

1912

**The Bulletin of the State Normal School. Moorhead, Minnesota.
Catalogue Number. Published Quarterly. Twenty-fourth Year.
1912. Series Seven, Number Four. (1912)**

Minnesota. State Normal School (Moorhead, Minn.)

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The Bulletin of the
State Normal School
Moorhead, Minnesota
1912

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JUL 20 1912
UNIVERSITY OF MINNESOTA

The Bulletin
of the
State Normal School

Moorhead, Minnesota

Catalogue Number

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Series Seven

Number Four

Entered at the post office at Moorhead, Minnesota, as second-class mail matter.

THE first learning of a subject is largely the work of memory. The real knowing begins with reflection upon the data and the discovery of inter-relations. The class work and recitations of the normal school astonish the student at first. He supposes himself to understand the subject, but he discovers that there are a thousand phases of it which he has not thought of. He learns the second lesson with some of these possible side questions in view. He improves from day to day, and in the course of a year he has acquired a different ideal of the best methods of study. He has passed from the text-book method to the method of investigation. He is to go out of the book into his own experience, to verify or refute its statements. He is to go to other stores of information on the subject in this work of verification and critical comparison. When this is done, the student finds to his great surprise that the elementary branches stand for five great branches of human learning in its entirety, and that a proper study of them opens for him all the windows of the soul.

—WILLIAM T. HARRIS

State Normal School

No institution of learning is so closely identified with public weal as the state normal school is. The great majority of the youth in our state do not advance beyond the elementary schools, and it is this great population which the normal school, through its product, is called upon to prepare for citizenship. The function of the normal school is peculiar. The schools of secondary character, and the colleges and the university, have, as their objects, general culture, and the acquisition of knowledge. The normal school must impart culture, discipline, skill, and that, too, for specific and technical purposes. The state has established a system of education. The fundamental and most vital work of that system is done in the elementary schools, and the most important factor in the system is the teacher. The state grants this in the establishment of normal schools.

Fundamentally, all institutions of learning are working towards a common end, the development of character. Intellectual training of whatever kind is of value in the progress of the race, and the normal school claims for itself a high place in the work of character training and intellectual development. Duty and necessity forced the state to establish the normal school, and it is the institution where men and women are taught not only branches of knowledge, but, also, the processes by which the learning mind acquires knowledge, and the resultant of those processes. These objects and aims are distinctive features of the normal school, and stamp it as having greater responsibilities, in many respects, than those of other educational institutions.

The aim of this school is to give a thorough training to young women and young men who expect to teach in the public schools of the state, and to surround them with a healthful, happy and stimulating atmosphere which shall bring out the individual possibilities of each to the fullest extent. The school has a healthful and attractive location, with ample grounds for outdoor sports, and with most adequate opportunity for indoor athletic exercise, conducted under the direction of a trained instructor. A mental training is offered, which aims to seek out and encourage the natural powers of the student, inspiring with greater personal ambition, more earnest purpose, and leading forward to larger accomplishment.

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.....	Manakto
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 1912-1913

COMMENCEMENT WEEK.

Baccalaureate Address.....	Sunday Evening, May 26
Annual Recital.....	Monday Evening, May 27
President's Reception to Senior Class.....	
.....	Monday Evening, May 27
Exercises by Model School.....	Thursday Forenoon, May 30
Chapel Exercises Conducted by Senior Class.....	
.....	Friday, May 31
Graduation Exercises.....	Friday Evening, May 31
Alumni Reception.....	Friday Evening, May 31

SUMMER TERM.

Enrollment of Students.....	Thursday, June 13
Class Work Begins.....	Friday, June 14
Term Closes.....	Saturday, July 27

FALL TERM.

Enrollment of Students.....	Monday, September 2
Class Work Begins.....	Tuesday, September 3
Fall Term Closes.....	Wednesday, November 27

WINTER TERM.

Enrollment of Students.....	Tuesday, December 3
Class Work Begins.....	Tuesday, December 3
Holiday Vacation Begins.....	Friday Noon, December 20
Class Work Resumed.....	Tuesday, January 7
Winter Term Closes.....	Friday, March 8

SPRING TERM.

Enrollment of Students.....	Tuesday, March 11
Class Work Begins.....	Tuesday, March 11
Easter Vacation Begins.....	Thursday Noon, March 20
Class Work Resumed.....	Wednesday, March 26
Spring Term Closes.....	Friday, June 6

FACULTY

	Residence
Frank A. Weld, President.....	403 Eighth St. So.
Tryphena R. Anderson.....	Wheeler Hall
Dean of Women. Latin	
Caswell A. Ballard.....	604 Eighth St. So.
Biological Sciences	
Edwin T Reed.....	401 Ninth St. So.
English	
Katharine Leonard.....	323 Seventh St. So.
Mathematics	
Albert S. Kingsford.....	411 Ninth St. So.
Geography and Sociology	
Edward R. Collins	521 Eighth St. So.
Psychology	
Florence A. Meyer.....	621 Ninth St. So.
Physical Training	
J. Harold Powers.....	310 Sixth St. So.
Music	
Waldo S. Hockett.....	617 Ninth St. So.
Physical Sciences	
Maude Hayes.....	819 Eleventh St. So.
Reading	
Mabel C. Bentley.....	819 Eleventh St. So.
Household Economy	
Nellie A. Chase	621 Ninth St. So.
History	
Burl G. Martin	617 Ninth St. So.
English Grammar	
Charlotte Rankin.....	Wheeler Hall
Assistant in Latin and English	
Carl B. Wilson	819 Eleventh St. So.
Assistant in Biological Sciences	

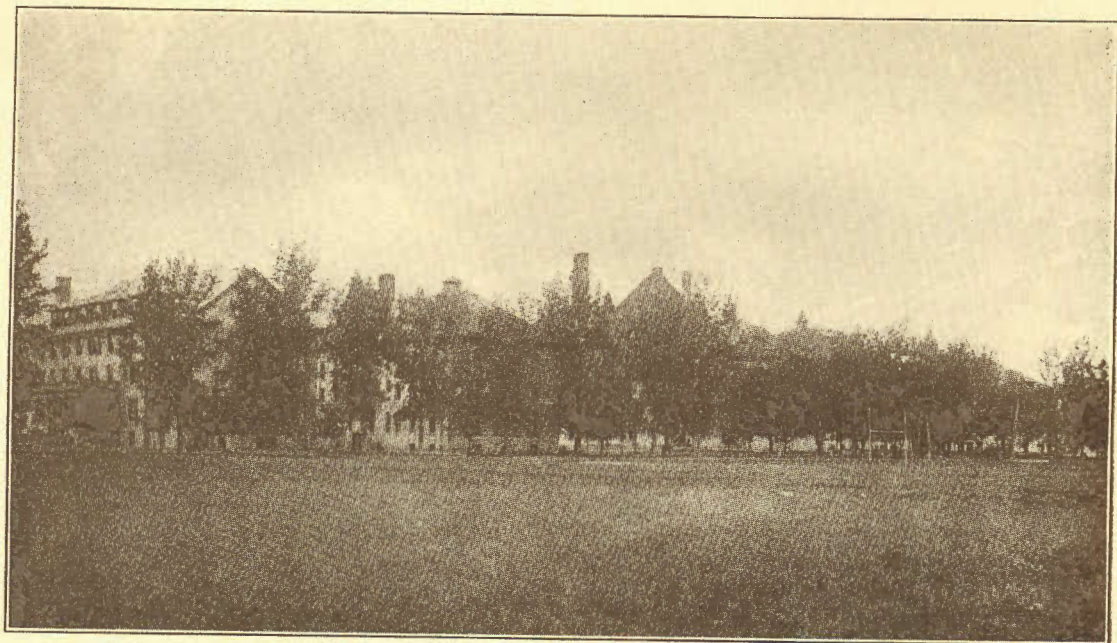
Fannie Sims.....	Comstock Hall
Preceptress. Drawing	
Allen F. Wood.....	606 Fifth Ave. So.
Penmanship	
J. W. Eck.....	515 Tenth St. So.
Manual Training	
Frances R. Freeman.....	403 Eighth St. So.
Household Economy	
Belle M. Deans.....	714 Eighth St. So.
Superintendent of Elementary School	
Mary C. Rainey.....	503 Seventh St. So.
Supervisor Primary Department	
Belle Dredge.....	403 Eighth St. So.
Grammar Department	
Aurelia O'Connell.....	425 Seventh St. So.
Intermediate Department	
Bertha M. Rogers	710 Seventh Ave. So.
Intermediate Department	
Myrtle Sholty.....	505 Eighth St. So.
Primary Department	
Jessie G. McKenzie, Librarian.....	1106 Eleventh Ave. So.
Jessie Whitman, Assistant Librarian.....	1017 Seventh St. No., Fargo
E. Alice Kirk, Registrar.....	505 Eighth St. So.
Cecile A. Kimball.....	Comstock Hall
Superintendent of Dormitories	
Anna J. Handeyside, Secretary, 109 Ninth St. So., Fargo	
Millie Dahl.....	Comstock Hall
Resident Nurse	
*Alta A. Robinson	Wheeler Hall
English	
*C. W. Van Cleve.....	Barnesville
History	

*J. J. Bohlander.....	Montevideo
Biological Sciences	
*Ethel Putnam.....	East Grand Forks
Household Economy	
*Anna Haenert.....	Fergus Falls
Secretary	
*H. B. Edwards	Moorhead
Grammar	
*Edith A. Conn.....	Fargo
Librarian	
*Adeline Cornish	River Falls
Critic Teacher	

EMPLOYEES.

John H. Norton	721 Eleventh St. So.
Engineer	
Gust Nordstrom.....	901 Eighth St. So.
Nels Anderson.....	1021 Eighth Ave. So.
Ivar Strom	1018 Fifth Ave. So.
Mrs. Nellie McBain	808 Eleventh St. So.
Karl Bjorklund.....	214 Fourth St. So.
Adolph Larson	1016 Eighth Ave. So.
David Anderson	218 Eleventh St. So.

*Summer Session



STATE NORMAL SCHOOL, MOORHEAD

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, remodeled, and the 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 completeness of the service offered. The

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

Work of the Dean of Women: The student body of the Normal School divides itself naturally into two groups, those residing in the dormitories and those who reside in various homes about the city. That the dormitories form the center of school life, is self-evident, and their influence spreads throughout school circles, creating a sentiment for that which is ennobling in the lives of young women.

To stimulate this influence and to further the spirit of unity in school activities, the Dean of Women has, as much as is possible, the same personal interest in the students residing outside the dormitory as those within. Thus the health, the profitable use of time and energy, the social welfare of the young women are all matters which concern her in an intimate way.

In order to facilitate this acquaintance and to come in close relation with these phases of student life, each young woman is requested upon her arrival to register in the office of the Dean of Women. Here are lists of approved boarding and rooming places which serve to help a student in finding a comfortable location.

With a view to a closer association of school and home interests the Dean of Women entertains the young women of the school in groups. These occasions are of an informal nature, and aim to afford an opportunity for social grace, initiative along lines of entertainment, and, especially to foster a feeling of good fellowship throughout the student body.

Under the direction of the Dean of Women, a society has been organized, whose interest is work along the lines of social service. There are various phases of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, and services along other lines to people whose lives are different from their own. The work of this club stimulates an interest in various conditions of living, and develops a spirit of thoughtfulness and helpfulness, which broadens the sympathies of those who render the service.

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.

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.

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 the 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.

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

Y. W. C. A.: Active work is done by the women of the school in the Young Woman's Christian Association. Regular meetings are held each week, and occasionally social functions are given under the auspices of the Association.

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.

Advanced Standing: High school graduates who have taken in graduate classes at least a half year's work in normal subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full semester's work, provided (1) that these credits shall apply only on 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. Such graduates may thus 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 of 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. The State Superintendent of Public Instruction will grant a teachers' first grade certificate to holders of the Elementary Diploma at the end of three years from the date of the Diploma. The Diploma itself is not renewable, but the certificate will entitle the holder of the Diploma to teach for a further period of five years.

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.

“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.



COMSTOCK HALL AND WHEELER HALL

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	½	Physiology	I
Elementary Science	I	Psychology	I II
English Composition	I II	Reading and Exprs'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'ure	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 18 to 21.

