

1917

**The Bulletin of the State Normal School. Moorhead, Minnesota.  
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Series Thirteen, Number One. (1917)**

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Series 13. No 1

# The Bulletin

OF THE

# State Normal School

Moorhead, Minnesota

Catalogue Number

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PUBLISHED QUARTERLY

Twenty-Ninth Year  
1917

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SERIES THIRTEEN

NUMBER ONE

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

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## Minnesota State Normal School Board

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Term Expires 1919.
- CARL G. SCHULZ, *Secretary*.....ST. PAUL  
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Term Expires 1919.
- EDWIN J. JONES.....MORRIS  
Term Expires 1919.

# Calendar, 1917-1918

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## Summer Term

Enrollment of Students	- - - - -	Monday, June 18
Class Work Begins	- - - - -	Tuesday, June 19
Summer Term Closes	- - - - -	Friday, July 27

## Fall Term

Enrollment of Students	- - - - -	Monday, September 3
Class Work Begins	- - - - -	Tuesday, September 4
Fall Term Closes	- - - - -	Saturday, November 24

## Winter Term

Enrollment of Students	- - - - -	Monday, November 26
Class Work Begins	- - - - -	Tuesday, November 27
Holiday Vacation Begins	- - - - -	Friday Eve., December 21
Class Work Resumed	- - - - -	Tuesday, January 8
Winter Term Closes	- - - - -	Saturday, March 2

## Spring Term

Enrollment of Students	- - - - -	Monday, March 4
Class Work Begins	- - - - -	Tuesday, March 5
Easter Vacation Begins	- - - - -	Saturday, March 23
Class Work Resumed	- - - - -	Tuesday, April 2
Spring Term Closes	- - - - -	Friday, May 31

## The Faculty

	Residence.
FRANK A. WELD, M. A., LL.D., President.....	403 8th St. So.
<i>School Management.</i>	
CASWELL A. BALLARD, B. S.....	604 8th St. So.
<i>Biological Science. Chemistry.</i>	
NATALIE THORNTON, B. A.....	Wheeler Hall
<i>Dean of Women. English.</i>	
BELLE M. DEANS, Ph. B.....	714 8th St. So.
<i>Superintendent of Elementary School.</i>	
KATHARINE LEONARD, M. A.....	323 7th St. So.
<i>Mathematics.</i>	
EDWARD R. COLLINS, Ph. D.....	521 8th St. So.
<i>Psychology. History of Education.</i>	
*MAUDE HAYES, M. A.....	Oxford University, England
<i>Reading.</i>	
BURL G. MARTIN, M. A.....	617 9th St. So.
<i>English Grammar.</i>	
ALLEN F. WOOD, B. A.....	606 5th Ave. So.
<i>Penmanship. Registrar.</i>	
JOHN W. ECK, B. A.....	614 10th St. So.
<i>Manual Training.</i>	
GEORGE B. KENDALL, B. S.....	1108 7th Ave. So.
<i>Physical Sciences. Agriculture.</i>	
STEPHEN S. VISHER, Ph. D.....	819 10th St. So.
<i>Geography.</i>	
ROBERT R. REED, M. A.....	617 5th St. So.
<i>English.</i>	
MARTHA L. METCALF, B. S.....	611 8th St. So.
<i>Home Economics.</i>	
†ARTHUR W. JOHNSON, B. A.....	617 9th St. So.
<i>Psychology. Theory of Education.</i>	
JAMES E. MOORE, B. A.....	617 9th St. So.
<i>Psychology. Theory of Education.</i>	
IZELLA M. DART, B. A.....	611 8th St. So.
<i>Librarian.</i>	
ALLENE COFFLAND, B. A.....	621 9th St. So.
<i>Physical Education.</i>	
RAYMOND H. DURBORAW, Ph. D.....	661 8th St. So.
<i>History. Sociology.</i>	
HELEN WELTER, B. A.....	424 9th St. So.
<i>Assistant in English and History.</i>	
EDNA G. BENSON, B. A.....	523 7th St. So.
<i>Drawing.</i>	
BELLE DREDGE, B. A.....	216 8th St. So.
<i>Principal Intermediate School.</i>	

## The Faculty—Continued

JENNIE M. SANDERS, M. Di.....	1023 7th Ave. So.
<i>Principal Upper Intermediate Department.</i>	
†ELEANOR OSBORN, B. S.....	709 8th St. So.
<i>Lower Intermediate Department.</i>	
VIVIEN G. HAINER, B. A.....	Comstock Hotel
<i>Principal Lower Intermediate Department.</i>	
MARY C. RAINEY, B. S.....	503 7th St. So.
<i>Principal Primary Department.</i>	
HELEN HARRELSON, B. S., Pd. B.....	720 7th St. So.
<i>Assistant in Primary Department.</i>	
MARGARET KELLY, B. A.....	402 9th St. So.
<i>Assistant in Intermediate School.</i>	
MARY A. CONANT.....	1023 7th Ave. So.
<i>Rural Education.</i>	
ETHEL M. BANTA.....	523 7th St. So.
<i>Kindergarten Department.</i>	
J. HAROLD POWERS.....	419 9th St. So.
<i>Music.</i>	
RUTH SOUTHWICK.....	709 8th St. So.
<i>Reading.</i>	
†L. WALLACE RUSNESS.....	55 4th Ave. So.
<i>Mathematics. Physical Director.</i>	
MILLIE H. DAHL.....	Comstock Hall
<i>House Director.</i>	
BESSIE HOPKINS.....	1022 7th Ave. So.
<i>Assistant in Home Economics.</i>	
MARTHA AMUNDSON.....	413 11th St. So.
<i>Assistant in Intermediate Department.</i>	
WILHELMINA MEYER.....	720 7th St. So.
<i>Assistant in Kindergarten Department.</i>	
MRS. GRACE GOODSSELL.....	505 8th St. So.
<i>Assistant Librarian.</i>	
MRS. G. L. HUBBEL.....	423 10th St. So., Fargo
<i>Assistant in Reading.</i>	
ANNA J. HANDEYSIDE.....	402 9th St. So.
<i>Accountant.</i>	
RUBY WALDIE.....	Wheeler Hall
<i>Assistant Registrar.</i>	
PAULA JOHNSON.....	1017 2nd Ave. No.
<i>Assistant in Office.</i>	
CEDI LINDGREN.....	1018 7th Ave. So.
<i>Text-book Librarian.</i>	
WANDA S. STEGER.....	216 8th St. So.
<i>Secretary.</i>	

\* On leave of absence.

† Resigned.

## *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 buildings, 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 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. A school nurse, who lives in Comstock Hall, calls upon all those who are ill, and personally supervises their care. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$4.00 to \$4.25 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 postoffice, and delivered twice a day.

**WHAT STUDENTS FURNISH:** The students are expected to supply themselves with a hot water bag, bath towels, towels, wash cloths, bureau scarfs, bed-room slippers, and quilts or a pair of blankets. All articles should be plainly marked with the owner's name. It is suggested that each student be provided with a napkin ring, a well equipped work bag, a clothes bag, rubbers, an umbrella, a shoe bag, a bath-robe or a kimona, and a high school dictionary. Young women who wear eye-glasses or spectacles are advised to have at least one extra pair.

**WORK OF THE DEAN OF WOMEN:** The student body of the normal school divides itself naturally into two groups, consisting of those who reside in the



halls and of those who live in various homes about the city. Not only do the halls form the center of the school life, but they are a positive force in molding the spirit of the institution. Their influence spreads throughout school circles, creating a sentiment for all that which enriches the lives of young women.

To stimulate this influence and to further the spirit of unity in school activities, the Dean of Women has the same personal interest in the students residing outside the halls as she has for those who reside within them. 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 closer association of school and home interest, the Dean of Women entertains the young women of the school in groups. These occasions, which are of an informal nature, afford an opportunity for social grace and initiative along lines of entertainment, and foster a feeling of good fellowship throughout the school.

**THE OPEN HOUR:** During the fall and spring terms, an informal entertainment, called "The Open Hour," is often given in Wheeler Hall on Tuesday evening between the hours of seven and eight. In the winter term, the program is held from four to five o'clock on Sunday afternoons, while the girls are gathered around the fire-place.

By the favor and ready co-operation of members and friends of the normal school, an opportunity is 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.

Frequently "A Social Tea," at which the social committee of each hall in turn acts as hostess, follows the program. The object of these programs is 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" and "The Social Tea" are 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. Students are advised to make personal application for rooms rather than to engage them through correspondence. Lists of rooming and boarding places may be secured upon arrival at the office of the dean of women. Pupils will be required, in all cases, to consult with the President or the Dean of Women in the choice of a boarding place.

**ART EXHIBIT:** An art exhibit of superior merit is an annual event at the school. The exhibit is maintained, usually, during one week. The exhibit is open to all persons connected with the school, and of the community. This year, a very unusual exhibit of Medici Prints was secured through the courtesy of the Beard Art Galleries.

**THE WEEKLY CALENDAR:** A calendar is issued at the beginning of each week, and distributed to the members of the school. Activities of the various organiza-

tions of the school, and events of interest to members of the school, and other persons, are scheduled on the calendar. Copies of the calendar will be mailed to any person upon request.

**THE NEWS LETTER:** A news letter containing items of interest to members of the school is issued at the close of each week. Matters relating to the activities of the school, are, in this way, brought to the attention of the students and alumni. Copies of the news letter may be secured upon request. —

**COURSE OF ENTERTAINMENTS:** A course of entertainments is given in the auditorium of the normal school, annually, during the winter season. Attractions of high merit are provided, and every effort is put forth to make the course instructive as well as entertaining. Tickets are sold to students at a low rate.

**THE PRAECEPTOR:** A school annual, published under the auspices of the senior class, is a distinctive and helpful feature of the work of the school. Co-operation, the underlying principle of successful work, does much to foster a spirit of loyalty and unity among members of the class, and affords an opportunity for growth and resourcefulness on the part of members of the Praeceptor Staff. The undertaking is generously supported by the students and the faculty.

**DRAMATICS:** A play is presented by members of the senior class, each year, under the direction of the head of the department of reading. Some of the plays that have been presented at the school are *The House of Rimmon*, *The Wolf of Gubbio*, *The Piper*, *The Merchant of Venice*, *Joan of Arc*, *Robin Hood*.

**NOON LUNCHEON:** Young women who are registered in the department of home economics plan, prepare, and serve hot luncheons each school day. These luncheons are served in cafeteria style, at a maximum cost of ten cents, to all students who desire them. This work serves a three-fold purpose: the students in the department have practice in large quantity cookery, they are prepared to take charge of similar work upon leaving school, and those students who remain at the normal school during the noon hour have an opportunity to procure a hot luncheon at a nominal cost.

**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.

**SESSIONS:** There are two sessions a day. The morning session begins at 8:00 o'clock, and closes at 12:10. The afternoon session begins at 1:25 and closes at 3:40. The elementary school has two sessions. The morning session begins at 9:00 o'clock, and closes at 11:40. The afternoon session begins at 1:30, and closes at 3:30.

## Organizations

**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.

**COUNTRY LIFE CLUB:** The club was organized in the fall of 1915, and has grown steadily in numbers and popularity since that time, now having a membership of over one hundred fifty. The meetings are held on the second and fourth Wednesdays of each month. The purpose of the club is three-fold: 1. to stimulate an interest in rural problems and education, 2. to bring before prospective rural teachers those people in our own state and elsewhere who are devoting their time to the important phases of rural life, and 3. to give each one of its members an opportunity to meet in a social way, and to become intimately acquainted with the other students of the school with whom they have common interests and aspirations.

**BOYS' GLEE CLUB:** A Glee Club of twelve to sixteen voices is maintained for the young men of the school. Voices are tested for various parts, and those having good voices are eligible to membership.

**GIRLS' GLEE CLUB:** A Glee Club of about twenty-four voices is maintained for the young women of the school. Voices are tested for membership in the club, and students having good voices and some ability to read music are chosen. Preference is given to seniors and juniors.

**HOME ECONOMICS ASSOCIATION:** The Home Economics Association was organized in 1915 for the purpose of discussing subjects of interest to homemakers. All students taking work in home economics are eligible to membership. The association maintains a home economics scholarship to be awarded, annually, to the student in the department, whose general attainment is superior in all departments of the school.

**ORCHESTRA:** The school orchestra is maintained under the direction of the music department. Any student who plays an orchestral instrument is eligible to membership. The orchestra is often called upon to play at school functions and recitals.

**THE NEIGHBORHOOD ORGANIZATION:** The young women who room in the city have an association known as the Neighborhood Organization which is divided into six groups. Membership in a group is determined by the locality of the house in which a young woman may be living. The purpose of the organization is to foster among this group of students, necessarily scattered, a spirit of unity, loyalty, and co-operation.

**RED CROSS SOCIETY:** A Red Cross Society, which is an auxiliary to the Moorhead Red Cross Chapter, has been organized by the young women of the school. All of the young women belong to the school organization, and upon paying a fee of \$1.00 become members, also, of the National Red Cross Society. The work is administered by an executive board consisting of seven students and five mem-

bers of the faculty. Classes in first aid, home nursing, knitting, and plain sewing are conducted.

**YOUNG WOMEN'S CHRISTIAN ASSOCIATION:** Active work is done by the women of the school in the Young Women's Christian Association. Regular meetings are held each week, and, occasionally, social functions are given under the auspices of the association.

One of the most interesting phases of the work is that done under the direction of the Social Service committee. There are various kinds of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, distribution of Thanksgiving baskets to the poor of the city, and services along other lines to people whose lives are different from their own.

Activity of this kind 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.

### *Admission, Advanced Standing, Diplomas, and Certificates*

**REGISTRATION FEE:** The registration fee is two dollars.

**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 examination in each of the following subjects: arithmetic, English grammar, geography, United States history, and physiology, which tests the applicant's knowledge of the subjects named, as they are presented in the current leading modern text-books. Applicants will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advanced credit, and college graduates 48 units. There are 60 units of work in the curriculum. 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.

**PREFERRED HIGH SCHOOL WORK:** The following named high school subjects are urged as necessary prerequisites for successful work in the normal school

on the part of high school graduates: English, 3 years; biology (botany or zoology and physiology), 1 year; physical science (physics or chemistry), 1 year; history (modern or ancient), 1 year. In addition, certain other preliminary subjects are strongly recommended, in the order of preference, as follows: U. S. history and civics, 1 year; algebra, 1 year; geometry, 1 year; language (modern or ancient), 2 years; physiography, 1 semester; drawing, 1 semester; vocal music, 1 year; industrial subjects, 1 year; penmanship ability of 70, Ayres, or of 14, Thorndike scale.

**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' CERTIFICATE:** 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; (2) that the average of each certificate must not be less than 85 per cent.; and (3) that subjects in which the standings are less than 75 per cent. will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

**UNIVERSITY STANDING:** Graduates of 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. Plans are in progress whereby graduates of the normal schools may receive more extended credit in the college of liberal arts in the university than is now granted.

**LEGAL VALUE OF DIPLOMA:** 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 Education, 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 Education. 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 curriculum, 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 Education

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 may be granted to students who complete the first three years (36 units) of work in the curriculum. Such certificate may be granted, also, to high school graduates who complete one year (12 units) of work in the curriculum.

**SECOND GRADE CERTIFICATES:** A second grade state teachers' certificate may be granted to students who complete two years (24 units) of specified work in the curriculum.

