



1902

**Annual Catalogue of the State Normal School at Moorhead,
Minnesota for 1901-1902. Fourteenth Year. With Announcements
for 1902-1903. (1902)**

Minnesota. State Normal School (Moorhead, Minn.)

Follow this and additional works at: <https://red.mnstate.edu/bulletins>

Recommended Citation

Minnesota. State Normal School (Moorhead, Minn.), "Annual Catalogue of the State Normal School at Moorhead, Minnesota for 1901-1902. Fourteenth Year. With Announcements for 1902-1903. (1902)" (1902). *Undergraduate Bulletins (Catalogs)*. 70.
<https://red.mnstate.edu/bulletins/70>

This Book is brought to you for free and open access by the Course Catalogs at RED: a Repository of Digital Collections. It has been accepted for inclusion in Undergraduate Bulletins (Catalogs) by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

1901-02

Lulu E. Wagner,

The State

Normal School

THE STATE NORMAL SCHOOL
MOORHEAD, MINNESOTA
1901-1902
L. E. WAGNER
PRINCIPAL

1901-02

Moorhead, Minnesota

14th year



STATE NORMAL SCHOOL.

ANNUAL CATALOGUE
OF THE
STATE NORMAL SCHOOL

AT
MOORHEAD, MINNESOTA

FOR 1901-1902

FOURTEENTH YEAR

WITH
Announcements for 1902-1903

WINONA, MINN.
JONES & KROEGER, PRINTERS
1902

Calendar for 1902-1903.

Fall Term.

Entrance Examinations, . . . Tuesday, September 2, 1902.
Enrollment of Students, . . . Tuesday morning, September 2, 1902.
Class-work begins, . . . Wednesday morning, September 3, 1902.
Fall term ends . . . Wednesday evening, November 26, 1902.

Winter Term.

Class-work begins, . . . Tuesday morning, December 2, 1902.
Holiday vacation begins, . . . Saturday evening, December 20, 1902.
Class-work resumed, . . . Tuesday morning, January 6, 1903.
Winter term ends . . . Saturday evening, March 14, 1903.

Spring Term.

Class-work begins, . . . Tuesday morning, March 17, 1903.
Spring term ends, . . . Friday evening, June 12, 1903.

State Normal Board.

Hon. John W. Olsen, Superintendent of Public Instruction.

Hon. A. T. ANKENY, President,	. . . . .	Minneapolis.
Hon. J. W. OLSEN, Ex-Officio Secretary,	. . . . .	St. Paul.
Hon. CHARLES A. MOREY, Resident Director,	. . . . .	Winona.
Hon. GEORGE H. CLARK, Resident Director,	. . . . .	Mankato.
Hon. ALVAH EASTMAN, Resident Director,	. . . . .	St. Cloud.
Hon. C. A. NYE, Resident Director,	. . . . .	Moorhead.
Hon. WM. F. PHELPS, Resident Director,	. . . . .	Duluth.
Hon. W. S. HAMMOND,	. . . . .	St. James.
Hon. J. C. NORBY,	. . . . .	Ada.

The President is Chairman of the Executive Committee and ex-officio a member of the other committees.

Faculty.

FRANK A. WELD, President,
School Economy, Literature.

DORA EATON,
Preceptress.

RUTH E. DOWLING,
Geography.

CASWELL A. BALLARD,
Biological Sciences. Curator of Museum.

MARY E. STANFORD,
Arithmetic and English Grammar, Librarian.

HAROLD M. STANFORD,
Physical Sciences. Geometry.

ALICE M. OSDEN,
Reading and Physical Culture.

EDITH A. WATTS,
Music.

WILL GRANT CHAMBERS,
Psychology. Philosophy and History of Education.

THOMAS A. HILLYER,
General Method.

EDWIN T. REED,
English and History.

ELIZABETH DONALDSON,
The Latin Language.

MARGARETHE E. HEISSER,
Drawing.

ANNIE KELLY,
Algebra. Text-book Librarian.

Training Department and The Elementary School I.

THOMAS A. HILLYER,
Superintendent.

LOUISE W. MEARS,
Grammar Department.

ABBIE L. SIMMONS,
Intermediate Department.

M. LILLIAN TRIMBLE,
Intermediate Department.

JULIA B. MONETTE,
Primary Department.

ALICE M. OSDEN,
Physical Culture.

EDITH A. WATTS,
Music.

MARGARETHE E. HEISSER,
Drawing.

E. ALICE KIRK,
Registrar.



The School

Sections 1, 2 and 3 of Article VII. from the By-Laws, Rules and Regulations adopted by the Board of Normal School Directors clearly state the relations of students to the school.

Art. VII., Section 1. Every person seeking admission to the normal department of the normal school shall, under the direction of the president of the school, pass a satisfactory examination in the branches of study, proficiency in which, by the laws of this state, is required in order to obtain a second grade certificate, excepting history, civil government and the theory and art of teaching, and shall furnish such evidence of good moral character and sound physical health as may be required. If found satisfactory in scholarship and not otherwise disqualified, such person may be admitted to the normal department without tuition fees where such admission will not preclude the admission of such as are seeking preparation for teaching.

Sec. 2. Persons admitted to any department of a normal school shall be entitled to all the privileges thereof until their connection with the school is discontinued (1) by voluntary withdrawal by notice, (2) by absence of not less than one month during a term of school, without notice of intention to return within a reasonable time, (3) by suspension, (4) by expulsion, (5) by graduation upon completion of the course of study, or (6) by notice of the president of the school that in the judgment of the faculty such person will not become an apt teacher.

Sec. 3. Persons admitted to the privilege of a normal school are expected cheerfully to comply with all the regulations published by the president for the guidance and direction of students, to observe such study hours as may be prescribed outside of school sessions, to recognize a personal responsibility for the preservation from damage or destruction of the property of the state in the school, the building and grounds and for their appurtenances, and in general character, associations and deportment to evince worthiness to become recognized teachers and examples for the youth of the state. Disregard of either of these fundamental principles as rules of conduct will invariably be considered as sufficient cause for denying the privilege of the school to any student.

REQUIREMENTS FOR ADMISSION.

Candidates for admission, presenting second grade certificates, or certificates secured in reputable high schools, will be admitted without further examination to the first year. Attention is called to the following statements:

It is important that every student expecting to attend the normal school should be present the first day of the term, that all may be examined at once and classified. Be present, ready for work, on the first day of the term.

Candidates for admission to the graduate courses will be required to present evidence that they have taken a full course of study of four years in a reputable high school. In addition to such evidence high school standings will be required in 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.

The minimum amount of work required of college graduates for graduation is one year.

Graduates of high schools, whose course of study covers three years only, are required to spend, at least, four terms in the Elementary Professional course, or to enter the Advanced Professional course.

Every student admitted will be required to give satisfactory evidence of good moral character, and of fair intellectual ability. The personal appearance and conduct of the individual, together with a letter from some responsible citizen to whom the bearer is personally known, will be taken as evidence of good character. After reasonable trial, if a student shows lack of moral character, or of application, or of ability to achieve fair success as a teacher, he or she will be advised to withdraw from the school, and seek some other vocation.

TUITION.

The privileges of the school are free to all entering the normal department and declaring their intention to teach two years in the public schools of the state. Persons not wishing to pledge themselves to teach will pay tuition at the rate of \$30 per year.

The following is the form of the pledge to be signed by those entering the normal department without tuition:

STUDENT'S PLEDGE.

I of the town of, county of
 and State of Minnesota, being over fifteen

years of age, do solemnly declare that it is my honest intention to attend this normal school for one term, or more, for the purpose of fitting and qualifying myself to become a teacher in the common schools of this state for at least two years, and that I will faithfully attend this normal school for one term or more, for such purpose; and thereupon I will, to the best of my judgment and ability, teach in the common, graded or normal schools of this state for two years, immediately after ceasing to be a student of such school.

And I further agree to report myself semi-annually in writing to the president of this normal school, for the period of two years after leaving such school, in case I enjoy the privileges for one term or more. Sickness, or unavoidable cause only, excusing me from the strict performance of this obligation.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act, which gave to diplomas of the state normal schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz:

1. A diploma of one of the state normal schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.
2. After two years of service the diploma may be countersigned by the president of the school from which it was issued, and by the state superintendent of public instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the elementary course a State Certificate for five years, and the diploma of the advanced course a Life Certificate.

Conditions of Endorsement.

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diplomas will not be extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional honor so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective normal schools. The applicant should see that complete reports of service have been made in



GENERAL OFFICE.

accordance with the student's teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent.