Agriculture	I II	Latin	I II
Astronomy	I	Library Science	I
Children's Literature	I II	Man. Training 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	½

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	Music I
Physiology	Geometry I	Geometry II
English History	U. S. History I	U. S. History II
Caesar I	Caesar II	Caesar 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., or Botany I., or Library Science, or Domestic Science I	Drawing II., or Domestic Science II., or Ele. Agriculture, or Manual Training

FOURTH YEAR.

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

FIFTH YEAR.

Psychology II	History of Education I	History of Education II
Practice and Criticism	Practice and Criticism III	School Management
English Literature I	English Literature II	Literature and Themes
Library Science, or Chemistry	Primary Methods, or Chemistry, 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
Com'l Geography	Grammar I., or Arithmetic I	Grammar II., or Arithmetic II
English Composition I	Eng. Composition II	Physical Geography

SECOND YEAR

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

THIRD YEAR.

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

FOURTH YEAR.

Psychology I	Theory of Education I (Pedagogy)	Theory of Edu. II (Child Study)
General History I	Adv. Civics	Practice and Criticism I
Domestic Art, 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 Edu. II
Practice and Criticism II	Practice and Criticism III	School Management
English Literature I	English Literature II	Literature and Themes
Library Science	Primary Methods, or Physiography	Sociology

THE COURSE OF STUDY.

FOR HIGH SCHOOL GRADUATES.

Arranged by Years and Terms.

Leading to the Complete Diploma.

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

SECOND YEAR

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

Leading to the Elementary Diploma.

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

THE COURSE OF STUDY

THREE YEARS' WORK.

Arranged by Years and Terms.

Leading to the Elementary Diploma.

FIRST YEAR.

Fall Term	Winter Term	Spring Term
Algebra I., or Arithmetic I	Algebra II., or Arithmetic II	Algebra III. or Botany II
English Composition I Com'l Geography	Eng. Composition II	Music I Physical Geography
Reading I	Grammar I	Grammar II

SECOND YEAR.

Physiology English History Zoology I., or Botany II	Geometry I U. S. History I Zoology II., or Botany I Arithmetic II., or Algebra II	Geometry II U. S. History II Psychology I Primary Methods, or Library Science, or Dom. Science
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THIRD YEAR

Practice and Criticism I Physics I Am. Literature I Theory of Education I (Pedagogy)	Practice and Criticism II Physics II Am. Literature II Ele. Civics	School Management Physics III., or Ele. Agriculture Rhetoric or Draw- ing II Reading II
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SUMMER TERM

June 13 to July 27, 1912.

The summer term of 1912 will open June 13, and the term will close July 27. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations.

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: 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 term. 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 need will be considered, and every opportunity possible will be offered to students to register for work which will be most helpful.

Agriculture: A course in Elementary Agriculture will be offered. This course will embody elementary farm principles, as applied to the work of rural schools, and it will be in charge of an agricultural expert, furnished by the State Department, who is familiar with rural school conditions. The work will be made practical and helpful as possible, and a number of special lectures will be given in connection with this course. Credit for this work will be given in the normal school course of study and on a teacher's certificate.

Rural School Methods: An ungraded department will be maintained, as a feature of the work in the Model School, during the summer term. A trained and experienced county superintendent will be in charge of this department, and the work offered will be of a most practical character, embodying the following subjects:

1. School sanitation and Decoration.
2. School Management and Organization,—making of programs, etc.
3. Children's Plays and Games.
4. Children's Songs.
5. Penmanship and Spelling.
6. General Lessons. Opening Exercises.
7. Elementary Agriculture.
8. Children's Literature.
9. Social Life in Rural Communities,—including the following studies: Country Clubs, Contests, Noonday Lunches, and Visiting Homes of the Community.

Special effort will be made to give work which will show the rural school teacher how to adapt the common school branches to the needs of the community.

Opportunity will be given for observation of practical work in an ungraded school, and these periods of observation will be followed by discussions conducted by the teacher in charge of the ungraded school, and by the Superintendent of the Model School.

The program will be arranged so that all persons interested in this course will be able to take advantage of it. The complete equipment of the Model School will be available for carrying out the provisions of the course.

The work in this course will satisfy the requirements of professional test for a teacher's certificate.

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.

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.



SEWING ROOM



DOMESTIC SCIENCE

PROGRAM OF DOUBLE COURSES.

For Summer Term.

Credits secured during the summer term will apply both on teachers' certificates and normal school diplomas.

7:30 A. M. and 3:30 P. M.

Advanced Civics.
 Algebra (Second Term.)
 Arithmetic (First Term.)
 Botany (Second Term.)
 Composition (First Term.)
 Commercial Geography.
 Domestic Art.
 English History.
 Geometry (First Term.)
 Grammar (First Term.)
 Grammar (High School Graduates.)
 Penmanship.
 Psychology (First Term.)
 Physics (Second Term.)
 Sociology.
 Theory of Education (First Term.)

8:20 A. M. and 3:50 P. M.

Agriculture.
 Arithmetic (First Term.)
 Arithmetic (Second Term.)
 Arithmetic (High School Graduates.)
 El. Civics.
 Composition (Second Term.)
 Drawing (High School Graduates.)
 Geometry (Second Term.)
 Grammar (Second Term.)
 History of Education (Second Term.)
 Literature and Themes.
 (Third Term English Literature.)
 Music (High School Graduates.)

Physics (First Term.)
 Physiology.
 Reading (First Term.)
 U. S. History (First Term.)
 U. S. History (Second Term.)

9:10 A. M. and 4:30 P. M.

American Literature (First Term.)
 Algebra (First Term.)
 El. Civics.
 Drawing (First Term.)
 Geography (High School Graduate.)
 Grammar (First Term.)
 Manual Training.
 Music (First Term.)
 Penmanship.
 Physical Geography.
 Physiology.
 Psychology (Second Term.)
 Reading (High School Graduates.)
 School Management.
 U. S. History (High School Graduates.)
 U. S. History (First Term.)

10:00 to 10:15
 Chapel.

10:15 to 10:35
 Chorus Practice.

10:35 to 11:20
 Observation and Methods.

10:35 to 12:00
 Domestic Science, Manual Training.

9:00 to 12:00
 Model School.

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

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 a 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, effective 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 of 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 of 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; 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.



RECEPTION ROOM IN WHEELER HALL

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 the 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 prin-

ciples 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., VI. 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, 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.

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 Re-

ports, 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 is carefully presented. Instruction covers 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, hand-books, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, and debating material.

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

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 student is required to read a biography of 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; simple equations; theorems in multiplication and division; factoring; lowest common multiple; highest common factor; fractions; fractional equations; problems.

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



RECEPTION ROOM, COMSTOCK HALL

III. Theory of Exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio and 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.

1. (Plane): Books I. and II.
2. (Plane): Books III., IV. and V.
3. (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.

L 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 this course 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 evolution, 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. The first term's work will consist of a careful study of the insects and a general survey of the groups of backboneed animals. Special attention will be given to the economic importance of the various groups.

Zoology II. During the second term type forms of invertebrates are studied and considerable time is devoted to animal ecology and general biological laws.

Text Books used are: Lindville and Kelly's General Zoology, Jordan and Kellogg's Animal Life, and Hyatt and Arms's Insecta. Various other texts are used for reference work.

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 laws 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 this 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 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 mineral 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 determinating 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. (High School Graduate Course). 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, selections 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 McMurray's Special Method in Geography. Redway's Commercial Geography, and Farr and McMurray'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 work in Manual Training is planned primarily to meet the demand of students who are preparing to teach this line of work in the elementary schools. The educac-

tional side of the work is emphasized so that the work is a valuable addition to the complete education of those students who do not expect to teach Manual Training. The work also aims to develop an appreciation and respect for Manual Training, which will bring about the hearty cooperation of the teachers of other subjects.

I. Bench Work in Wood. This course aims to familiarize the student with woodworking tools and some of the fundamental principles and processes used in woodworking. Sufficient mechanical drawing is offered to enable the student to read blue prints and make simple working drawings. Useful articles such as book racks, foot-stools, and tabourets are made, as far as possible, in securing progressive tool exercise.

Two periods a day are required.

II. Construction Work. This work is particularly adapted to students who expect to teach the lower grades (1st to 6th.) It includes cardboard work, raffia, textiles, weaving, basketry, simple pottery, and simple book-binding.

Two periods a day are required.

For further work in Manual Training see "Special Courses in Manual Training."

PENMANSHIP.

The study of this subject extends through one term of twelve weeks, and altogether with spelling which is given in connection with it, commands a half credit. It is required of all students who expect to graduate.

The muscular movement is taught. In the beginning of the course, emphasis is placed largely upon position, pen-holding, muscular relaxation, and movement. As the course progresses more and more attention is given to correct form. The aim is to lead the student to develop an easy, rapid, and legible style of business writing, and to this end, students are urged to give close attention to their



MODEL SCHOOL

handwriting out of class as well as during regular practice periods. Attention is given, also, to the pedagogy of the subject.

Text-book: The Palmer Method of Business Writing.

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-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 work. Channing's Student's 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 relation to, the National government. A detailed study of the National Constitution completes the course, Virtue's Government of Minnesota, 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 extensive readings on various phases of the national government, are worked out by each member of the class.

Ashley's American Federal State and Bryce's American Commonwealth are the 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.

The following topics are included in the work covered: Immigration, social and industrial co-operation; sociological phases of the labor question; woman's place in the industrial world; child labor; socialism; organized charity including the Hull House movement; criminology; social aspects of the theatre; play ground associations; the church and school as social centers; the Negro problem; divorce; the liquor problem. Education as the only safe basis of democratic government is the final theme of the course.

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

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 to 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 ECONOMY

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 curricula of the schools, 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 is 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 lab-

oratory, 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. 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, HOUSEHOLD ECONOMY AND MUSIC

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. **Bench Work in Wood.** This course is for beginners in wood-work. It aims to familiarize the student with wood-working tools and some of the fundamental principles and processes used in wood-working. Useful articles such as book racks, foot stools, and tabourets are made, as far as possible, to secure progressive tool exercise. Some attention is given to the study of woods and to the sharpening and care of tools.

II. **Wood-working.** This is a continuation of course I. The work is largely furniture construction. Special attention is given to wood finishes.

III. **Wood-turning.** This course aims to teach the fundamental tool operations and cuts used in wood-turning. Exercise in spindle turning, beads, cones, con ave and compound curves, etc., are required. This is followed by face plate and chuck work.

DRAWING.

I. **Mechanical Drawing.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.

Text—"Problems in Mechanical Drawing"—Bennett.



STUDENTS' ROOM IN DORMITORY

II. Mechanical Drawing. This is a continuation of course I. The work includes problems in orthographic projections, intersections of solids, development of surfaces of solids, tracing, blue printing and isometric projections.

III. Machine Drawing. In this course the conventions used in machine design are taught. Free hand sketches of machines and machine parts are made. This is followed by an assembled and detailed drawing of the machine.

Teaching.

Students are required to teach manual training in one of the grades of the elementary school.

History and Organization.

This course takes up the history and development of manual training. Methods of conducting class demonstrations are discussed. Courses of study and equipments are planned by the students. Library reading together with short papers on the subject are required.

ELECTIVES.

I. Advanced Wood-working. The work in this course is largely cabinet making. The student is to use wood-working machinery, and the work is done, as far as possible, as in a first-class producing plant.

II. Pattern Making. Patterns are made of simple machine parts to illustrate the fundamental principles of pattern making, such as shrinkage, draft, fillets, and cores. The work is preceded by a demonstration in the foundry of the use of patterns.

III. Metal Work, Pottery, and Book-binding. The Work in metal is carried on with brass and copper. The following processes are taking up: modeling over stake, anvil, and sandbag; filing, sawing, etching, repousse, annealing,

soldering, and riveting. Such projects as trays, bowls, vases and candle shares, are made.

The course in pottery involves the various methods of handling clay, and making pottery, together with a brief history of the clay industry. The processes studied are: Coil building, decorating, firing, glazing, moulding, and the use of the potter's wheel.

The course in bookbinding involves the various methods of binding books from the simpler types suitable for grade work to the more complex forms of binding.

The principles of applied design are emphasized in this course.

IV. Construction Work. This course includes card board and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple book binding.

V. Architectural Drawing. This course aims to teach the conventions used and some of the fundamental principles of architectural design.

VI. Forge Work. Instruction is given in the essential processes and practices of the forge shop. The shop practice is carried out in the making of tools and useful articles.