## *The Program of Studies*

### *Curriculum Leading to the Advanced Diploma*

#### First Year Subjects

Algebra I, II, III.....	3 terms,	180 hours
Commercial Geography .....	1 term,	60 hours
Drawing I .....	1 term,	60 hours
English Composition I, II.....	2 terms,	120 hours
English Grammar I, II.....	2 terms,	120 hours
Music I .....	1 term,	60 hours
Physical Geography .....	1 term,	60 hours
Reading I .....	1 term,	60 hours

#### Second Year Subjects

American History I, II.....	2 terms,	120 hours
Arithmetic I, II .....	2 terms,	120 hours
Drawing II .....	1 term,	60 hours
English History .....	1 term,	60 hours
*Music II .....	1 term,	60 hours
Reading II .....	1 term,	60 hours
Plane Geometry I, II.....	2 terms,	120 hours
*Zoology I, II.....	2 terms,	120 hours

#### Third Year Subjects

*Elementary Science .....	1 term,	60 hours
American Literature I, II.....	2 terms,	120 hours
*Botany I, II .....	2 terms,	120 hours
*Agriculture I .....	1 term,	60 hours
**Industrial Work I, II.....	2 terms,	120 hours
Physics I, II, III.....	3 terms,	180 hours
Physiology .....	1 term,	60 hours
Rhetoric .....	1 term,	60 hours
*Rural School Methods.....	1 term,	60 hours

#### Fourth Year Subjects

*Agriculture II .....	1 term,	60 hours
Chemistry I, II.....	2 terms,	120 hours
Child Study .....	1 term,	60 hours
General History I, II, III.....	3 terms,	180 hours
Teaching I. (Observation).....	1 term,	60 hours
*Physiography .....	1 term,	60 hours
Psychology I .....	1 term,	60 hours
Solid Geometry .....	1 term,	60 hours
Theory of Education I.....	1 term,	60 hours
*Primary Methods .....	1 term,	60 hours
*Library Science .....	1 term,	60 hours
*Grammar Grade Methods.....	1 term,	60 hours
*Rural Sociology .....	1 term,	60 hours

\*Literature and Handwork..... 1 term, 60 hours  
 \*Elective. \*\*Two Electives. For further statement regarding electives, see paragraph under special curriculums on page 22.

**Fifth Year Subjects**

*Kindergarten Theory I.....	1 term,	60 hours
Advanced Civics.....	1 term,	60 hours
English Literature I, II.....	2 terms,	120 hours
Geology.....	1 term,	60 hours
History of Education.....	1 term,	60 hours
Children's Literature.....	1 term,	60 hours
Literature and Themes.....	1 term,	60 hours
Psychology II.....	1 term,	60 hours
School Management.....	½ term,	30 hours
Sociology.....	1 term,	60 hours
Teaching II, III.....	2 terms,	120 hours
Penmanship.....	½ term,	30 hours
*Intermediate Grade Methods.....	1 term,	60 hours

**High School Graduates**

*A Two Years' Curriculum Leading to the Advanced Diploma*

ENGLISH

English Grammar III.....	1 term,	60 hours
Reading III.....	1 term,	60 hours
*Children's Literature.....	1 term,	60 hours
Literature and Themes.....	1 term,	60 hours

PENMANSHIP

Penmanship.....	½ term,	30 hours
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HISTORY AND SOCIAL SCIENCE

American History III.....	1 term,	60 hours
Advanced Civics.....	1 term,	60 hours
Sociology.....	1 term,	60 hours
*Rural Sociology.....	1 term,	60 hours

EDUCATION

Psychology I, II.....	2 terms,	120 hours
Theory of Education I.....	1 term,	60 hours
*History of Education I, II.....	2 terms,	120 hours
Teaching I, II, III.....	3 terms,	180 hours
School Management.....	½ term,	30 hours
*Rural School Methods.....	1 term,	60 hours
Primary Methods.....	1 term,	60 hours

SCIENCE

*Elementary Science.....	1 term,	60 hours
*Geography.....	2 terms,	120 hours

Arithmetic III.....	1 term,	60 hours
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Drawing III.....	1 term,	60 hours
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Music III.....	1 term,	60 hours
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*Industrial Work.....	2 terms,	120 hours
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\*Elective.



## *Differentiated Curriculums*

THE advanced curriculum is differentiated to afford special training to teachers of primary grades, intermediate grades, and grammar grades. These three curriculums have a common basis of eighteen required credits. The remaining six credits in each curriculum are electives, selected to give special training for primary, intermediate, or grammar grade teaching.

### Required Subjects and Credits

Arithmetic . . . . .	I term,	60 hours
Drawing . . . . .	I term,	60 hours
Grammar . . . . .	I term,	60 hours
Literature and Themes . . . . .	I term,	60 hours
Reading . . . . .	I term,	60 hours
Geography . . . . .	I term,	60 hours
American History . . . . .	I term,	60 hours
Sociology . . . . .	I term,	60 hours
Advanced Civics . . . . .	I term,	60 hours
History of Education . . . . .	I term,	60 hours
Music . . . . .	I term,	60 hours
Theory of Education . . . . .	I term,	60 hours
School Management . . . . .	$\frac{1}{2}$ term,	30 hours
Penmanship . . . . .	$\frac{1}{2}$ term,	30 hours
Psychology . . . . .	2 terms,	120 hours
Teaching . . . . .	3 terms,	180 hours

### Electives for Primary Grade Teachers—Choose Six

Children's Literature . . . . .	I term,	60 hours
Literature and Handwork . . . . .	I term,	60 hours
Kindergarten Theory . . . . .	I term,	60 hours
Literature . . . . .	I term,	60 hours
Music . . . . .	I term,	60 hours
Physical Education . . . . .	I term,	60 hours
Primary Methods . . . . .	I term,	60 hours
Songs, Stories, and Games . . . . .	I term,	60 hours
Elementary Science . . . . .	I term,	60 hours
✓ Physiology and Sanitation . . . . .	I term,	60 hours
Manual Training II . . . . .	I term,	60 hours
Child Psychology . . . . .	I term,	60 hours

### Electives for Intermediate Grade Teachers—Choose Six

Children's Literature . . . . .	I term,	60 hours
Drawing . . . . .	I term,	60 hours
Elementary Handwork . . . . .	I term,	60 hours
Intermediate Grade Methods . . . . .	I term,	60 hours
Literature and Stories . . . . .	I term,	60 hours
Music . . . . .	I term,	60 hours
Physical Education . . . . .	I term,	60 hours
Sewing . . . . .	I term,	60 hours

Cooking . . . . .	I term,	60 hours
Advanced English Composition . . . . .	I term,	60 hours
Primary Methods . . . . .	I term,	60 hours
Library Science . . . . .	I term,	60 hours
Grammar Grade Methods . . . . .	I term,	60 hours
Elementary Science . . . . .	I term,	60 hours
Physiology and Sanitation . . . . .	I term,	60 hours

**Electives for Grammar Grade Teachers—Choose Six**

Intermediate Grade Methods . . . . .	I term,	60 hours
Rural Sociology . . . . .	I term,	60 hours
Elementary Science . . . . .	I term,	60 hours
Manual Training II . . . . .	I term,	60 hours
Library Science . . . . .	I term,	60 hours
Primary Methods . . . . .	I term,	60 hours
Rural School Methods . . . . .	I term,	60 hours
Children's Literature . . . . .	I term,	60 hours
English Composition . . . . .	I term,	60 hours
Geography . . . . .	I term,	60 hours
Grammar Grade Methods . . . . .	I term,	60 hours
Industrial Arts . . . . .	I term,	60 hours
Literature . . . . .	I term,	60 hours
Mathematics . . . . .	I term,	60 hours
Physical Education . . . . .	I term,	60 hours
Physiology and Sanitation . . . . .	I term,	60 hours
Reading . . . . .	I term,	60 hours
Domestic Art I, II . . . . .	2 terms,	120 hours
Domestic Science I, II . . . . .	2 terms,	120 hours
Agriculture I, II . . . . .	2 terms,	120 hours

*Curriculum in Rural Education*

*A Two Years' Curriculum Leading to the Advanced Diploma*

Twenty-four credits are required for the completion of this curriculum.

Grammar III . . . . .	I term,	60 hours
Arithmetic III . . . . .	I term,	60 hours
Reading III . . . . .	I term,	60 hours
History III . . . . .	I term,	60 hours
Geography . . . . .	I term,	60 hours
Music III . . . . .	I term,	60 hours
Drawing III . . . . .	I term,	60 hours
Advanced Civics . . . . .	I term,	60 hours
Literature and Themes . . . . .	I term,	60 hours
Agriculture I . . . . .	I term,	60 hours
History of Education I . . . . .	I term,	60 hours
Psychology I, II . . . . .	2 terms,	120 hours
Theory of Education . . . . .	I term,	60 hours
Manual Training II . . . . .	I term,	60 hours

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Rural Home Economics . . . . .	I term,	60 hours
Rural Sociology . . . . .	I term,	60 hours
Rural School Methods . . . . .	I term,	60 hours
Grade Methods . . . . .	I term,	60 hours
Rural Teaching . . . . .	2 terms,	120 hours
Grade Teaching . . . . .	I term,	60 hours
School Management . . . . .	$\frac{1}{2}$ term,	30 hours
Penmanship . . . . .	$\frac{1}{2}$ term,	30 hours
Physical Education . . . . .	I term,	60 hours

## Curriculum Leading to the Elementary Diploma

Designed Especially to Prepare Teachers for Rural and Semi-Graded Schools

A GRADUATE of a high school, who completes twelve terms of work in the curriculum, as indicated below, may receive the elementary diploma.

### Subjects

Arithmetic III. . . . .	I term,	60 hours
Drawing III. . . . .	I term,	60 hours
*Rural School Methods. . . . .	I term,	60 hours
Geography . . . . .	I term,	60 hours
Grammar III. . . . .	I term,	60 hours
Music III. . . . .	I term,	60 hours
Penmanship . . . . .	½ term,	30 hours
Psychology I. . . . .	I term,	60 hours
Reading III. . . . .	I term,	60 hours
School Management . . . . .	½ term,	30 hours
Teaching I., II. . . . .	2 terms,	120 hours
Theory of Education I. . . . .	I term,	60 hours
*Primary Methods . . . . .	I term,	60 hours
*Manual Training II. . . . .	I term,	60 hours
*Elementary Science . . . . .	I term,	60 hours

A student who is not a graduate of a high school, who completes thirty-six terms of work in the curriculum, as indicated below, may receive the elementary diploma.

Arithmetic I., II. . . . .	2 terms,	120 hours
Algebra I., II. . . . .	2 terms,	120 hours
Composition I., II. . . . .	2 terms,	120 hours
Reading I., II. . . . .	2 terms,	120 hours
American History I., II. . . . .	2 terms,	120 hours
Elementary Civics . . . . .	I term,	60 hours
Physiology and Hygiene . . . . .	I term,	60 hours
Physical Geography . . . . .	I term,	60 hours
Commercial Geography . . . . .	I term,	60 hours
Geometry I., II. . . . .	2 terms,	120 hours
Grammar I., II. . . . .	2 terms,	120 hours
Manual Training II. . . . .	I term,	60 hours
Botany I. or Zoology I. . . . .	I term,	60 hours
*Elementary Agriculture . . . . .	I term,	60 hours
English History . . . . .	I term,	60 hours
Music I. . . . .	I term,	60 hours
Psychology I. . . . .	I term,	60 hours
*Rural Home Economics . . . . .	I term,	60 hours
American Literature I., II. . . . .	2 terms,	120 hours

Primary Methods or Drawing I.....	1 term,	60 hours
*Rural School Methods . . . . .	1 term,	60 hours
Physics or Chemistry I, II.....	2 terms,	120 hours
*Rural Sociology . . . . .	1 term,	60 hours
Theory of Education I.....	1 term,	60 hours
Teaching I, II.....	2 terms,	120 hours
*Primary Methods . . . . .	1 term,	60 hours
Penmanship . . . . .	$\frac{1}{2}$ term,	30 hours
School Management . . . . .	$\frac{1}{2}$ term,	30 hours
* Elective.		

## *Curriculum Leading to the Minnesota Normal School*

### *Special Diploma in Elementary Education*

THIS curriculum aims to prepare teachers for normal training departments in high schools, for junior high schools, for the principalships of consolidated and graded schools, and for other supervising positions.

Seven hundred twenty hours of work will be required in this curriculum, and the work must be taken in sequence with the work in the advanced curriculum.

#### Required Subjects

##### EDUCATION

Administration . . . . .	60 hours	
Teaching . . . . .	60 hours	120 hours

EDUCATIONAL SOCIOLOGY . . . . . 60 hours

PHYSIOLOGY AND SANITATION . . . . . 60 hours

##### ENGLISH

Literary Interpretation . . . . . 60 hours

English Composition . . . . . 60 hours 120 hours

**ELECTIVES:** Three hundred sixty hours of work will be selected by the student from the general list of electives with reference to a special field of work. Subjects may be elected, also, from the special curriculums in Industrial Arts, Music, and Drawing.

#### Electives

Agriculture . . . . .	120 hours
Geography . . . . .	120 hours
History and Economics . . . . .	180 hours
Physiology and Sanitation . . . . .	60 hours
Drawing . . . . .	60 hours
History of Education . . . . .	60 hours
English . . . . .	300 hours
Physical Education . . . . .	60 hours
Special Methods . . . . .	60 hours
Mathematics . . . . .	60 hours
Elementary Science . . . . .	60 hours
Rural School Methods . . . . .	60 hours
Rural Sociology . . . . .	60 hours
School Administration . . . . .	60 hours
Science (Biological and Physical) . . . . .	240 hours
Library Science . . . . .	60 hours

## *Special Curriculums in Manual Training, Home Economics, Drawing, Music, and Elementary Supervision*

THESE curriculums are offered for the purpose of preparing young men and young women to act as directors or supervisors in the public schools, and are open to persons who are taking the curriculum leading to the advanced diploma. A special diploma will be granted to a student who completes any one of the special curriculums, in addition to the curriculum leading to the advanced diploma. A student may substitute, however, one of the special curriculums for a year of work in the curriculum leading to the advanced diploma, and receive the advanced diploma. The organization of these curriculums is in keeping with educational expansion, as exemplified in all stages of the educational system.

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, have provided 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.

### *Special Curriculum in Manual Training*

Prepares Teachers for High Schools, Graded Schools,  
and Consolidated Schools

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

### *Special Curriculum in Home Economics*

Prepares Teachers for Graded Schools and Consolidated Schools

Domestic Science I, II. (special) . . . . .	2 terms
Dietetics . . . . .	1 term
Domestic Art I, II, III. (special) . . . . .	3 terms
The House . . . . .	1 term
Teaching . . . . .	1 term
Chemistry I, II. (special) . . . . .	2 terms
Physiology and Sanitation . . . . .	1 term
Bacteriology . . . . .	1 term

### *Special Curriculum in Drawing*

Prepares Supervisors and Teachers for the Public Schools

Perspective Drawing I, II. . . . .	2 terms
History of Art . . . . .	1 term
Advanced Drawing and Color . . . . .	1 term

Supervision Methods . . . . .	1 term
Elementary Construction Work . . . . .	1 term
Teaching II., III., Drawing in the Elementary School . . . . .	2 terms
Mechanical Drawing . . . . .	1 term
Design and Composition . . . . .	1 term
Constructive Design . . . . .	1 term
Historic Ornament . . . . .	1 term

*Special Curriculum in Music*

**Prepares Supervisors and Teachers for the Public Schools**

Conditions for admission:

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

Harmony I., II. . . . .	2 terms
Advanced Sight Reading . . . . .	1 term
Methods in Grammar Grades and High School . . . . .	1 term
Music History . . . . .	1 term
Music Form . . . . .	1 term
Teaching I. . . . .	1 term
Teaching II., Music in the Elementary School . . . . .	1 term
Teaching III., Music in the Elementary School . . . . .	1 term
Musical Appreciation . . . . .	1 term
Children's Literature, or Drawing . . . . .	1 term
Child Study, or Drawing . . . . .	1 term



*Summer Session, June 18 to July 27**Daily Program*

7:30-8:15 A. M. and 3:00-3:45 P. M.