LIVING EXPENSES.

Normal Hall. Normal Hall is situated on the school campus, not far from the Normal School building. It is an attractive home for young women. It is heated by hot water, lighted with electricity, and arranged to accommodate about sixty-five students with room and board. Day board can also be obtained. All rooms are well arranged and well lighted. Each sleeping apartment contains two closets and all necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. Rooms engaged by students will not be reserved after class work for the term begins. The health and comfort of the students are the first considerations, and all matters relating to food, hygiene and sanitation are carefully observed. Board, including room, is \$3.00 to \$3.50 per week. Single meals, and meals to guests, are 25 cents each. Board includes light and heat, and use of laundry and bath rooms. Board is payable one month in advance. No discount is made for absence under four days. Students are required to take care of their own rooms. Mail is taken to the postoffice and delivered at the hall twice a day.

Board in Private Families. Board can be obtained in private families for from \$2.50 to \$4.00 per week. Rooms can be rented, where students can do their own cooking, if they wish to reduce expenses. The president of the school will arrange for board, or for the renting of rooms, for any who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the president of the school in the choice, or change of boarding place.

ATTENDANCE AT CHURCH.

Each student is expected to attend regularly the church of his choice or that which meets the approval of his parents. The pastors and members of the different churches have expressed their willingness and their desire to make the students of the school at home in the churches and Sunday schools. The teachers of the normal school will in every way possible encourage the pupils to form and sustain intimate relations with the churches.

THE ATHLETIC ASSOCIATION.

The Athletic Association, connected with this school, is in a healthful and flourishing condition. The provisions of its constitution 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. Board of Control: C. L. May, president; Lewis Larson, vice-president; H. E. Johnson, secretary; W. H. May, treasurer; Harry Babst, Emil Larson; Mr. H. M. Stanford and Mr. E. T. Reed from the faculty; John Clauson from the alumni association.

THE RED LETTER.

The Red Letter is a monthly magazine of eight pages, published by the students and faculty. It is devoted to the interests of the normal school, in particular, and in general to the educational interests of the northwest. Editorial Board: George Wardeberg, 1903, Editor-in-Chief; R. A. Hill, 1903, Lillian Yemen, 1902, Editorials; Bertha French, 1903, Nellie Erickson, 1902, Locals; Myrtle F. Brown, 1902, Literary; Alma C. Jacobson, 1902, Exchanges; Bertha Angus, 1902, Alumni; Wayne May, 1903, Athletics; Martin Gullickson, 1903, Business Manager; Clyde May, 1903, Assistant Business Manager.

LITERARY SOCIETY.

A large and prosperous literary society is maintained by the students, and it enjoys the support and encouragement of the faculty. The work is healthful, invigorating and profitable. The society has become an important element in the life of the school. The meetings occur monthly, Monday evening. The following persons have served as officers during this school year: First term, president, George Wardeberg; vice-president, Bertha Angus; secretary, Ethel Bell; treasurer, M. H. Gullickson; critic, Mr. Ballard from the faculty. Second term, president, R. A. Hill; vice-president, Elizabeth Long; secretary, Bertha French; treasurer, Wayne May; critic, Mr. Hilmyer from the faculty. Third term, president, Lillian Yemen; vice-president, Louise Rhoads; secretary, Charlene Child; treasurer, George Wardeberg; critic, Mr. Stanford, from the faculty.

DEBATING SOCIETY.

The young men of the school maintain a debating society, and the work of the present year has been earnest and very profitable. The meetings of this society are held Saturday afternoon.

SESSIONS OF SCHOOL.

There are two sessions a day. The morning session begins at 9 o'clock and closes at 11:50. The afternoon session begins at 1:30 and closes at 3:15. The Elementary School has two sessions. The morning session begins at 9 o'clock and closes at 12. The afternoon session begins at 1:00 and closes at 3:00.

VISITORS.

A cordial invitation is extended to all interested persons to visit this school. Teachers and educators of the state are especially 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 so place its graduates that they may serve the state with credit to themselves and the educational interests involved.

CORRESPONDENCE.

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

FRANK A. WELD,
Moorhead, Minnesota.

Courses of Study.

No professional training not based upon general culture and accurate scholarship can be successful. The normal school can, and ought to, set its students' minds in the right attitude toward knowledge, and should see that certain portions of knowledge are, or have been, thoroughly mastered. It is an unsound theory that the normal school shall give professional training to high school graduates whose general scholarship is poor, and then hold the high school responsible for their general scholarship. When students, whose knowledge is poor in quality and small in quantity, enter a normal school for professional training, the normal school must either send them away to acquire knowledge, or provide for their instruction.

The following courses of study are offered: 1. An English course of five years, leading to the advanced diploma. 2. A Latin course of five years, leading to the advanced diploma. 3. A course of one year for high school graduates, leading to the elementary diploma. 4. A course of two years for high school graduates, leading to the advanced diploma. 5. A certificate course of three years leading to a certificate, which is a teachers' state certificate, valid for five years.

ENGLISH COURSE.

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra	Algebra	Algebra
English Composition	English Composition	English History
Drawing	Music	Reading
Geography	Botany	Geography

SECOND YEAR.

Plane Geometry	Plane Geometry	Drawing
Zoology	Zoology	Botany
Reading	English Grammar	English Grammar
Music	U. S. History	U. S. History

THIRD YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Physics	Physics	Physics
Arithmetic	Arithmetic	Solid Geometry
Rhetoric	American Literature	American Literature
	Manual Training	Manual Training

FOURTH YEAR.

General Method	General History	General History
Elementary Psychology	Elementary Psychology	Special Methods or Physiography
Physiology	Civics	Civics
Chemistry	Chemistry	Special Methods or Astronomy

FIFTH YEAR.

History of Education	Advanced Psychology	Literature
Literature	Literature	Teaching
Social Science	Teaching	Philosophy of Education
School Economy	School Economy	School Economy

LATIN COURSE.

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra	Algebra	Algebra
Latin Lessons	Latin Lessons	Latin Lessons
English Composition	Drawing	English History
Geography	Reading	Geography

SECOND YEAR.

Plane Geometry	Plane Geometry	Music
Zoology (or Botany)	Zoology	Botany
Caesar	Caesar	Caesar
Reading	U. S. History	U. S. History
Drawing (If Botany is selected)	Botany (If Zoology has not been taken)	Drawing (If Zoology is selected)

THIRD YEAR.

Physics	Physics	Physics
Cicero	Cicero	Cicero
Arithmetic	Arithmetic	
Rhetoric	Manual Training	Manual Training

FOURTH YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Elementary Psychology	Elementary Psychology	Special Methods or Physiography
General Method	Civics	Civics
Physiology	English Grammar	Special Methods or Astronomy
Virgil	Virgil	American Literature

FIFTH YEAR.

History of Education	Advanced Psychology	Literature
Literature	Literature	Teaching
Social Science	Teaching	Philosophy of Education
School Economy	School Economy	School Economy

 CERTIFICATE COURSE.

FIRST YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra	Algebra	Algebra
English Composition	English Composition	English History
Drawing	Music	Reading
Geography	Botany	Geography

SECOND YEAR.

Plane Geometry	Plane Geometry	Drawing
Zoology	Zoology	Botany
Physiology	U. S. History	U. S. History
Reading	English Grammar	English Grammar

THIRD YEAR.

Physics	Physics	Practical Psychology
Arithmetic	Arithmetic	Civics
Rhetoric	American Literature	American Literature
General Method	Special Methods	Teaching
School Economy	School Economy	School Economy

ELEMETARY GRADUATE COURSE.

FALL TERM.	WINTER TERM.	SPRING TERM.
General Method	Methods in Grammar	Methods in Arithmetic
Elementary Psychology	Elementary Psychology	Elementary Science
Methods in Geography	Methods in Music	Teaching
Methods in Reading	Methods in Drawing	School Economy
School Economy	School Economy	

ADVANCED GRADUATE COURSE.**FIRST YEAR.**

General Method	Methods in Grammar	Methods in Grammar
Elementary Psychology	Elementary Psychology	Methods in Arithmetic
Methods in Geography	Methods in Drawing	Methods in History

SECOND YEAR.

History of Education	Advanced Psychology	Child Study
Social Science	Methods in Music	Elementary Science
Teaching	Teaching	Philosophy of Education
School Economy	School Economy	Literary Interpretation
		School Economy

Descriptive Outline.

PSYCHOLOGY.

