee, Elmer O.        | St. Hilaire    | Minn. |
| Campbell, Florence W.   | Fargo          | N. D. |
| Casey, Martha H.        | Moorhead       | Minn. |
| Christenson, Bernice L. | Beardsley      | Minn. |
| Collins, Ethel A.       | Crookston      | Minn. |
| Conway, Frances M.      | Beardsley      | Minn. |
| Cushing, Elizabeth R.   | Tracy          | Minn. |
| Dagoberg, Lydia B.      | Alvarado       | Minn. |
| Dailey, Grace           | Doran          | Minn. |
| Daly, Mattie            | Beardsley      | Minn. |
| Dargan, Clare A.        | Crookston      | Minn. |
| Delage, Evelina M.      | Red Lake Falls | Minn. |
| Dreesman, Lola E.       | Fergus Falls   | Minn. |
| Dundas, Bella H.        | Fargo          | N. D. |
| Dwyer, Catherine B.     | Dent           | Minn. |
| Eaton, Martha           | Hawley         | Minn. |
| Ebbighausen, Alice S.   | Crookston      | Minn. |
| Ekern, Laura            | Lake Park      | Minn. |
| Emard, Beatrice E.      | Red Lake Falls | Minn. |
| Englund, Esther E.      | Kennedy        | Minn. |
| Erdman, Bertha S.       | Crookston      | Minn. |
| Erickson, Esther C.     | Alexandria     | Minn. |
| Farwell, Nina           | Alberta        | Minn. |
| Faulders, Anna M.       | Moorhead       | Minn. |
| Finnegan, Margaret      | Morris         | Minn. |
| Forsythe, Hazel M.      | Barnesville    | Minn. |
| Fuglseth, Elnora        | Fertile        | Minn. |
| Gaardsmoe, Arthur       | Gary           | Minn. |
| Galvin, Blanche E.      | Artichoke      | Minn. |
| Gardner, May            | Ortonville     | Minn. |
| Gardner, Myrina E.      | Pelican Rapids | Minn. |
| Garmann, Mabel O.       | Fargo          | N. D. |
| Garrison, Fannie M.     | Moorhead       | Minn. |
| Getchell, Ethel F.      | Bemidji        | Minn. |
| Glidden, Helen P.       | Hallock        | Minn. |
| Hagen, Mina             | Plummer        | Minn. |

|                           |                        |       |
|---------------------------|------------------------|-------|
| Haley, Mabelle B.....     | Herman .....           | Minn. |
| Hallan, Inga N.....       | Thief River Falls..... | Minn. |
| Halversen, Ida H.....     | Lake Park .....        | Minn. |
| Halverson, Julia .....    | Fertile .....          | Minn. |
| Halverson, Sadie .....    | Sebeka .....           | Minn. |
| Hanson, Maude .....       | Minot .....            | N. D. |
| Hanson, Stella E.....     | Twin Valley .....      | Minn. |
| Harrington, Sibyl .....   | Crookston .....        | Minn. |
| Hauge, Mabel A.....       | Hawley .....           | Minn. |
| Healy, Hazel J.....       | Red Lake Falls.....    | Minn. |
| Hendrickson, Ida .....    | Fosston .....          | Minn. |
| Heng, Martha B.....       | Crookston .....        | Minn. |
| Hennemuth, Florence A..   | Red Lake Falls.....    | Minn. |
| Hillestad, Charlotte A... | Fosston .....          | Minn. |
| Holloway, Frances P.....  | Fargo .....            | N. D. |
| Horton, Ruth P.....       | Litchfield .....       | Minn. |
| Houston, Hazel M.....     | Herman .....           | Minn. |
| Hudson, Ada F.....        | Ortonville .....       | Minn. |
| Isensee, Emma L.....      | Oriska .....           | N. D. |
| Johnson, Grace M.....     | Ada .....              | Minn. |
| Johnson, Jeanette .....   | Moorhead .....         | Minn. |
| Johnston, Juanita M.....  | Tower City .....       | N. D. |
| Johnston, Myrtle G.....   | Fargo .....            | N. D. |
| Kelly, David G.....       | Perham .....           | Minn. |
| Kirchessner, Mabel A...   | Staples .....          | Minn. |
| Kjorness, Nellie .....    | Lake Park .....        | Minn. |
| Klemsrud, Carrie E.....   | Crookston .....        | Minn. |
| Knudson, Anna .....       | Minneapolis .....      | Minn. |
| Kolstoe, Severina .....   | Plummer .....          | Minn. |
| Krough, Clare .....       | Minneapolis .....      | Minn. |
| Kruger, Elsie S.....      | Odessa .....           | Minn. |
| Kuhfeld, Emma F.....      | Moorhead .....         | Minn. |
| Kvenvolden, Mabel I.....  | Fertile .....          | Minn. |
| Larson, Clarence B.....   | Moorhead .....         | Minn. |
| Laurie, Helen .....       | Brainerd .....         | Minn. |
| Laurie, Katherine E.....  | Brainerd .....         | Minn. |
| Legler, Lavina B.....     | Minneapolis .....      | Minn. |
| Leishman, Alice L.....    | Crookston .....        | Minn. |