Literature and Themes  
 Arithmetic (High School Graduate)  
 Psychology (First Term)  
 Geography (High School Graduate)  
 Sociology  
 Reading (First Term)  
 Composition (Second Term)  
 Arithmetic (First Term)  
 Physics (First Term)  
 Domestic Art  
 Drawing (First Term)  
 History (First Term)  
 Grammar (First Term)  
 Commercial Geography  
 Agriculture (Second Term)  
 Plane Geometry (First Term)

8:20-9:05 A. M. and 3:50-4:35 P. M.

Plane Geometry (Second Term)  
 Physical Geography  
 Music (First Term)  
 History (High School Graduate)  
 Penmanship  
 Physics (Second Term)  
 Drawing (High School Graduate)  
 History (Second Term)  
 Grammar (High School Graduate)  
 Botany (Second Term)  
 Agriculture (First Term)  
 Elementary Hand Work  
 Manual Training (First Term)  
 Manual Training (Second Term)  
 History of Education (First Term)  
 Advanced Civics  
 Arithmetic (Second Term)  
 Professional Course in History, Grammar, and Physiology

9:10-9:55 A. M. and 4:40-5:25 P. M.

Elementary Civics  
 Algebra (Second Term)  
 Psychology (Second Term)  
 Algebra (First Term)  
 Music (High School Graduate)

Composition (First Term)  
 Grammar (Second Term)  
 Physiology  
 Theory of Education (First Term)  
 Reading (High School Graduate)

10:05-10:20

Chapel

10:25-10:40

Chorus

10:50-12:25

Domestic Science I. and II.

10:50-11:35

Professional Course in Music

This course will satisfy the requirement for one professional credit on a first class certificate. This course may be taken in addition to two full credit courses.

10:50-12:25

Rural School Home Economics

This course deals with those phases of Domestic Economy which the rural school teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.

This is a full credit course, and its successful completion will give the student one credit on the elementary or advanced normal school curriculum, and it will satisfy the requirement of one professional credit for a first class certificate.

10:50-11:35

1:20- 2:05

1. Construction Work

2. Rural School Methods and Professional Course in Composition and Language

These are full credit courses and the successful completion of either one of them will give the student one credit on the elementary or advanced curriculum in the normal school. Number 1 will give one professional credit, and number 2 will give two professional credits on a first class certificate.

11:40-12:25

2:10- 2:55

1. Primary Methods and Professional Course in Reading and Literature

2. Professional Course in Arithmetic and Geography

These are full credit courses and the successful completion of either one will give the student one credit on the elementary or advanced curriculum in the

normal school. It will satisfy also the requirement for two professional credits upon a first class certificate.

I:20-2:05

Professional course in Grammar

This course will satisfy the requirement for one professional credit on a first class certificate. This course may be taken in addition to two full credit courses.

I:20-2:55

Domestic Science I. and II.

I:20-4:30

Consultation and Teachers' Meetings

I:20-2:55

Domestic Science (Advanced Work)

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

A special circular of information, relating to the work of the summer term, will be sent to any person upon request.

### *Extension Department*

The Extension Department of the normal school is prepared to offer courses, amounting to one full year of work. The work is given the same credit as if it were taken in residence. The courses are organized to help teachers, professionally, and to enable them to secure credits in the advanced curriculums. The following courses are offered:

American Literature II.  
 English Literature II.  
 Child Study.  
 History of Education II.  
 Physiology and Sanitation.  
 English History (for advanced students.)  
 General History I. and II.  
 Rhetoric.  
 Literature and Themes.  
 Rural Sociology.  
 Domestic Art I. (Elementary.)  
 Geography (Commercial.)

## *The Elementary School*

**T**HIS 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 consisting of a kindergarten and eight grades, which affords ample opportunity for the two lines of work offered, namely, (1) observation and theory, and (2) practice-teaching.

**THE IDEAL OF THE DEPARTMENT:** The ideal of the department in its supervision of the work of the practice teachers is excellence in the following things:

1. Personal appearance and manner
2. Sense of responsibility, faithfulness
3. Professional interest and enthusiasm
4. Scholarship
5. Class management:
  - a. On the side of teaching
  - b. On the side of discipline
6. Power of growth

Teaching is an art, not a science, and it is the policy of the department in everything within its scope, which has a bearing upon the training of a teacher, not only rigidly to observe certain well established general principles, but also to avoid as 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 curriculum. 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  
 Reading—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 eighth grades  
 Domestic Science (boys and girls)—sixth and seventh grades  
 Nature Study—first five grades

**PRIMARY-KINDERGARTEN DEPARTMENT:** This training is offered to young women who wish to fit themselves for teachers of children in the first and second grades and in the kindergarten. The department includes a well equipped kindergarten, where those preparing for such teaching may have opportunity for observation of the daily practical demonstration of the work. In order to understand the relation of the kindergarten to the primary grades, all students specializing in either are given an opportunity for practice-teaching in both departments. Students who enroll in this department are expected to show special fitness for teaching little children, and are, therefore, on probation for the first term.

**Requirements of Admission:** Those who elect this curriculum must be high school graduates, or have received the equivalent of a high school education. Ability to sing, and play simple compositions on the piano, is considered necessary.

**Length of Curriculum:** The curriculum covers a period of two years, and includes much of the professional study offered to students who are preparing to teach in the primary and grammar grades. It is desirable that those preparing to be kindergarten teachers enter at the opening of the fall term.

**Primary-Kindergarten Diploma:** The primary-kindergarten curriculum holds equal rank with the other advanced curriculums, and the diploma becomes a life certificate, when indorsed after two years of successful teaching.

### *Intermediate School*

The intermediate school, composed of the seventh, eighth, and ninth grades, has been recently organized. This school forms a connecting link between the elementary school and normal school department, and it offers a splendid opportunity for training teachers for junior high school work.

### *Department of Rural Education*

**T**HE normal school offers the following work through the department of rural education:

- a. All subjects, academic and professional, necessary to the securing of a first grade and second grade certificate.
- b. A three-year rural curriculum leading to the elementary diploma. The elementary diploma has the legal value of a first grade certificate. This curriculum includes, besides practice-teaching and a thorough review of the com-

- mon branches, courses in rural school methods, rural home economics, agriculture, construction work, and rural society.
- c. A special first grade certificate to students taking the advanced graduate curriculum upon completion of one year's work. Credits are required in the following subjects: methods in the common branches, psychology, theory of education, music, rural sociology, construction work, rural home economics, rural school methods, and one term of teaching.
  - d. A special three-year advanced graduate curriculum for the preparation of supervisors of high school normal training departments. This curriculum leads to the special diploma in elementary education.
  - e. A two-year advanced graduate curriculum for the preparation of teachers for consolidated schools with special work in home economics, manual training, and agriculture.
  - f. A two-year advanced graduate curriculum leading to the special diploma in rural education.
  - g. A Country Life Club with a membership of over one hundred is maintained in connection with the department of rural education. The purpose of this club is threefold: (1) To create a sentiment in favor of rural work. (2) To bring future teachers into touch with leading rural educators and rural problems. (3) To develop socially the people most in need of such development.

### *Rural Demonstration School*

A one-room rural school, located three miles south of the normal school, is affiliated with the Department of Rural Education and is used for purposes of demonstration and practice teaching. Here the students in training come into direct contact with a rural community and its activities, and with a progressive teacher who embodies in her work the newer ideas and ideals of rural education.

### *The Library and Reading Room*

**GENERAL LIBRARY:** The library contains more than 10,500 volumes, including magazines. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, Congressional records, Geological surveys, Ethnological reports, and the reports of the various departments. There are also on file the current numbers of 75 periodicals and newspapers, both general and local.

**CHILDREN'S LIBRARY:** The children's library in the elementary school building has a collection of over 1,500 books, including fiction, reference, and excellent picture books; the magazine of Travel, the Youth's Companion, and Saint Nicholas; and a collection of more than 500 pictures well arranged and catalogued.

# The Courses of Study

## Biological Science

1. **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, the respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice. This course closes with a brief study of germ diseases and the principles of sanitation.  
Text-book: Ritchie's Sanitation and Physiology.
2. **BOTANY I.** This course is confined to a study of the thallus plants, mosses, and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.
3. **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.
4. **ZOOLOGY I.** This is a study of the invertebrate types of animal life. Insects and other arthropod types will be studied during the fall while field work is possible. A study of the lower forms will follow. Instruction and practice will be given in the handling of aquaria and the keeping of animals for school-room study. The aims of the course are to introduce the pupils to the fundamental facts of animal life, to give them a knowledge of the way in which the simpler types of animals live and of their importance to man, and to familiarize them with materials suitable for use in nature study in the elementary schools.
5. **ZOOLOGY II.** This course is devoted to a study of the backbone animals. One or more types will be dissected to give a notion of vertebrate structure. Birds and mammals will receive special emphasis. The principles of organic evolution as illustrated by the vertebrates, the origin and improvement of domestic animals, animal intelligence, importance of animals to man, and other special topics will be studied. Lantern slides, pictures and museum material will be used to present vividly the important facts about the life of the higher animals.  
Text-book: Linville and Kelly's General Zoology. Several other texts are used for reference.

## *Civics*

1. **ELEMENTARY CIVICS.** This course begins with a study of local organizations—town, school district, village, city, and county. This is followed by a study of the state and its government, its relation to local and national government being carefully considered. The course is based on the Constitution of Minnesota and the Federal Constitution.

Text-books: James and Sanford's *Government in State and Nation*, and *Virtue's Government of Minnesota*.

2. **ADVANCED CIVICS.** Nation and state are considered both as distinct forms of government, and as interrelated parts of the Federal government. The units of local government,—county, town, village, city, and school district,—are carefully studied.

The Congressional Record, the standard magazines, and the metropolitan newspapers are used for a study of current civic problems.

Text-book: Beard's *American Government and Politics*.

Prerequisite: Course 1, or equivalent.

## *Drawing*

1. **DRAWING I.** This course includes the study of the simpler laws of perspective and of their application in representation. Design is studied as the foundation of industrial art, and many exercises in color are worked out. Important artists and their pictures are studied.
2. **DRAWING II.** The work of the first term is continued. To this is added sketching from nature; the study of historic ornament; the Dow work in design; the making of stencils and the application of original designs to objects made from paper, cloth, clay, metal, or leather.
3. **DRAWING III.** This course includes the study of the principles of perspective, and a review of their application in representation; composition, design and color; lettering in relation to modern commercial art; the method of presenting the subject in the grades, and sources from which helpful material may be obtained; school-room decoration and some of the World's best pictures. This course is open to graduates of high schools and to those who have had an equivalent preparation.
4. **PERSPECTIVE I.** The principles of perspective are developed and applied in drawing still life objects, singly, in groups, and in compositions; also in sketching streets and interiors. The work is in pencil outline. Room furnishings are planned, and the elevations made from the plans are painted in water color.
5. **PERSPECTIVE II.** This course includes the study of mechanical perspective; compositions involving the use of the circle, square, and the rectangle. Plans for a house are worked out from which elevations and perspective drawings are made. Light and shade are studied from the objects.
6. **DESIGN AND COMPOSITION.** The subject is studied as in course 2 in order that the pupils may be influenced by the methods used in teaching a large class.
7. **SUPERVISION.** This course involves a study of the presentation of subject matter, the organization of material, equipment, and administration.



8. **ELEMENTARY CONSTRUCTION WORK.** This course is the same as course 2 under Manual Training.
9. **TEACHING I.** The student teaches drawing to an entire room in the elementary school, under the supervision of the teacher of drawing and the critic teachers.
10. **TEACHING II.** This course is a continuation of course 9.
11. **MECHANICAL DRAWING.** This course is the same as course 5 under manual training.
12. **ADVANCED DRAWING AND COLOR.** This course includes the study and analysis of color in relation to its tones, values, intensities, and combinations; color schemes applied to original posters, illustrations, fabric designs, and problems in abstract design.
13. **HISTORY OF ART I.** Architecture and the ornament of each period are studied. Special topics are developed by the class. Notebooks illustrated by full-paged copies of the historic ornaments are kept.
14. **HISTORY OF ART II.** This course deals with the study of painting and sculpture from the time of the Greeks to the present day.  
Prerequisite: Course 13.
15. **OUTDOOR SKETCHING AND LIFE DRAWING.** This course includes the study of various kinds of technique; reproductions of the work of good draftsmen; sketches from nature in charcoal, pencil, water-color, and crayon. Two periods each week during the term are devoted to sketching in charcoal, pencil, pen and ink, and color from costume life.

### *Education*

1. **PSYCHOLOGY I.** (General Psychology.) This course 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.  
Text-books: Angell's Psychology, and James' Psychology, Briefer Course.
2. **PSYCHOLOGY II.** (Educational Psychology.) The aim of this course is to approach the subject from the point of view of educational and experimental psychology. The source, order, and conditions of development of both physiological and mental functions are sought, and such topics as mind-body relations, sense training, apperception, imaging, memory, association, thinking, the feelings, attention, motor-training, moral training, heredity, and environment are studied in their application to education. 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. Simple mental

tests are devised and applied. This course is given through discussions, references, and experiments.

Prerequisite: Course I.

3. CHILD PSYCHOLOGY. (Theory of Education II.) This is a second term's work in theory of education as based upon child nature, 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*.

4. THEORY OF EDUCATION I. (Principles of Education.) This course is a treatment of educational aims, means and values, and general methods. No one text is used, but reference is made to the works of a large number of present day writers on education.

Prerequisite: Course I.

5. HISTORY OF EDUCATION I. The course is devoted to the study of ideals and practices of ancient, mediaeval, and modern times, and the changes wrought 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-book: Monroe's *A Brief Course in the History of Education*, supplemented by numerous references.

6. HISTORY OF EDUCATION II. In this course the large movements, or tendencies, in modern elementary education and the theories and practices of the present time are criticized. Special consideration is given to the current problems of education. Some educational classics are read, and the text is supplemented by educational magazine references.

Text-book: Parker's *History of Modern Elementary Education*.

7. SCHOOL MANAGEMENT. This is a lecture course involving such subjects as school law; the establishment, organization, and conduct of schools; buildings and their equipments, heating and ventilating; managing classes, incentives, securing the 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; city school systems; waywardness and truancy.
8. PRIMARY METHODS. This course aims to indicate how important principles of teaching may be worked out in the lower grades. The subject matter for those grades is outlined and discussed with special reference to its fitness for meeting the real needs of little children. Observation lessons are given, and these form a basis for the consideration of method in teaching.
9. INTERMEDIATE GRADE METHODS. This course covers work in intermediate grade methods in the differentiated curriculums for intermediate grade teachers.

10. **GRAMMAR GRADE METHODS.** This course covers work in grammar grade methods in the differentiated curriculums for intermediate grade teachers.
11. **SCHOOL ADMINISTRATION.** The course in school administration is especially designed for students who expect to take positions as principals, superintendents, county superintendents, and directors of high school training departments. The course includes a study of the present status of education in the United States; problems arising in connection with state and local administration of education; grading and promotion of pupils, the curriculum, improvement and promotion of teachers in service, school laws, school finances, school boards, and state officials. The class will resolve itself into a seminar for the presentation and discussion of the following topics: the junior senior high school, economy in education, college entrance requirements, the Gary system, vocational education and guidance, compulsory school attendance, medical inspection, and health supervision.

Studies are made of the various schools of Moorhead and Fargo, and of the consolidated schools in the vicinity of Moorhead.