In spite of the opinions of certain eminent psychologists, it is the belief in this school that psychology should constitute the heart and center of the teacher's special training. It is, therefore, the aim to make the instruction in this department as thorough and as fundamental, as it can be made. Slight variations will be made from year to year, both in the methods of instruction, and in the subject matter of the course, with a view to finding the material and method, which, in the limited time allotted to the subject, will produce the most genuine interest and the clearest insight into the more common phenomena of mental life.

In preparing teachers to teach, we do not lose sight of the fact that we are also preparing them to live; and that a right course in Psychology should help them in dealing with all lives, and in developing their own. It is further remembered that the science of mind has its most direct application in the training of mind; and that a right course in Psychology should be a preparation for understanding, and dealing most helpfully with the child; and should thus be a basis for a knowledge of right methods and right aims in education. The aim is constantly to make the work practical, and such as can be continued, when the student has left school. No body of psychological knowledge, however carefully learned from text-books, or lectures, can long remain in mind, or be helpful while remaining, unless it has been fitted into the personal living of the student; unless he has learned to recognize it all in his own daily perceiving, remembering, willing, acting, and in the expression of these activities, observable everywhere about him. So far as possible, therefore, principles are arrived at inductively, and the text-book work is everywhere supplemented by experiments and observations, both in and out of the class room. Attention is constantly called to the importance of movement, both as the expression and the necessary completion of mental processes. Each process is studied, not only as it appears in adult life, but, also, with reference to its growth and its characteristics at each level of mental development as illustrated in child and animal life.



PRESIDENT'S OFFICE.

Three courses in psychology are offered, in addition to the course in Child Study.

Practical Psychology. A one-term course offered only to those students pursuing the certificate course. It is, as the name indicates, a practical presentation of only the most fundamental principles of mental activity with their application to teaching. Such topics as Physiological Basis of Mental Life, Learned and Unlearned Reactions, Apperception, Attention, Imagery and Memory, Thought and Reasoning, Emotions and their Expressions, Simple and Complex Action, Habit, Imitation, and Mental Training are studied and illustrated from school life and the experience of the students.

Two-Term Course. This course covers the ground generally included in the term Elementary Psychology, and is studied by all students, excepting those taking the Certificate Course. The work is begun by a series of lectures on the central nervous system, the sense organs, and the relation of mind and brain. Then Titchener's Primer of Psychology is placed in the students' hands, and its topics are taken up in order. While the students are held responsible for everything given in the text-book, that is only a small part of the work. Every member of the class is expected to read from one to four references from standard psychologies on each topic studied, to make abstracts of them, and be prepared at any time to present the authors' views to the class for comparison and discussion. Occasional lectures, frequent illustrative experiments, and constant appeals to personal experience are other characteristics of the work. Thus the course aims to combine the advantages of experiment and introspection with those of wide-reading. Results already gained seem to show the superiority of this plan over that of mastering a single, though more advanced, treatise.

This course completes the work of the One Year Professional Course, but students pursuing the Two Year Professional Course and the Five Year English and Latin Courses add to it a term of more advanced work.

Advanced Psychology. Instead of taking up some of the more abstruse or debated questions of psychology, it has seemed wise to turn the work of this course to a study of mental development, as something which will be practically useful in the school room, and at the same time, form a substantial basis for the course in Child Study. The recitations are carried on by the seminar method, and abound in informal discussions and personal reminiscences and observations. Constant use is made of the standard Comparative and Genetic Psychologies, the best books on Child Study, and a few authoritative papers in professional magazines. The course is concluded with a series of ten lectures, summing up the results of the term's work, and pointing out the applications of some of the most

important conclusions. The course is still somewhat plastic, and may be slightly modified from year to year.

Child Study. This course constitutes the final term's work in psychology for the students pursuing the Two Years' Professional Course, and aims to give both a view of the history of the movement with its chief results, and some practical experience in the investigation of some live problem. The work of the present year included the following topics: (1) Arguments for and against Child Study; (2) Difficulties and cautions to be noted in Child Study; (3) Different methods of Child Study; (4) Results of Child Study; (5) Study of the Physical Nature of the Child; (6) A study of Stanley Hall's "Contents of Children's Minds on Entering School"; (7) Review of the literature on "Children's Fears and Superstitions"; (8) Review of the literature on "Children's Ideas of Discipline"; (9) A practical study of "Children's Ideas of Discipline" based on more than three thousand papers from school children of Minnesota and North Dakota.

It is the plan to make the physical study of children, the detection of developmental defects, malnutrition, and nerve signs, the testing of sight, hearing, and accuracy of motor response, one of the prominent features of this course in future years. Tests on the children of the Elementary School will constitute the practical side of this work.

HISTORY OF EDUCATION.

This subject is studied from the beginning in a two-fold relationship; on one hand, the educational ideas and practices of each people and epoch are examined in their relations to the civilization, and material conditions in which they arise; and on the other hand they are viewed in their relations to the current conception of the nature of mind. Each theory is thus given in its sociological and psychological setting, both of which are necessary for its complete understanding.

The course is begun with a glance at the educational systems of the orient, followed by a more careful consideration of the ideals and practices of the Greeks and Romans; next, early Christian education receives some attention, and is followed through the several changes wrought upon it by the various historical movements—especially the Renaissance and the Reformation, the various geographical and scientific discoveries—to the rise of the so-called educational reformers. At this point the most serious work of the course begins. The three schools, the Humanists, Verbal Realists, and Realists, are carefully studied, their influences are traced, and the various educators classified according to their dominant teachings. Only a brief

period can be taken at the end of the course for a study of American Education and Educators.

The work is conducted by class recitations supplemented by occasional lectures. The well known books of Painter, Quick, and Compayre are placed in the hands of each student, and other histories and reports are accessible for reference. Each student is required, at some time during the course, to occupy a recitation period in presenting a lecture, paper, or report on the life and educational work of some reformer, or on the development of some great school or theory. Lectures were delivered by students during the current year on Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Horace Mann, Henry Barnard, and Edward A. Sheldon. In addition to these special studies of the students, the class as a whole makes a careful study of some authoritative educational classic with criticisms and applications to modern conditions. The work selected for study this year is Spencer's "Education".

PHILOSOPHY OF EDUCATION AND ETHICS.

Our course in this subject has been presented chiefly by the lecture method, supplemented by readings, reports and papers by the students. The object of the course has been to explain, as far as we are able to comprehend them, the principles which Professor John Dewey is endeavoring to work out in his Elementary School. His definition of education as "reconstruction of experience" has formed the central thought of the course. The lectures are chiefly adaptations of what Dr. Dewey has written or spoken on the several topics presented. Among these may be mentioned the Nature and Origin of Knowledge, Nature and Processes of Education, the School as a Social Institution, the Problem of Correlation, the Evolution of Sciences, Value and Relation of the Various Sciences in Education, Constructive Activity as the Centre of Education, Nature and Place of Method in Education, Value and Limitations of the Culture Epoch Theory, and Imagery in Education. That conception of education, which recognizes the value of both the psychological and sociological elements, is most fundamental and rational, and it will be our endeavor to present that conception to our students with the greatest possible clearness.

Ethics. In Ethics the student is first introduced to the main problems on the theoretical side, as the origin and function of conscience, the moral law, the ultimate sources of obligation, the relation of Ethics to religion and theology, etc.; the problems being stated in terms of the student's own experience, so far as practicable.

Application is then made of the principles of conduct to our practical relations with the most important aspects of our environment,

following the outline of Hyde's Practical Ethics. Robinson's Principles and Practice of Morality is used for reference on the theoretical side.

THE ELEMENTARY SCHOOL.

This department is closely related to the other departments, and seeks a practical application of the best educational theory. Besides being under the general supervision of the president of the school, it is managed in detail by a superintendent and four critic-teachers. It includes a well-equipped elementary school of eight grades, which affords ample opportunity for the two lines of work offered, namely: (1) Observation and General Method and (2) Practice-teaching.

Observation and General Method. This line of work is preparatory to the second. It aims to raise the quality of the practice-teaching by first fixing high ideals of teaching, and securing a thorough knowledge of the general principles by which the best teaching is governed. The student is expected to observe classes of children taught by the critic-teachers, and to make written reports. Each report is written under two heads: (1) Description and (2) Criticism. The description is an account of what takes place in the recitation, of what is done, and how it is done. The criticism speaks either favorably or adversely of the whole recitation and its parts, suggests improvements, and gives reasons for judgments expressed. As the work progresses, both description and criticism are expected to become less superficial and general, and more penetrating and specific. The reports so written are made the basis of class discussions directed by the superintendent and critic teachers. In addition there are assigned readings and regular recitation work in standard books on the theory and practice of education.