|                          |                       |       |
|--------------------------|-----------------------|-------|
| Lindell, Charlotte ..... | Crookston .....       | Minn. |
| Lizee, Eda Georgianna... | Red Lake Falls.....   | Minn. |
| Loken, Olga J.....       | Crookston .....       | Minn. |
| Lundberg, Alma T.....    | Pelican Rapids .....  | Minn. |
| Lynch, Agnes M.....      | Minneapolis .....     | Minn. |
| Lynch, Jennie .....      | Staples .....         | Minn. |
| Lyngstad, Anna C.....    | Halstad .....         | Minn. |
| Lyons, Ethel W.....      | Stephen .....         | Minn. |
| McDonald, Margaret F...  | Fisher .....          | Minn. |
| McDonnell, Margaret E... | Fergus Falls .....    | Minn. |
| McGuire, Clara K.....    | East Grand Forks..... | Minn. |
| McKercher, Donna .....   | Stirum .....          | N. D. |
| Maass, Olive A.....      | Lockhart .....        | Minn. |
| Marsh, Ethie B.....      | Argyle .....          | Minn. |
| Meyer, Anna .....        | Bagley .....          | Minn. |
| Miller, Mary May.....    | Fargo .....           | N. D. |
| Miller, Matilda D.....   | Virginia .....        | Minn. |
| Moen, Inger J.....       | Fosston .....         | Minn. |
| Mohr, Veronica S.....    | Perham .....          | Minn. |
| Molamphy, Mae C.....     | Hastings .....        | Minn. |
| Montgomery, Bertha M...  | Minneapolis .....     | Minn. |
| Morben, Charlotte O..... | Barnesville .....     | Minn. |
| Morken, Cora I.....      | Detroit .....         | Minn. |
| Murphy, Irene .....      | Moorhead .....        | Minn. |
| Natwick, Olga A.....     | Ada .....             | Minn. |
| Nelson, Agnes C.....     | Litchfield .....      | Minn. |
| Nelson, Daisy C.....     | Litchfield .....      | Minn. |
| Nelson, Ethelyn M.....   | Barnesville .....     | Minn. |
| Nelson, Frieda .....     | Battle Lake .....     | Minn. |
| Nelson, Manda E.....     | West Union .....      | Minn. |
| Nelson, Ruth M.....      | Lake Park .....       | Minn. |
| Newton, Ethel Ruth.....  | Ortonville .....      | Minn. |
| Nicholson, Ethel M.....  | Detroit .....         | Minn. |
| Norsen, Esther L.....    | Wheaton .....         | Minn. |
| Nyberg, Viola F.....     | Fergus Falls .....    | Minn. |
| Oien, Sigrid .....       | Shelly .....          | Minn. |
| Oistad, Manley .....     | Shelly .....          | Minn. |
| Olson, Alice R.....      | Fargo .....           | N. D. |

|                        |                |       |
|------------------------|----------------|-------|
| Onsum, Laura           | Pelican Rapids | Minn. |
| Onsum, Mathilde        | Pelican Rapids | Minn. |
| Peterson, Carrie       | McIntosh       | Minn. |
| Peterson, Henrietta S. | Lyle           | Minn. |
| Petterson, Ellen P.    | Battle Lake    | Minn. |
| Petterson, Helga       | Fargo          | N. D. |
| Phillips, Ina M.       | Crookston      | Minn. |
| Platt, Blanche         | Fargo          | N. D. |
| Platt, Stella          | Fargo          | N. D. |
| Porter, Viola M.       | Detroit        | Minn. |
| Rhode, Jeanette M.     | Herman         | Minn. |
| Riedesel, Helen L.     | Crookston      | Minn. |
| Riedesel, Lulu E.      | Crookston      | Minn. |
| Roberts, Ruth C.       | Morris         | Minn. |
| Rudh, Edna C.          | Battle Lake    | Minn. |
| Rue, Sarah             | Fosston        | Minn. |
| Rundtum, Mary          | Middle River   | Minn. |
| Ryder, Laura Z.        | Frazer         | Minn. |
| Shannon, Nell R.       | Bemidji        | Minn. |
| Sheveland, Anna M.     | Audubon        | Minn. |
| Siggerud, Clara        | Pelican Rapids | Minn. |
| Sloan, Lillian         | Detroit        | Minn. |
| Smedley, Mabelle       | Norcross       | Minn. |
| Stalley, Francis E.    | Moorhead       | Minn. |
| Stavely, Florence E.   | Mapleton       | N. D. |
| Streander, Esther A.   | Evansville     | Minn. |
| Stromberg, Anna M.     | Sauk Center    | Minn. |
| Swanson, Mabel A.      | Crookston      | Minn. |
| Swanson, Mabel L.      | Audubon        | Minn. |
| Thompson, Cora E.      | Moorhead       | Minn. |
| Trainor, Gertrude E.   | Graceville     | Minn. |
| Van Camp, Ralph E.     | St. Thomas     | N. D. |
| Vennerstrom, Emma O.   | Battle Lake    | Minn. |
| Watne, Ellen           | Stephen        | Minn. |
| Welley, Anna           | Gary           | Minn. |
| Wells, Hazel H.        | Bemidji        | Minn. |
| Whiting, Adelaide F.   | Fargo          | N. D. |
| Whitman, Jessie        | Fargo          | N. D. |

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|------------------|--------|-------|
| Wik, Carrie      | Mentor | N. D. |
| Wiltse, Alice M. | Bagley | Minn. |

## THIRD YEAR

|                        |                |         |
|------------------------|----------------|---------|
| Aldrich, Mary B.       | Aldrich        | Minn.   |
| Alrick, Josephine A.   | Galata         | Montana |
| Anderson, Bernard J.   | Barnesville    | Minn.   |
| Auburg, Millie J.      | Bagley         | Minn.   |
| Baker, Emily           | Perley         | Minn.   |
| Bauer, Beata           | Ada            | Minn.   |
| Beardsley, Edna G.     | Ashby          | Minn.   |
| Behlmer, Wilma S.      | Argyle         | Minn.   |
| Bentley, Julia R.      | Twin Valley    | Minn.   |
| Brandt, Ivy P.         | Fargo          | N. D.   |
| Bruning, George J.     | New York Mills | Minn.   |
| Buckley, Mary H.       | Graceville     | Minn.   |
| Calkins, Sadie C.      | Moorhead       | Minn.   |
| Castle, Florence M.    | Wadena         | Minn.   |
| Christianson, Bessie   | Crookston      | Minn.   |
| Colbjornson, Effie     | Dalton         | Minn.   |
| Dahl, Sophia J.        | Borup          | Minn.   |
| Daly, Genevieve G.     | Beardsley      | Minn.   |
| Edwards, Basha         | Watertown      | Minn.   |
| Engels, Minnie J.      | Fargo          | N. D.   |
| Erickson, Hannah M.    | Glyndon        | Minn.   |
| Erickson, Mae          | Moorhead       | Minn.   |
| Feiring, Mabel         | Rothsay        | Minn.   |
| Fischer, Clara A.      | Georgetown     | Minn.   |
| Fitzsimmons, Lulu      | Glyndon        | Minn.   |
| Fitzsimmons, Olive     | Glyndon        | Minn.   |
| Freeberg, Hilma        | Moorhead       | Minn.   |
| Goodrich, Blanche E.   | Glyndon        | Minn.   |
| Green, Gertrude        | Clinton        | Minn.   |
| Hagen, Annie M.        | Underwood      | Minn.   |
| Hansmann, Catherine M. | Moorhead       | Minn.   |
| Hatling, Julia         | Dalton         | Minn.   |
| Hedlund, Victoria      | Harwood        | Minn.   |
| Hegland, Joren         | Fosston        | Minn.   |