Text-book: Administration of Public Education in the United States, by Dutton and Snedden.

12. **RURAL SCHOOL METHODS.** This course involves studies in school sanitation and decoration, rural school management and organization, the making of programs, children's plays and games, children's songs, penmanship and spelling, general lessons, opening exercises, elementary agriculture, children's literature. Social life in rural communities is studied, including the following subjects: country clubs, contests, noonday lunches, and visiting homes of the community. Construction work, basket and mat weaving are offered. Special work is offered which will show the rural school teacher how to adapt the common school branches to the needs of the community.

13. **PHYSICAL EDUCATION.** Every student who enters this course must present herself for a general biologic health examination. Any one physically unable to take exercise must present a written certificate from a physician stating her inability.

The gymnasium is excellently equipped to meet the needs of both young men and women. The young women must wear full black bloomers and a middy blouse and rubber-soled shoes. Work in physical education is required of all young women students in the junior and senior years.

*Junior Year:* The first year of work includes marching, simple folk and aesthetic dancing, wand and dumb-bell drills, free exercises, and games.

*Senior Year:* The second year of work includes Indian club work, dancing, marching, and games.

*Playground I.* This course is planned so that the student may become thoroughly familiar with games of every type and folk dances for both schoolroom and playground use. Lectures are given on the growth and meaning of Play, Dancing, and Playgrounds.

*Playground II.* Instruction is given in end ball, volley ball, tennis, basket ball, and indoor baseball. Special emphasis is laid on training the students to coach and officiate at these games. Lectures are given on

emergencies, physical examination of school children, and school hygiene.

*Grounds.* Outdoor work for young women students is conducted at proper seasons on the athletic fields. Contests between the various teams within the school are encouraged.

*Young Men.* Athletic work for young men students is conducted in the gymnasium, or on the athletic fields, at proper seasons during the school year.

Contests with neighboring teams are encouraged. An athletic director is in charge of the work.

14. PRACTICE TEACHING I. Prerequisites: Courses 1, 4, and one of 8, 9, or 10.
15. PRACTICE TEACHING II. Prerequisite: Course 14 and work in the public schools.
16. PRACTICE TEACHING III. Prerequisites: Courses 14 and 15. The students are required to assume larger responsibilities, and they are assigned to do substitute work in the city schools of Moorhead and Fargo.
17. KINDERGARTEN THEORY I. This course includes child study and the principles underlying the use of kindergarten material, known as the gifts. The aim of the child study course is to give the students a simple, nontechnical interest in, and knowledge of, little children and their instincts as manifested in their daily play-activities. This course is intended to aid the student in the application of psychology in a practical manner to the daily practice in the schoolroom. A wide range of readings is assigned.
18. KINDERGARTEN THEORY II. This course includes program making and the games and songs of the kindergarten.
 

*Games.* The play instincts of the children are studied as an important phase of the course. Sources of universal types of games are considered, and practice in playing the games in class is given.

*Songs.* The study of the sources of children's songs, and the reason for the selection of certain songs to meet the needs of the kindergarten program, supplement the technical work in the regular academic curriculum.
19. LITERATURE AND HANDWORK COURSE. About one half of this course is devoted to literature, and the other half to handwork. In the study of literature, the aim is to aid the student to realize the value of good literature in the education of the child, and to become better acquainted with the sources, and the principles underlying the selection of children's literature. An opportunity is afforded for the telling of stories in class. The occupations, or handwork, are based upon the relationship of the child's experience to the work of the world. The material is selected with a view to the proper organization of this experience.
20. FROEBELIAN LITERATURE AND HISTORY OF THE KINDERGARTEN. This course contains the two phases of work indicated in the title.
 

*Froebelian Literature.* The series of Mother Play Songs by Froebel are studied as a literary contribution. A comparison is made of the Mother Plays and the accompanying pictures with other books for mothers' and children's picture books. A comparison is made of Froebel's philosophy with that of modern philosophers. A study of the Life of Froebel is a phase of this course, and a study is also undertaken of the early days of

the kindergarten in Germany to ascertain what were the contributing forces to it. A comparison will be made between the Froebelian and Montessori systems of education.

References: Life of Froebel, by Snider; The Montessori Method, by Dr. Marie Montessori; The Montessori Manual, by D. C. Fisher; The Montessori System Examined, by Dr. Kilpatrick; The Kindergarten in American Education, by Nina Vanderwalker.

## *English*

1. **READING I.** Volumes one and two of *Evolution of Expression* are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.
2. **READING 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.
3. **READING 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 a 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.
4. **READING IV.** This is an advanced 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: Courses 1 and 2, or 3.

5. **ENGLISH GRAMMAR I.** A brief but suggestive outline of the history and development of the English language is first given. 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.
6. **ENGLISH GRAMMAR 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-book: *A Modern English Grammar*, Buehler.

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

8. **ENGLISH GRAMMAR IV.** This is an advanced course in the science of language. Grammar III. is a prerequisite.
9. **ENGLISH COMPOSITION 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. Drill in such elementary features as punctuation, and the mechanics of letter-writing is given. Each student reads one work of fiction, and reports upon it.  
Herrick and Damon: Chapters I-II.; IV-VIII.; or Thomas and Howe: Chapters I-III., VI., VIII., X., XI.
10. **ENGLISH COMPOSITION II.** 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. Idiom and the grammar of sentences are carefully noted. To teach the student to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.  
Text-books: Thomas and Howe, complete; Herrick and Damon, parts I., II., IV. Supplementary: Ashmun's Prose Literature for Secondary Schools; Nutter, Hersey, and Greenough's Specimens of Prose Composition; Cook and Benham's Specimen Letters.
11. **RHETORIC.** This course gives not only systematic drill in the principles of rhetoric, but sustained practice in composing themes. All the elements of composition,—words, sentences, paragraphs, and whole compositions,—are reviewed in their relation to good use, to the principles of style,—unity, coherence, and emphasis,—and to the qualities of style,—clearness, force, and elegance.  
Textbooks: Canby and Others, Composition in Theory and Practice; Nutter, Hersey, and Greenough, Specimens of Prose Composition. References: Barrett Wendell, English Composition; Bates, Talks on Writing English.
12. **AMERICAN LITERATURE I.** 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 Cairn's Early American Writers, books in general library, and classics in the text-book library.
13. **AMERICAN LITERATURE II.** 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.

14. **ENGLISH LITERATURE I.** 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.
15. **ENGLISH LITERATURE II.** 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.  
Text-books: Long, Halleck, Brooke, Moody and Lovett; classics in the text-book library. References: The general library is richly supplied with the best authorities.
16. **LITERATURE AND THEMES.** 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 writings of six longer themes, and a number of shorter, incidental papers. The composition work 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.
17. **CHILDREN'S LITERATURE.** This course is planned to assist students to acquire an acquaintance with children's literature, as far as such assistance can be given by formal instruction. The course attempts to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; to familiarize them with some of the best collections of stories for children; to give practice in story telling; and to disclose to them something of the wealth of material in print for the child's instruction and delight. Several hundred of the best books for children are in the libraries of the normal school, and are available for use by students taking the course.
18. **LIBRARY SCIENCE.** The course in library science is planned in reference to two objective points:
- a. The value of such work to the normal school student as an individual and as a teacher.
  - b. 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 classifica-

tion, 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: Encyclopedias, 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.

19. **ADVANCED ENGLISH COMPOSITION.** This course is open to graduates of the advanced curriculum, and to candidates for the special diploma in elementary education.

The course involves the aims, methods, and organization of the English work which is ordinarily offered in the ninth and tenth years of the public schools with special emphasis on the teaching of English composition. The course includes practice work in the correction of themes.

20. **GENERAL SURVEY OF ENGLISH LITERATURE.** This course is an historical outline of English literature, and it is organized to prepare students for a more intensive study of defined periods.

Course 16 is a prerequisite.

21. **THE VICTORIAN ERA.** Lectures and readings, and a particular study of representative authors.

Course 20 is a prerequisite.

22. **SPELLING AND PENMANSHIP.** This course is required of all candidates for the elementary and advanced diploma.

Text-book: The Palmer Method of Business Writing.

## *Geography*

1. **PHYSICAL GEOGRAPHY.** This course is a study of the surface of the earth and its modification by the atmosphere, water, glaciers, volcanic action, earthquakes and other earth movements, and other agents. Many significant facts in regard to the climate, distribution of land, water, mountains, plains, and mineral resources, also, are considered in their relation to man.

Text-book: Dryer's High School Geography.

2. **COMMERCIAL GEOGRAPHY.** This course treats of the various regions of the earth, and the reasons why they can and do specialize in production. As a knowledge of physical geography is essential to a true understanding of commercial geography, course 1, or its equivalent, should be completed before this course is attempted.

Text-book: Robinson's Commercial Geography.

3. **PHYSIOGRAPHY.** This course treats more fully of the topics considered in physical geography. This course is of an advanced character, and is open only to students of college rank. It is urged that physiography be taken by



all students not having a working knowledge of its subject matter before any of the following courses are attempted.

Text-book: Salisbury's Physiography.

4. GEOGRAPHY III. (Principles of Geography.) This course considers the principles of geography as set forth in the comprehensive text-book studied. The course is open to graduates of high schools, and to students having an equivalent preparation.

Prerequisites: Courses 1, 3, or an equivalent.

Text-book: Salisbury, Barrows and Tower's Elements of Geography.

5. REGIONAL GEOGRAPHY. This course consists of applications of the principles considered in course 4 to several areas, particularly, the United States and Western Europe. In lieu of a text, numerous books and articles are used, thus affording experience in organizing geographical material.

6. GEOLOGY. Geology is the study of the history of the earth. It includes laboratory work with topographic maps and geologic folios and with rocks.

Prerequisites: Courses 3 or 4.

Text-book: Chamberlin and Salisbury's Introductory Geology.

NOTE. Stereopticon views are shown in each course. Field trips are taken in courses 1, 3, 4, and 6. Laboratory work, including a study of topographic maps and common rocks, is a part of courses 1, 3, 4, and 6.

## *History*

1. ENGLISH HISTORY. The development of English constitutions,—governmental, industrial, social, and intellectual,—is the theme of this course. The rise of the lower and middle classes is carefully studied, and an acquaintance with the great English leaders is insisted upon.

Text-book: Walker's Essentials in English History.

2. AMERICAN HISTORY I. This course includes the period of American history beginning with the European background of American history and ending with the Federalist period. The Colonial period is briefly taken up, with special reference to the life of the people and the development of Colonial government in its relation to English institutions.
3. AMERICAN HISTORY II. This course includes the periods in American history from the Federalist period to the present day. Special emphasis is placed upon political, social, and industrial development, and the modern problems that present themselves in the twentieth century. Hart's Essentials in American History is used as a basis for study in correlation with Hart's Epoch Series.
4. AMERICAN HISTORY III. A. This course pre-supposes a familiarity with the fundamental facts of European history, and an elementary knowledge of American history. The period 1750-1800 is investigated with considerable care. A carefully selected list of standard works covering the period studied forms the basis of library reference. Much stress is laid upon a study of the sources. No text is used.

- AMERICAN HISTORY III. B. This course is in all respects similar to the preceding course. The period studied is that beginning with the administration of Andrew Jackson and ending with the close of the reconstruction period. When possible, students will be allowed to elect either course A or course B.
5. GENERAL HISTORY I. This course covers the period of ancient history to the death of Charlemagne.
  6. GENERAL HISTORY II. This course includes the main facts in European history to the close of the seventeenth century.
  7. GENERAL HISTORY III. This course completes the survey of European history, and concludes with a careful study of present world conditions.
  8. ECONOMICS I. This course is devoted to the study of the theories and principles of modern political economy. A rapid treatment of industrial history is followed by thorough work in the consumption, production, and exchange of wealth. The theories of value are emphasized.
  9. ECONOMICS II. This course includes the topics of distribution, the relation of the state to industry, public finance, and the history of economic thought. Research-topics, emphasizing the idea of state control of industry, conclude the work of the course.  
Text-books: Ely's Outlines of Economics, and Urdahl's Syllabus.  
Prerequisite: Course 8.
  10. MEDIAEVAL AND MODERN HISTORY. An elective course leading to college credit.
  11. EUROPEAN HISTORY. An elective course leading to college credit.

### *Home Economics*

1. DOMESTIC ART I. The 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.
2. DOMESTIC ART II. This course is a continuation of course 1. Economics, hygiene, design, and color are studied in their relation to dress. Laboratory work includes the selection and combination of materials and the making of waists, skirts, and dresses. Curriculums and equipment are planned for the work in elementary and high schools.
3. 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.
4. DOMESTIC SCIENCE II. This course is a continuation of course 3. Definite attention is given to the planning and the preparation of meals, a fixed amount of money being placed at the disposal of the student for that purpose. Curriculums for work in the elementary schools are investigated, planned, and worked out by individual students. Some time is spent in planning school luncheons, and in invalid cookery.

5. RURAL HOME ECONOMICS. This course deals with those phases of home economics that the rural school teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.
6. DOMESTIC SCIENCE I. (Special.) This course involves a comparative study of various foods: their composition, preparation for use, nutritive value, and cost. Laboratory work in food preparation and preservation, and in experimental cookery, illustrating the principles involved, is combined with lectures and recitations.
7. DOMESTIC SCIENCE II. (Special.) This course is a continuation of course 6 with especial emphasis on the preparation and the serving of meals, and demonstration talks. Equipment for school and home kitchens is planned, and an annotated list of books relating to foods and cookery is made by each student.

Prerequisites, or parallel: Courses 14 and 15.
8. 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 the preparation of diets for children and in invalid cookery.

Prerequisites: Courses 14 and 15.
9. DOMESTIC ART I. (Special.) This course is devoted to a study of textiles from an historic, economic, and social standpoint. The following phases of the subject are dealt with: the primitive and modern methods of cultivation, manufacture and finishing of cotton, wool, linen, and silk; the identification of the various fibers by means of the microscope and chemical tests; the identification and grading of textile fabrics, their names, prices, widths, weaves, etc.; the cleansing, laundering, and dyeing of the various fabrics. Laboratory work consists of a study of various stitches and their use in the making of simple garments.
10. DOMESTIC ART II. (Special.) The principles learned in course 9 are applied in the making of plain undergarments and a simple tub dress. Drafting of patterns, cutting, and fitting are emphasized. The division of income, the cost of clothing, and typical clothing budgets are considered.
11. DOMESTIC ART III. (Special.) In this course hygiene, design, and color are considered in their relation to dress. A comparison is made of factory-made and home-made garments, and the question of factory conditions and sweat shop labor is discussed. An annotated bibliography of books, relating to textiles and clothing, is made by each student. Laboratory work includes the making of waists, skirts, dresses, and dress accessories.
12. THE HOUSE. A study of the house is undertaken, beginning with the historic aspect, and coming down to present day problems. The course includes the study 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 organ-

ization of the household, division of income, household processes, and care of the household.

13. **TEACHING.** 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. The methods of teaching in elementary and high schools are studied and curriculums are planned. A study of laboratory equipment and management is made.
14. **HOUSEHOLD CHEMISTRY I.** This course is devoted to a study of the qualitative analysis of the metals.
15. **HOUSEHOLD CHEMISTRY II.** This is a course in applied chemistry, which includes the qualitative and quantitative examination of foods and food products. Some time is also given to food adulterants and the best methods for detecting them.

Prerequisite: Course 14.

16. **BACTERIOLOGY.** This course consists of a study of typical bacteria, yeasts, and molds by means of the microscope and of cultural methods, to the end that the student may have a clear understanding of the relation of these tiny organisms to the home.

Text-book: Household Bacteriology. By Buchanan.