Practice-teaching. Here a student is held responsible under the supervision of the department faculty for the successful management of a class of pupils in the elementary school upon the two sides of teaching and discipline. The student keeps an outline of work for a week in advance. This outline is handed to the critic-teacher at the beginning of the week, during which it is to be used, from whom, in the presence of the student, it receives careful criticism and needed revision. In preparing an outline for either a single recitation or a series of recitations in any subject whatever, the student is expected to meet the universal requirement of distinguishing clearly between aim and method, between what is to be done, and how it is to be done. Beyond this, and in less fundamental things, the outline may be varied under the direction of the critic-teachers to meet the demands of

special subjects and conditions. A uniformly detailed plan of procedure, which is clapped upon all subjects alike, and followed without exception, is a pernicious thing. The breaking up of an outline into unnecessary sub-heads is discouraged. Teaching is more of an art, than 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, to observe to the letter certain well established general principles, but, also, to avoid, as far as possible, the restraining, inhibiting influence of excessive formalism, and to encourage to the uttermost the development of freedom and originality. Within the limitations imposed by the organization of the department, students are permitted after becoming familiar in observation and general method with the work throughout the elementary school, to teach in the grades, which they select. But the department reserves the right to shift a teacher from one grade to any other, whenever in its judgment the teacher's success is the more secured by such a change. Students have the advantage of private consultation with critic-teachers and superintendent, and of a system of weekly meetings in which the details of the elementary school work and kindred topics are discussed.

The Elementary School. The following outline suggests the scope of the work attempted and shows the time during which the different subjects have special periods in the program.

Reading	All Grades.
Oral and written Language (based on fairy stories, myths, etc.)	First three Grades.
Oral and Written Language (based on U. S. history stories)	Fourth Grade.
Language (original composition, text supplement)	Last four Grades.
Spelling, word analysis, etc.	Last two Grades.
Writing (content from other subjects)	First six Grades.
Arithmetic	All Grades.
Book Keeping	Eighth Grade.
History (see fourth grade language)	Last four Grades.
Geography (with nature study in first two grades)	Last six Grades.
Nature Study (including Physiology)	All Grades.
Drawing	All Grades.
Music	All Grades.
Physical exercises	All Grades.

SCHOOL ECONOMY.

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

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

ENGLISH GRAMMAR.

The tendency of all recent work in English Grammar is to rid it of the formal mechanical character that has made it seem so far removed from the student's own life and interests, and has been responsible for much of the dislike with which the subject is often regarded. As outlined in the following courses, it is taken up as a study of the language by which the student expresses himself, as well as the forms used by great writers to give their thoughts to the world. Reference is constantly made to the student's own experience and his observation of the use of language by others in spoken and written forms. The relation between the thought to be expressed and the means by which this is accomplished is kept constantly in mind.

Course I. Two Terms. This course is required of all students in the second year, unless the subject has been completed in other schools. The plan of work is based upon the belief that "we learn to do by doing," and much practical application in the use of different forms and constructions is introduced through oral and written exercises. The work begins with a careful study of the sentence, its typical forms and constructions. In considering different elements of the sentence, a comparative study is made, showing similarity of function in variety of form. Following the general work upon the sentence comes a careful consideration of the elements of speech, a comparison being made of the nature of ideas expressed by the different classes of words. Throughout the course the special topics under discussion are supplemented by a study of longer and more connected selections from standard writers of English.

Course II. One Term. This course is designed to give a thorough review of the fundamental principles of the subject, and furnish as much practical application of them as possible, so that the student will have an intelligent understanding of the subject, as a basis for the work in teaching. As most of the students eligible for this course have studied Latin Grammar, a comparison of constructions with those in the Latin is made, thus bringing out their character more clearly, than is possible with a class unacquainted with the language from which so many of the forms in the English have sprung.

Course III. One Term. This is open to members of the Advanced Course, who have completed Course II. It includes a more careful and detailed study of some of the important subjects taken up in

Course II, with a consideration of other forms and constructions less typical. Considerable attention is paid to sentential analysis, and the variety of constructions employed by different writers. A careful study is also made of spoken forms of language. The methods of presenting different parts of the subject to a class is considered, and much practice is given in the preparation of original exercises for the application of the different forms and constructions studied. These lessons include subjects in language work and technical grammar, representing, as far as possible, the work in the different grades. Students who complete courses II. and III. receive a thorough and careful preparation for teaching the subject.

ENGLISH COMPOSITION.

The end of all English training is expression. Hence it is the aim of this course to encourage, on the part of all students, as full and free an expression as possible. The work, at the beginning, is made very simple and personal, and the students write brief themes almost daily. Whatever powers of expression they may have are thus encouraged and directed; for in these early exercises the critical side is subordinated to the creative, stimulating side. The themes are based partly on study and research, partly on experience and emotion. In addition to this constant practice in writing, the students engage in a careful study of the relation between oral and written discourse, the choice and development of subjects and the less technical principles governing the use of words, sentences and paragraphs. They are expected to master such elementary features as punctuation and the mechanics of letter writing. In this way the students gain a working knowledge of the more practical elements of Rhetoric, and acquire a more or less easy habit of writing out their personal observations and individual thoughts.

RHETORIC.

The aim of this course is to give systematic drill in the principles of Rhetoric. The subject of good use, so far as it concerns words, sentences and idioms, is carefully reviewed. A study of the more technical principles of Rhetoric is then taken up, dealing with unity, coherence and emphasis as applied to sentences, paragraphs and whole compositions. This involves the elements of clearness, force and elegance. The kinds of composition—narrative, descriptive, expository—are also dealt with; and in this connection the students write themes involving a distinct plan and careful provision.

PHYSICAL CULTURE.

Special attention is given to the physical development of each student. This course involves exercises for poise, presence and bearing, for grace and ease of manner, for the vital organs, for the strengthening of the centres, while freeing the surface, for respiration, for the development of special muscles; stretching exercises; harmonic movements; marching. Precision in exercises, and their effect upon the circulation of the blood. Chest development. Personal hygiene. This course is compulsory, and is given daily in the general assembly hall.

Gymnasium. A commodious gymnasium is in course of construction. It will be well ventilated and lighted, fully equipped and conveniently adapted for formal exercises, games, and athletics. Work in the gymnasium will be elective. No student will be allowed to take this work without a physician's certificate, stating the physical condition of the applicant. All students taking work in the gymnasium must wear the regulation suit, consisting of full bloomers and a perfectly loose waist of dark blue material, preferably dark blue serge, Indian twill or mohair.

Methods. School hygiene, Conduct of classes, Application of principles and exercises to public school work. Physical games for children.

READING.

Expression is one of the laws of our being. The student of expression does not deal with articulation, voice culture and physical culture alone, although their importance must be emphasized in order that the working of the mind through the body may not be limited by idiosyncracies of voice and manner. Reading and reciting are not, as too often it is supposed they are, the repetition of words for showy effect, but they are for the direct purpose of training the mind to see the meaning of the words and to grasp the idea quickly and then to present it for the enjoyment of others. The natural order in the study of expression is, to have the channel free, the body able to express, and, then, the thought aroused, something to express. The body is the servant of the soul, and if the one is trained to hold high and lofty conceptions and feelings, the other must be taught to express them.

First Year—One Term. This work will consist mainly in securing from the student perfect abandon, that he may express himself freely and naturally, without any hindrance from self-consciousness. Aside from the work of the text-book, such selections will be chosen from literature as are necessary for the best development of students. A special study will be made of Dickens, with reference to character interpretation.



OFFICE OF PRECEPTRESS.

Second Year—One Term. During this term, attention will be given to the delicate shading of thought and expression. A study will be made of the beautiful pictures given us by the artist poets. During this course of study each student will have analyzed, and become familiar with, nature poems from the best English and American artists.

Methods. The course in Methods begins with a study of individual needs and possibilities, with a view to strengthening the personality, purpose and influence of each student before he enters upon his work as a teacher. To this end attention is given to the expressional development of each member of the class, before the regular work in Methods begins. The principles employed in teaching the selections made for study are such as can be adapted to the whole, broad range of literature. Special Studies—(a) The choice of material to be used in grade work; (b) the cultivation of the literary taste of children; (c) literary analysis; (d) the art of story telling; (e) attractive presentation of book reviews; (f) teaching of memory poems; (g) conduct of classes.