|                      |                 |         |
|----------------------|-----------------|---------|
| Hegland, Sarah       | Fosston         | Minn.   |
| Holm, Ellen M.       | Twin Valley     | Minn.   |
| Johnson, Amanda C.   | Evansville      | Minn.   |
| Johnson, Arthur S.   | Amor            | N. D.   |
| Johnson, Eddie O.    | Christine       | N. D.   |
| Johnson, Ellen       | Fargo           | N. D.   |
| Johnson, Emelia      | Minneapolis     | Minn.   |
| Johnson, Hildur T.   | Fargo           | N. D.   |
| Johnson, Victoria    | Strandquist     | Minn.   |
| Johnston, Gladys     | Tower City      | N. D.   |
| Kerr, Edith M.       | Battle Lake     | Minn.   |
| Knapton, Lillian B.  | Brandon         | Minn.   |
| Koller, Florence     | New York Mills  | Minn.   |
| Kolstad, Clara B.    | Nielsville      | Minn.   |
| Larson, Harry O.     | Moorhead        | Minn.   |
| Larson, Henrietta A. | Ulen            | Minn.   |
| Leding, Inger M.     | Gary            | Minn.   |
| Leding, Ole J.       | Gary            | Minn.   |
| Lucken, Emma         | Fergus Falls    | Minn.   |
| McArthur, May E.     | Malta           | Montana |
| McCasland, Hattie    | Ulen            | Minn.   |
| McDunn, Maud C.      | Barnesville     | Minn.   |
| Marburger, Emaline   | Brookpark       | Minn.   |
| Mathison, Sophie     | Argusville      | N. D.   |
| Mecham, Della F.     | Moorhead        | Minn.   |
| Mellum, Cora A.      | Ulen            | Minn.   |
| Midthun, Minnie A.   | Flom            | Minn.   |
| Murphy, Mary E.      | Felton          | Minn.   |
| Myers, Leila         | Foxhome         | Minn.   |
| Nelson, Amber E.     | Euclid          | Minn.   |
| Nelson, Julia M.     | Parkers Prairie | Minn.   |
| Nelson, Minnie T.    | Parkers Prairie | Minn.   |
| O'Laughlin, Sue A.   | Moorhead        | Minn.   |
| Olson, Amelia        | Wolverton       | Minn.   |
| Opgrande, Marie G.   | Halstad         | Minn.   |
| Pearson, Cora A.     | Comstock        | Minn.   |
| Patterson, Anna B.   | Howard Lake     | Minn.   |
| Pattison, Stella M.  | Bagley          | Minn.   |

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|------------------------|-----------------|--------|
| Peterson, Mamie C.     | Parkers Prairie | Minn.  |
| Perry, Hazel           | Buchanan        | Canada |
| Qualley, Nora C.       | Hendrum         | Minn.  |
| Reinhart, Ethel M.     | Fargo           | N. D.  |
| Remore, Blanche E.     | Fargo           | N. D.  |
| Ring, Anna M.          | Henning         | Minn.  |
| Robideau, Geneva G.    | Dilworth        | Minn.  |
| Rolland, Marius        | St. Hilaire     | Minn.  |
| Ross, Edythe E.        | Northcote       | Minn.  |
| Rutherford, Violet M.  | Baker           | Minn.  |
| Ryan, Melissa A.       | Fargo           | N. D.  |
| Sanders, Julia B.      | Clinton         | Minn.  |
| Skaar, Helga M.        | Crookston       | Minn.  |
| Slagerman, Annie       | Bathgate        | N. D.  |
| Solberg, Hannah C.     | McIntosh        | Minn.  |
| Solien, Marie J.       | Syre            | Minn.  |
| St. Martin, Eulalia F. | Minneapolis     | Minn.  |
| Stone, Alice           | Fargo           | N. D.  |
| Strand, Julia M.       | Ulen            | Minn.  |
| Syverson, Margaret I.  | Twin Valley     | Minn.  |
| Thompson, Augusta E.   | Glyndon         | Minn.  |
| Thompson, Martha J.    | Glyndon         | Minn.  |
| Torgerson, Christine   | Dalton          | Minn.  |
| Walsh, Mary W.         | Fargo           | N. D.  |
| Walton, Abbie M.       | Minneapolis     | Minn.  |
| Wiger, Clara           | Ulen            | Minn.  |

## SECOND YEAR.

|                      |           |       |
|----------------------|-----------|-------|
| Aanru, Clara         | Flaming   | Minn. |
| Alexander, Nellie J. | Orleans   | Minn. |
| Alm, Annie E.        | Christine | N. D. |
| Amundson, Inga       | Rothsay   | Minn. |
| Anderson, Annie C.   | Vining    | Minn. |
| Anderson, Nannie W.  | Wadena    | Minn. |
| Ascher, Effie A.     | Halstad   | Minn. |
| Barnes, Olive L.     | Lake Park | Minn. |
| Barron, Ethel R.     | Glyndon   | Minn. |
| Barry, Kathryn L.    | Alberta   | Minn. |

|                               |             |       |
|-------------------------------|-------------|-------|
| Beck, Bertha B.....           | Crookston   | Minn. |
| Beck, Clara B.....            | Crookston   | Minn. |
| Beckman, Jennie E.....        | Evansville  | Minn. |
| Bengtson, Alma E.....         | Herman      | Minn. |
| Berg, Inga C.....             | Battle Lake | Minn. |
| Berg, Mabel .....             | Fargo       | N. D. |
| Bergland, Elsie .....         | Glyndon     | Minn. |
| Bjorndahl, Nina .....         | Hawley      | Minn. |
| Boen, Nellie C.....           | Fertile     | Minn. |
| Bondy, Mabel E.....           | Battle Lake | Minn. |
| Brekke, Hilda .....           | Nielsville  | Minn. |
| Butterfield, Katherine M..... | Henning     | Minn. |
| Campbell, Anna T.....         | Litchfield  | Minn. |
| Carlander, Robert .....       | Moorhead    | Minn. |
| Carlson, Hilda C.....         | Evansville  | Minn. |
| Casey, Susan .....            | Morris      | Minn. |
| Charlson, Margaret .....      | Moorhead    | Minn. |
| Collins, Ruth M.....          | Moorhead    | Minn. |
| Dahl, Effie .....             | Gary        | Minn. |
| Dettbarn, Mary E.....         | Vergas      | Minn. |
| Dick, Ethel M.....            | Afton       | Minn. |
| Dybdal, Ottina .....          | Wendell     | Minn. |
| Efteland, Bertha M.....       | Shelly      | Minn. |
| Eklund, Florence I.....       | Moorhead    | Minn. |
| Ellis, Jessie O.....          | Watertown   | S. D. |
| Enyeart, Pauline R.....       | Willmar     | Minn. |
| Erickson, Alvira R.....       | Moorhead    | Minn. |
| Erickson, Ethel B.....        | Fargo       | N. D. |
| Erickson, Ida J.....          | Borup       | Minn. |
| Estenson, Anna M.....         | Henning     | Minn. |
| Evje, Josephine .....         | Nielsville  | Minn. |
| Fiedler, Josephine L.....     | Perham      | Minn. |
| Flom, Lizzie I.....           | Twin Valley | Minn. |
| Gagen, Janette O.....         | Morris      | Minn. |
| Game, Edith E.....            | Glyndon     | Minn. |
| Gardner, Grace G.....         | Ortonville  | Minn. |
| Green, Gladys .....           | Clinton     | Minn. |