Prerequisites: Courses 14 and 15.

17. **PHYSIOLOGY AND SANITATION.** This course involves studies in personal, home, and social hygiene, and work in other subjects bearing upon the general theme of sanitation in its relation to the home and the community.

## *Manual Training*

1. **MANUAL TRAINING I. (Wood-Working I.)** This course is for beginners in bench work in wood. 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.
2. **MANUAL TRAINING II. (Construction Work.)** This is a course in construction work and includes cardboard and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple bookbinding.
3. **WOOD-WORKING II.** The work is largely furniture construction. Special attention is given to wood finishes.

Prerequisite: Course I.

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

5. **MECHANICAL DRAWING I.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.  
Text-book: Problems in Mechanical Drawing; Bennett.
6. **MECHANICAL DRAWING II.** The work includes problems in orthographic projections, intersections of solids, development of surfaces of solids, tracing, blue printing, and isometric projections.  
Prerequisite: Course 5.
7. **MACHINE DRAWING.** In this course the conventions used in machine design are taught. Freehand sketches of machines and machine parts are made. This is followed by an assembled and detailed drawing of the machine.  
Prerequisites: Courses 5 and 6.
8. **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.
9. **TEACHING.** Students are required to teach manual training in one of the grades of the elementary school.
10. **HISTORY AND ORGANIZATION.** This course takes up the history and development of manual training. Methods of conducting class demonstrations are discussed. Curriculums and equipment are planned by the students. Library reading together with short papers on the subject are required.
11. **CARPENTRY.** This course takes up the fundamental operations in the construction of frame buildings. The following points are given due consideration: foundations, floor framing, outside wall framing, roof framing.
12. **METAL WORK, POTTERY, AND BOOKBINDING.** The work in metal is carried on with brass and copper. The following processes are taken up: modeling over stake, anvil, and sandbag; filing, sawing, etching, repousse, annealing, soldering, and riveting. Such projects as trays, bowls, vases, and candle shades, 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.
13. **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.
14. **ARCHITECTURAL DRAWING.** This course is elective and aims to teach the conventions used in some of the fundamental principles of architectural design.
15. **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.
16. **MACHINE WOOD-WORKING.** Elective. 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.

## *Mathematics*

1. ALGEBRA I. Fundamental operations; simple equations; theorems in multiplication and division; factoring; lowest common multiple; highest common factor; fractions; problems.
2. ALGEBRA II. Fractional equations; simultaneous equations; graphical solution of equations; simple quadratic equations; literal equations; involution and evolution; problems.
3. ALGEBRA III. Theory of exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio and proportion; arithmetical and geometrical progressions; binomial theorem; logarithms; application of algebra.

Text-book: Hawkes, Loby, Touton's.

4. ARITHMETIC I. Notation and numeration; fundamental operations with integers, common fractions and decimals; denominate numbers; many problems for drill and mental development; practical measurements; mensuration of plane figures and solids.
5. ARITHMETIC II. Percentage and its applications: trade discount, gain or loss, commission, insurance, taxes and duties, simple interest. Business forms and business applications: promissory notes, checks, drafts, bills, invoices and contracts, banks and bank discount, exchange, stocks and bonds.
6. ARITHMETIC III. This subject includes a review with emphasis on accuracy, economy of effort and time, and logical analysis; a study of educational values and aims in arithmetic, and of present demands and tendencies. The intention is to give prospective teachers a grasp of the subject as a whole, with practical suggestions as to modes of presentation in the grades. This course is open to high school graduates or those having an equivalent preparation.

Text-books: Van Tuyl's Complete Business Arithmetic, Walsh's Methods in Arithmetic, and Brown and Coffman's How to Teach Arithmetic.

7. ARITHMETIC IV. This course offers more advanced and intensive study of fundamental operations in arithmetic, and their applications.

Prerequisite: Course 6.

8. PLANE GEOMETRY I. Books I. and II.
9. PLANE GEOMETRY II. Books III., IV., and V.
10. SOLID GEOMETRY. This subject includes lines and planes in space, dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere.

Text-book: Wentworth-Smith's Plane and Solid Geometry.

11. COLLEGE ALGEBRA. An elective course leading to college credit.
12. TRIGONOMETRY. An elective course leading to college credit.

## *Music*

1. **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.
2. **MUSIC 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. The aim is to make this work practical. A curriculum is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.
3. **MUSIC III.** The work of this course embraces that of courses I and 2. Opportunity is offered to students who have completed this course, or course 2, to teach music in the model school. This course is open to graduates of high schools, and to students having an equivalent preparation.  

For further work in music, see the special curriculum in music.
4. **HARMONY I.** The fundamental principles of melody as well as harmony are dealt with in this course.
5. **HARMONY II.** This course continues the work in modulation by means of the attendant chords and nonstructural chords, enharmonic modulation to distantly related keys, and transient and intermediate modulations. Analysis of passages from classic compositions is undertaken. Gow's *Structure of Music* is the text used.
6. **ADVANCED SIGHT READING.** Average reading ability being a prerequisite for this course, difficult music is used from the beginning. Songs are sung unaccompanied with and without use of the syllable names. Individual, ensemble, and group work vary the lessons. Writing from dictation and ear training each has its place here, and the victrola is used in this connection.
7. **METHODS IN GRAMMAR GRADES AND HIGH SCHOOL.** This work is a general discussion of the underlying principles of pedagogy as applied to the various phases of public school music teaching. A definite curriculum is taken up grade by grade, specific in its nature, yet elastic enough to be adjustable to the varying needs of different communities and schools. Students are required to give type lessons on various grade problems, and the lessons are criticized by the class. A curriculum beyond the regular chorus work

is organized along lines suitable for use in a high school. Opportunity for practice in chorus conducting, arranging programs, and regular class room work is offered in the training department. The aim is to make the scope of work in this class as broad as possible, and many references are given to books written by the best representatives of modern thought in the field of music.

8. HISTORY OF MUSIC. This course deals with the history of music. The works of the old masters are used to illustrate the class work throughout. A great deal of reference work is required in this course.
9. MUSIC FORM. Form has to do largely with the intellectual grasp of music. The frame work of music is taken up beginning with the phrase, period and double period, through the two-part song form and three-part song form to the sonata and symphony. Analysis of the form of musical composition takes an important place in the work. The ability to recognize these forms and the various movements and parts of the sonata, through the ear, is tested by means of piano renditions and selections on mechanical players.
10. TEACHING I. Teaching in the elementary school under the supervision of critic teachers.
11. TEACHING II. Teaching music in the elementary school under the supervision of the director of work in music and critic teachers.  
Prerequisite: Course 10.
12. TEACHING III. Teaching music in the elementary school as in course II.  
Prerequisite: Course II.
13. MUSICAL APPRECIATION. The aim in this course is to bring about a better understanding of what constitutes good music, both as to its content and its rendition. Standards for judgment of the qualifications of good music are laid through reading, lectures, and recitals. Illustrations are furnished by mechanical players and local artists.

Text-books: What is Good Music. By Henderson. Appreciation of Music. By Surrent. Modern Musical Drift. By Henderson. How to Appreciate Music. By Kobbe. Story of Music. By Henderson.

### *Physical Science*

1. PHYSICS I. This course includes the fundamental units of measurement, force and motion, pressure in liquids, pressure in air, hygrometry, molecular forces in liquids, thermometry, work and mechanical energy.
2. PHYSICS II. The mechanical equivalent of heat, heat engines, gas engines, refrigeration, methods of transfer of heat, methods of heating and ventilating buildings, magnetism, static electricity, electric generators, electricity in motion, methods of electric lighting, and other applications of electricity are prominent topics in this course.
3. PHYSICS III. Sound, light, and radiant energy are studied in detail in this course.



Text-books for Courses 1, 2, and 3: First Course in Physics, Millikan and Gale, and Laboratory Exercises in Physics, Fuller and Brownlee. Other recent text-books and current magazines are used for reference.

4. **AGRICULTURE I.** This course is devoted to agronomy and closely allied subjects. The following topics are considered: the new agriculture, better plants and animals, how plants feed and grow, plant propagation, the soil and its management, essential facts of soil physics and soil chemistry, fertilizers, drainage, the judging of corn, germination and purity tests of small grains, fiber crops, grasses, legumes, forage crops, roots and tubers, silos and silage, fruit recommended for this region, forestry as a farm crop, plant diseases, and insect pests. School gardening and plot work are carried on during the spring and summer terms.

Text-books: Waters' The Essentials of Agriculture.

5. **AGRICULTURE II.** Animal husbandry and related topics constitute the subject matter of this course. The principal types and breeds of farm animals, the analysis of milk by the Babcock test, the care of poultry, and the methods of calculating rations for all classes of farm animals will be prominent topics in this term's work. In connection with this course, the class will visit the North Dakota Agricultural College and available dairy barns and poultry pens of people living near Moorhead.

Text-books: Waters' The Essentials of Agriculture. Plumb's Beginnings of Animal Husbandry.

6. **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.
7. **CHEMISTRY 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: Brownlee and Others.

8. **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.

## *Sociology*

1. **GENERAL SOCIOLOGY.** This course is a study of modern social problems, and of the proper attitude of the teacher toward service and citizenship. Wide reading of the best authorities, both in books and in periodicals of standard worth, is required. The basic text is Ellwood's *Sociology and Modern Social Problems*. The following topics are included in the class discussions and in individual studies: labor problems; socialism; organized charity; social settlements; criminology; the theater; parks and playgrounds; social and civic centers; the negro problem; divorce; eugenics; poverty; the liquor problem. Education as the only safe basis of democratic government is the final theme of the course.

Prerequisite: Course 2, civics.

2. **RURAL SOCIOLOGY.** This course, planned to meet the needs of rural school teachers, involves studies of the following topics: importance of rural sociology; types of communities; rural and urban increase; social nature of the rural problem; advantages and disadvantages of farm life; improvement of agricultural production; improvement of transportation and communication; rural health and sanitation; making farm life more attractive; socialization of country life; clubs; libraries; the country church; higher education; adjustment of the rural school to the needs of rural communities; the organization of the rural school; the curriculum for the rural school; opening exercises; general exercises; children's literature; agriculture; domestic economy; manual training; children's games and plays; school sanitation and decoration; contests; rural charity and correction; rural social surveys.

Text-books: *Constructive Rural Sociology*, Gillette. *The American Rural School*, Foght.

3. **EDUCATIONAL SOCIOLOGY.** The aim of this course is to indicate, through an intensive study of such subjects as social settlements, social and civic centers, parks and playgrounds, and the theater, the possibilities for social uplift which confront the teacher of today. The necessity for social as well as individual ideals is emphasized.

## *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 Reviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle St. 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, by Margarethe Heisser.
- 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.
- Class of '12. Victrola.
- Class of '13. Painting, "The Prayer in the Desert," by Tarenghi.
- Class of '14. Marble seat for the school campus.
- Class of '15. Curtain for the stage in the new auditorium.
- Class of '16. Curtain for the stage in the new auditorium.
- Class of '17. \$200 to American Red Cross Association.

*Names of Students Enrolled in the Normal Department*

1916-1917

*Special*

Charlson, Clara B., Fargo, N. D.	Griffin, Dale F., Moorhead
Collins, Ethel A., Thief River Falls	Lied, Inez M., Fargo, N. D.
Costello, Marie T., Graceville	Lien, Ruth G., Granite Falls
Cranz, Eva L., Bath, Ohio	Swanson, Mabel A., Alexandria
Curran, Margaret H., Moorhead	Thomas, Rebecca, Detroit
Evsmitth, Hazel M., Fargo, N. D.	

*Senior Year*

Aaby, Dorothy E., Pelican Rapids	Daigle, Ella M., Bejou
Ahlhorn, Emma C., Kilbourn, Wis.	Damschen, Ida A., Pelican Rapids
Anderson, E. Cecelia, Pelican Rapids	Dann, Lola, Fargo, N. D.
Anderson, Ida A., New York Mills	Dickey, Marion R., Frazee
Anderson, Inest R., Porter	Dinwiddie, Maud, Grand Rapids
Anderson, Jennie L., Fergus Falls	Distad, Amanda I., Great Falls, Mont.
Anderson, Lydia L., Moorhead	Distad, Hjalmer W., Great Falls, Mont.
Anderson, Serena B., Ortonville	Dye, Rosalind L., Devils Lake, N. D.
Ashland, Dorothy M., Fargo, N. D.	Eagan, Agnes T., Spooner
Auxer, Mrs. Caroline C., Frazee	Eaton, Evelyn, Ortonville
Baker, Dorothy L., Moorhead	Eaton, R. Pearl, Ortonville
Barke, Josephine, Fergus Falls	Enerson, Agnes C., Detroit
Baumgarten, Beatha A., Hawley	Eng, Clarence R., Moorhead
Bell, Ruth L., Moorhead	Eng, Nora, Moorhead
Benson, Edith B., Frazee	Erdahl, Marie A., Donnelly
Benton, Mae G., Grand Rapids	Erickson, Mabel G., Beardsley
Berquist, Gertrude T., Parkers Prairie	Erickson, Minnie S., Osakis
Bjor, Ruth C., Battle Lake	Erlandson, Evelyn S., Maynard
Black, Inez I., Clinton	Erlandson, Georgine H., Maynard
Bohline, Hannah, Detroit	Fagerlie, Fryda C., Clarkfield
Bornman, Sula, Fargo, N. D.	Ford, Freda M., Conneautville, Pa.
Bothne, Dagny R., Ulen	Foss, Ida S., Frazee
Bottolfson, Ingeborg L., Mahnomen	Frankoviz, Helen, Fergus Falls
Brady, Marion C., Beardsley	Frazier, Frances W., Tower City, N. D.
Brown, Ann M., Moorhead	Frederickson, Fred, Thief River Falls
Buckley, Agnes L., Sauk Center	Fritz, Mrs. Susie, Blooming Prairie
Buckley, Florence, Crookston	Gardner, Mary J., Fargo, N. D.
Burgum, Frances, Winner	Geenty, Anne M., Johnson
Burke, Florence I., Tolna, N. D.	Geenty, Catherine G., Johnson
Burkee, Agnes S., St. Hilaire	Gigstad, Hulda C., St. Hilaire
Campbell, Marjorie M., Clinton	Glasgow, Margaret, Fargo, N. D.
Carlson, Adelia, Wheaton	Goodrich, Alice, Fargo, N. D.
Caulkins, Grace, Duluth	Graham, Caroline C., Melrose
Champine, Jennie L., Fargo, N. D.	Graham, Lottie M., Hallock
Cinclair, Althea, Milbank, S. D.	Grant, Marion, Glyndon
Clauson, Lilly M., Halstad	Green, Clara I., Fargo, N. D.
Clemens, Mary C., Fargo, N. D.	Griffith, Irene M., Minneapolis
Collins, Olive H., Fergus Falls	Hall, Grace A., St. Hilaire
Compton, Florence O., Sauk Center	Hammar, Alice V., Fargo, N. D.
Compton, Ruth L., Sauk Center	Hammar, Ebba M., Fargo, N. D.
Cosgriff, Florence, Fargo, N. D.	Hanley, Mary E. C., Aberdeen, S. D.
Costello, Julia M., Sauk Center	Hansen, Grace M., Crookston
Dahle, Astrid P., Starbuck	Hanson, Clara J., Crookston