Rhetoricals. Rhetorical exercises are held one evening in each month in the assembly hall of the school. All students are required to attend these exercises, and the public is invited.

The purpose of Rhetoricals is two-fold:

That the school, as a whole, may enjoy the entertainment, the instruction and culture that come from hearing what is best in the literary world read clearly, understandingly and impressively; that the individual students may receive the experience, the discipline, the growth in power that come from thinking and speaking before an audience. Every member of the graduating class is required to appear in Rhetoricals sometime during the year.

During the year 1902-03 an evening will be devoted to each of the following subjects:

October 6, James Whitcomb Riley and Eugene Field; November 3, George W. Cable; December 1, Rowland Robinson; January 14, The Book of Job; February 11, Short Story Writers; March 11, Shakespeare; April 8, Opera and Oratorio.

LITERATURE.

The student is made to see that in the study of literature the historic development of a people finds a sure exponent. The literature of any people is the utterance of a national mind as it is affected by the varying conditions of national life. An effort is made to bring to the student a distinctive appreciation of the works selected for study, the relations which they bear to one another, and the way in which they give expression to the personality of the writer, and

the tendencies of the time. In a scheme of education, which develops and trains with reference to character, knowledge and usefulness, the study of literature has a place occupied by no other department. It develops the mind's power of assimilating knowledge, it tends to harmonize the faculties of the mind, and cultivates an insight into human life and character.

American Literature.—First Term. In the study of American Literature the following outline will be observed: Literature of the Colonies. Period of Transition. Period of The Republic. New England Group of Writers.

Second Term. Continuation of work among New England Group of Writers. Historians. Orators. Poets. Short Story Writers, Essayists. Critics. Humorists and Later Poets.

English Literature.—First Term. In the study of English Literature much collateral reading in English History is required. Outline for critical study: The early history from 449 A. D. to The Norman Conquest. From the Norman Conquest to Chaucer's death. From Chaucer's death to the Accession of Elizabeth. The Literature of the Age of Elizabeth. The Puritan Age. The Age of the Restoration.

Second Term. A study of works produced during the first forty years of the Eighteenth Century. The Second forty years of The Eighteenth Century. The Age of Romanticism. The Victorian Age. Aside from the critical study made of leading authors in a given period, adequate attention is given to minor authors and their chief works.

Literary Interpretation. As a basis of work in Literary Interpretation a course of instruction is given in Literary Criticism. The ideal purpose of criticism is "To know the best that is known, and thought in the world, and, by in turn making this known, to create a current of true and fresh ideas." The great thoughts given to us by the masters of literature can not have vital power except we think them for ourselves. To make the study of literature other than vanity for most pupils, their imagination and sympathies must be trained to such a degree that they can re-create what the poet has conceived. The fundamentals of such training are given in the Department of Reading. Here the student is presented with the thought that "experience must not be confined to what a man has personally seen and felt, but is also to be extended to everything he has seen and felt through vital sympathy with facts, scenes, events, and characters, which he has learned by conversation with other men and through books." When a man is able thus to enter into literature he is cultured in the highest sense. He has not only extended his mental horizon, but he has also increased the range of his sympathies. This perceptual material is not only the knowledge obtained by the use of our own senses, but

it is also the information that comes to us from the perceptions of other people.

Applying the principles of literary criticism special study is made of the dramatic, poetic, oratorical and essay style. The literary analysis and vocal interpretation of selections from the best English and American authors are required.

THE LIBRARY.

As the library has recently been moved into more commodious quarters, it is now possible to keep the whole collection of books in one room. The room set apart for this purpose is large and well-lighted, and is in the charge of a librarian. It is open to students until four o'clock on school days, and for two hours on Saturday. Arrangement is made by which students can draw books for use, at times, when the library is closed.

We have at present more than 3,300 volumes, which are labeled and catalogued. Besides these, there are almost as many volumes of government reports, including the official records of the Civil War, Geological Surveys, reports of the various departments, Congressional Records, and much other valuable material.

The assortment of books now on hand shows remarkable care and good judgment in selection, and additions no less valuable are constantly being made.

READING ROOM.

The following periodicals are accessible to students:

Atlantic Monthly,
Century Magazine,
Harper's Magazine,
Scribner's Magazine,
Forum,
North American Review,
Popular Science Monthly,
Review of Reviews,
Wisconsin Journal of Education,
Scientific American,
Harper's Weekly,
Pioneer Press (Daily),
Moorhead News (Daily),
Youth's Companion,

School Education,
 Intelligence,
 Education,
 Red River Valley News,
 Moorhead Independent,
 Science,
 St. Cloud Journal Press (Daily),
 The Detroit Record,
 Hallock News,
 Ladies' Home Journal,
 N. E. Journal of Education,
 St. Paul Globe (Daily),
 Minneapolis Journal (Daily),
 Fergus Falls Journal.

THE LATIN LANGUAGE.

The principal objects aimed at in the Latin department are:

A more thorough insight into the meaning of English derivatives, through observing the Latin words from which they spring. An intelligent understanding of the structure of Latin sentences, and the ability to apply that understanding. A knowledge of the historical setting of the words studied, and an acquaintance, through such knowledge, with the personality of the author. An appreciation of the writings covered, as masterpieces of literature. Added power to express various forms of thought in appropriate English.

The first end is attained by constantly calling the attention of students during their first year's work, to the relation between the words of the vocabulary and words of their own tongue, until this form of association becomes an inseparable part of their study of the language.

The structure of sentences is mastered not by learning rules, which are mere useless abstractions, but by observing the working of those rules in the Latin text. Much time is devoted to changing from English into Latin connected passages, founded upon the text, and especially arranged to illustrate the general principles of syntax. One subject at a time is taken up and considered, until the class have come to understand it. Frequent exercises in sight reading are found to be very useful aids. No student can ever do satisfactory or accurate work, who has not learned to feel the importance of every word in the sentence, and, in a measure, to think in the language he is trying to learn.

Caesar and Cicero present the best opportunity for arousing an interest in the personal and political background. It is especially

fortunate from the point of view that the two men were contemporaries, that they were closely associated personally, but separated by opposite political preferences, and lived out their lives in one of the most important and exciting periods of the world's history.

Virgil is made the means of introducing the student to the enchanted land of Greek mythology and poetry. No Latin author comes so near as he to catching the spirit of the inimitable Greeks. So far as possible the consideration of forms and syntax is laid aside, and the ideal of this course is to give the students something of the thrill of the poet's inspiration.

The final test of success for the study of Latin is its influence upon the student's English. To obtain the power to use exact and forcible language, the class in Virgil are required to write out careful translations of some of the finer passages, not for drill in Latin, but as an English exercise, remembering always that the best translation is the one which preserves most fully the thought and form of the original, without doing violence to those subtleties of expression, which constitute good English.

Latin is studied, not for the empty satisfaction of knowing a language that is dead, but because much of it lives in the language of our every-day lives, and because its literature involves those principles of human thought and feeling, which live in every land, in every period of history.

MATHEMATICS.

Arithmetic. The work in this subject comprises two courses, one designed to give academic training in the subject, the other open to more advanced students designed to give a review of subject matter and methods for its presentation. In both courses the same purpose of mental development is kept in mind, as a directing influence. With too many students work in arithmetic means a mere "juggling of numbers," and it is the purpose of the department to present the subject in a realistic and tangible form, so that the habit of forming clear and distinct mental pictures of conditions presented may be developed. The necessity of securing mechanical skill, accuracy and rapidity in the handling of numbers is also kept in mind. Such subjects as compound numbers, insurance, taxes, etc., that have a direct application in practical affairs, are approached from the practical as well as the theoretical standpoint.

Course I.—Two Terms. The immediate purpose of this course is to give a thorough understanding of subject-matter, and to develop a thoughtful, logical habit of study. It is designed for such students as have not completed Arithmetic, or those who expect to teach before

finishing their course, and wish a thorough and careful review of some of the more difficult parts of the subject.

The work begins with a study of decimal fractions, followed by common fractions. The aim is to link this work with that in whole numbers, and to rid it of the mystery and dread with which it is surrounded for so many students. In presenting the same operations that have been studied with whole numbers, the similarity of use between fractional quantities and whole numbers is emphasized. In following out the idea of making the work as real and tangible as possible, not only are fractional quantities represented by the use of objects and diagrams, but the operations also are shown in the same way. Percentage, with its applications, is taken up as another form of the study of fractions, and the unity existing throughout the work in whole numbers, fractions and percentage is shown. Ratio and proportion are studied, to develop reasoning power, rather than to acquire skill in the mechanical application of a fixed rule. Involution and evolution are presented objectively, and the algebraic formulae are derived from the actual use of areas and solids. Diagrams are also employed to illustrate the operations. The course closes with the study of the metric systems of measurement and their applications. This work is taken up in accordance with the "laboratory method" of presentation.