|                            |                 |            |
|----------------------------|-----------------|------------|
| Grigsby, Mrs. Lillian..... | Moorhead        | Minn.      |
| Gullingsrud, Alice .....   | Twin Valley     | Minn.      |
| Gunderson, Ada .....       | Gary            | Minn.      |
| Hadland, Annie C.....      | Ostrander       | Minn.      |
| Hanson, Esther M.....      | Parkers Prairie | Minn.      |
| Hestad, Inga .....         | Nielsville      | Minn.      |
| Hilgren, Othelia .....     | Parkers Prairie | Minn.      |
| Holt, Anna M.....          | Breckenridge    | Minn.      |
| Hult, Mary .....           | Wolverton       | Minn.      |
| Hustad, Gertrude H.....    | Battle Lake     | Minn.      |
| Jahr, Jennie M.....        | Hitterdal       | Minn.      |
| Janneck, Clara D.....      | Barnesville     | Minn.      |
| Jepson, A. Joyce.....      | Glyndon         | Minn.      |
| Johnson, Elvira V.....     | Evansville      | Minn.      |
| Johnson, Ida E.....        | Strandquist     | Minn.      |
| Kavanagh, Mary E.....      | Carpio          | N. D.      |
| Kjolhaug, Selma .....      | Crookston       | Minn.      |
| Knapton, Nettie E.....     | Whitfish        | Mont.      |
| Kossick, Anna M.....       | Moorhead        | Minn.      |
| Kvare, Dorethea .....      | Pelican Rapids  | Minn.      |
| Lanegraff, Andrea G.....   | Traynor         | Sask. Can. |
| Larson, Arva L.....        | Hendrum         | Minn.      |
| Larson, Clara M.....       | Perley          | Minn.      |
| Lee, Inez X.....           | Tintah          | Minn.      |
| Lommen, Thorsten .....     | Comstock        | Minn.      |
| Lund, Mabel V.....         | Audubon         | Minn.      |
| Lyons, Nancy E.....        | Stephen         | Minn.      |
| McNair, Helen .....        | Sabin           | Minn.      |
| Marple, Margaret G.....    | Wendell         | Minn.      |
| Melbostad, Alma L.....     | Wolverton       | Minn.      |
| Merritt, Edna .....        | Moorhead        | Minn.      |
| Michaelson, Martha .....   | Montevideo      | Minn.      |
| Moland, Clara .....        | Fertile         | Minn.      |
| Moren, Ida Hildegard.....  | Wylle           | Minn.      |
| Moses, Joyce R.....        | Herman          | Minn.      |
| Motts, Hazel A.....        | Alice           | N. D.      |
| Mullen, Hazel .....        | Wadena          | Minn.      |
| Murray, E. Flora.....      | Parkers Prairie | Minn.      |

|                      |                 |       |
|----------------------|-----------------|-------|
| Murray, Mary D.      | Litchfield      | Minn. |
| Nelson, Eugenia S.   | Henning         | Minn. |
| Nilsby, Hulda        | Underwood       | Minn. |
| Nonthene, Jenny      | Evansville      | Minn. |
| Northfoss, Marie G.  | Alice           | N. D. |
| Oefstos, Henry M.    | McIntosh        | Minn. |
| Olson, Effie J.      | Rothsay         | Minn. |
| Olson, Josie         | Clinton         | Minn. |
| Olson, Minnie E.     | Lake Park       | Minn. |
| Olson, Rosella E.    | Parkers Prairie | Minn. |
| Ose, Torbjor         | Fisher          | Minn. |
| Ostrem, Julia        | Hendrum         | Minn. |
| Peterson, Mabel A.   | Richville       | Minn. |
| Peterson, Vernie G.  | Glyndon         | Minn. |
| Pohtila, Edna E.     | New York Mills  | Minn. |
| Ramsey, Julia M.     | Twin Valley     | Minn. |
| Rauk, Belinda C.     | Landa           | N. D. |
| Ritteman, Chloe      | Hawley          | Minn. |
| Ronning, Jennie A.   | Perley          | Minn. |
| Rosel, Wallace G.    | Moorhead        | Minn. |
| Rudser, Agnes C.     | Rudser          | N. D. |
| Rudser, Carrie       | Borup           | Minn. |
| Rustvold, Ellen      | Hendrum         | Minn. |
| Ryen, Clara A.       | Dalton          | Minn. |
| Sandem, Mary         | Beltrami        | Minn. |
| Senum, Grundy        | Fosston         | Minn. |
| Shefloe, Florence G. | Hoffman         | Minn. |
| Shefveland, Pauline  | Audubon         | Minn. |
| Smith, Nellie B.     | Moorhead        | Minn. |
| Stennes, Amelia      | Hendrum         | Minn. |
| Sullivan, Kate       | Argusville      | N. D. |
| Swanson, Amy         | Kragness        | Minn. |
| Swanson, Ebba        | Barnesville     | Minn. |
| Thompson, Alice      | Hendrum         | Minn. |
| Thompson, Sophie I.  | Audubon         | Minn. |
| Torgerson, Ada E.    | Dalton          | Minn. |
| Trovaton, Anna T.    | McIntosh        | Minn. |
| Trovaton, Elise      | McIntosh        | Minn. |

|                      |            |            |
|----------------------|------------|------------|
| Velo, Tillie         | Ulen       | Minn.      |
| Waite, Edith A.      | Moorhead   | Minn.      |
| Walden, Blanche M.   | Perley     | Minn.      |
| Walker, Robin        | Moorhead   | Minn.      |
| Walline, Rose M.     | Moorhead   | Minn.      |
| Watterberg, Louise   | Wolverton  | Minn.      |
| Wettles, Margaret L. | Frazee     | Minn.      |
| Weum, Severina       | Battleford | Sask. Can. |
| Wiger, Hannah T.     | Ulen       | Minn.      |
| Williams, Clara I.   | Fargo      | N. D.      |
| Zimmerman, May H.    | Elizabeth  | Minn.      |