VII. Foundry Work. The principles of moulding and casting together with a study of the operation and care of the cupola are studied. Ornamental brass castings are made.

COURSE IN HOUSEHOLD ECONOMY.

Leading to Special Diploma.

Selection and Preparation of Foods	2 terms
Dietetics	1 term
Domestic Art	3 terms
Teaching	1 term
Chemistry	1 term
Physiology	1 term
Design and Household Decoration	1 term
Electives	2 terms

Selection and Preparation of Foods.

This course involves a comparative study of various foods; their composition, preparation for use, nutritive value and cost being considered. Some time is spent in planning, preparation and serving of meals with a given amount of money.

Laboratory work in food preparation and in experiments, illustrating the principles involved, is combined with lectures and recitations.

Dietetics.

Dietetics involves a study of principles of diet, food in relation to health, standard dietaries and diet in disease. Laboratory work includes the translation of standard dietaries into food materials and serving of meals according to various standards. Work is also given in preparation of diets for children and in invalid cookery.

Domestic Art.

I. This course is devoted to a study of textiles from an historic, economic and social standpoint and the culture and preparation for use of the fibres, cotton, wool, linen and silk. Laboratory work consists of a study of various stitches and their use in making of simple garments.

II. The principles learned in Course I. are applied in the making of plain garments. Drafting of patterns, cutting and fitting are emphasized.

III. In this course economics, hygiene, design and color are considered in their relation to dress. Laboratory work includes drafting and designing of patterns, the careful selection and combination of materials and the making of dresses.

Design and House Decoration.

A careful study of color and design is made. House furnishings—their color, design, durability, suitability and cost—are studied. Plans and estimates for house furnishings are made.

TEACHING HOUSEHOLD ECONOMY.

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.

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.

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. **The House.** A study of the house is undertaken, beginning with the historic aspect, and coming down to present day problems.

The course includes situation of the house with regard to general surroundings, the householder's interest in the construction of the house, sanitary conditions in and around the house, ventilation, water supply, heating, plumbing, purpose of the house, principles underlying housekeeping, including the organization of the household, division of income, household processes and care of the household.

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.

MUSIC SUPERVISION.

Course Adopted August 30, 1911.

Conditions for Admission:

1. Music III.
2. Ability to play and sing.
3. Pleasant speaking and singing voice.
4. Some talent for music.

Fall Term.

Harmony I.

Advanced sight reading.

One elective.

Voice, a. Breathing exercises, voice placing and production, Diction.

b. Song Interpretation

1. Simple songs and ballads by modern composers.

2. Primary rote songs

Piano, Accompanists Course.

Observation of Teaching in Elementary Schools, and in Public Schools of town and surrounding community.

Library Reading.

Winter Term.

Harmony II

History of Music I

One Elective

Voice, Song Interpretation

1. Simple Songs from the Classic writers, Mozart, Schubert, Grieg, Schumann, Brahms.

2. Intermediate and grammar grade rote songs.

Piano, Practice as accompanist throughout the grades.

Practice Teaching in elementary and city schools.

Library Reading.

Spring Term.

Methods in Grammar Grade and High School Music

One Elective

Voice Repertoire. The student upon completing the course is required to perform satisfactorily a program consisting of children's songs; also a program which will include simple art songs and classics.

Practice Teaching and Chorus Conducting in grammar grades and high school.

Thesis upon any given professional subject.

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.

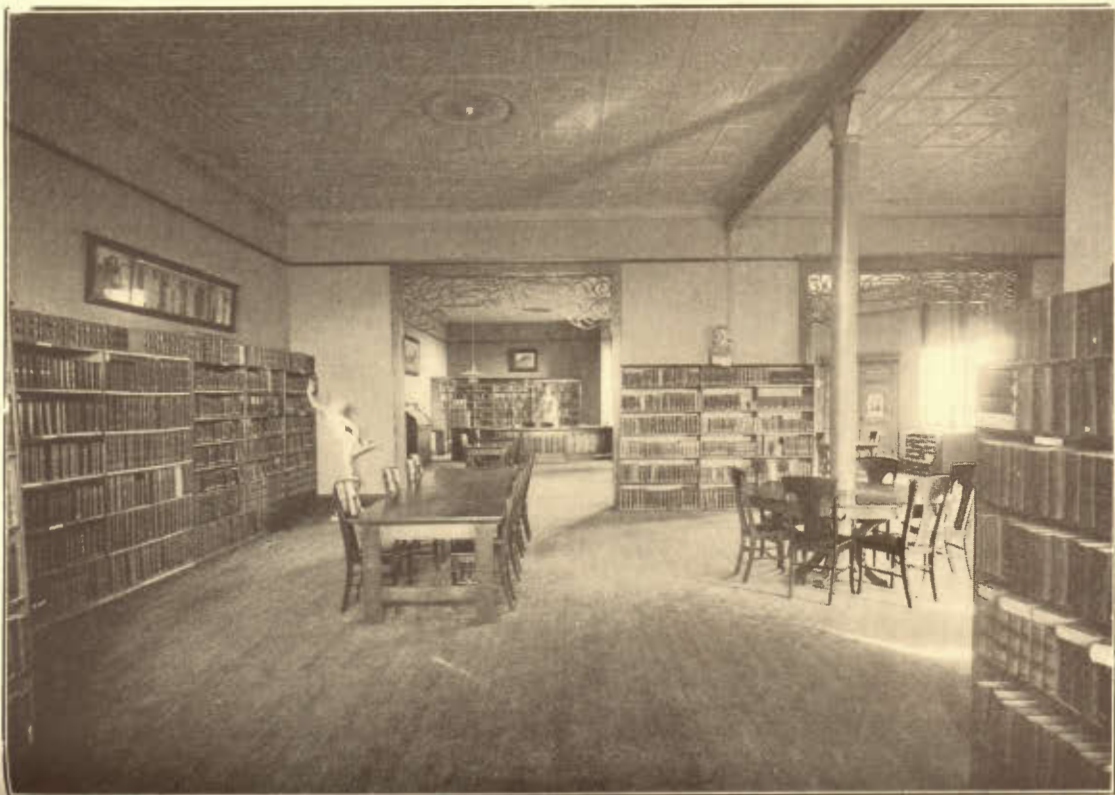
Class of '11. Two large pictures.

HISTORICAL SKETCH

The school is indebted to Mr. Edwin T. Reed, the head of the English Department, for collecting and organizing the following paragraphs, which are excerpts from a more extended sketch of the school.

Establishment of the School at Moorhead.

In 1885 there were three state normal schools in Minnesota, those at Winōna, Mankato, and St. Cloud. The most northern and western location of these three schools, St. Cloud, is 175 miles east of the extreme western boundary of the state and 270 miles south of the extreme northern boundary. When public opinion began to demand another normal school in Minnesota, it was evident, therefore, that the logical location was far to the north and to the west of these schools. The swift development of the fertile Red River Valley made this region the favored location, while the converging at Moorhead of the two great lines of railroad, The Northern Pacific and the St. Paul, Minneapolis & Manitoba, (later, the Great Northern), together with the construction of the initial stage of the Moorhead Northern, which had been built to Hendrum, marked this city as the most advantageous center in the valley from the standpoint of communication. The legislature of 1885 accordingly located the fourth normal school at Moorhead, on condition that the city provide a suitable site for the building. The site, a valuable tract of six acres in the northeastern corner of the city, was the gift of Hon. S. G. Comstock, who was at that time a member of the state senate. Appropriations of \$60,000 for a building and \$5,000 for running expenses, were made by the succeeding legislature in



GENERAL LIBRARY

1887. The original building, a symmetrical structure of buff-brick and Kasota stone, was thus begun in the summer of that year and completed in the early autumn of the next. A faculty having meanwhile been provided, the school was opened for the first time on August 29, 1888.

Opening Courses of Study

During the first year only part of the regular course of study prescribed for the normal schools was taught, and no practice teaching was offered. During the second year, the subjects assigned to different instructors were grouped and indicated as follows: Mental science and school economy; political science and book-keeping; vocal music, history, and methods; Latin and mathematics; reading, physical exercises, rhetoric, and literature; natural science; and practice teaching. The practice teaching, which was carried on under the joint supervision of the city superintendent of schools and two critic teachers of the normal school, was done in the public schools, where five grades were especially devoted to this work. This arrangement was maintained for three years, when the model school was established on the first floor of the normal school building. Supplementary to the regular course of study, matters of cultural value, such as the library, reading room, institutes, and a series of educational lectures, were promptly taken up and made part of the life of the school and community.

Early Boarding Arrangements—Wheeler Hall

A peculiar feature of student life for the first and second years was the boarding arrangement, whereby a large number of the students, and some of the teachers, of the normal school, boarded and roomed at the Bishop Whipple School (now a part of Concordia College), an institution owned and conducted by Rev. Thomas E. Dickey. When this arrangement ceased in 1890, it became sharply evident that some general provision must soon be made for a community

home for the students, especially the young women. Aggitation to this end began accordingly, and within three years an appropriation had not only been secured, but a building erected and opened to the students as a place of residence—September, 1893. This building was for a time called simply "The Normal Home," but later, following a suggestion made by Governor Knute Nelson in an address delivered at the hall, it came to be known as Wheeler Hall, in honor of the first preceptress who had charge of it, Frances G. Wheeler. This name has happily been perpetuated.

The Faculty of the First Decade.

Meanwhile the membership of the faculty had been growing. Five in 1888, when the school opened, it had grown to eight the year following, nine in 1890, and ten in 1891, doubling its original number. It increased to twelve in 1895, to thirteen in the year following; dropped to twelve again in 1897; but rose to fifteen members at the end of the first ten-year period of administration in 1899.

The first faculty of the school was a notable group of teachers. It was small, comprising only a fifth of the present corps; but at its head stood the progressive and strongly individual scholar, Livingston C. Lord, and among its members were W. F. Rocheleau, afterwards author of a successful series of school books, and Louise S. McClintock, who became the wife of Hon. Thomas C. Kurtz, the first resident director.

In the course of President Lord's administration of ten years he had engaged no less than forty-five different teachers. Among these, there were at least six or eight who not only did distinguished work as teachers at the Normal, but who afterwards won conspicuous honors in other fields. Besides those already mentioned, the school has taken pride in the careers of Miss Ellen A. Ford, Mr. J. Paul Goode, Miss Margaret T. McElligott, Miss Wheeler, Miss Isabel M. Kimball, Miss Letitia Morrisey, and Mr. Henry

Johnson. Miss Ford, after serving the Moorhead Normal School for ten years as teacher of Latin and mathematics, followed President Lord to his new field, where she still retains an honored position on his faculty. Mr. Goode, as instructor in natural science, taught in the school for nine years, when he secured a position in Chicago University. Removing for a time to the University of Pennsylvania, he subsequently returned to Chicago University, where he is now professor of geography. Miss McElligott was one of the school's most efficient teachers of mathematics and school methods; she served the institution for nearly ten years, when she resigned to become Mrs. Heffron, of Rochester, Minn. Miss Wheeler, whose devoted and capable work as first preceptress is justly commemorated in the name Wheeler Hall, for six years gave direction and stability to the task of maintaining a successful school-home for the young women of the normal. For several years after leaving the normal school she served as matron of Foster and Green Halls at the University of Chicago; she has since married Mr. Lutz of Topeka, Kan., where she now resides. Miss Letitia Morissey (Mrs. Burnham), though a teacher in the normal school for only three years, exerted a remarkable influence on the musical activities of the school during her connection with the faculty, and subsequently, during her residence in the city, on the musical interests of the community. For at least ten years after she began her teaching here, there was scarcely a public entertainment by local musicians that did not proclaim her talents as a director, or an individual singing voice that did not show traces of her training. Mr. Henry Johnson, teacher of history and civics, was a vital factor in the civic life of the town during his four years of service at the normal. As a member of the city council, he was a moral power in the community, and was largely instrumental in inaugurating the important movement that secured for Moorhead a commission-charter. On President Lord's with-

drawal from the school, he followed him to Illinois. Subsequently he became a member of the faculty of Columbia University. He is the author of several educational articles that have appeared in the magazines, and of the notable book, "Problem of Adapting History to Children in the Elementary School." Miss Kimball, on relinquishing her art teaching in the normal, took up the study of creative art, particularly sculpture, and has made a name for herself in this work. The beautiful Indian figure, Winona, is her creation. She has a studio in Brooklyn.