Course II.—One Term. This course is open to students taking the professional courses, and members of the Junior class. It is designed to include a presentation from the method side, together with a careful review of the more difficult parts, to bring out the simplicity and unity of the subject. Coming, as it does, after the study of algebra and geometry, the course aims to give a more comprehensive view of the subject than is possible without such preparation.

The course begins with a series of lectures and illustrative lessons on number work in the primary grades.

Considerable practice is given in the preparation and presentation of simple exercises in this work, and the unfolding of the subject is carefully outlined. Addition, subtraction, multiplication and division are studied in a comparative way, the operations being performed objectively, when necessary to contrast them clearly. A course in fractions is pursued similar to that offered in Course I., but in a more comprehensive way, and emphasizing more strongly the method of teaching. Percentage, with its applications, is studied, as a continuation and further application of the work in fractions.

The course thus includes a review of subject matter and the methods for its presentation in the different grades.

Algebra. The work in Algebra comprises three terms, during which time the principles of elementary Algebra are thoroughly studied, discussed and explained. The value of the course in Algebra

as given is two-fold. First, to give such a series of mathematical exercises and drills as to materially aid the student in his ability to think clearly and reason well, and, second, to so connect algebraical processes with those previously studied in arithmetic as to elucidate the teaching of arithmetical principles, and, at the same time, to make more easily understood the use of algebraical signs, symbols and operations.

Geometry. The developmental value of this subject cannot be overestimated. Clear, concise, and logical reasoning is the aim. Training in the method of proof is instilled in carefully following the steps in the demonstrated proposition; and the power of the student is tested by the ability to grasp and prove new truths in the original exercises. Accuracy of statement and definiteness in the work is insisted upon.

Course I. Two Terms. Plane Geometry required in all courses. The ground covered is about what is found in any modern text-book on the subject, including all the original exercises.

Course II. One Term. Solid Geometry. This is a continuation of Course I., and includes lines and planes in space dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere. Particular attention is paid to the application of the propositions in the solution of numerical problems.

PHYSICAL SCIENCES.

This department occupies three rooms with south exposure, pleasantly situated on the third floor, and admirably planned for the purpose. A large recitation and lecture room, fitted with dark curtains, heliostat, projection apparatus, etc., and equipped with heavy tables in the rear for the Physics laboratory work, occupies the middle. This is connected by folding doors with the chemical laboratory, while on the other side opens the physical apparatus room and office; here, also, is the department reference library. The apparatus room is well equipped for the illustration of nearly all the more important principles involved in physics. In connection with the department is a shop, with lathe, carpenter's bench, and the tools and materials needed in the construction of simple pieces of apparatus.

PHYSICS.

Course I. Three Terms. This is required of all students in the third year of the Latin and English courses. Five recitation and two laboratory periods per week are devoted to the work. The aim in the course is to bring the student into contact with the physical phenome-

na and forces about him, so that he can intelligently observe, understand, and discuss them. It is the intention to make the work strictly scientific and thorough. The fact that physics is applied mathematics is held in mind, and problem work in connection with the text is emphasized. The individual laboratory work is almost wholly quantitative in character, and note books, in which are placed complete discussions of each experiment, are kept by each student. The more important laws and principles are demonstrated experimentally before the class, and the students are encouraged to make simple home experiments. A general interest in recent scientific advancement and research is stimulated by such periodicals as 'Popular Science Monthly,' "Science," and "Scientific American." Special study is made of the practical application of physical laws, as found in steam engines, telegraphy, electric clocks, dynamos, etc. Frequent visits to mills and electric light plants are made.

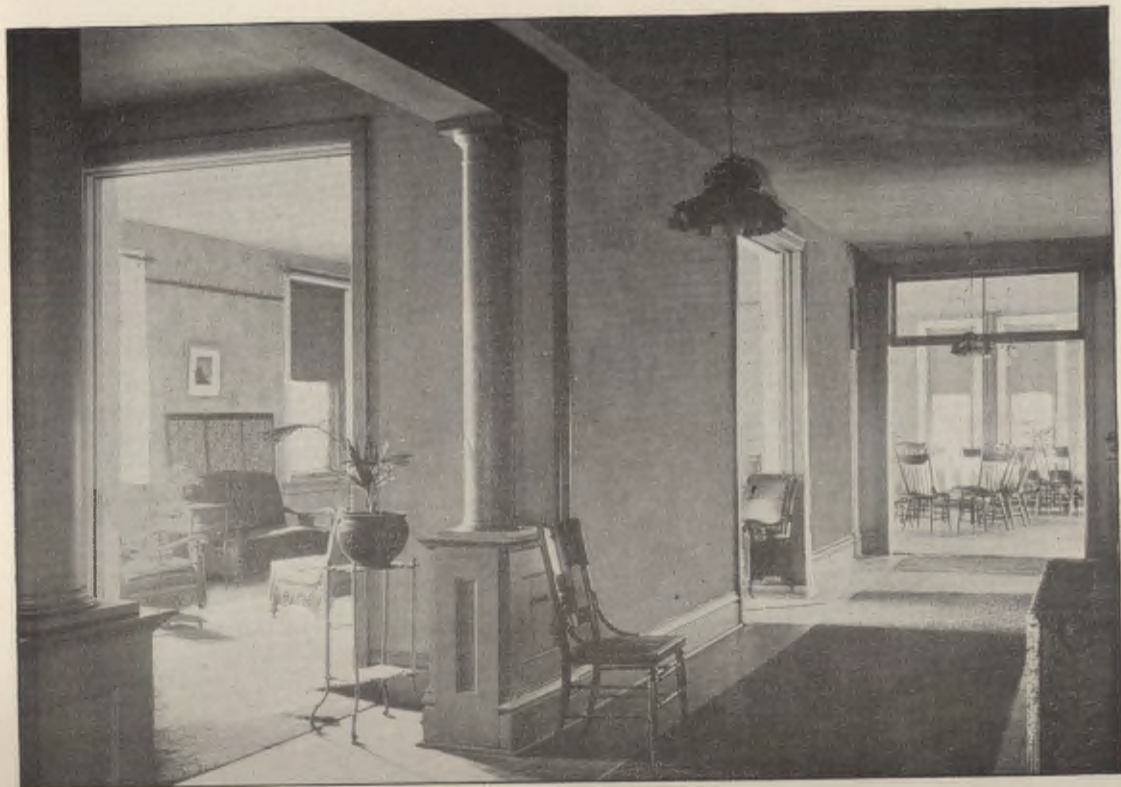
Course II. Two Terms. This is an abridgement of Course I. to meet the requirements of the certificate course. It is more general in character, and a portion of the quantitative laboratory work, and most of the reference work, is omitted. The more difficult mathematical formula and problems are, also, of necessity left out.

CHEMISTRY.

The first object of the work in chemistry is the development of a scientific habit of thought. This is reached by a systematic study of phenomena in the laboratory, correlated with the theories and speculations of the text. The practical application of the subject to everyday life, together with its industrial and commercial aspects, is emphasized. The student's time is mostly spent in the laboratory under the direct supervision of the instructor. Recitations, about two per week, are devoted to discussions of the laboratory work and corresponding portions of the text, with written tests from time to time. Apparatus and chemicals are furnished free of charge.

Course I. One Term. Required of all students in the fourth year of both courses. It includes the fundamental principles of inorganic chemistry, with particular study of the non-metallic elements. The laboratory work is mainly qualitative, although some quantitative experiments, such as the verification of the principal laws, determination of the per cent. of carbon dioxide in the air, etc., are introduced.

Course II. One Term. Open to those who have had course I., and required in the English course. The metallic elements are made the basis of study, considerable general reference work of a descriptive nature being done. The latter part of the course is devoted to ele-



RECEPTION ROOM AND HALL IN NORMAL HALL.

mentary qualitative analysis, upon the completion of which the student should be able to detect and separate all the more common bases and acids.

ASTRONOMY.

One term of descriptive astronomy is offered, geometry and physics being pre-requisites. The course consists mainly of a judicious combination of text and reference work, together with actual observation as far as practicable. As astronomy is pre-eminently a science of observation, this aspect of the subject is by no means neglected, and the direct study of the heavens is supplemented by a series of astronomical slides for the projection lantern. Those portions of the subject, which are of special educational value and of assistance in the teaching of geography, are emphasized. The cultivation of what may be called the geometric imagination of the student is sought. Thinking, rather than memorizing, is the aim in the work.