## FIRST YEAR.

|                    |              |       |
|--------------------|--------------|-------|
| Aamot, Clara       | Halstad      | Minn. |
| Alcock, Ellida     | Caribou      | Minn. |
| Alcox, Agnes       | Fargo        | N. D. |
| Alcox, Mae         | Fargo        | N. D. |
| Amundson, Agnes    | Gary         | Minn. |
| Anderson, Edna S.  | Fergus Falls | Minn. |
| Anderson, Ella M.  | Evansville   | Minn. |
| Anderson, Emma     | Beltrami     | Minn. |
| Anderson, Lena     | Battle Lake  | Minn. |
| Anderson, Mabel V. | Collis       | Minn. |
| Anderson, Ruby M.  | Argyle       | Minn. |
| Antonsen, Edith M. | Frazee       | Minn. |
| Aslakson, Tillie   | Mallory      | Minn. |
| Bagan, Grace E.    | Herman       | Minn. |
| Bagan, Mary A.     | Herman       | Minn. |
| Bakke, Lottie O.   | Twin Valley  | Minn. |
| Bakke, Norma E.    | Twin Valley  | Minn. |
| Barlund, Tillie    | Erskine      | Minn. |
| Barth, Freda       | Campbell     | Minn. |
| Beebe, Grace E.    | Fergus Falls | Minn. |
| Bensen, Gyda M.    | Erskine      | Minn. |
| Benson, Olga       | Detroit      | Minn. |
| Berg, Ella A.      | Barnesville  | Minn. |
| Berg, Mattie S.    | Dalton       | Minn. |
| Bergan, Ida H.     | Hawley       | Minn. |



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|-----------------------|-------------|-------|
| Bergseid, Selma H.    | Hawley      | Minn. |
| Bergstrom, Ellen C.   | Crawford    | S. D. |
| Bjorkquist, Elmer     | Moorhead    | Minn. |
| Bjorsness, Emily      | Newfolden   | Minn. |
| Boman, Frieda E.      | Fargo       | N. D. |
| Borgrude, Lenora      | Evansville  | Minn. |
| Bowman, Ida E.        | Harwood     | N. D. |
| Boyd, Rose            | Felton      | Minn. |
| Braaten, Anna C.      | Vining      | Minn. |
| Bratton, Anna E.      | Erskine     | Minn. |
| Brekke, Nellie M.     | Benson      | Minn. |
| Brouwers, Therese     | Butler      | Minn. |
| Brown, Mary           | Crookston   | Minn. |
| Brownlee, Hazel       | Mapleton    | N. D. |
| Brownlee, Olive       | Mapleton    | N. D. |
| Bull, Jennie J.       | Main        | Minn. |
| Burman, Borgia        | Rothsay     | Minn. |
| Burgess, Blanche L.   | Richville   | Minn. |
| Cameron, Bessie V.    | Hawley      | Minn. |
| Cannon, Dora M.       | Northcote   | Minn. |
| Carlander, Jarl R.    | Moorhead    | Minn. |
| Carlson, Alfred       | Evansville  | Minn. |
| Carlson, Isabelle E.  | Elbow Lake  | Minn. |
| Carlson, Olga O.      | Elbow Lake  | Minn. |
| Caspers, Anna         | Clara City  | Minn. |
| Cassidy, Florence L.  | Ricnville   | Minn. |
| Caughey, Flora M.     | Fargo       | N. D. |
| Christianson, Alma M. | Strathcona  | Minn. |
| Christophel, Lulu G.  | Norcross    | Minn. |
| Cichy, Agnes          | Brandon     | Minn. |
| Clary, Elsie G.       | Moorhead    | Minn. |
| Clauson, Marie E.     | Kennedy     | Minn. |
| Claypool, Alice       | Underwood   | Minn. |
| Claypool, Jennie      | Underwood   | Minn. |
| Claypool, Winifred    | Underwood   | Minn. |
| Clemenson, Mary       | Horace      | N. D. |
| Colby, Dana T.        | Barnesville | Minn. |
| Collins, Jessie E.    | Crookston   | Minn. |

|                         |                  |       |
|-------------------------|------------------|-------|
| Conklin, Fannie M.      | Fraze            | Minn. |
| Conneran, Ella V.       | Eldred           | Minn. |
| Cowie, George           | Rothsay          | Minn. |
| Dahl, Hattie A.         | Ulen             | Minn. |
| Dahler, Anna            | Elbow Lake       | Minn. |
| Dahlquist, Christine A. | Edgeley          | Minn. |
| Dalby, Rosetta          | Crookston        | Minn. |
| De Long, Mabel          | Dilworth         | Minn. |
| Dettbarn, Amanda        | Vergas           | Minn. |
| Dunphy, Anna C.         | Preston          | Minn. |
| Earley, Margaret E.     | Detroit          | Minn. |
| Eastby, Lars            | Fosston          | Minn. |
| Ekblad, Amanda          | Evansville       | Minn. |
| Ekblad, Ida M.          | Evansville       | Minn. |
| Engelson, Gena A.       | Rothsay          | Minn. |
| Erickson, Clara         | Lockhart         | Minn. |
| Erickson, Clara H.      | Verndale         | Minn. |
| Erickson, Florence M.   | Moorhead         | Minn. |
| Erickson, Louise        | Moorhead         | Minn. |
| Erickson, Mary A.       | Gentilly         | Minn. |
| Erickson, Minnie S.     | Moorhead         | Minn. |
| Erlandson, Elsie I.     | Kennedy          | Minn. |
| Erlandson, J. W.        | Kennedy          | Minn. |
| Evenson, Mabel J.       | Wolverton        | Minn. |
| Fegstad, Inga J.        | Moorhead         | Minn. |
| Fiedler, Mary D.        | Perham           | Minn. |
| Fitzpatrick, Martha     | Evansville       | Minn. |
| Fjoslien, Sigrid J.     | Elbow Lake       | Minn. |
| Fladeland, Martina      | Fargo            | N. D. |
| Flaten, Inga A.         | Flom             | Minn. |
| Flatten, Julia          | East Grand Forks | Minn. |
| Fletcher, Edna M.       | Waubun           | Minn. |
| Fletcher, Maybelle      | Mapleton         | N. D. |
| Fletcher, Lizzie A.     | Waubun           | Minn. |
| Flynn, Elizabeth        | Morris           | Minn. |
| Froysland, Hilda C.     | Audubon          | Minn. |
| Froysland, Selma H.     | Audubon          | Minn. |
| Gibbons, Edna           | Hawley           | Minn. |