THE RESIDENT DIRECTORS.

Next in importance to the faculty of the school have been its resident directors. To them, has fallen the task of assisting the president in upbuilding the material equipment of the school, in organizing courses of study with the cooperation of the faculties, in securing adequate and just recognition in the way of diplomas and certificates for the work done by students, and in safeguarding the treasures and achievements of the past as well as reaching forward to the goals of future development. In the twenty-four years of the school's history it has had but seven different directors. Of these Mr. Thomas C. Kurtz, the first director, served for four years, from 1888 to 1892, resigning soon after his second term of appointment began. During his administration the main building was erected and the school organized; his work was therefore distinctly that of a pioneer. His successor, Mr. George N. Lamphere, served from the close of 1892 to late in 1893, the period during which the first dormitory was built and put into active service. He in turn resigned and was succeeded by Hon. S. G. Comstock, who served, on the unexpired term and the succeeding full term, from 1894 to 1899. Reappointed in 1903 he served again till 1907. Mr. C. A. Nye, who served for the term between 1899 and 1903, was reappointed in 1907, when he continued to serve till the fall of 1910. At that time, having

been chosen judge of the district court at the November election, he resigned his directorship. During his first term as director, the auditorium addition to the main building was erected, and during his second the new model school. As his successor Governor Eberhart appointed Mr. Lew A. Huntoon, president of the First National Bank and of the Commercial Club. Though having served only a few months, he has already proved himself an efficient champion of the rights of the normal schools and of public education in general.

Among these several men who have devoted their energies to the strenuous task of fighting for a liberal and broadly-based system of normal schools in Minnesota, there is one, who, by the general choice of the other six, seconded by the opinion of the community at large, is counted the master builder of the normal school. He is commonly called, indeed, the father of the school. As a member of the upper house of the state legislature, he was the paramount influence in securing the location of the school at Moorhead; he donated the site; he helped secure many of the school's largest appropriations for buildings and for the elevation of its standards; through his experience in state and national legislation, as well as through his inherent integrity, he was a power at once for progress and uprightness in the business of the normal board. His stalwart manhood, his sterling culture, and his earnest and warm-hearted regard for the ideals and ambitions of youth, have made him a salient factor in the larger life of the institution, and so long as there is a normal school at Moorhead, it will honor the name and cherish the memory of Mr. S. G. Comstock.

SPECIAL APPROPRIATIONS AND SUPPORT.

Some interesting observations may be drawn from a glance at the successive appropriations made by the state legislature for the Moorhead normal school since its creation in 1885.

The first appropriation was \$60,000 for the main building. Six years later, 1893, the dormitory, now known as Wheeler Hall, was erected, at a cost of \$25,000. In 1901, eight years later, the west addition to the main building, including the gymnasium, the library and the auditorium, was put up at an expense of \$40,000. To this equipment was added in 1908 a new building for the accommodation of the model school, together with the domestic science department and the children's library, at a cost (including the heating plant) of \$55,000. In 1910 a new fire-proof dormitory, since called Comstock Hall, was erected at a cost of \$75,000. The total original cost of buildings is thus brought up to \$255,000.

But a sum exceeding \$150,000 has been spent in the past twenty-two years for repairs, furnishings, heating plant, walks and grounds, and other similar purposes, to keep the real estate and the buildings in fit condition for efficient service; and the last legislature appropriated additional sums, not yet expended, for just such purposes. All told, by the end of 1913 this sum will exceed \$180,000. Add to these direct expenditures, the various donations of the public, the classes, and school organizations, and the value of the entire equipment will exceed \$450,000.

The running expenses of the school have increased surprisingly. The first appropriation for annual expenses was but \$5,000. When President Weld took charge of the school in 1899, this sum had been raised to \$19,000. By 1907, eight years later, even this amount had been more than doubled, the annual appropriations for the biennial period 1907-8—exclusive of summer sessions—being \$39,500. In 1909 the support fund had reached \$45,095.92; in 1910, it was \$46,879.51; in 1912, \$51,800.81; while the year ending July 31, 1913 will require \$52,500.00 to run the school.

The aggregate appropriations for the years 1907-8, including the items for running expenses, amounted to almost as much as the total expenditures for building and

equipment that had been made up to that time since the establishment of the school. The sum appropriated for the support of the school during the year 1913, including the preceding summer session, is almost as much as the original appropriation for the main building. This indicates a remarkable growth. It indicates also a very positive and aggressive policy of development on the part of the school authorities. At best, however, even this vigilant and elastic effort to keep pace with the educational needs of the community is hardly adequate. It barely serves to keep in advance of educational demands; and in doing this, it suffices to keep the Moorhead Normal School and the normal school interests of the state, in a position of educational leadership.

The appropriations for building, furnishings, and general equipment, including walks and grounds, have been as follows:

1887	Building	\$60,000.00
1889	Heating plant, etc.	9,500.00
1891	Repairs, furnishing, library	3,000.00
1893	Dormitory	25,000.00
1895	Improvements and repairs	16,900.00
1897	Library	3,500.00
1899	Library and repairs	2,000.00
1901	Addition to main building	40,000.00
1903	Repairs and manual training	3,000.00
1905	Heating connections for Hall	5,000.00
	Repairs, painting, furniture,	5,700.00
	Walks and drives	2,500.00
	Manual Training	1,000.00
1907	Repairs, library, furniture, etc.....	4,286.79
1908	Summer session, repairs, furniture, walks and grounds, library, new entrance, new boiler, cement floor	20,300.00
	Model school building	55,000.00
1909	Summer session, repairs, furniture, walks and grounds, library, etc...	16,850.00
1910	Summer session, repairs, furniture, walks and grounds, library, dor- mitory equipment, domestic science, plastering, etc.	20,027.72
	Fire-proof dormitory	75,000.00

1911	Summer session, repairs, library, furniture	9,800.00
1912	Summer session, repairs, library, remodeling Wheeler Hall, walks and grounds, remodeling main building, new boilers, furniture, etc.....	39,509.73
1913	Repairs, furniture, library, walks, and grounds, lockers	21,200.00

GROWTH OF THE SCHOOL AS INDICATED BY SUCCESSIVE GRADUATING CLASSES.

The history of the school, in a certain sense at least, is written in the record of its graduates. While it is impossible to follow these into the actual field of their teaching, and to gauge dynamically their attainments, the mere record of the number of graduates from year to year is a reasonable index of the school's productivity. It is the crop that indicates the vigor of the soil. Sown broadcast through the schools of the state, this annual crop in turn becomes seed in new soil, and by enriching the educational life of fresh communities, not only fulfills the ultimate mission of the parent school, but at the same time repays the state for its investment.

In the table of graduate statistics given below it will be noted that no distinction is made between the different classes of advanced graduates. Whether they are five-year Latin, five-year English, or two-year graduate-students from high schools, they are all classed simply as advanced graduates. A distinction is made, however, between the elementary graduates who have completed three years of the regular normal school course, and the elementary graduates from high schools who have completed one year of professional work at the normal school.

Year	Advanced	Elementary Grad.	Elementary	Total
1890.....	6	....	2	8
1891.....	3	....	....	3
1892.....	9	....	12	21
1893.....	6	....	4	10
1894.....	5	....	5	10
1895.....	7	....	5	12
1896.....	6	10	7	23
1897.....	4	14	8	26
1898.....	6	10	8	24
1899.....	4	25	14	43
1900.....	13	37	28	78
1901.....	22	13	38	73
1902.....	13	20	4	37
1904.....	37	44	17	98
1903.....	17	17	6	40
1905.....	27	34	20	81
1906.....	25	46	22	93
1907.....	26	72	51	149
1908.....	25	54	50	129
1909.....	28	82	44	154
1910.....	22	58	44	124
1911.....	25	74	55	154
Totals.....	336	610	434	1,090

THE NEW EQUIPMENT

A comparison of the interior equipment of the buildings as they were originally constructed with that of today, reveals a striking contrast. The elegance of the present equipment finds no parallel in the school of a dozen or fifteen years ago. The change is partly due to improved

standards of taste in public buildings in general, but chiefly to a fixed policy on the part of the administration of the school to give the students an opportunity to grow in refinement and culture through contact with inspiring surroundings. The auditorium was one of the earliest evidences of this policy manifested on a large scale. Its noble proportions, elegant outlines, and delicate finish, serve to impress the lessons of dignity and poise no less than the spiritual utterances that issue from its stage. The furnishings of the libraries, particularly the children's library in the model school, unquestionably serve the same end. The model school, with its well-lighted rooms, its soft color-tones, its handsome sanitary conveniences, its domestic science equipment, and its profusion of large pictures and art works, is a constantly refining and enlarging influence both upon the pupils and the practice-teachers. But the chief evidence of the policy to cultivate the spirit through beauty of surroundings, is manifest in the two halls of residence. Here a company of two hundred young women spend the greater part of their time during their life at the normal. Whatever home influences they receive during this time must emanate chiefly from either Comstock or Wheeler Hall. Accordingly a consistent and sustained effort has been made to give these two residences all the essential comforts that distinguish a modern home of elegant refinement. The chambers and study-rooms are equipped with furnishings of the most sterling integrity. The sanitary conveniences, moreover, are of the most approved type and thoroughly adequate. The wall tones and decorations are kept in tasteful harmony. Chamber facilities of the halls, in short, are models of dormitory convenience.

In the general reception rooms of each hall, there is striking proof of the successful aim at refinement. These rooms, both in respect to their proportions and their furnishings, are beautiful examples of spacious elegance. Few homes, and not many clubs, present so many attractions.

REQUIREMENTS FOR TEACHERS CERTIFICATES.

The following rules and directions, relating to teachers' certificates, are issued by the Department of Public Instruction, St. Paul.

17. The Minimum Mark upon examination in each subject for second grade and for limited certificates is 65. For first grade, the minimum mark in second grade subjects is 75, and in additional first grade subjects it is 70. To receive any of the three kinds of certificates, applicants are required to secure the minimum mark in every subject.

A mark in either a first or a second grade subject must be 75 to be acceptable for future credit.

For the renewal of a certificate, a new examination must be taken in any subject marked below 75.

Kinds of Certificates Issued.

18. (a) First Grade Certificates.—To receive such certificates, applicants must be eighteen years of age, have eight months' experience in teaching, and pass examination or offer proper credits in all second grade subjects, also in: Algebra, Plane Geometry, Elementary Physics, and Physical Geography. They may present examination marks in Agriculture and General History, as well as credits of the kinds described in Rule 21 in Agriculture, Botany, Chemistry, General History (or two High School Board Certificates—one Ancient History to 800 A. D.; the other, Modern History from 800 A. D.), Rhetoric (or High School Board Certificate in Composition), Zoology in lieu of Plane Geometry or Physical Geography, or both. A credit in Chemistry of one of the kinds indicated in Rule 21 will be accepted in lieu of examination in Physics.

(b) Second Grade Certificates.—Applicants, to receive these certificates, must be eighteen years of age, have five months' experience in teaching, and pass the state examination or present proper credits in Arithmetic, Civil Govern-

ment, Composition, Geography, Grammar, U. S. History, Penmanship, Physiology-Hygiene, Reading and Spelling.

(c) Limited Certificates, valid for one year, are issued to persons seventeen years of age, without experience in teaching, who pass examination in second grade subjects. The exchange of a limited for a complete second grade certificate calls for five months' teaching, and the presentation of one Reading Circle Certificate.

(d) Conditional Certificates.—Beginning with the May examination in 1911 the conditional certificate will be withdrawn and will be no longer issued. Beginning with the first examination in 1912, candidates for renewal must pass an examination in All subjects marked below 75. This includes both first and second grade certificates.

(e) High School Training Department Certificates.—Students who have completed two years of high school work, and the full year's work in the training department, including the practice teaching and observation, will receive a Second grade certificate valid for one year. Those who have finished three years of the high school course and completed the work of the training department, will receive a First grade certificate valid for Two years. These certificates are valid in only Rural and Semi-Graded schools. A certificate of either grade will be issued to no one under eighteen (18) years of age. Application for such certificates must be made on the blank furnished by the Department for that purpose, and must bear the recommendation of the county and city superintendents, also of the teacher in charge of the training department. Students who have had less than two years of high school work (see Rule 21 (d),) and who have completed the course in the training department, will be given credit for any second grade subject in which they have received a final mark of 75 toward such grade of certificate as they may be entitled to receive. Students who attempt to pass a state examination subse-

quent to the completion of the work herein set forth, and fail therein, will forfeit the right to a certificate under the above ruling.