- Hanson, Daisy, Moorhead  
 Hanson, Maud, Stephen  
 Hartney, Eleanor M., Maynard  
 Hedquist, Emma C., Argyle  
 Hedquist, I. Marie, Argyle  
 Hegg, Clara E., Fisher  
 Heily, Anna G., Graceville  
 Henderson, Florence, White Rock, S. D.  
 Hendry, Esther I., Barnesville  
 Hoch, Helen B., Crookston  
 Hoff, Blanche M., St. Hilaire  
 Hollingsworth, Avis S., Fergus Falls  
 Hopkins, Katherine M., Moorhead  
 Hopkins, Mary J., Moorhead  
 Hougen, Luella E., Alexandria  
 Hughes, Florence C., Crookston  
 Iverson, Tella M., Ashby  
 Johnson, Clara J. C., Hallock  
 Johnson, Ellen L., Donnelly  
 Johnson, Emma C., Dale  
 Johnson, Emma K., McIntosh  
 Johnson, Esther A., Argyle  
 Johnson, Esther A., Evansville  
 Johnson, Esther R., Hawley  
 Johnson, F. Jeanette, Fargo, N. D.  
 Johnson, Linda L., Pelican Rapids  
 Johnson, Mabel A., Argyle  
 Johnsrud, Marie C., Montevideo  
 Kaldahl, Hannah M., St. Paul  
 Karlstrom, Emma M., Moorhead  
 King, Kathleen M., Fargo, N. D.  
 Kirkeby, Olga, Fox  
 Klemesrud, E. Marie, Crookston  
 Knutson, Clara I., Warren  
 Koeneman, Lydia, Moorhead  
 Kraus, Mathilda, Vergas  
 Kueter, Helen E., Breckenridge  
 Kuster, Irene F., Wahpeton, N. D.  
 Lang, Lillian D., Moorhead  
 Langvick, Hulda, Richville  
 Larsen, V. Josephine, Brandon  
 Larson, Esther C., Fargo, N. D.  
 Larson, Gladys E., Crookston  
 Lein, Marian N., East Grand Forks  
 Lobben, Clara, Fargo, N. D.  
 Logé, Alydia E., Austin  
 Loomer, Jessie B., Fergus Falls  
 Loudon, Samuel J., Moorhead  
 Love, Ethel May, Fargo, N. D.  
 Lundberg, Anna, Ortonville  
 Lyons, Myrtle M., Stephen  
 McCaffrey, Cecelia A., Crookston  
 McCallum, Isabelle, Clinton  
 McCasland, Lillie E., Ulen  
 McConachie, Donald G., Perham  
 McGrath, Ruth, Barnesville  
 McLaughlin, Aurelia B., Donnelly  
 McNellis, Angeline, Detroit  
 Malmen, Agnes, Audubon  
 Malmen, Eva A., Audubon  
 Marlette, Etta V., Argyle  
 Martin, Bertha S., Park River, N. D.  
 Martz, Ruth M., St. Hilaire  
 Maus, Esthyr, Spooner  
 Merritt, Edna M., Moorhead  
 Morstad, Mabel A., Fergus Falls  
 Moser, Gertrude, Robbinsdale  
 Murray, E. Flora, Parkers Prairie  
 Nape, Villa S., Moorhead  
 Neilson, Emily M., Fergus Falls  
 Nelson, Hilda F., Hallock  
 Nelson, Ida P., Osakis  
 Nelson, Mabel J., Dilworth  
 Nelson, Marie E., Felton  
 Nesseth, Mabel, Fertile  
 Oftelie, Margaret, Fergus Falls  
 O'Halloran, Mae, Argyle  
 Oien, Thora, Shelly  
 Oistad, S. Charlotte, Shelly  
 Olander, Jennie G., Morris  
 Olson, Myrtle, Glenwood  
 O'Reilly, Ethel, Stephen  
 Palm, Elsie F., Fergus Falls  
 Palmer, Hazel E., Little Falls  
 Patterson, Anna J., Lake Park  
 Paulsrud, Alice B., Fargo, N. D.  
 Pearson, Glenna P., Fargo, N. D.  
 Peterson, Anna J., Warren  
 Plumer, Dovie C., Moorhead  
 Pollock, C. Halstad, B. S., M. S., Fargo,  
 N. D.  
 Poston, Martha I., Thief River Falls  
 Redpath, Georgia M., Frazee  
 Richardson, Winifred, Baker  
 Riste, Marie A., Hendrum  
 Robertson, Carita M., Moorhead  
 Rose, Marie H., Campbell  
 Rosel, Frederick W., Moorhead  
 Rosemeier, Stella M., Osakis  
 Rosenberg, Elvira J., Fergus Falls  
 Rousseau, Lillian, Cloquet  
 Rushfeldt, Elsie, Hawley  
 Ruud, Grace M., Hawley  
 Saetre, Agnes O., Henning  
 Sandness, Marie J., Moorhead  
 Sanner, Lottie A., Pelican Rapids  
 Sandstad, Minnie A., Lake Park  
 Scholberg, Nora E., Ortonville  
 Schrader, John W., Perham  
 Shook, Gertrude J., Grand Rapids  
 Simonitsch, Julitta B., Moorhead  
 Sinclair, Margaret B., Argyle  
 Sinnott, Theresa G., Stephen  
 Sirjord, Jessie A., Flaming  
 Sirjord, Mea F., Flaming  
 Skalet, Ella O., Ulen  
 Skarstad, Ragna P., East Grand Forks  
 Solem, Minnie H., Halstad  
 Streander, Esther A., Evansville  
 Sumner, Alice M., Cannon Falls  
 Swartz, Clarence L., Moorhead  
 Swenson, Hattie A., Ortonville

Swenson, Hattie M., Fergus Falls  
 Syvertson, Margaret I., Alexandria  
 Teisberg, Olga J., Ashby  
 Thompson, Genora S., Milan  
 Torson, Edith M., Moorhead  
 Towers, Nellie S., Stephen  
 Tripp, Helen J., Beardsley  
 Ulveling, Marguerite E., Wheaton  
 Van Camp, Mae L., Fargo, N. D.  
 Viker, Nora G., Halstad  
 Walsh, Mary M., Fargo, N. D.  
 Watne, Lena, Stephen  
 Weld, Frank E., Moorhead  
 Western, Ethel V., Hallock

Westlund, Agnes, Fargo, N. D.  
 Whitson, Emily E., Fergus Falls  
 Widness, Stella H., Gonvick  
 Wiehe, Alma S., Fargo, N. D.  
 Wilcox, Clare L., Grand Rapids  
 Wilson, Adelaide L., Enderlin, N. D.  
 Wold, Olga M., Roseau  
 Wollan, Clara P., Glenwood  
 Wollan, Ellen O., Glenwood  
 Wollan, Margot E., Glenwood  
 Wright, Alice M., Moorhead  
 Wright, Edgar E., Moorhead  
 Youatt, Helen S., Fargo, N. D.

### Junior Year

Adams, Loraine, Fisher  
 Affeld, Elvira, Parkers Prairie  
 Altstadt, Elizabeth J., Red Lake Falls  
 Altstadt, Ottilia, Red Lake Falls  
 Anderson, Agnes, Plummer  
 Anderson, Ella L., Ortonville  
 Anderson, Margaret, Bemidji  
 Angle, Emma, Pelican Rapids  
 Arness, Helmer M., St. Vincent  
 Askegaard, Delia, Comstock  
 Baker, Gertrude E., Deer River  
 Bakke, Carolyn M., Twin Valley  
 Balfour, Joyce, Fergus Falls  
 Ballard, James, Moorhead  
 Beaudin, Odina, Kent  
 Beck, Ruth, Willmar  
 Bentley, J. Melvin, Twin Valley  
 Berge, Nellie M., Dalton  
 Bergeson, Pearl, Lake Park  
 Berglund, Henrietta, Stephen  
 Bernard, Opal E., Warroad  
 Bickford, Sylvia Gladys, Battle Lake  
 Bjornson, Inez, Twin Valley  
 Blake, Gladys, Luce  
 Blake, Pauline B., Fargo, N. D.  
 Blankenship, Mabel, Rothsay  
 Boatman, Ila M., Moorhead  
 Boe, Minnie S., Abercrombie, N. D.  
 Bondy, Alice E., Battle Lake  
 Braaten, Grace, Fergus Falls  
 Brainard, Harriet, Devils Lake, N. D.  
 Brodine, Ada Marie, Felton  
 Brodine, Anna E., Felton  
 Broker, Erma A., Fergus Falls  
 Brooks, Sadie M., Ortonville  
 Bruem, Eleanor, Starbuck  
 Burgum, Elizabeth A. H., Winner  
 Busness, Cecelia, Erhard  
 Cameron, Durah, Fargo, N. D.  
 Canning, Monty, Moorhead  
 Carlander, Jarl R., Moorhead  
 Carlander, Robert E., Moorhead  
 Carlson, Laura, Litchfield  
 Chilson, Florence, Fargo, N. D.

Clark, Eleanor M., Murdock  
 Clark, Ella C., Murdock  
 Clasey, Merl E., Ulen  
 Colliton, Margaret A., Moorhead  
 Corneliusen, Mella E., Comstock  
 Coughlan, George P., Baldus  
 Craig, Florence, Grand Rapids  
 Cronquist, Ruth, Erskine  
 Cudd, Annie F., Foxhome  
 Curran, William T., Moorhead  
 Dahle, G. Borghild, Starbuck  
 Daman, Frances B., Montevideo  
 Dodds, Beulah B., Ortonville  
 Donahue, Anna V., Osakis  
 Dullea, Mary, Dilworth  
 Ebbighausen, Josephine L., Crookston  
 Ebeltoft, Irene, Lake Park  
 Ekeberg, Joren, Fosston  
 Eklund, Anne C., Moorhead  
 Engelking, Evelyn N., Russell, N. D.  
 Engstrom, Ethel A., Opstead  
 Erickson, Constance E., Evansville  
 Erickson, Hannah M., Glyndon  
 Erickson, Mabel H., Hallock  
 Evans, Grace G., Fergus Falls  
 Fitzsimmons, Alta L., Glyndon  
 Flozdal, Edna F., Warroad  
 Folkedahl, Emma J., Hendrum  
 Fridlund, Anna S., Sauk Center  
 Fulton, Elizabeth, Crookston  
 Gingery, Effie A., Glyndon  
 Glasgow, Mabel, Fergus Falls  
 Goodrich, Olive J., Glyndon  
 Green, Gertrude, Clinton  
 Grover, Evelyn G., Moorhead  
 Gulbranson, Ida, Fertile  
 Gunufson, Ida, Fertile  
 Haack, Bertha M., Morris  
 Haack, Rosa V., Morris  
 Hage, Alma, Plummer  
 Hage, Judith M., Halstad  
 Hagen, Mildred A., Crookston  
 Hagen, Ruth M., Starbuck  
 Halloway, Flora A., Pelican Rapids

- Hanrahan, Laura A., Morris  
 Hanratty, Mary V., Barry  
 Hansen, Nora F., Badger  
 Hanson, Mabelle A., Herman  
 Hanson, Myrtle A., Twin Valley  
 Haugh, Agnes, Hawley  
 Haugh, Lillian J., Hawley  
 Hearl, Melvin E., Moorhead  
 Hedin, Ellen, Sauk Center  
 Heiberg, Mayme, Hawley  
 Helgoe, Alma, Halstad  
 Herseth, Laura C., Hitterdal  
 Hodne, Emma, Karlstad  
 Hoff, Ruth E., Battle Lake  
 Holt, Mabel A., Fergus Falls  
 Holt, Mary D., Grafton, N. D.  
 Horvick, Clara B., Fertile  
 Houg, Frances, Rothsay  
 Hoyt, Lela L., Barnesville  
 Huggett, Rebecca M., Henning  
 Hungerford, Floy A., Fargo, N. D.  
 Hurl, Lottie G., Stephen  
 Hurley, Cecelia L., Wheaton  
 Hutchins, Winnifred, St. Vincent  
 Irgens, Frances, Glenwood  
 Irvine, Sally E., Fargo, N. D.  
 Jahren, Swanhild A., Lake Park  
 Jensen, Anna M., Stephen  
 Jensen, Mattie M., Clearbrook  
 Johnson, Alice M., Herman  
 Johnson, Amanda C., Evansville  
 Johnson, Anna M., Alexandria  
 Johnson, August, Roseau  
 Johnson, Carrie E., Hallock  
 Johnson, Effie G., Herman  
 Johnson, Ellen J., Watson  
 Johnson, Lena F., Warren  
 Johnson, Lillian K., Hawley  
 Johnson, M. Lucille, Hallock  
 Jones, Alicia W., Norcross  
 Jorgensen, Cecelia, Stephen  
 Keeshan, Katharine, Donnelly  
 Kellas, Sadie M., Fargo, N. D.  
 Kiedrowski, Clara M., Browns Valley  
 Kielmeyer, Florence, Fergus Falls  
 Kinney, Stella J., Wheaton  
 Kowalski, Andrew D., Moorhead  
 Knudson, Anna A., Beardsley  
 Knudson, Anna M., Henning  
 Kueter, Olga A., Breckenridge  
 Langeland, Agnes G., Ada  
 Langseth, Elmer, Moorhead  
 Larsen, Laurence, Kindred, N. D.  
 Larson, Louise, Oklee  
 Lee, Berget E., Ross  
 Lee, Clara T., Thief River Falls  
 Lee, Tomena, Erhard  
 Lewis, Mabel C., Clinton  
 Lindquist, Esther A., Moorhead  
 Lindstrand, Adeline E., Warren  
 Ling, Esther E., Kerkhoven  
 Linstad, Lina, Sims, N. D.  
 Loudon, Grace Ethel, Moorhead  
 Lovaas, Selma, Plummer  
 Lucas, Vernon R., St. Vincent  
 Ludwigsen, Esther, Fargo, N. D.  
 Lund, Evelyn S., Twin Valley  
 McCasland, Hattie Z., Ulen  
 McGrann, Lenore, Fargo, N. D.  
 McLaughlin, Frances, Donnelly  
 Marin, Margaret I., Crookston  
 Martenson, Esther C., Henning  
 Marshall, Marion, Willmar  
 Mathison, Sophie, Argusville, N. D.  
 Maus, Tressa L., Spooner  
 Metcalf, Jessie A., Glyndon  
 Mickelson, Ida M., Hawley  
 Mitchell, Raymond, Moorhead  
 Mittum, Mathia, Fosston  
 Moen, Eldrie, Beresford, S. D.  
 Moen, Hattie N., Henning  
 Moen, Pearle, Henning  
 Mohr, Anna E., Perham  
 Moldenhouer, Etta, Moorhead  
 Moltu, Clara, Gary  
 Moon, Elgie W., Villard  
 Moran, Rose C., Graceville  
 Morlan, Dorris A., Rensselaer, Ind.  
 Morstad, Ella Mae, Fergus Falls  
 Munson, Marie A., Akeley  
 Myhre, Hazel E., Newfolden  
 Neilson, Gertrude, Fergus Falls  
 Nelson, Agnes F., Ortonville  
 Nelson, Della P., Fargo, N. D.  
 Nelson, Hulda J., Roseau  
 Nelson, Pauline, Dalton  
 Nelson, Stella M., Hallock  
 Noble, M. Viola, Osakis  
 Norden, Freda, Wadena  
 Norem, Bertha, Alexandria  
 Olsen, Tilda, McIntosh  
 Olson, Agnes P., Crookston  
 Olson, Ella L., Montevideo  
 Olson, Esther C., Hallock  
 Olson, Hannah, Pelican Rapids  
 Olson, Leonora H., Glenwood  
 Onstad, Myrtle B., Nielsville  
 Overboe, Harry M., Moorhead  
 Paxton, Eva G., Moorhead  
 Pearce, Sadona M., Frazee  
 Pederson, Hannah, Appleton  
 Pederson, Lillian, Benson  
 Pender, Edna J., Barnesville  
 Petersen, Fanny, Mentor  
 Peterson, Anne, Frazee  
 Peterson, William, Garfield  
 Pierce, Mae, Breckenridge  
 Preston, Mrs. Kathryn, Osakis  
 Quick, Florence B., Fargo, N. D.  
 Quinn, Gladys, Melrose  
 Ross, Marie L., Montevideo  
 Rubel, Sprinza B., Fargo, N. D.