|                       |                   |       |
|-----------------------|-------------------|-------|
| Gilbertson, Clara J.  | Fertile           | Minn. |
| Gillett, Frank        | Albion            | Neb.  |
| Gilman, Harold        | Fargo             | N. D. |
| Gingery, Effie        | Glyndon           | Minn. |
| Gorman, M. Iola       | Moorhead          | Minn. |
| Grant, Susan O.       | Staples           | Minn. |
| Green, Ethel O.       | Moorhead          | Minn. |
| Grinder, Elma         | Wendell           | Minn. |
| Grondahl, Selma       | Ada               | Minn. |
| Grundfossen, Ida      | Farwell           | Minn. |
| Gunderson, Clara      | Gary              | Minn. |
| Gustafson, Freda A.   | Strandquist       | Minn. |
| Gustafson, Hulda C.   | Strandquist       | Minn. |
| Haack, Rosa           | Big Stone         | Minn. |
| Hagemeister, Morrell  | Argusville        | N. D. |
| Hagen, Christine J.   | Erskine           | Minn. |
| Haggart, William H.   | Fargo             | N. D. |
| Heiner, Laura         | Detroit           | Minn. |
| Halverson, Henry E.   | Borup             | Minn. |
| Halverson, Ida        | Ada               | Minn. |
| Hanson, Annie S.      | Rothsay           | Minn. |
| Hanson, Christine M.  | Hawley            | Minn. |
| Hanson, Cora E.       | Thief River Falls | Minn. |
| Hanson, Pauline       | Beltrami          | Minn. |
| Hanson, Roswell J.    | Moorhead          | Minn. |
| Hartgraves, Mattie B. | Barnesville       | Minn. |
| Herfindahl, Annie     | Audubon           | Minn. |
| Herrick, Marvel J.    | Kent              | Minn. |
| Hetland, Bertha       | Halstad           | Minn. |
| Hetland, Louise       | Halstad           | Minn. |
| Hilgers, Lena M.      | Barnesville       | Minn. |
| Hilgren, Elvira H.    | Parkers Prairie   | Minn. |
| Holly, Letha Iona     | Wadena            | Minn. |
| Holm, Annie J.        | Underwood         | Minn. |
| Horton, Myrtle E.     | Mentor            | Minn. |
| Houglum, Clara        | Grand Forks       | N. D. |
| Hughes, Martha H.     | Rothsay           | Minn. |
| Huse, Mabel           | Dalton            | Minn. |

|                      |                   |       |
|----------------------|-------------------|-------|
| Huset, Elmer O.      | Elbow Lake        | Minn. |
| Iverson, Fannie H.   | Ashby             | Minn. |
| Jepsen, Lois M.      | Glyndon           | Minn. |
| Jerde, Mabel         | Fertile           | Minn. |
| Jevne, Bertha        | Strathcona        | Minn. |
| Johnson, Agnes A.    | Rustad            | Minn. |
| Johnson, Albert E.   | Bronson           | Minn. |
| Johnson, Charlotte   | Elbow Lake        | Minn. |
| Johnson, Edwin M.    | Evansville        | Minn. |
| Johnson, Ella E.     | Sabin             | Minn. |
| Johnson, Esther A.   | Evansville        | Minn. |
| Johnson, Frida       | Gary              | Minn. |
| Johnson, Gertrude E. | Moorhead          | Minn. |
| Johnson, Ida A.      | Dalton            | Minn. |
| Johnson, Laura E.    | Wolverton         | Minn. |
| Johnson, Lena        | Elbow Lake        | Minn. |
| Johnson, Nancy       | Hallock           | Minn. |
| Johnson, Thrine C.   | Perley            | Minn. |
| Jones, Ruby L.       | Doran             | Minn. |
| Judge, Katharyn      | New Richmond      | Minn. |
| Karlstrom, Emma      | Rustad            | Minn. |
| Kassenborg, Mabel    | Glyndon           | Minn. |
| Kelling, Vyvian M.   | Borup             | Minn. |
| Kelly, Agnes M.      | Thief River Falls | Minn. |
| Kirkhorn, Lena       | Wolverton         | Minn. |
| Kive, Maggie M.      | New York Mills    | Minn. |
| Knutson, Minnie      | East Grand Forks  | Minn. |
| Koeneman, Lydia M.   | Moorhead          | Minn. |
| Koller, Harriet P.   | New York Mills    | Minn. |
| Kossick, Helen       | Moorhead          | Minn. |
| Kreun, Minnie        | Gary              | Minn. |
| Kruger, Selma G.     | Wheatland         | N. D. |
| Landsverk, Tillie B. | McIntosh          | Minn. |
| Langness, Jennie L.  | Clitherall        | Minn. |
| Larrick, Eva G.      | Beardsley         | Minn. |
| Larson, Anna M.      | Fisher            | Minn. |
| Larson, Lydia        | Brooks            | Minn. |
| La Rue, Virgil L.    | Ulen              | Minn. |