Third Grade certificates may be issued by the county superintendent, when he deems it necessary, to applicants who pass such examination as he may impose. These certificates are valid for not more than one year, and only for a designated school or district. They are not renewable without re-examination, and no teacher may receive more than two in the same county.

Professional Markings.

19. County superintendents examine applicants as to professional requirements and skill in teaching, and retain and mark the papers from that examination. The department does not send out questions for this test.

Renewals.

20. (a) A first grade having no mark below 75 is, upon recommendation of the county superintendent, renewable for five years, if its holder has taught at least eighteen months of the time for which it was originally issued. The application must state that the applicant has shown progress by attendance at teachers' meetings, institutes, and training schools, and by educational reading. Four Reading Circle Certificates are necessary for the renewal of a first grade certificate, all of which must have been obtained for study of books prescribed by the Reading Circle Board during the life of such first grade certificate.

(b) A second grade certificate on which no subject is marked below 75, is upon recommendation of the county superintendent, renewable for two years, if its holder has taught at least eight months of the time for which it was originally issued. The application for renewal must state that the applicant has shown progress by attending teachers' meetings, institutes, and training schools, and by reading the

books of the Teachers' Reading Circle, and other educational books and papers. Two Reading Circle Certificates are necessary for the renewal of the second grade certificate, both of which must have been obtained for study of the books prescribed by the Reading Circle Board during the life of such second grade certificate.

For the renewal of either a first or a second grade certificate, a new examination must be taken in any subject marked below 75.

(c) A First Grade High School Training Department certificate will be renewed, upon the recommendation of the county superintendent, when the holder has taught at least twelve months of the time for which it was issued; and the Second Grade, when the holder has taught at least six months of the time for which it was issued. After the first renewal, these certificates will be renewed on the same basis as other first and second grade common school certificates.

Credits Accepted.

21. The following Credits will be accepted in place of examination only when the Latest one was obtained Within Two Years of its presentation, save in cases where the holder has, in the meantime, attended school or has taught—in which case this time may be exceeded. No credits earned more than Five years previous to time of presentation will be accepted unless the holder has taught Twelve months during the five years.

(a) State High School Board certificates in the senior subjects: Arithmetic, Geography, Grammar, U. S. History, Physiology-Hygiene, and any other subjects required for first or second grade. The mark in each case must be 75 per cent or pass plus.

(b) Final marks of 75 per cent from Minnesota state normal schools, when recommended by the president.

(c) University entrance certificates from the University training school, on the same terms as state High School Board certificates; and credits from the summer sessions of the state normal schools, on the same conditions as other normal school credits.

(d) Final state high school training department marks of 75 per cent in Second Grade Subjects, earned by students who have completed the first year's work of the regular high school course and, in addition, one year's work in the training department, with a review of the common school branches—when recommended by the city superintendent, the county superintendent, and the teachers in charge. These credits must be submitted on the proper blank furnished by the Department.

Credits From Incompleted Examinations.

22.—(a) Marks of 75 on a Record Slip from an incomplete examination not earlier than February, 1906, are permanent, and will be accepted for credit toward a certificate, if the record slip is sent in, through a county superintendent, at the time of examination. It is to be understood, however, that the holder has meanwhile attended school or made other efforts for self-improvement.

(b) Mark of 75 on a State Certificate that cannot be renewed will, upon recommendation of the county superintendent, be credited towards a new certificate when the remaining subjects are made up by examination or by the presentation of other credits. As in other cases, the old certificate is to be forwarded.

(c) The mark in any subject will be determined from the examination paper, even tho a higher credit of one of the kind mentioned in Rule 21 may be submitted.

(d) A mark of 75 on an old certificate will be cancelled should the mark from a later examination in the subject fall below it.

(e) The exchange of the certificate for another nullifies the old.

(f) When a certificate holder takes the examination only to raise marks, another certificate will not be issued unless the new marks call for the issuance of one of higher grade.

Regarding Applications

23.—Requests for the renewal of a first or second grade certificate or for the exchange of a limited for a complete certificate, must be made to the County Superintendent sufficiently early to allow him to forward the application to this office at the time of the regular examination. Such request must be made in the Civil Name of the applicant. Where a certificate has been issued in a name other than this, the application for exchange or renewal of such certificate must be made in both the civil name and the one of record, in order that the new certificate may bear the former name. (See Rule 1.)

Individual requests made by teachers direct to the Department will not be considered. The names of all such applicants, with full information as specified in Rule 15 (a), should be added to and made a part of the list of examinees forwarded to the Department.

Date of Certificates

24.—Certificates based on both the May and the August examinations will be dated August 1st, and will run for one, two, or five years from that date, according to the grade of certificate.

A complete certificate issued in place of a limited will bear the same date as was borne by the original.

NAMES OF STUDENTS ENROLLED IN THE NORMAL DEPARTMENT 1911-1912

GRADUATE COURSE IN HOUSEHOLD ECONOMY

Torson, Lucy E.....	Moorhead	Minn.
Weld, Lucy A.....	Moorhead	Minn.

SENIOR YEAR

Alm, Nella.....	Fergus Falls	Minn.
Ammer, Mabel.....	Fargo	N. D.
Anderson, Charles E.	St. Hilaire	Minn.
Anderson, Ernest W.	Sioux Pass	Montana
Buckley, Tessie L.	Sauk Centre	Minn.
Burke, Elmer	St. Hilaire	Minn.
Coger, Harriet E.	Grand Forks	N. D.
Dundas, Bella H.....	Hunter	N. D.
Farnham, Florence.....	Glenwood	Minn.
Froirak, Gonvor.....	McIntosh	Minn.
Garmann, Mabel O.....	Fargo	N. D.
Hagen, Mina.....	Plummer	Minn.
Hagen, Sina.....	Plummer	Minn.
Hawk, Della J. J.....	Fargo	N. D.
Hennemuth, Florence A.....	Red Lake Falls	Minn.
Hudson, Ada F.....	Ortonville	Minn.
Ingle, Mildred L.....	Fargo	N. D.
Jackson, Amanda.....	Stillwater	Minn.
Johnstad, Cora A.....	Glenwood	Minn.
Johnston, Gladys.....	Buffalo	N. D.
Johnston, Juanita M.....	Buffalo	N. D.
Jump, Hazel.....	Fargo	N. D.

Kelly, Margaret E.	Detroit	Minn.
Knudson, Anna	Minneapolis	Minn.
Kolstoe, Severina	Plummer	Minn.
Larson, Clarence B.	Moorhead	Minn.
Mathiason, Chester M.	Perley	Minn.
Newton, Ruth E.	Ortonville	Minn.
Oien, Sigrid	Shelly	Minn.
Osborn, Coral L.	Battle Lake	Minn.
Peterson, Agnes S.	Crookston	Minn.
Platt, Blanche I.	Fargo	N. D.
Quinn, Ellen G.	Benson	Minn.
Rolland, Marius	Thief River Falls	Minn.
Shannon, Nell K.	Bemidji	Minn.
Simpson, Lyssa E.	Westport	Minn.
Stalley, Francis E.	Moorhead	Minn.
Stavelly, Florence E.	Mapleton	N. D.
Termath, Anna A.	St. Paul	Minn.
Tilseth, Edith	Moorhead	Minn.
Walstad, Nora C.	Crookston	Minn.

JUNIOR YEAR

Abendschein, Luetta	Breckenridge	Minn.
Alsaker, Amanda S.	Benson	Minn.
Altstadt, Blanche A.	Red Lake Falls	Minn.
Altner, Tillie F.	Fergus Falls	Minn.
Amundsen, Martha J.	Maltby	Minn.
Amundson, Mabel E.	Wheaton	Minn.
Anderson, Ida J.	Bothsay	Minn.
Anderson, Martha D.	Fosston	Minn.
Anderson, Segrid A.	Red Lake Falls	Minn.
Aske, Agnes	Ada	Minn.
Atkins, Della M.	Barnesville	Minn.
Barnes, Olive L.	Moorhead	Minn.
Brady, Lillian T.	Red Lake Falls	Minn.
Breathet, Martha J.	Moorhead	Minn.
Breed, De Ette A.	Crookston	Minn.

Brye, Agnes M.	Bothsay	Minn.
Burgess, Lola M.	Richville	Minn.
Burns, Ella L.	Collis	Minn.
Burns, Gracia M.	Graceville	Minn.
Calkins, Sadie E.	Moorhead	Minn.
Campion, Catherine A.	Graceville	Minn.
Carson, Edna P.	Le Sueur Center	Minn.
Casey, Isabelle M.	Moorhead	Minn.
Chambers, Opal E.	Morris	Minn.
Christensen, May A.	Cass Lake	Minn.
Claypool, Agnes M.	Minneapolis	Minn.
Corneliusen, Manda B.	Benson	Minn.
Costello, Anna J.	Sauk Centre	Minn.
Costello, Julia M.	Sauk Centre	Minn.
Coughlan, Julia A.	St. Cloud	Minn.
Curran, Margaret E.	Moorhead	Minn.
Cushing, Elizabeth	Tracy	Minn.
Dagoberg, Lydia D.	Alvar do	Minn.
Danielson, Anna	Fergus Falls	Minn.
Dargan, Clara A.	Crookston	Minn.
Degerman, Hildur H.	Stephen	Minn.
Denery, Mary V.	Tintah	Minn.
Doyle, Rose M.	Barnesville	Minn.
Dwyer, Catherine B.	Dent	Minn.
Earsley, Clara M.	Herman	Minn.
Ebbighausen, Alice S.	Crookston	Minn.
Emard, Beatrice E.	Red Lake Falls	Minn.
Embertson, Emma J.	Henning	Minn.
Embertson, Mathilda	Henning	Minn.
Engberg, Hannah	Fargo	N. D.
Engels, Minnie J.	Fargo	N. D.
Enns, Edna L.	Minneapolis	Minn.
Erdahl, Marie A.	Donnelly	Minn.
Erickson, Esther	Alexandria	Minn.
Faulders, Marie A.	Moorhead	Minn.
Fellows, Mae F.	Fergus Falls	Minn.

Fisk, Gerturde B.	Eyegate	Montana
Foley, Agnes B.	Graceville	Minn.
Ford, Mabel	Helma	Minn.
Fosen, Mabel G.	Litchfield	Minn.
Gardner, May	Ortonville	Minn.
Geer, Marmion I.	Graceville	Minn.
Getchell, Ethel	Bemidji	Minn.
Goodrich, Blanche E.	Glyndon	Minn.
Graham, Daisy M.	Brainerd	Minn.
Gregerson, Opal I.	Fertile	Minn.
Gronvold, Hilda V.	St. Paul	Minn.
Halverson, Julia	Fertile	Minn.
Hansman, Catherine M.	Moorhead	Minn.
Hanson, Stella E.	Twin Valley	Minn.
Hauge, Mabel A.	Hawley	Minn.
Haugen, Christine I.	Henning	Minn.
Hem, Effie J.	Northwood	N. D.
Hendricks, Cora J.	Fertile	Minn.
Hendry, Pearl M.	Frazee	Minn.
Herman, Hattie C.	Fergus Falls	Minn.
Hidde, Edith M.	Herman	Minn.
Hill, Lillie N.	Fergus Falls	Minn.
Hoag, Mary P.	Fargo	N. D.
Hoag, Nellie E.	Fargo	N. D.
Holcombe, Selma V.	Stillwater	Minn.
Holloway, Frances P.	Fargo	N. D.
Holm, Ellen M.	Twin Valley	Minn.
Hopkins, Bessie	Moose Jaw	Sask., Can.
Horton, Ruth P.	Litchfield	Minn.
Hovey, Lottie M.	Pelican Rapids	Minn.
Idtse, Ella M.	Ada	Minn.
Iverson, Paula C.	McIntosh	Minn.
Johanson, Randa A.	Lanesboro	Minn.
Johnson, Arthur W.	Moorhead	Minn.
Johnson, Ellen	Fargo	N. D.
Johnson, Ellen L.	Donnelly	Minn.