- Rud, Ida, Portland, N. D.  
 Rude, Cora J., Flaming  
 Rusk, Edythe G., Fargo, N. D.  
 Russell, Winfred W., St. Vincent  
 Rustad, Irene H., Hallock  
 Ryan, Eugene, St. Vincent  
 Ryan, Gladys K., St. Vincent  
 Salie, Bertha, Hawley  
 Sanner, Inga C., Pelican Rapids  
 Scheie, Agnes C., McIntosh  
 Scheie, Johanna, McIntosh  
 Seal, Genevieve L., Melrose  
 Sell, Alpha L., Stephen  
 Selvig, Othalia E., Deer Creek  
 Semingson, Alpha, Beltrami  
 Sethney, Alice L., Twin Valley  
 Sharkey, Helen A., Staples  
 Sharp, M. Emmet, Moorhead  
 Sheaff, Mary S., Fargo, N. D.  
 Sherman, Lowell, Winnipeg, Manitoba  
 Shields, Marion K., Pewaukee, Wis.  
 Simison, Ruth, Hawley  
 Simms, Grace I., Dallas, Texas  
 Sinnott, Maysie E., Stephen  
 Sirjord, Alma E., Flaming  
 Sjoquist, Lillian F., Fargo, N. D.  
 Skalet, Hermanna, Ulen  
 Skei, Olga J., Lake Park  
 Smith, Grace M., Pelican Rapids  
 Smith, Lucile B., Moorhead  
 Smith, Ruth M., Herman  
 Solum, Gladys I., Osakis  
 Stennes, Emma H., Halstad  
 Stondahl, Louise, Syre  
 Storien, Selma, Hallock  
 Strand, Benjamin, Moorhead  
 Swartz, Lottie M., Moorhead  
 Swenson, Pearl A., Starbuck  
 Swenson, Ruth V., Ortonville  
 Tandberg, Esther S., Thief River Falls  
 Thomas, Lyla M., Fargo, N. D.  
 Thompson, Dina M., Glyndon  
 Thompson, Ethel, Fargo, N. D.  
 Thompson, G. Harriet, Henning  
 Thortvedt, Eva M., Glyndon  
 Tice, Joyce M., Mentor  
 Tornell, Edna O., Moorhead  
 Tripp, Grace M., Beardsley  
 Tyrer, Florence H., Fargo, N. D.  
 Ulstad, Agusta O., Madison  
 Visser, Juniata, Forestburg, S. D.  
 Vollbrecht, Martha L., Fergus Falls  
 Warner, Ethel C., Moorhead  
 Warner, Eunice J., River  
 Waterstrat, Emma A., Crookston  
 Watson, Mildred I., Fargo, N. D.  
 Werner, Cora A., Wheaton  
 Westerson, Levina A., Hallock  
 Westlund, Victor E., Fargo, N. D.  
 Whitmer, Leah B., Stephen  
 Widing, Delia R., Moorhead  
 Wilner, Hannah I., Grove City  
 Winkelmeyer, Grace M., Staples  
 Young, Elsie L., Devils Lake  
 Zickefoose, Lois, Fargo, N. D.  
 Ziebarth, Dessie R., Herman

### Third Year

- Anderson, Florence H., Georgetown  
 Anderson, Olga Jeanette, Milan  
 Bergan, Manda, Hawley  
 Berrigan, Clayton, Moorhead  
 Brothen, Rosy, Ulen  
 Brown, Anna G., Fargo, N. D.  
 Carlander, Helen, Moorhead  
 Carlson, Clara A., Wolverton  
 Crews, N. Ginell, Moorhead  
 Crocker, Olive, Deer Creek  
 Drexler, Mayme, Brandon  
 Edenstrom, Bertha T., Wolverton  
 Edholm, Evelyn A., Deer Creek  
 Efteland, Bertha, Shelly  
 Eidal, Laura C., Fergus Falls  
 Ellingsen, Emma C., Ashby  
 Ellison, Esther M., Mapleton, N. D.  
 Engstrom, Elvira, Garfield  
 Fisher, Caroline S., Sabin  
 Fletcher, Lizzie A., White Earth  
 Foley, Kate, Graceville  
 Fossos, Augla F., Nielsville  
 Fuchs, Emma L., Glyndon  
 Groth, Esther M., Clinton  
 Haberle, Jacob, Barnesville  
 Halverson, Henry E., Borup  
 Hanecam, Theoline M., Elizabeth  
 Hansen, Lois C., Grandin, N. D.  
 Hanson, Mabel C., Christine  
 Harker, Lillian P., Georgetown  
 Haugen, Gina I., Twin Valley  
 Hitchcock, Mabel E., Randall  
 Hole, Dagny, Dalton  
 Johnson, Adolph E., Kindred, N. D.  
 Johnson, Alpha, Pelican Rapids  
 Johnson, Clara J., Averill  
 Johnson, Esther E., Moorhead  
 Johnson, Hilda G., Fargo, N. D.  
 Johnson, Lewis E., Evansville  
 Jorgenson, Pearl H., Moorhead  
 Karlstrom, Evelyn, Moorhead  
 Klaboe, Jonette P., Audubon  
 Larson, Selma M., Clitherall  
 Leer, Ida J., Abercrombie, N. D.  
 Leffler, Anna W., Hendrum  
 Lund, Harriet H., Dilworth  
 Malen, Norah M., Gardner, N. D.  
 Mathison, Hilda, Argusville, N. D.  
 Melbye, George H., Ulen  
 Mellum, Alice, Ulen



Mellum, Hannah E., Ulen  
 Mellum, Sallie, Ulen  
 Melting, Alfrieda, Halstad  
 Monson, Philip A., Dalston  
 Nelson, Edith O., Moorhead  
 Olson, Alma E., Ada  
 Olson, Betsy I., Parkers Prairie  
 Olson, Hilda P., Rothsay  
 Paxton, Ralph, Moorhead  
 Peterson, Adella E., Rothsay  
 Peterson, Bertha A., Malcolm  
 Peterson, Laura A., Perley  
 Ramsey, Julia M., Syre  
 Richards, Alice E., Glyndon  
 Robertson, Bertha, Moorhead  
 Scheer, Ida I., Fergus Falls  
 Sjoquist, Gladys, Fargo, N. D.

Skamfer, Lester, Abercrombie, N. D.  
 Sondrall, Myrtle L., Moorhead  
 Stafne, Edward C., Abercrombie, N. D.  
 Steger, Alma E., Norcross  
 Stein, Jessie M., Karlstad  
 Stennes, Mathilda, Erskine  
 Storms, Arthur, Menahga  
 Strid, Helma J., Milan  
 Sundfor, Anne, Fargo, N. D.  
 Sundstrom, Ethel M., Wolverton  
 Swenson, Ely A., Correll  
 Tarrence, E. Ferne, Council Bluffs, Ia.  
 Thompson, Frances A., Milan  
 Troup, Velma E., Finlayson  
 Vanderwaal, Izora L., Erskine  
 Walker, Carl W., Moorhead  
 Yoder, Myrtle R., Fargo, N. D.

### Second Year

Agerholm, Julia, Kragness  
 Albertson, Minnie O., Gary  
 Anderson, Adolph, Moorhead  
 Anderson, Anna L., Moorhead  
 Anderson, Harry C., Sioux Pass, Mont.  
 Anderson, Inez M., Garfield  
 Anderson, Jennie E., Hallock  
 Anderson, Minnie M., Kasholt, S. D.  
 Armstrong, Edna I., St. Vincent  
 Arneson, Elnora Cordella, Puyallup,  
 Wash.  
 Atkinson, Marjorie E., Savannah  
 Aure, Clara M., Rothsay  
 Austad, Gertrude, Fosston  
 Berg, Inga C., Battle Lake  
 Bernu, Olga E., New York Mills  
 Blestrude, Martha, Underwood  
 Boe, Annie, Nielsville  
 Bolks, Walter P., Sioux City, Ia.  
 Borgen, Bertha J., Perley  
 Borgen, Myrtle J., Evansville  
 Brennan, Beth, Clinton  
 Brown, Amy T., Elbow Lake  
 Bruestle, Gladys R., Erhard  
 Bumgardner, Elsie, Dilworth  
 Burk, Roscoe, Grace City, N. D.  
 Burman, Rose, Rothsay  
 Bush, Fern, Westport  
 Carlander, Roy, Moorhead  
 Carlson, Ellen M., Evansville  
 Chandler, Lillian, Fargo, N. D.  
 Christenson, Nora A., Evansville  
 Clemens, Glada B., Hancock  
 Cole, Blanche, New York Mills  
 Connelly, Elizabeth, Barry  
 Connelly, Melissa, Barry  
 Corneliussen, Nellie, Comstock  
 Dahler, Anna M., Elbow Lake  
 Dahler, Hilda L., Elbow Lake  
 Dean, Edith, Foxhome  
 Dolen, Mabel O., Fargo, N. D.

Edlund, Alma C., Wolverton  
 Ellingsen, Irene, Ashby  
 Engen, Barthold, Warren  
 Ericson, Etta, Fergus Falls  
 Erickson, Hilma W., Verndale  
 Erickson, Julia B., Wylie  
 Erickson, Lillian V., Wadena  
 Fanset, Mabel D., Bismarck, N. D.  
 Fjoslien, Ingeborg, Pelican Rapids  
 Flaa, Lena O., Abercrombie, N. D.  
 Flom, Olga B., Twin Valley  
 Fobes, Josephine M., Glyndon  
 Fossay, Alice J., Moorhead  
 Fossos, Gena, Nielsville  
 Fridlund, Annie J., Moorhead  
 Froyland, Hilda C., Audubon  
 Geddes, L. Harriet, Shelly  
 Goerke, Margaret, Bemidji  
 Green, Gladys, Clinton  
 Gronner, Ethel, Underwood  
 Groth, Walter F., Clinton  
 Hanson, Mary O., Horace, N. D.  
 Hanson, Maude A., Osakis  
 Harrang, Clara E., Underwood  
 Hedin, Harold, Clinton  
 Hegland, Joren O., Sunbeam  
 Hennessey, Ellen, Sullivan  
 Hermanson, Anna, Pelan  
 Hertsgaard, Carl, Kindred, N. D.  
 Hetland, Louise, Halstad  
 Hicks, Elna, Comstock  
 Hicks, Grant L. R., Glencoe, Mont.  
 Hilgren, Gladys E., Parkers Prairie  
 Hoff, Caroline L., Dilworth  
 Hoie, Elizabeth, Shelly  
 Holbeck, Geline, Underwood  
 Holen, Emma, Pelan  
 Holm, Alma J., Underwood  
 Holm, Marie E., Parkers Prairie  
 Hoss, Ida A., Twin Valley  
 Hougum, Alpha, Perley

- Howland, Clara, Perley  
 Huglen, Christine J., Dalton  
 Hulse, Della M., Dumont  
 Hulse, Stella P., Dumont  
 Hurner, Lydia E., Glyndon  
 Hutchins, Eva M., St. Vincent  
 Jacobson, Bessie M., Sebeka  
 Jermstad, Hilma, Horace, N. D.  
 Jenson, Sina O., Pelican Rapids  
 Johnson, Alice A., Menahga  
 Johnson, Anna M., Evansville  
 Johnson, Clarice J., Hawley  
 Johnson, Cora M., Fargo, N. D.  
 Johnson, Eleanor, Fergus Falls  
 Johnson, Helma R., Greenbush  
 Johnson, Hulda J., Fergus Falls  
 Johnson, Luella N., Evansville  
 Johnson, Nora C., Evansville  
 Johnson, Victoria M., Pelican Rapids  
 Kolstad, Blanche, Halstad  
 Karlstrom, Esther E., Moorhead  
 Keaveny, Elizabeth R., Tintah  
 Kittelson, Alma C., Pelican Rapids  
 Kjos, Ida A., Twin Valley  
 Kvale, Dorothea P., Pelican Rapids  
 Landsverk, Gena O., McIntosh  
 Langie, Gunhild, Oklee  
 Larsen, Alice A., Fargo, N. D.  
 Lee, Alice G., Rollog  
 Lee, Eleanor, Grygla  
 Lee, Gurie E., Ross  
 Lindblad, Pearl H., Climax  
 Lindquist, Edith, Wylie  
 Loberg, Martin L., St. Hilaire  
 Loseth, Della J., Underwood  
 Lundin, Alveda, Ashby  
 McDowell, Florence, Marion, N. D.  
 Manley, Elsie A., New York Mills  
 Mattson, Alma C., Moorhead  
 Medchill, Bergetta, Fertile  
 Messer, Clarence, Moorhead  
 Miller, Anna J., Comstock  
 Moen, Lena, Rothsay  
 Montzka, Clara E., Grey Eagle  
 Morton, Emma, Dundee  
 Munson, Alma N., Akeley  
 Nelson, Christine H., Barnesville  
 Nelson, Elvina H., Osakis  
 Nelson, Esther A., Battle Lake  
 Nelson, Hilma A., Eagle Bend  
 Nelson, Sylvia A., Sebeka  
 Newton, Agnes J., McIntosh  
 Niskala, Lydia N., New York Mills  
 Nokken, Anna L., Moorhead  
 Nordholm, Elsie M., Wolverton  
 Norman, Claire L., Fargo, N. D.  
 Noss, Alma, Gary  
 Nyberg, Muriel, Vining  
 Odson, Matilda, Pillager  
 Olson, Lydia M., Warren, N. D.  
 Ose, A. Margretha, Fisher  
 Peake, Mavis S., Rothsay  
 Peterson, Clara, Prosper, N. D.  
 Peterson, Clara H., Dooley, Mont.  
 Peterson, Delia I., Moorhead  
 Peterson, Edythe W., Moorhead  
 Peterson, Mildred A., Rothsay  
 Peterson, Rhoda L. B., Erhard  
 Peterson, Ruth E., Pillager  
 Pihlaja, Lillian I., New York Mills  
 Prohosky, Nellis, Dalton  
 Rasmussen, Clara M., Warroad  
 Ramstad, Bertha M., Ada  
 Remley, Alice, Fargo, N. D.  
 Riddle, Mrs. Eva, Moorhead  
 Riddle, John W., Moorhead  
 Sage, Irene A., Verndale  
 Sandbo, Signora I., Mentor  
 Schroeder, Esther A., Audubon  
 Schroeder, Myrtle H., Fargo, N. D.  
 Seaver, Douglas, Felton  
 Seaver, Lester P., Felton  
 Selander, Ellen, Warren, Pa.  
 Sellese, Alvena L., Norcross  
 Sellese, Inga, Norcross  
 Sharpe, Terry A., Shelly  
 Shefelvland, Pauline, Audubon  
 Shurson, Mabel M., Elbow Lake  
 Siegle, Katharine, Underwood  
 Sivertson, Judith, Underwood  
 Sivertson, Olga, Underwood  
 Sjoberg, Edith B. C., Hallock  
 Skoglund, Lillie E., Eagle Bend  
 Skoglund, Mabel S., Eagle Bend  
 Solem, Alma M., Donaldson  
 Solwold, Inga, Hitterdal  
 Stensgaard, Hilda C., Pelican Rapids  
 Stondahl, Ella, Syre  
 Stordock, Ella H., Rothsay  
 Strand, Selma, Griebrok  
 Stubbs, Fern M., Fargo, N. D.  
 Swanson, Esther G., Moorhead  
 Swenson, Agdaline C., Battle Lake  
 Swenson, Hannah V., Ashby  
 Swenson, Hilma, Ashby  
 Terry, Dorris, Parkers Prairie  
 Thelen, Frances G., Savannah  
 Tholen, Mabel E., Audubon  
 Thompson, Agnes R., Warren, N. D.  
 Thompson, Eda B., Evansville  
 Thompson, Effie A., Wendell  
 Thompson, Evelyn M., Battle Lake  
 Tice, Frankie, Mentor  
 Tofsly, Selma R., Crookston  
 Tronnes, Mabel A., Nielsville  
 Tweeten, Clara, Evansville  
 Viste, Laura M., Ada  
 Walberg, Esther V., Detroit  
 Walden, Ruth J., Baker  
 Western, Mabel O., Rothsay  
 Wick, Marie, Fergus Falls  
 Wilson, Julius A., Moorhead