|                           |                 |          |
|---------------------------|-----------------|----------|
| Lawrenz, Greba J.....     | Fargo           | N. D.    |
| Lee, Anna .....           | Kellogg         | Minn.    |
| Lee, Bridget .....        | Kellogg         | Minn.    |
| Leraas, Josie M.....      | Herman          | Minn.    |
| Leraas, Mollie .....      | Herman          | Minn.    |
| Lindgren, Edna E.....     | Chisago City    | Minn.    |
| Lindstrom, Nannie H....   | Evansville      | Minn.    |
| Long, Bertha E.....       | Brainerd        | Minn.    |
| Longtin, Elwise F.....    | Red Lake Falls  | Minn.    |
| Luhman, Gertrude L....    | Beltrami        | Minn.    |
| Lund, Hannah .....        | Vernon          | Minn.    |
| Lundin, Alveda .....      | Ashby           | Minn.    |
| Lynch, Margaret .....     | De Graff        | Minn.    |
| McCauley, Blanche .....   | Felton          | Minn.    |
| McCullough, Lillie D....  | Oklahoma        | Oklahoma |
| McGram, Alucia .....      | Perham          | Minn.    |
| McLaughlin, Anna .....    | Fargo           | N. D.    |
| McLaughlin, Frances M..   | Donnelly        | Minn.    |
| McLean, Lizzie M.....     | Columbia        | S. D.    |
| McTaggart, Beatrice ..... | Campbell        | Minn.    |
| McVeety, Ethel I.....     | Fargo           | N. D.    |
| Mack, Violet .....        | Argyle          | Minn.    |
| Maruska, Emma A.....      | Ogema           | Minn.    |
| Mathison, Olga .....      | Argusville      | N. D.    |
| Mattison, Clara .....     | Borup           | Minn.    |
| Matson, Minnie A.....     | Ulen            | Minn.    |
| Maughan, Louise .....     | Morris          | Minn.    |
| Mauritson, Clara B.....   | Shelly          | Minn.    |
| Mauritson, Mayne H....    | Shelly          | Minn.    |
| Maynard, Mabel .....      | Twin Valley     | Minn.    |
| Melchior, Ruth M.....     | Fargo           | N. D.    |
| Mellum, Christella .....  | Ulen            | Minn.    |
| Merriman, W. Calvert....  | Fargo           | N. D.    |
| Mich, Clara A.....        | Donnelly        | Minn.    |
| Michelson, Della N.....   | Detroit         | Minn.    |
| Miller, Ellen E.....      | Parkers Prairie | Minn.    |
| Miller, Nellie E.....     | Glyndon         | Minn.    |
| Mittag, Emma A.....       | Elizabeth       | Minn.    |

|                            |                   |       |
|----------------------------|-------------------|-------|
| Mittag, Rose E.....        | Elizabeth         | Minn. |
| Modahl, Alice .....        | Chokio            | Minn. |
| Moebeck, Nanna C.....      | Ulen              | Minn. |
| Molander, Helma N.....     | Winnipeg Junction | Minn. |
| Molsted, Conrad M.....     | Fosston           | Minn. |
| Monson, Theresa G.....     | Doran             | Minn. |
| Moore, Eliza .....         | St. Vincent       | Minn. |
| Moore, Mary .....          | St. Vincent       | Minn. |
| Moren, Esther C.....       | Wylie             | Minn. |
| Munson, Alma N.....        | Akeley            | Minn. |
| Murray, Alice A.....       | Parkers Prairie   | Minn. |
| Myhr, Helga M.....         | Farwell           | Minn. |
| Myller, Alvera D.....      | Moorhead          | Minn. |
| Naerum, Amanda J.....      | Battle Lake       | Minn. |
| Nelson, Elvira H.....      | Rollag            | Minn. |
| Nelson, Esther C.....      | Moorhead          | Minn. |
| Nelson, Florence M.....    | Sebeka            | Minn. |
| Nelson, Louise W.....      | Battle Lake       | Minn. |
| Nelson, Marie E.....       | Felton            | Minn. |
| Nelson, Mattie .....       | Henning           | Minn. |
| Ness, Stella J.....        | Moorhead          | Minn. |
| Neuner, Gertrude .....     | Detroit           | Minn. |
| Newton, Agnes J.....       | McIntosh          | Minn. |
| Nichelson, Josephine ..... | Henning           | Minn. |
| Nokken, Anna L.....        | Rustad            | Minn. |
| Norby, Bertinus O.....     | Fosston           | Minn. |
| Noss, Regina .....         | Gary              | Minn. |
| Oien, Marie .....          | Shelly            | Minn. |
| Oien, Thora .....          | Shelly            | Minn. |
| Oliver, Roy J.....         | Fargo             | N. D. |
| Olson, Emma H.....         | Henning           | Minn. |
| Olson, Emma T.....         | Rothsay           | Minn. |
| Olson, Martha .....        | Osakis            | Minn. |
| Olson, Ruth .....          | Winger            | Minn. |
| Opheim, Julia M.....       | Hendrum           | Minn. |
| Osborn, Coral L.....       | Battle Lake       | Minn. |
| Ose, Ingeborg .....        | Fisher            | Minn. |
| Oslie, Palmer M.....       | Christine         | N. D. |

|                           |                       |       |
|---------------------------|-----------------------|-------|
| Osten, Clara A.....       | Pelican Rapids        | Minn. |
| Ostrus, Minnie .....      | Pelican Rapids        | Minn. |
| Otteson, Olga J.....      | Wolverton             | Minn. |
| Paranto, Cecilia H.....   | Felton                | Minn. |
| Paulson, Inga C.....      | Rothsay               | Minn. |
| Peake, Merle E.....       | Rothsay               | Minn. |
| Peterson, Bertha A.....   | Malcolm P. O.....     | Minn. |
| Peterson, Esther A.....   | Erhard                | Minn. |
| Peterson, Esther M.....   | Maynard               | Minn. |
| Peterson, Florence M..... | Maynard               | Minn. |
| Peterson, Ruth E.....     | Henning               | Minn. |
| Peterson, Tena .....      | Grand Forks.....      | N. D. |
| Pierce, Pamela L.....     | Butler                | Minn. |
| Plath, Goldie M.....      | Davenport             | N. D. |
| Priebe, Agnes .....       | Wolverton             | Minn. |
| Qualman, Agnes .....      | Davenport             | N. D. |
| Quine, Josephine .....    | Breckenridge          | Minn. |
| Ramstad, Annie .....      | Hickson               | N. D. |
| Ransom, Nellie M.....     | Ottertail             | Minn. |
| Rasmussen, Julia M.....   | McIntosh              | Minn. |
| Reid, Katherine L.....    | Fargo                 | N. D. |
| Reid, Martha .....        | Moorhead              | Minn. |
| Richter, Bertha .....     | Fargo                 | N. D. |
| Riddle, Eva .....         | Solsberry             | Ind.  |
| Riddle, J. W.....         | Bridgeton             | Ind.  |
| Ritteman, Ralph .....     | Hawley                | Minn. |
| Roan, Mabel C.....        | Warren                | Minn. |
| Robertson, Jean .....     | Moorhead              | Minn. |
| Rolland, Alfred .....     | St. Hilaire           | Minn. |
| Rossmiller, Ella A.....   | Frazee                | Minn. |
| Rude, Lydia A.....        | Flaming               | Minn. |
| Rufer, Helen .....        | Moorhead              | Minn. |
| Russell, Stella M.....    | Foxhome               | Minn. |
| Rystad, Lilly .....       | East Grand Forks..... | Minn. |
| Sandbeck, Ragnild .....   | Kindred               | N. D. |
| Sande, Ole R.....         | Noble                 | Minn. |
| Sande, William H.....     | Noble P. O.....       | Minn. |
| Saunders, Pearl E.....    | Roseau                | Minn. |