Johnson Hildur T.	Fargo	N. D.
Jones, Bertha C.	Herman	Minn.
Jones, Pansy G.	Herman	Minn.
Joubert, Gretchen M.	Wheaton	Minn.
Kirchgesner, Ella C.	Staples	Minn.
Knudson, Clara M.	Benson	Minn.
Knutson, Martha	Morris	Minn.
Krogstad, Marie	McIntosh	Minn.
Kuhfeld, Emma F.	Moorhead	Minn.
Lamb, Frances	Moorhead	Minn.
Lang, Lillian D.	Moorhead	Minn.
Larkin, Anna M.	Graceville	Minn.
Larkin, Helen C.	Graceville	Minn.
Larson, Alma L.	Evansville	Minn.
LaValley, Dorrie B.	Moorhead	Minn.
LaValley, Hildegarde	Moorhead	Minn.
Lee, Laura S.	Perley	Minn.
Legler, Lavina B.	Minneapolis	Minn.
Leidal, Helen	Fergus Falls	Minn.
Lindquist, Edith S.	Ortonville	Minn.
Lincoln, Helen	Fergus Falls	Minn.
Lowham, Margaret M.	Crookston	Minn.
McArthur, Eunice	Fargo	N. D.
McDonald, Blanche E.	Hawley	Minn.
McGuire, Clara K.	East Grand Forks	Minn.
McIntyre, Grace M.	Fargo	N. D.
McLaughlin, Eleanor C.	Fergus Falls	Minn.
McLaughlin, Margaret	Graceville	Minn.
McNellis, M. Angeline	Detroit	Minn.
Madison, Amy	Clinton	Minn.
Magney, Freda	Detroit	Minn.
Martine, Susie M.	Fargo	N. D.
Mathews, Tessie V.	Benson	Minn.
Merritt, Lillian	Moorhead	Minn.
Metcalf, Catherine B.	Fergus Falls	Minn.
Michelson, Della N.	Detroit	Minn.

Miller, Mary J.	Wheaton	Minn.
Minor, Mabel	Harlan	Minn.
Mitchell, Maude S.	Stillwater	Minn.
Mitchell, Pauline	Hunter	N. D.
Moore, Florence M.	Waubun	Minn.
Nelson, Agnes C.	Litchfield	Minn.
Nelson, Clara	Brandon	Minn.
Nelson, Manda E.	West Union	Minn.
Nelson, Nina O.	Devils Lake	N. D.
Ness, Stella J	Moorhead	Minn.
Nesseth, Mabel	Fertile	Minn.
Norby, Bertinus	Fosston	Minn.
Oksness, Maren A.	Doran	Minn.
Olson, Mabel A.	Benson	Minn.
Olson, Martha	Osakis	Minn.
Olson, Minnie	Rothsay	Minn.
Olson, Olga P.	Lake Park	Minn.
O'Neill, Gertrude T.	Thief River Falls	Minn.
Onsum, Laura	Pelican Rapids	Minn.
Onsum, Mathilde	Pelican Rapids	Minn.
O'Reilley, Ethel	Stephen	Minn.
Ostrus, Christine	Pelican Rapids	Minn.
Overby, Clara E.	Fosston	Minn.
Overcash, Nannie E.	Wheaton	Minn.
Peerboom, Mary H.	Morris	Minn.
Peterson, Signe O. C.	Wheaton	Minn.
Petterson, Helga D.	Fargo	N. D.
Phelan, Bernadette I.	Wheaton	Minn.
Phillips, Ina M.	Crookston	Minn.
Poehman, Paulina	Bush City	Minn.
Powers, Loretta F.	Morris	Minn.
Prescott, Irene E.	Herman	Minn.
Pushor, Ruth E.	Kempston	N. D.
Quam, Ella S.	Crookston	Minn.
Ramsdell, Myrtle M.	Akeley	Minn.
Randall, Esther F.	Graceville	Minn.

Randall, Jeanette E.	Graceville	Minn.
Roberts, Ruth C.	Morris	Minn.
Royer, Zoe J.	Lamberton	Minn.
Rushfeldt, Alma V.	Hawley	Minn.
Rushfeldt, Elsie E.	Hawley	Minn.
Rusness, Laura J.	Moorhead	Minn.
Salverson, Bena A.	Ortonville	Minn.
Scheer, Mary C.	Erhard	Minn.
Scheie, Amanda	McIntosh	Minn.
Scheie, Johanna	McIntosh	Minn.
Scheidecker, Sophia	Perham	Minn.
Sealander, Mabel R.	Detroit	Minn.
Shasky, Lena E.	Perham	Minn.
Shea, Isabel	Perham	Minn.
Simonitsch, Adelaide	Moorhead	Minn.
Simonsen, Emilie	Lake Benton	Minn.
Smith, Nellie H.	Henry	N. D.
Solien, James A.	Syre	Minn.
Sorenson, Vivienne E.	McIntosh	Minn.
Soule, Ada M.	Grand Forks	Minn.
Stewart, Sadie O.	Argyle	Minn.
Stine, Alta	Wheaton	Minn.
Stoneberg, Grace A.	Herman	Minn.
Strand, Bertha M.	Moorhead	Minn.
Stromberg, Anna M.	Sauk Centre	Minn.
Sundstrom, Alma	Barnesville	Minn.
Swanson, Mabel A.	Crookston	Minn.
Swanson, Mabel L.	Audubon	Minn.
Sweeney, Frances	Mahnomen	Minn.
Syse, Emma R.	Sumburg	Minn.
Thomas, Rebecca	Detroit	Minn.
Thompson, Augusta E.	Glyndon	Minn.
Thompson, Irene	Moorhead	Minn.
Ungerer, Lucille K.	Minneapolis	Minn.
Van Camp, Mae L.	Detroit	Minn.
Vennerstrom, Gudron E.	Battle Lake	Minn.

Wanke, Maude A.	Sanders	Montana
Watne, Ellen	Stephen	Minn.
Watne, Lena	Stephen	Minn.
Weeks, Josie R.	Thief River Falls	Minn.
Welley, Amanda E.	Gary	Minn.
Wentzel, Josephine O.	Battle Lake	Minn.
Whitman, Ruth	Fargo	N. D.
Winkelmeyer, Grace M.	Staples	Minn.
Wood, Ruth M.	Fargo	N. D.
Zaiser, Laura Belle	Red Lake Falls	Minn.
Zapp, Mary	Sauk Centre	Minn.

THIRD YEAR

Alexander, Nellie J.	Orleans	Minn.
Anderson, Clara B.	Ashby	Minn.
Anderson, Nannie W.	Wadena	Minn.
Barron, Ethel R.	Glyndon	Minn.
Bentley, Julia R.	Twin Valley	Minn.
Berg, Mabel E.	Fargo	N. D.
Bergland, Elsie J.	Glyndon	Minn.
Bjorklund, Huldah	Henning	Minn.
Bondy, Mabel E.	Battle Lake	Minn.
Bruning, George J.	Sebeka	Minn.
Charlson, Margaret	Moorhead	Minn.
Collins, Ruth M.	Moorhead	Minn.
Dettbarn, Amanda	Vergas	Minn.
Distad, Amanda I.	Bozeman	Montana
Efteland, Bertha M.	Shelly	Minn.
Eklund, Florence I.	Moorhead	Minn.
Ellis, Jessie O.	Los Angeles	California
Enger, Alma I.	Davenport	N. D.
Erickson, Ethel B.	Fargo	N. D.
Erickson, Hannah M.	Glyndon	Minn.
Game, Edith E.	Glyndon	Minn.
Griffith, Irene M.	Garden City	Minn.
Hanson, Clara E.	Crookston,	Minn.

Hegland, Joren	Fosston	Minn.
Hegland, Sarah	Malone	Minn.
Helland, Oscar	Hendrum	Minn.
Herschleb, Nellie I.	Moorhead	Minn.
Hicks, Minnie V.	Hickson	N. D.
Hilgren, Elvira H.	Parkers Prairie	Minn.
Hilgren, Othelia	Parkers Prairie	Minn.
Holt, Anna M.	Breckenridge	Minn.
Hult, Mary	Wolverton	Minn.
Hustad, Gertrude H.	Battle Lake	Minn.
Johnson Elvira V.	Evansville	Minn.
Kallak, Estelle I.	Vining	Minn.
Kjolhaug, Selma	Crookston	Minn.
Lamb, Mabel	Baker	Minn.
Lanegraff, Andrea G.	Fargo	N. D.
Larson, Anna M.	Glyndon	Minn.
Larson, Henrietta A.	Ludington	Michigan
Lommen, Thorsten E.	Comstock	Minn.
Lund, Mabel V.	Detroit	Minn.
MacArthur, May E.	Malta	Minn.
McDunn, Maude C.	Barnesville	Minn.
McMannis, Margaret A.	Brainerd	Minn.
Marple, Margaret G.	Wendell	Minn.
Mathison, Sophie	Argusville	N. D.
Melbostad, Alma L.	Wolverton	Minn.
Merritt, Edna	Moorhead	Minn.
Murray, Mary D.	Litchfield	Minn.
Nelson, Eugenia S.	Henning	Minn.
Nichol, Margaret E.	Hendrum	Minn.
Oien, Thora	Shelly	Minn.
O'Laughlin, Sue A.	Moorhead	Minn.
Olson, Amelia	Wolverton	Minn.
Olson, Rosella E.	Parkers Prairie	Minn.
Olson, Sadie E.	Alexandria	Minn.
Ose, Torbjor	Fisher	Minn.
Perry, Hazel	Buchanan	Sask., Can.

Peterson, Henrietta S.	Lyle	Minn.
Peterson, Mabel A.	Richville	Minn.
Peterson, Vernie G.	Glyndon	Minn.
Ring, Anna M.	Henning	Minn.
Rosel, Wallace G.	Moorhead	Minn.
Ross, Annie C.	Hallock	Minn.
Rudser, Agnes C.	Rudser	N. D.
Ryan, Melissa A.	Fargo	N. D.
Senum, Grundy	Fosston	Minn.
Smith, Nellie B.	Moorhead	Minn.
Solberg, Hannah C.	McIntosh	Minn.
Solien, Julia M.	Syre	Minn.
Steger, Amanda S.	Norcross	Minn.
Strand, Julia M.	Ulen	Minn.
Thompson, Alice	Hendrum	Minn.
Thompson, Sophia I.	Audubon	Minn.
Tonning, Katherine	Moorhead	Minn.
Torgerson, Ada E.	Dalton	Minn.
Walker, Robin	Moorhead	Minn.
Walline, Rose M.	Moorhead	Minn.
Walsh, Mary M.	Fargo	N. D.
Watterberg, Louise	Wolverton	Minn.
Williams, Clara I.	Fargo	N. D.

SECOND YEAR

Aanru, Clara S.	Flaming	Minn.
Alm, Annie E.	Christine	N. D.
Amundson, Agnes	Gary	Minn.
Amundson, Inga	Rothsay	Minn.
Anderson, Annie C.	Vining	Minn.
Anderson, Celia E.	Pelican Rapids	Minn.
Anderson, Carl A.	Pelican Rapids	Minn.
Anderson, Ella A.	Evansville	Minn.
Anderson, Emma	Beltrami	Minn.
Anderson, Ida A.	New York Mills	Minn.
Ask, Tilla S.	Ashby	Minn.

Bakke, Norma E.	Twin Valley	Minn.
Barnes, Maud M.	Lake Park	Minn.
Baumgardner, Blanche	Baker	Minn.
Beebe, Grace E.	Fergus Falls	Minn.
Bengtson, Alma E.	German	Minn.
Bergan, Ida H.	Hawley	Minn.
Bjorndahl, Nina	Hawley	Minn.
Boen, Nellie	Fertile	Minn.
Boman, Frida E.	Fargo	N. D.
Booth, Beatrice A.	Moorhead	Minn.
Boyd, Rose	Sabin	Minn.
Branick, Florence M.	Renville	Minn.
Brekke, Hilda	Nielsville	Minn.
Brown, Nellie	Norcross	Minn.
Buckley, Mary H.	Graceville	Minn.
Campbell, Anna T.	Litchfield	Minn.
Carlander, Robert E.	Moorhead	Minn.
Carlson, Hilda C.	Evansville	Minn.
Carlson, J. Alfred	Evansville	Minn.
Caspers, Anna	Clara City	Minn.
Clemenson, Mary	Horace	N. D.
Conklin, Fannie M.	Frazee	Minn.
Coomer, Elsie M.	Barnesville	Minn.
Dagoberg, Clara E.	Alvarado	Minn.
Dahl, Agnes	Ulen	Minn.
Daly, Genevieve	Beardsley	Minn.
Daly, Mattie	Beardsley	Minn.
Denery, Bessie	Tintah	Minn.
Douglas, Mabel	Hendrum	Minn.
Eidal, Clara	Fergus Falls	Minn.
Engelson, Gena	Rothsay	Minn.
Erickson, Alvira B.	Moorhead	Minn.
Erickson, Ida J.	Borup	Minn.
Erickson, Minnie S.	Moorhead	Minn.
Evenson, Ella T.	Wolverton	Minn.
Flom, Lizzie I.	Twin Valley	Minn.