BIOLOGICAL SCIENCES.

Botany. A study of plants is as far as possible made the basis of the work in this subject. The organs of vegetation and reproduction of flowering plants are carefully studied, with and without the aid of the lens. The life history of some common plant is traced by daily observation from seed to fruit. In this way an attempt is made to make plain the principal facts of the form and function of plant organs, and the relation of a plant to its environment. More stress is placed upon plant physiology and ecology than upon the minute structure of plants. The higher plants are studied in preference to the lower forms as being of more value to the teacher in public school work. Frequent reference is made to plants of lower orders, and, occasionally, typical specimens are examined, which prevent the student from getting the idea that the plant kingdom is composed entirely of phanerogams.

The scope of the work, as indicated by the leading topics studied is as follows: The germination of seeds; the behavior of seedlings; the materials from which the plant derives its food, the source of these materials and the manner in which the plant obtains, and makes use of them; transpiration and respiration in plants; irritability, growth of the plant as affected by moisture, temperature and air, reproduction, seed dissemination, plant societies and their effect upon each other; plant distribution with special reference to Minnesota plants.

Throughout the course continual emphasis is laid upon the correlation of form and function.

Some taxonomic work is done, and in connection with it field work is explained. Particular attention is paid to plant families and societies, rather than to the species, although the student completing the course should be able to classify readily common flowering plants.

Zoology. One term's work in Zoology is required of all students and a second term's work is offered to students pursuing the English course. Although it is the intention to give as broad a view of the animal kingdom as possible, more attention is paid to the study of insects and birds. A type of each one of the prominent orders of insects is carefully studied, and a more rapid examination is made of a number of other insects, nearly related to the type forms. The external features and diagnostic characteristics are emphasized in this study. Insect life is also studied in the field. Students are asked to make excursions, under direction of the instructor, for purposes of observation, and collections. In this way much valuable information is obtained in regard to the life, habits, peculiarities and habitats of common insects. Reports of field work, and a discussion of these reports in class afford ample opportunity to suggest the best methods of collecting, caring for and using in school work the material secured. In a similar way the principal orders of birds are studied. By an examination of a few type forms, the student becomes familiar with the distinguishing characteristics of these groups; and through observation in the field, the character, habits, food and mode of flight become known.

For those students who continue the work through a second term, a more extended study is made of fishes, reptiles and mammals.

Physiology and Hygiene. Physiology and hygiene constitute one term's work. The course is made thorough and practical. Animal tissue is used to illustrate the principal points of the study. A well articulated skeleton makes plain all the points in skeletal structure, arrangement and movement. After a careful study of the skeleton the muscular system is taken up. Under this subject are studied, not only the structure, attachment and function of muscles, but the law governing muscular health. The need of exercise, the amount of exercise, and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follows 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.

The course throughout is adapted to the needs of the teacher, and school hygiene in particular is emphasized. Many of the simple facts of child study are explained and discussed, especially, difficulties with the eye and ear, which are so prevalent in the school room.

ELEMENTARY SCIENCE.

Elementary Science is the term applied to the study of those phases of the natural sciences, which are best adapted for study in the graded schools of the state. The work of the course is largely in the form of lectures, supplemented, occasionally, by reference work, and illustrated as fully as possible by demonstration from the rapidly increasing collections in the museum. The course is necessarily modified from year to year to keep pace with the advance of scientific knowledge, and to better adapt it to the preparation of those entering the classes. 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. The student who has completed the prescribed work should have a larger fund of accurate, scientific knowledge from which to draw in teaching, and a greater and growing interest in nature and natural objects.

Geology, botany, zoology and meteorology are the sciences studied.

The following topics suggest the nature of the course: A brief story of the formation of the earth; the principal rocks, their formation, character and occurrence; the various stages of the formation of soils from rock debris, especial attention being paid to Minnesota soils; plants studied not as flowers, but as living things; the nature of plant food, its source and the way in which the plant obtains it; the flower, its use to the plant, and the relation of insects to it; plant movements and the various methods of seed dissemination; the life history of insects available for school room use, illustrated by the moth and butterfly; the fish and frog are taken up in a similar way; in meteorology, winds, clouds, and storms are discussed in connection with season changes.

THE MUSEUM.

There is a tendency in modern education which strongly emphasizes the use of the eye. The use of objects, illustrative material, laboratory methods and nature study all show forcibly this trend. Since this is true, the right kind of a museum should be found in every school, side by side with the library. It should supplement the library, and be supplemented by it. It can be made to enrich, more or less, almost every study in the curriculum, and especially is this true of the subjects of reading, history, geography and the sciences.

The old style museum, which was a heterogeneous collection of curios, cannot do this, and is giving way to the new, which should be a carefully selected collection of material that has a practical bearing on the needs in question. Such a collection the Moorhead Normal plans in time to have. The museum has recently received a very valuable collection of about six hundred flowering plants. This collection comes as exchange material from the botanical survey of Minnesota, and is of inestimable value to the botanical department of the Normal School. The specimens received are typical Minnesota plants, and represent nearly every family of flowering plants common to the state. This material, together with some already on hand, is being worked over and reclassified as rapidly as possible. The new classification is based upon the natural system of Engler and Prantl. When this is completed the herbarium will be thoroughly modernized and in good condition for growth, and it is hoped that friends of the school will bear this in mind in the future. Another valuable acquisition to the museum, is a collection of typical corals from the Philippine Islands. This material was secured through the Minnesota Academy of Natural Sciences. A large number of Minnesota minerals and rocks has also been received from the State Geological Survey.

GEOGRAPHY.

Aims. The aims of the work in this department are to bring the students into intelligently sympathetic touch with the world around them, and to give them a practical working knowledge of life in relation to the earth. The endeavor is to train in power of seeing relations, especially, those of cause and effect, to teach ideas, not definitions, and to develop power of gathering information from best references. Places are located with reference to cause, natural resources are traced back to their geologic and climatic foundation, and industries and products are shown in their true light as consequent upon the natural resources.

First Term. This term is given to the study of physical geography, the time being divided among the subjects of the air, the ocean, and the land. Under the study of the air come the study of the circulation of the winds, the various storms, the different forms of moisture in the atmosphere, all of which are summed up in the practical study of the weather. Daily observations are made and recorded, local conditions analyzed, and forecasts made. In addition to this the official weather maps are studied, and weather maps made from the recorded data. The ocean is studied with reference to its density, the topography of the ocean floor, conditions of deep sea life, the cir-

culatation of the ocean waters in currents, tides and waves, together with their effect upon the climate and conditions of life upon the land. In the study of the land, special emphasis is laid upon the processes by which different land forms are brought into being. Mountain building, the origin of different kinds of rock, the work of the rivers, the work of the weather, glacial action and its effects upon the conditions of life in different countries are made especially prominent. All this is summed up in a somewhat detailed study of the physical features of the United States.

Second Term. The second term's work is based upon that of the first term, and is concerned with a study of the commercial geography of the United States. The different sections are studied with reference to their natural resources, the consequent industries, and the reasons for the location and growth of the leading cities, each point being worked back to its physical basis. Our foreign commercial relations, as well as some more detailed study of our home conditions, are taken up in special, individual topic work in which each student does original research work in the well stocked library at his command. Throughout the entire course note books are kept by each student. These books are criticised several times each term by the teacher in charge, the student being required to make all corrections indicated. Practice is given in free-hand map drawing from memory, in order to give accuracy of knowledge, and skill in the use of chalk and blackboard. In addition to this, each pupil is required to draw, at least, two fine mechanical maps on bristol board. Several lectures are given during the term on the scientific movements and inventions of the day. These are supplemented by repeated reference to current periodicals and standard works with which the library is well supplied.

Methods. This course is open to seniors, and students pursuing the professional courses. The course covers one term. The first part of the term is devoted to an analysis of the problem of education, the end to be reached and the means by which that end is to be attained, a brief review of some of the essential elements of physical geography before attacking the practical problem of lesson plans. Effort is made to get the students into complete possession of the point of view spoken of in the aims of the work of this department, as well as the adaptation of that point of view to the work of the different grades. The latter part of the term is devoted to the practical application of the principles and knowledge gained in the making of lesson plans, and, finally, in putting those plans into practice in the Training Department. Practice in the interpretation of maps, and in drawing them, is, also, given. The comparison of text-books with a view to finding out the essentials of a good text, is taken up with care. No text-book is used.