|                           |                     |       |
|---------------------------|---------------------|-------|
| Sanderson, Myrtle .....   | Osage               | Minn. |
| Schafer, Lottie M.....    | Lancaster           | Minn. |
| Scheer, Ida I.....        | Erhard              | Minn. |
| Schultze, Freda .....     | Red Lake Falls..... | Minn. |
| Schwalen, Anna L.....     | Battle Lake         | Minn. |
| Schwoboda, Ida M.....     | Frazee              | Minn. |
| Scott, Jessie A.....      | Fertile             | Minn. |
| Scribner, E. Everett..... | Minneapolis         | Minn. |
| Selleseth, Ida E.....     | Norcross            | Minn. |
| Selness, Gena I.....      | Clifford            | Minn. |
| Sethre, Clara .....       | Fergus Falls        | Minn. |
| Shea, Florence M.....     | Glyndon             | Minn. |
| Sherley, Edward M.....    | Christine           | N. D. |
| Sirjord, Mea F.....       | Flaming             | Minn. |
| Simenson, Anna .....      | Fergus Falls        | Minn. |
| Skorstad, Ragnhild .....  | Georgetown          | Minn. |
| Smith, Ada .....          | Aure                | Minn. |
| Smith, Hilda .....        | Glenwood            | Minn. |
| Snyder, Rebecca A.....    | Knife River         | Minn. |
| Solwold, Agnes B.....     | Hitterdal           | Minn. |
| Solwold, Inga C.....      | Hitterdal           | Minn. |
| Sonquist, Clarence .....  | Fargo               | N. D. |
| Sorenson, Ausilga .....   | Crookston           | Minn. |
| Starr, Thea .....         | Pelican Rapids      | Minn. |
| Stabno, Thresa .....      | Breckenridge        | Minn. |
| Stanger, Ida A.....       | Vergas              | Minn. |
| Stearns, Olive .....      | Detroit             | Minn. |
| Steffen, Bertha .....     | Parkers Prairie     | Minn. |
| Steinbring, Emil F.....   | Morris              | Minn. |
| Stende, Bertha .....      | Flom                | Minn. |
| Stennes, Mary .....       | Erskine             | Minn. |
| Stevens, Clara J.....     | Wadena              | Minn. |
| Stevenson, Hazel G.....   | Kent                | Minn. |
| Stuart, Jessie K.....     | Westport            | Minn. |
| Sundstrom, Alma .....     | Barnesville         | Minn. |
| Svenson, Hannah V.....    | Ashby               | Minn. |
| Swanson, Bertha M.....    | Staples             | Minn. |
| Swanson, Clara .....      | Barnesville         | Minn. |

|                           |                     |       |
|---------------------------|---------------------|-------|
| Swanson, Emma M.....      | Grygla              | Minn. |
| Tangen, Inga M.....       | Fosston             | Minn. |
| Thoreson, Ida E.....      | Richmond            | Minn. |
| Tibesar, Elizabeth .....  | Crookston           | Minn. |
| Tice, Dorothy C.....      | Mentor              | Minn. |
| Tillotson, Frances M..... | Moorhead            | Minn. |
| Tilton, Rachel .....      | Rothsay             | Minn. |
| Tims, Alice L.....        | Ottertail           | Minn. |
| Tims, Elizabeth .....     | Underwood           | Minn. |
| Torgerson, Florence A.... | Lindsay             | Minn. |
| Tvedt, Martha L.....      | Ada                 | Minn. |
| Ulsby, Ida .....          | Deer Creek          | Minn. |
| Urbach, Selma .....       | Frazee              | Minn. |
| Vanderwaal, Laura E....   | Erskine             | Minn. |
| Vanderwaal, Minnie H....  | Erskine             | Minn. |
| VanVlissingen, Ida M....  | Hitterdal           | Minn. |
| VanWechel, Ida .....      | Wolverton           | Minn. |
| VanWechel, Lavinia .....  | Wolverton           | Minn. |
| Voss, Marie A.....        | Fairmont            | Minn. |
| Waddick, James L.....     | Rogers              | Minn. |
| Warnes, Annie C.....      | Halma               | Minn. |
| Webster, Rhue Nellie....  | New York Mills..... | Minn. |
| Weissert, Rocena .....    | Fargo               | N. D. |
| Wedge, Evelyn .....       | Albert Lea          | Minn. |
| Westlund, Victor E.....   | Fargo               | N. D. |
| Wicklund, Ruth E.....     | Parkers Prairie     | Minn. |
| Wiger, Olga T.....        | Ulen                | Minn. |
| Williams, Hazel J.....    | Fargo               | N. D. |
| Wilson, Arthur S.....     | Moorhead            | Minn. |
| Windseth, Ida .....       | Ulen                | Minn. |
| Wood, Ida .....           | Strathcona          | Minn. |
| Woodbury, Winnie E....    | Moorhead            | Minn. |
| Worman, Jennie K.....     | Mapleton            | N. D. |
| Yaeck, Milton .....       | Fargo               | N. D. |
| Yacktis, Isidor .....     | Wilkesbarre         | Penn. |
| Young, Lois L.....        | Milford             | Ohio  |
| Zimmerman, Wilma L....    | Elizabeth           | Minn. |

## SUMMARY.

|                        |     |
|------------------------|-----|
| Senior Class.....      | 44  |
| Junior Class.....      | 174 |
| Third Year Class.....  | 98  |
| Second Year Class..... | 135 |
| First Year Class.....  | 366 |

Total enrollment in Normal Department.... 817

## ELEMENTARY SCHOOL.

|                                |    |
|--------------------------------|----|
| Grammar Grades.....            | 84 |
| Upper Intermediate Grades..... | 77 |
| Lower Intermediate Grades..... | 39 |
| Primary Grades .....           | 66 |

Total in Elementary School..... 265

Counted twice..... 1

Total in all Departments..... 1091

## GRADUATES 1911.

|  |    |
|--|----|
| Complete Diploma .....                         | 25 |
| Elementary Diploma (High School Graduates). 75 |    |
| Elementary Diploma (Three Year Course).... 58  |    |

Total ..... 158