Forfang, Anna E.	Hallock	Minn.
Froysland, Hilda C.	Audubon	Minn.
Froysland, Selma H.	Audubon	Minn.
Gingery, Effie A.	Glyndon	Minn.
Goodrich, Mabel I.	Faith	Minn.
Grande, Betsy	Halstad	Minn.
Gullingsrud, Alice	Twin Valley	Minn.
Gunderson, Amy S.	Glyndon	Minn.
Gunderson, Agnes C.	Gary	Minn.
Gunderson, Clara	Gary	Minn.
Hagen, Mathilde	Hendrum	Minn.
Hansen, Marie C.	Battle Lake	Minn.
Hanson, Roswell	Moorhead	Minn.
Herfindahl, Annie B.	Audubon	Minn.
Henricksen, Clara M.	Campbell	Minn.
Hestad, Inga	Neilsville	Minn.
Hinkston, Gladys D.	Battle Lake	Minn.
Hoff, Alma H.	Dalton	Minn.
Holt, Mary D.	Grafton	Minn.
Huggett, Myrtle L.	Ashby	Minn.
Iverson, Olga G.	McIntosh	Minn.
Jerde, Mabel	Fertile	Minn.
Johnson, Edwin M.	Evansville	Minn.
Johnson, Nancy L.	Hallock	Minn.
Johnson, Thrine C.	Thief River Falls	Minn.
Kelling, Vyvian M.	Borup	Minn.
Kelly, Mary A.	Detroit	Minn.
Kirkeberg, Sigurd F.	Moorhead	Minn.
Koeneman, Lydia	Moorhead	Minn.
Landsverk, Tillie B.	McIntosh	Minn.
Larson, Bertha	Glyndon	Minn.
Larson, Clara M.	Perley	Minn.
McCauley, Blanche R.	Felton	Minn.
McLaughlin, Frances V.	Donnelly	Minn.
Mellum, Christella	Ulen	Minn.
Midthun, Emma	Flom	Minn.

Mittag, Rose E.	Elizabeth	Minn.
Molander, Helma	Dale	Minn.
Moren, Esther C.	Wylie	Minn.
Moren, Ida H.	Wylie	Minn.
Mullen, Hazel	Wadena	Minn.
Myller, Alvera D.	Moorhead	Minn.
Nelson, Esther	Moorhead	Minn.
Nelson, Louise W.	Battl Lake	Minn.
Nelson, Marie	Felton	Minn.
Nyhus, Thorwald	Henning	Minn.
Olson, Anna S.	Evansville	Minn.
Olson, Julia	East Grand Forks	Minn.
Ostrem, Julia	Hendrum	Minn.
Peake, Merle E.	Bothsay	Minn.
Pearson, E. Bernice	Hallock	Minn.
Peterson, Anna C.	Ashby	Minn.
Peterson, Bertha A.	Malcolm	Minn.
Peterson, Tobia	Pelican Rapids	Minn.
Plath, Goldie M.	Davenport	N. D.
Pohtila, Edna E.	Virginia	Minn.
Ramsey, Julia	Syre	Minn.
Ramstad, Annie	Hickson	N. D.
Reid, Martha	Moorhead	Minn.
Rudser, Carrie	Borup	Minn.
Robertson, Jean	Moorhead	Minn.
Rude, Lydia A.	Flaming	Minn.
Rufer, Helen L.	Moorhead	Minn.
Rustvold, Ellen	Hendrum	Minn.
Rutherford, Violet	Govan	Sask., Can.
Sandbeck, Ragnild C.	Kindred	Minn.
Sande, Ole R.	Noble	Minn.
Sandem, Mary	Beltrami	Minn.
Scribner, Alice A.	Wadena	Minn.
Schwalen, A. Laura	Battle Lake	Minn.
Selleseth, Ida E.	Norcross	Minn.
Shelfoe, Florence G.	Hoffman	Minn.

Shelfvland, Pauline	Audubon	Minn.
Skarstan, Malvin O.	Fosston	Minn.
Skeim, Anna R.	Twin Valley	Minn.
Smith, Hilda K.	Glenwood	Minn.
Svenson, Hannah V.	Ashby	Minn.
Stuart, Jessie K.	Westport	Minn.
Studlien, Agnes E.	Hoffman	Minn.
Swanson, Amy	Moorhead	Minn.
Thompson, Florence M.	Detroit	Minn.
Thorstad, Frances	Wheaton	Minn.
Torgerson, Tilda O.	Oklee	Minn.
Torgeson, Florence A.	Lindsay	Minn.
Ulsby, Ida	Deer Creek	Minn.
Waddick, James	Rogers	Minn.
Walden, Merrette L.	Baker	Minn.
Weissett, Rocena	Fargo	N. D.
Wiger, Clara N.	Ulen	Minn.
Williams, Hazel J.	Fargo	N. D.
Woods, Laura M.	Chokio	Minn.
Worman, Jennie K.	Fargo	N. D.
Zimmermann, May H.	Fergus Falls	Minn.

FIRST YEAR

Aamot, Clara	Halstad	Minn.
Aamot, Emelia	Halstad	Minn.
Abraham, Wilhelm	Tonning	Germany
Albertson, Minnie O.	Gary	Minn.
Albjerg, Victor L.	Fergus Falls	Minn.
Amundson, Thora	Erskine	Minn.
Anderson, Adolph	Moorhead	Minn.
Anderson, Alma	Crookston	Minn.
Anderson, Edna S.	Fergus Falls	Minn.
Anderson, Florence O.	Ulen	Minn.
Anderson, Hulda A.	New York Mills	Minn.
Anderson, Mabel V.	Collis	Minn.
Antonsen, Loretta M.	Vergas	Minn.

Aslakson, Tillie	Mallory	Minn.
Asleson, Belle	Wendell	Minn.
Austad, Gertie	Fosston	Minn.
Austin, Clyde E.	Detroit	Minn.
Austin, Lelah P.	Detroit	Minn.
Bagan, Rose E.	Herman	Minn.
Barker, Edna L.	Argusville	Minn.
Barker, Elma	Argusville	Minn.
Barry, Edith M.	Moorhead	Minn.
Barth, Freda	Campbell	Minn.
Beebe, Ada L.	Fergus Falls	Minn.
Bekkerus, Tilda A.	Glyndon	Minn.
Berg, Amy T.	Horace	N. D.
Berg, Mattie S.	Dalton	Minn.
Bergseid, Selma H.	Hawley	Minn.
Bergstrom, Ellen C.	Crawford	S. D.
Bjorklund, Susie A.	Moorhead	Minn.
Boettcher, Caroline E.	Hope	N. D.
Borgen, Hilma M.	Evansville	Minn.
Borgen, Olga M.	Perley	Minn.
Bourey, Lulu M.	Detroit	Minn.
Branick, Anna M.	Renville	Minn.
Brekke, Nellie M.	Benson	Minn.
Brodine, Anna E.	Felton	Minn.
Brokke, Tillie	McIntosh	Minn.
Brothen, Rosy E.	Ulen	Minn.
Brownlee, Hazel	Mapleton	N. D.
Bruun, Julia	Climax	Minn.
Buckley, Mae E.	Alberta	Minn.
Bull, Cora B.	Detroit	Minn.
Capes, Everett K.	Euclid	Minn.
Carlander, Jarl	Moorhead	Minn.
Carlson, Ellen M.	Evansville	Minn.
Carlson, Isabelle E.	Elbow Lake	Minn.
Carlson, Mary C.	Glyndon	Minn.
Carlson, Olga O.	Elbow Lake	Minn.

Carlson, Tena A.	Clitherall	Minn.
Charest, Marie H.	Fargo	N. D.
Christianson, Alma M.	Greenbush	Minn.
Clauson, Marie E.	Kennedy	Minn.
Clifton, Lydia L.	Sprucedell P. O.	Minn.
Claypool, Jennie	Underwood	Minn.
Claypool, Winifred	Underwood	Minn.
Colby, Everett C.	Barnesville	Minn.
Colby, Minnette	Gardner	N. D.
Conklin, Minnie	Frazer	Minn.
Corneliusson, Milla	Comstock	Minn.
Cox, Oattie F.	Moorhead	Minn.
Cutten, Blanche L.	Evansville	Minn.
Dahl, Effie C.	Gary	Minn.
Dahl, Ethel S.	Duluth	Minn.
Dahl, Helmer C.	Pelican Rapids	Minn.
Dahl, Mary M.	Borup	Minn.
Dahler, Anna M.	Elbow Lake	Minn.
Davies, Donna I.	New York Mills	Minn.
Davis, Irene A.	Vergas	Minn.
Denery, Delia E.	Tintah	Minn.
Dufua, Nora	Pelan	Minn.
Eastby, Lars	Fosston	Minn.
Edlund, Tina	Fertile	Minn.
Eggum, Frances L.	Dalton	Minn.
Einess, Martha	Fosston	Minn.
Engels, George M.	Fargo	N. D.
Enger, Ida J.	Davenport	N. D.
Erickson, Florence M.	Moorhead	Minn.
Erickson, Louise	Moorhead	Minn.
Erickson, Tillie C.	Borup	Minn.
Erlandson, Elsie I.	Kennedy	Minn.
Esttick, Maude	Richville	Minn.
Farwell, Rebecca M.	Alberta	Minn.
Finsand, Clara S.	Erskine	Minn.
Fischer, Clara A.	Georgetown	Minn.

Fjoslien, Ingeborg	Elbow Lake	Minn.
Fjoslien, Sigrid	Elbow Lake	Minn.
Fladland, Martina	Fargo	N. D.
Fletcher, Edna M.	Waubun	Minn.
Fletcher, Lizzie A.	Waubun	Minn.
Fogarty, Cathrine M.	Murdock	Minn.
Fogarty, Loretta R.	Murdock	Minn.
Fogarty, Theresa M.	Murdock	Minn.
Forseth, Cora N.	Twin Valley	Minn.
Fosen, Agnes R.	Litchfield	Minn.
Fossos, Gina	Nielsville	Minn.
Gagen, Janette O.	Morris	Minn.
Gartland, Ada M.	Flaming	Minn.
Gaustad, Belle C.	Houston	Minn.
Gaustad, Clara B.	Houston	Minn.
Gilbertson, Gena	Hendrum	Minn.
Gladding, Hazel J.	Moorhead	Minn.
Gordon, Herman L.	Hendrum	Minn.
Grefsrud, Emma O.	Rothsay	Minn.
Grendahl, Cora J.	Keene	N. D.
Grundfossen, Ida	Farwell	Minn.
Gunderson, Esther	Glyndon	Minn.
Gunderson, Helen	Gary	Minn.
Haberle, Jacob	Barnesville	Minn.
Hadland, Anna C.	Ostrander	Minn.
Hagel, Esther J.	New York Mills	Minn.
Hainer, Laura	Detroit	Minn.
Halverson, Henry E.	Borup	Minn.
Hanen, Effie I.	Donnelly	Minn.
Hanson, Agnes	Erskine	Minn.
Hanson, Cora E.	Thief River Falls	Minn.
Hanson, Annie S.	Rothsay	Minn.
Hanson, Edna	Doran	Minn.
Hanson, Harriet	Hickson	N. D.
Hanson, Pauline E.	Beltrami	Minn.
Hanson, Ole O.	Lake Park	Minn.