Yoder, Ada L., Fargo, N. D.  
Zelinsky, Anna F., Moorhead

Zimmerman, Leona, Ulen  
Zimmerman, Marie V., Rothsay

### First Year

Aanenson, Hannah, Shelly  
Aanru, Clara, Flaming  
Altstadt, Martha, Red Lake Falls  
Anderson, Alexander, Moorhead  
Anderson, Alma O., Crookston  
Anderson, Hanna L., Eagle Bend  
Anderson, Helen, Moorhead  
Anderson, Katherine, Pelican Rapids  
Anderson, Mildred, Moorhead  
Anderson, Theresa, Moorhead  
Armstrong, Ruth J., Fergus Falls  
Arneson, Alma L., Pelican Rapids  
Arneson, Esther, Pelican Rapids  
Austad, Juri G., Sunbeam  
Austin, Olive, Malung  
Bah, Sena O., Ashby  
Balish, Olive, Fargo, N. D.  
Bansemer, Anna J., Big Stone City, S. D.  
Barros, Florence, Alexandria  
Bartell, Edna M., Van Hook, N. D.  
Bauer, Martha M., Ada  
Beck, Mary H., Dilworth  
Benning, Marguerite R., Moorhead  
Bentilla, Edith, New York Mills  
Bernhardson, Clarence, Comstock  
Blackwell, Viola, Loury  
Blom, Bella, Fargo, N. D.  
Boehm, Lilly M., Ft. Atkinson, Wis.  
Borchert, Irene C., Mentor  
Borgen, Johanna, Moorhead  
Brainard, Julia, Prosper, N. D.  
Brainard, Lucy, Prosper, N. D.  
Buckley, Mae, Alberta  
Bullock, Gladys, Fargo, N. D.  
Bumgardner, Edith, Dilworth  
Carlson, Hulda L., Kennedy  
Carlson, Ida C., Wannaska  
Carlson, Nellie M., Pelican Rapids  
Christenson, Clara, Glyndon  
Christianson, Edna M., Breckenridge  
Christianson, Eleanor C., Breckenridge  
Coughlan, Nellie T., Baldus  
Cramer, Mrs. Nellie D., Warrhead  
Dagoberg, Clara E., Alvarado  
Dahl, Emily A., Borup  
Dahl, Hazel I., Lake Park  
Dahl, Mabel J., Borup  
Dailey, Ida B., Doran  
Dallum, Alma M., Badger  
De Camp, Jessie M., Benson  
Dolen, Alice J., Fargo, N. D.  
Doolittle, Clarence L., Dilworth  
Dow, Beulah R., Osto  
Drake, Ivy L., Moorhead  
Drinkwine, Maisel B., Mentor  
Dufwa, Nora, Pelan  
Dupont, Herman, Butler  
Dustrud, Olga V., Horace, N. D.  
Eggum, Nora E., Dalton  
Eggum, Olena, Fergus Falls  
Eklund, Ila F., Moorhead  
Ellingson, Dagmar, Nielsville  
Ellingson, Ella M., Doran  
Enderle, Lydia, Graceville  
Erickson, Edna V., Verndale  
Erickson, Elsie E., Winger  
Erickson, Hazel M., Climax  
Fitch, Ida R., Warrhead  
Flaten, Eric H., Moorhead  
Forsberg, Elizabeth, Harwood, N. D.  
Frykman, Ruth N., Opstead  
Gates, Dewey, Moorhead  
Gerhardson, Alma C., Belgrade  
Gilbert, Chester J., Halstad  
Gorder, Lillian, Starbuck  
Gorman, Harriet E., Moorhead  
Green, Leonard, Georgetown  
Green, Ralph A., Georgetown  
Grier, Benjamin, Moorhead  
Grier, Hugh, Moorhead  
Grier, James B., Moorhead  
Grinder, Cora T., Elbow Lake  
Grothe, Mrs. Sophie, Badger  
Gunness, Marie I., Abercrombie, N. D.  
Grulke, Daisy M., Warrhead  
Hamre, Inga A., Flaming  
Hancock, Agnes I., Dent  
Hanson, Pearl L., Fargo, N. D.  
Haug, Mathilda D., Ulen  
Haugen, Gunhild, Kratka  
Haugom, Ida F., McIntosh  
Hawley, R. Captolia, Wolverton  
Hazelton, Mildred, Richwood  
Hegland, Bessie, Sunbeam  
Hegstad, Ella, Duxby  
Hendrickson, Eles, St. Hilaire  
Hoff, Alma, Dalton  
Hoffman, Agnes, Georgetown  
Holland, Muriel F., Emo, Ont.  
Holm, Leony J., Battle Lake  
Honer, Anna Victoria, Dent  
Hong, Josephine A., Climax  
Hoyhtya, Esther T., New York Mills  
Hughes, Hazel E., Cando, N. D.  
Hunder, Mary M., Wheaton  
Hunt, Catharine, Moorhead  
Hviding, Therese, Moorhead  
Ike, Tennie G., Shelly  
Ingle, Lucile M., Fargo, N. D.  
Jacobson, Olga E., Bowlus

- Jameson, Sara M., Blackduck  
 Jensen, Edna M., Waubun  
 Jensen, Oswald, Brooklyn, New York  
 City  
 Jerde, Julia, Fargo, N. D.  
 Jermstad, Gerty, Horace, N. D.  
 Johnson, Anna C., Kensington  
 Johnson, Elda M., Christine, N. D.  
 Johnson, Evelyn E., Averill  
 Johnson, Josephine L., Averill  
 Johnson, Judith M., Averill  
 Johnson, Lillie, Roseau  
 Johnson, Niama M., Roseau  
 Johnson, Ruth W., Moorhead  
 Jones, Ella B., Erskine  
 Jones, Raymond, Norcross  
 Julian, Myrtle, Fargo, N. D.  
 Karlstrom, Eunice A., Moorhead  
 Kelting, Minnie, Baker  
 Kiltie, Mary, Beltrami  
 Kleven, Alice, Leonard  
 Knudson, Johanna, Henning  
 Knudson, Manda O., Henning  
 Koeneman, Gertrude A., Cass Lake  
 Koller, Petra H., New York Mills  
 Koxvold, Clara M., Evansville  
 Koyonen, Mary S., New York Mills  
 Krogh, Anka, Detroit  
 Kylo, Helen A., Fargo, N. D.  
 Larson, Clarice S., Kensington  
 Larson, Lillian O., Lisbon, N. D.  
 Lee, Lillian, Nielsville  
 Lee, Stella, Moorhead  
 Libby, Sadie, Kragness  
 Lind, Zelma M., Moorhead  
 Lindblom, Minnie, Moorhead  
 Loff, Ellen M., Roseau  
 Loff, Martha, Karlstad  
 Lyng, Julia O., Battle Lake  
 McKinstry, John W., Fargo, N. D.  
 McManus, Lucy G., Erhard  
 Marvin, Fred A., Hankinson, N. D.  
 Matheson, Hazel M., Breckenridge  
 Mathews, Ruth, Deer Creek  
 Mecklenberg, Martha, Nashua  
 Menge, Marie E., Ada  
 Mestad, Hilda, Erskine  
 Metvedt, Gena S., Westby, Mont.  
 Mickleson, Melva, Kindred, N. D.  
 Moon, Cynthia I., Villard  
 Moran, Anna, Thief River Falls  
 Nelson, Agnes N., Eagle Bend  
 Nelson, Alice E., Eagle Bend  
 Nelson, Anna E., Wendell  
 Nelson, Ella M., Comstock  
 Nelson, Lillian M., Fergus Falls  
 Nelson, Lillian O., Roseau  
 Nemzek, Albert, Moorhead  
 Nokken, Caroline, Moorhead  
 Nokken, O. Gilford, Moorhead  
 Norem, Tillie, Alexandria  
 Norman, Alma, Underwood  
 Norman, Elmer, Pelican Rapids  
 Nyblawd, August, Warren  
 Odenwaller, Ethel, Moorhead  
 Olsen, Alma C., McIntosh  
 Olson, Anna V., Fosston  
 Olson, Cora H., Richwood  
 Olson, Ethel J., Eagle Bend  
 Olson, Gena J., Warren  
 Olson, Genelia K., Moorhead  
 Olson, Inga C., Warren  
 Olson, Lillian F., Bronson  
 Olson, Mae M., Perley  
 Olson, Nanna J., Local  
 Olson, Tillie, Rothsay  
 Olson, Tina A., Rothsay  
 O'Neill, Laura L., West St. Paul  
 Ormiston, Libbie, Newfolden  
 Page, Catherine M., Pelican Rapids  
 Page, Frances E., Pelican Rapids  
 Pake, Elda E., Moorhead  
 Pake, Lila M., Moorhead  
 Paulson, Anna P., St. Hilaire  
 Peake, Ella R., Rothsay  
 Peterson, Annie T., Halstad  
 Peterson, Isabel E., Prosper, N. D.  
 Peterson, Pearl C., Portland, N. D.  
 Plumer, Faith, Moorhead  
 Pries, Gertrude H., Monee, Ill.  
 Probert, Elizabeth, Sheldon, N. D.  
 Probert, Grace, Sheldon, N. D.  
 Probert, Jennie A., Sheldon, N. D.  
 Quam, P. Albert, Hendrum  
 Rambol, Alma J., Nielsville  
 Ramsey, Lela M., Orleans  
 Rasmussen, Anna S., Warroad  
 Rasmussen, Halvor, Fargo, N. D.  
 Raun, Carrie C., Ulen  
 Raun, Luvina B., Ulen  
 Reed, Charles H., Moorhead  
 Reed, Nettie B., Badger  
 Reilly, Mrs. Minnie, Glasgow, Mont.  
 Remley, Sylvester J., Moorhead  
 Richards, Mrs. Clara F., Glyndon  
 Robertson, Wallace, Moorhead  
 Rosenlund, Alice C., Clinton  
 Rusdal, Selma O., Halstad  
 Ryan, Alice E., Graceville  
 Saboe, Henrietta, Belgrade  
 Sandbeck, Julius, Kindred, N. D.  
 Sandbeck, William, Kindred, N. D.  
 Sanders, B. Marie, Moorhead  
 Sather, Olga C., Badger  
 Schusser, Carl A., Red Lake Falls  
 Scott, Della G., Villard  
 Selberg, Mae, Harwood, N. D.  
 Shaw, Myrtle M., Verndale  
 Shurson, Cora H., Elbow Lake  
 Sivertson, Jessie M., Fargo, N. D.  
 Smith, Dorothy, Moorhead  
 Solem, Helen M., Erhard

Solwold, Dagmar, Hitterdal  
Sondrall, Blanche M., Moorhead  
Spjut, Christine J., Karlstad  
Spokely, Grace, Nielsville  
Stafne, William, Abercrombie, N. D.  
Stahl, Marie F., Wadena  
Stene, Olga C., Vining  
Stewart, C. Mabel, Fargo, N. D.  
Stockdale, Lora E., Fargo, N. D.  
Storm, Olga I., Ortonville  
Strom, Gina C., Pelican Rapids  
Strom, Margie T., Pelican Rapids  
Swenson, Joanne, Moorhead  
Swenson, Mella O., Ashby  
Tellefson, Annie J., Goodridge  
Tesky, Lila R., Luverne  
Thelen, Anna S., Savannah  
Thompson, Olive G., Elbow Lake  
Thomson, Cora, Orleans  
Thomson, Elsie M., Orleans  
Thorson, Selma M., Fargo, N. D.  
Tornell, Lillian, Moorhead  
Turcotte, Mary A., Breckenridge  
Underdahl, Melvin, Georgetown  
Underwood, Grace M., So. Stillwater  
Wahlbeck, Ebba C., Red Lake Falls  
Walker, Mrs. Bertha, Sebeka  
Wangness, Gunda, Clearbrook  
Warner, Jessie C., River  
Webster, L. May, Thorhult  
Weickert, Anna F., Perham  
Weiser, Charlotte, Fargo, N. D.  
Welsh, Lillian, Harwood, N. D.  
Welta, Olga S., Alexandria  
Werner, Ruth U., Brandon  
Westlund, Edna L., Strathcona  
Westlund, Ruth E., Strathcona  
Wiger, Alice N., Ulen  
Woldahl, Ida L., Ashby  
Yarlett, Loleta, Carlisle, Pa.

## Summary of Enrollment

### Normal School

Special . . . . .	11	
Senior year . . . . .	234	
Junior year . . . . .	276	
Third year . . . . .	84	
Second year . . . . .	207	
First year . . . . .	271	
	—	1,083

### Elementary School

Higher grades . . . . .	67	
Middle grades . . . . .	160	
Lower grades . . . . .	88	
Kindergarten . . . . .	52	
	—	367
Total . . . . .		1,450
Enrollment in the normal school, September to June . . . . .		656
Enrollment in the normal school, summer term, 1916 . . . . .		548
Correspondence students . . . . .		23

# Certificate of Scholarship and Character

## STATE NORMAL SCHOOL, MOORHEAD

### Application for Admission

M..... attended the  
 ..... school at .....  
 for a period of ..... years. Graduated.....191.....

SUBJECT	Weeks Taken	No. of Recitations a Week	Final St'd	Adv. Credit	SUBJECT	Weeks Taken	No. of Recitations a Week	Final St'd	Adv. Credit
<b>COMMERCIAL SUBJECTS</b>					<b>MATHEMATICS</b>				
Bookkeeping .....					Arithmetic, Senior .....				
Stenography .....					Algebra .....				
Typewriting .....					Geometry, Plane .....				
<b>DOMESTIC SCIENCE</b>					<b>MUSIC</b>				
Cooking .....					<b>PHYSICAL SCIENCE</b>				
Sewing .....					Agriculture .....				
<b>DRAWING</b>					Botany .....				
<b>ENGLISH</b>					Chemistry .....				
Composition .....					Geography, Senior .....				
Grammar, Senior .....					Geography, Physical .....				
Literature, American .....					Physiology .....				
Literature, English .....					Physiography .....				
Rhetoric .....					Physics .....				
<b>GERMAN</b>					Zoology .....				
Reader and Grammar .....					<b>SOCIAL SCIENCE</b>				
Second Year .....					American History, Sen'r .....				
Third Year .....					Ancient History .....				
Fourth Year .....					Mediaeval History .....				
<b>LATIN</b>					Modern History .....				
Latin Lessons .....					English History .....				
Caesar .....					General History .....				
Cicero .....					Civics .....				
Virgil .....					Economics .....				
<b>MANUAL TRAINING</b>					<b>OTHER SUBJECTS</b>				
Shop Work .....					.....				
Mechanical Drawing .....					.....				
.....					.....				

I certify that the foregoing statement is correct, as shown by the records of the school named above, and that I believe h..... to be a person of good character.

Signed.....

Date.....191..... Title.....