Haugen, Bertha M.	Fertile	Minn.
Hegland, Emma	Malone	Minn.
Hermanson, Carrie	Pelan	Minn.
Herseth, Alma C.	Hitterdal	Minn.
Hetland, Bertha	Halstad	Minn.
Hetland, Louise	Halstad	Minn.
Hevle, Mary	Newfolden	Minn.
Hilgers, Anna M.	Barnesville	Minn.
Hilgers, Lena M.	Barnesville	Minn.
Hoff, Laura	Fargo	N. D.
Holmes, Hilma S.	New York Mills	Minn.
Holen, Ida	Pelan	Minn.
Homstad, Leila E.	Wheaton	Minn.
Hoss, Ida A.	Faith	Minn.
Hosterman, Alice C.	Pelican Rapids	Minn.
Hughes, Mary M.	Rothsay	Minn.
Hulburt, Bessie L.	Fargo	N. D.
Hull, Ruth	Fargo	N. D.
Ingberg, Albert	Hendrum	Minn.
Ireland, Blanche	Verndale	Minn.
Island, Rose	Elbow Lake	Minn.
Iverson, Carl M.	Ashby	Minn.
Iverson, Selma O.	Gary	Minn.
Jackman, Ellen A.	Watkins	Minn.
Jacobson, Inga T.	Pelican Rapids	Minn.
Janneck, Clara D.	Barnesville	Minn.
Jeppson, Ellen B.	Nashua	Minn.
Jensen, Lucie E.	Clearbrook	Minn.
Johnk, Lulu E.	Sabin	Minn.
Johnson, Agnes A.	Moorhead	Minn.
Johnson, Annie N.	Lake Park	Minn.
Johnson, Charlotte L.	Elbow Lake	Minn.
Johnson, Cora M.	Horace	N. D.
Johnson, Eldora E.	Audubon	Minn.
Johnson, Ella	Sabin	Minn.
Johnson, Ellen M.	Argyle	Minn.

Johnson, Esther A.	Evansville	Minn.
Johnson, Esther E.	New York Mills	Minn.
Johnson, Ida A.	Dalton	Minn.
Johnson, Jalmar	Fosston	Minn.
Johnson, Jennie M.	Argyle	Minn.
Johnson, Julia A.	Argyle	Minn.
Johnson, Laura E.	Wolverton	Minn.
Johnson, Mamie A.	New York Mills	Minn.
Johnson, Minnie J.	Clitherall	Minn.
Johnson, Winnie E.	New York Mills	Minn.
Jones, Alice W.	Norcross	Minn.
Jones, John M.	Norcross	Minn.
Karlstrom, Emma	Moorhead	Minn.
Keaveny, Margaret A.	Tintah	Minn.
Kelly, Agnes M.	Thief River Falls	Minn.
Kelly, Kathleen	Fargo	N. D.
Kiltie, Jeanie	Beltrami	Minn.
Kirkeboe, Anna M.	Murdock	Minn.
Kive, Maggie M.	New York Mills	Minn.
Knudtson, Clarence B.	Hitterdal	Minn.
Knuth, Elsie B.	Moorhead	Minn.
Kruger, Matilda S.	Moorhead	Minn.
Langness, Jennie L.	Clitherall	Minn.
Larson, Alva L.	Hendrum	Minn.
Larson, Ella M.	Flom	Minn.
Larson, Emma	Astoria	Minn.
Larson, Esther C.	Fargo	N. D.
Larson, Ida M.	Flom	Minn.
Leafen, Eugenia O.	Kimball	Minn.
Lee, Christine	Perley	Minn.
Lee, Konrad	Argusville	N. D.
Lee, Selma	Glyndon	Minn.
Ludwigsen, Esther	Fargo	N. D.
Lund, Hannah E.	Moorhead	Minn.
Lynch, Margaret	DeGraff	Minn.
McAnulty, Kathrine	Red Lake Falls	Minn.

McCarthy, Ferryl	Fargo	N. D.
McGrau, Almira C.	Perham	Minn.
McKnight, Inez M.	Devils Lake	N. D.
McLaughlin, Anna V.	Fargo	N. D.
McLaughlin, Aurelia B.	Donnelly	Minn.
McLaughlin, Lucile E.	Donnelly	Minn.
McMahon, Agnes	Parkers Prairie	Minn.
McNally, Alice L.	Chokio	Minn.
McTaggart, Beatrice	Campbell	Minn.
Maaren, Martha	McIntosh	Minn.
Mack, Violet	Argyle	Minn.
Mahoney, Frances	Moorhead	Minn.
Mathison, Hilda	Argusville	Minn.
Matson, Minnie A.	Moorhead	Minn.
Mattison, Clara	Borup	Minn.
Mauritson, Clara B.	Shelly	Minn.
Mynard, Mabel	Twin Valley	Minn.
Melby, Alma	Brandon	Minn.
Melchoir, Ruth	Fargo	N. D.
Midgarden, Theekla	Glyndon	Minn.
Midthun, Clara S.	Twin Valley	Minn.
Miller, A. Marie	Fergus Falls	Minn.
Mix, Hazeldee	Detroit	Minn.
Moland, Clara M.	Fertile	Minn.
Molstad, Conrad M.	Fosston	Minn.
Monson, Theresa C.	Doran	Minn.
Moore, Beth R.	Waubun	Minn.
Murk, Emily M.	Richville	Minn.
Myhr, Helga M.	Farwell	Minn.
Nape, Villa	Moorhead	Minn.
Nelson, Andrew E.	Felton	Minn.
Nelson, Nina	Morris	Minn.
Nelson, Minnie L.	Henning	Minn.
Nelson, Myrtle J.	Henning	Minn.
Nerrig, Emma	Halstad	Minn.
Ness, Ella E.	Elbow Lake	Minn.

Nokken, Anna L.	Moorhead	Minn.
Nordstrom, Jennie	Harwood	Minn.
Noss, Regina	Gary	Minn.
Nykeim, Laura	Ulen	Minn.
Nyleen, Esther A.	Weme	Minn.
Olson, Bessie	Moorhead	Minn.
Olson, Betsy I.	Parkers Prairie	Minn.
Olson, Dorris J.	Fargo	N. D.
Olson, Inga O	Litchville	N. D.
Olson, Mary	Chokio	Minn.
Olson, Oscar A.	Angus	Minn.
Olson, Verner L.	Moorhead	Minn.
Parker, Madeline A.	Warroad	Minn.
Patterson, Anna B.	Howard Lake	Minn.
Paulson, Inga	Rothsay	Minn.
Paulson, Petra J.	Shelvin	Minn.
Paxton, Ralph	Moorhead	Minn.
Pederson, Celia C.	Underwood	Minn.
Person, Ella	Beaulieu	Minn.
Peterson, Agda	Lengby	Minn.
Peterson, Anna P	Mapelton	N. D.
Peterson, Blanche S.	Wheaton	Minn.
Peterson, Edith J.	White Rock	S. D.
Peterson, Esther A.	Erhard	Minn.
Peterson, Enoch S.	Moorhead	Minn.
Peterson, Hildur E.	Moorhead	Minn.
Peterson, Ruth E.	Henning	Minn.
Qualley, Martha	Hendrum	Minn.
Rae, Eva M.	Moorhead	Minn.
Rand, Lena	Ortonville	Minn.
Rask, Ida A.	Hendrum	Minn.
Rice, Hilda E	Detroit	Minn.
Rice, Kathryn L.	Fargo	N. D.
Richter, Mary L.	Fargo	N. D.
Roberts, Ruth M.	Fergus Falls	Minn.
Robertson, Carita M.	Moorhead	Minn.

Rohoenbach, Frances S.	Moorhead	Minn.
Rolsch, Lillian A.	Crookston	Minn.
Rossmiller, Ella A.	Frazee	Minn.
Budh, Mary	Fergus Falls	Minn.
Rust, Anna	Thief River Falls	Minn.
Saboe, Alfred H.	Daysland	Alta, Can.
Samuelson, Bergit	Climax	Minn.
Sanders, Clara A.	Hoffman	Minn.
Sande, William	Noble	Minn.
Satre, Emma T.	Thief River Falls	Minn.
Saunders, Pearl E.	San Jacinti	Calif.
Scheer, Ida L.	Erhard	Minn.
Schoeppach, Hattie	Colgate	N. Dak.
Schroeder, Louise A.	Ada	Minn.
Scott, Jessie A.	Fertile	Minn.
Scramstad, Alfred L.	Underwood	Minn.
Sears, Thelma V.	Moorhead	Minn.
Serum, Annie	Halstad	Minn.
Shell, Mildred M.	Fargo	N. D.
Sirjord, Olga J.	Flaming	Minn.
Skindrud, Amelia J.	Fergus Falls	Minn.
Smith, Ada L.	Aure	Minn.
Smith, Alice	Aure	Minn.
Solberg, Bertha A.	Fosston	Minn.
Solwold, Agnes	Hitterdal	Minn.
Solwold, Inga C.	Hitterdal	Minn.
Sorenson, Ausilga	Crookston	Minn.
Stearns, Olive L.	Detroit	Minn.
Steenerson, Bergit	Climax	Minn.
Steffen, Bertha E.	Ottertail	Minn.
Steger, Alma E.	Norcross	Minn.
Stempf, Vina	Glyndon	Minn.
Stennes, Mary A.	Erskine	Minn.
Stevens, Mary L.	Fargo	N. D.
Stewart, Vera L.	Campbell	Minn.
Stondahl, Louise	Syre	Minn.

Storien, Gina M.	Hallock	Minn.
Strand, Laura O.	Fosston	Minn.
Sullivan, Ruth	Blue Earth	Minn.
Swanson, Clara	Moorhead	Minn.
Swanson, Clara	Barnesville	Minn.
Swanson, Emma M.	Argyle	Minn.
Sweeney, James	Mahnomen	Minn.
Swenson, Mabel A.	Alexandria	Minn.
Tallman, J. Winnifred	Clitherall	Minn.
Tangen, Inga M.	Fosston	Minn.
Tholen, Mabel E.	Audubon	Minn.
Thomas, Alice M.	Barnesville	Minn.
Thompson, Agnes E.	Warren	N. D.
Thompson, Olive G.	Elbow Lake	Minn.
Thoreson, Amanda	Climax	Minn.
Thoreson, Ida E.	Richwood	Minn.
Tice, Ada F.	Mentor	Minn.
Tollefson, Hilma	Elbow Lake	Minn.
Tomt, Palma	LaMoure	N. D.
Torgerson, Amanda G.	Fosston	Minn.
Torgeson, Evaulett	Glyndon	Minn.
Torgeson, Sophie	Stephen	Minn.
Tovaas, Jeanette M.	Moorhead	Minn.
Tweeten, Gina B.	Glyndon	Minn.
Tweeten, Inez E.	Moorhead	Minn.
Tyler, Pearl A.	Moorhead	Minn.
Ulby, Annie	Clitherall	Minn.
Ulvan, Ellen	Hendrum	Minn.
Urbach, Nellie E.	Frazee	Minn.
Utne, Emma	Dalton	Minn.
Vanderwaal, Laura E.	Erskine	Minn.
Vanderwaal, Minnie K.	Erskine	Minn.
Van Pelt, Lillian M.	Fargo	N. D.
Vixie, Olga A.	Viking	Minn.
Watne, Alpha	Stephen	Minn.
Weber, Martha R.	Perham	Minn.

Weberg, Emma G.	Eagle Bend	Minn.
Wehrkamp, Isabelle C.	Fargo,	N. D.
Wellbrock, Amanda	Fergus Falls	Minn.
Weltzin, Anna J.	Donnelly	Minn.
Westlund, Victor E.	Fargo	N. D.
Whiting, Edna M.	Clitherall	Minn.
Wicklund, Ruth E.	Parkers Prairie	Minn.
Wier, Elsie L.	Campbell	Minn.
Wier, Olga	Ulen	Minn.
Wiig, Olga M.	Perley	Minn.
Wilson, Arthur S.	Moorhead	Minn.
Wilson, Hattie	Audubon	Minn.
Wilson, Julius A.	Moorhead	Minn.
Worman, Elizabeth R.	Fargo	N. D.
Worman, Florence	Fargo	N. D.
Wulff, Eliza	Barnesville	Minn.
Youngberg, Edith	Vernon	S. D.
Almquist, Esther H. (1st Yr.)	New York Mills	Minn.
Engen, Nels H. (1st Yr.)	Crookston	Minn.
Rice, Hilda E. (Jr. Yr.)	Detroit	Minn.
Rolsch, Lillian A. (Jr. Yr.)	Crookston	Minn.

SUMMARY.

Graduate course in Household Economy	2
Senior Class	41
Junior Class	208
Third Year Class	83
Second Year Class	140
First Year Class	354
	828

ELEMENTARY SCHOOL.

Grammar Grades	79
Upper Intermediate Grades	60
Lower Intermediate Grades	61
Primary Grades	61
	246
	1074