PHYSIOGRAPHY.

The course in physiography as a separate study, covers but one term, although many of its principles are continually taught in connection with mathematical and political geography. The object of the course is to familiarize the student with the common physiographic processes, and through this study to lead him to a better knowledge of the great surface features of the earth,—their history and development. The study is begun with the earth as a whole; its origin and early development are touched upon, although little time is given to the astronomical phase of the subject. Next, are taken up in about the order given, the atmosphere, its extent, composition and properties; temperature and moisture of the atmosphere; winds and ocean currents, their causes, characteristics and effects upon climate; clouds, their causes, appearance and accompanying phenomena; the water, its distribution, composition and properties; springs, hot and cold, their occurrence and effect on land forms. Much attention is paid to rivers as erosive agents. Various river systems are studied in a comparative way in order to make clear the characteristics, which indicate the age of rivers, as well as to show the varied and complex land forms, which have been carved out by river agency. Land forms are further studied as to their origin and growth as influenced by ocean erosion, volcanic and earthquake activity, and the gradual upheaval and subsidence of the earth's crust. Some time is devoted to the discussion of the general distribution of plant and animal life over the globe, and the principles underlying such distribution.

DRAWING.

Considering that the real value of the study of drawing should be to develop the mind, thereby increasing the power and habit of observation and adding to the capacity for enjoyment of the world about us, we endeavor to give our students such training as will awaken in them these things, together with a desire, on their part, to do the same in their own schools, later. All this, instead of furnishing them with material to be used again in exact repetition, for we feel that the true art training should awaken those creative and imaginative faculties, which lie dormant in every mind, and which, once awakened and trained, will make original work possible.

The course of study includes work in Drawing, Water-color, Painting, Original Design, and Historic Ornament.

First Term. Drawing. Painting.

Second Term. Drawing. Painting. Designing. Historic Ornament.

Methods. Practice in the work of first and second terms with practical ways of presenting it in the class-room.

I. Drawing. 1.—Study of type forms and the laws of simple perspective, as exemplified in geometrical blocks, such as the cube, sphere, cylinder, and in objects based upon them. Study is also made of the casts. In all this work we use pencil or charcoal.

2.—Sketching from Life. A study of the human figure in character-poses. For this work a model is secured, dressed to represent some character in life or fiction, and the class make sketches from the pose, in pencil or charcoal. These sketches may afterwards be used as parts of original compositions, being reproduced from memory. In this way we develop the power to illustrate, and to aid in this, the students' attention is called to the work of our modern illustrators, and collections of their works are made.

3.—Sketching Out-of-doors. Whenever it is possible, the class is taken out-of-doors. Sketches made from the window, or from memory, aid also in awakening in the student a love for nature in its varying aspects, and the power of seeing beauty in apparently common-place surroundings.

II. Water-color Painting. Wash-drawings in monotone, and color work from still-life, landscape and pose. The same ends are kept in view, as in the drawing, with the added study of color and the use of the brush, as a means of expression.

III. Original Design. 1. Study of the elementary principles of design and the working out of simple problems of original designs arranged to stimulate the imaginative and creative elements of the mind, and applied to things of use in both home and school. The culture which comes from the study of beautiful forms of art must be experienced to be appreciated, and its value is not, therefore, so evident as that of illustrative art. Nevertheless the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools so that its influence is widely felt we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world along these lines.

2. Harmony of color, as applied to original designs.

IV. Historical Ornament. In dealing with this branch of the work, we employ whatever text is available, accompanying it with photographs, colored plates and lectures.

It is our aim to supplement the work of this department by occasional lectures upon the lives and works of the great masters in Art, together with reproductions of their masterpieces.

MUSIC.

In the study of music, the most important ends to be attained, are musical appreciation, and the ability to read at sight. The pupil should also gain a knowledge of music, as related to his mental, moral and physical development, to better realize the value of this factor in his education.

First Term. The work of the first term is largely that of tone production, sight-reading and singing, and the writing of scale forms and original melodies. In this latter work, the pupil displays a knowledge of the rudiments of music, while developing any creative genius he may possess. Individual effort is made by the pupils, thus establishing a confidence in themselves that could not be gained in any other way.

Second Term. In the second term, the pupil deals with more intricate musical problems, theoretical and practical, as in the study of rhythm, intervals, modulation, etc. Elementary Harmony is studied, and, also, a history of music and musicians. Topics are assigned for weekly discussion, having a logical bearing upon the matter in hand.

Methods. The work in the Methods Class comprises the work of the first and second terms; and, also, the study of rote songs, a review of the books in the Modern Music Series, the methods for presenting music in the grades, and a practical application of these methods.

HISTORY.

The courses as now organized extend through six terms and include two terms of American history, two terms of general history, one term of methods and one term of English history.

Aims and Methods. A special feature of the work is the attempt to give some insight into the materials of history and to encourage acquaintance with the literature of the subject. Extensive use is made of the library. There is systematic instruction in the various aids to reference, and special practice in running down facts expeditiously. Authorities are investigated as well as the facts they allege. It is not enough that a book says so. What book? And what are its pretensions to accuracy worth? These are questions that must be ever present, if a foundation is to be laid for using books with discrimination. There are selected excursions into the sources. The pupil travels, for short distances, the roads the historian must travel and begins to see how history is written. Outside reading is assigned with every lesson and followed up in class. Much written work is



A STUDENT'S ROOM IN NORMAL HALL.

required for its value in securing proper arrangement of matter and conciseness of statement. Each pupil is given one topic for somewhat exhaustive study, a topic that takes him to a considerable number of books and occupies his full reading time for several weeks. The other special topic work is arranged in short studies, few requiring more than two hours for preparation. Specific reference to authorities is insisted upon in every exercise.

Greek and Roman History. This course comprises the complete history of Greece and the history of Rome down to the establishment of the empire under Augustus. The term's work is brought to a close with this event, not only because this arrangement offers a better adjustment of the ground to be covered in the two terms allotted to general history, but because the decline and fall of the empire is so intimately interwoven with the history of the Middle Ages as to be inseparable from it. As a groundwork for intelligent study of the ancient civilizations of Greece and Rome, the geography of the Mediterranean world is taken firmly in hand. Such important constitutional matters as the development of democracy at Athens and the prolonged struggle between the patricians and plebs at Rome are made the subject of faithful study, and the student is led to see their relation to modern political progress. The peculiar civilizations of Sparta and Athens are contrasted, and in connection with the Persian and Peloponnesian wars, an analysis is made of the causes that tended to keep the Hellenic world from ever uniting into a centralized nation. In following the career of Rome through the several steps by which she became a world empire, an attempt is made to keep the Roman law and administrative institutions in the foreground. The distinct contributions of the Greeks and Romans to civilization are emphasized.

Mediaeval History. Mediaeval history begins, when the map of Europe shows but two grand divisions—the Roman empire and the barbarians; when Latin and Greek are the only languages; when the people are essentially pagan or heathen, and when all civilization is found south of the Alps. It ends, when many separate and independent states have quite displaced the barbarians; when Greek is spoken only within a narrow territory, and Latin has become the language of the educated only; when heathenism has given way entirely to Mohammedanism on the one hand and Christianity on the other, and when civilization has passed triumphantly beyond the Rhine and the Danube. Hence the study of the period concerns itself with the invasions and migrations of the barbarians; the rise of modern nations; the spread of Christianity, together with its important institutions, monasticism and the papacy; the development of the barbarian dialects into vigorous literary languages, feudalism, the crusades and the free towns.

English History. Fundamentally English history is American history. In descent, in language, literature, common law and forms of government, we are indebted to England more than to any other country. Without a knowledge of her history, as regards both her institutions and her government, we cannot fully understand our own. The great documents that have insured liberty and self-government to Englishmen on the island, have in the end guaranteed the same rights to Englishmen everywhere. Her government, moreover, is the purest development of the Germanic type, unmodified by Rome, that the world has seen. In her history we can trace, as we cannot in our own, the evolution of a race from its infancy to an ascendant maturity. For these reasons the history of England is given thorough and sympathetic study, care being taken, while emphasizing the important constitutional features, that the inspirational elements—the heroic examples that make for patriotism—shall not be neglected. Significant events in European history that touch England's interests are woven into her history. Wide reading is encouraged and specific references are frequently given. Each student prepares a special report during the term, which he presents orally to the class from an outline.

United States History. The work covers the entire period of United States history from the discovery of America down to the present time. Enough European history is used to make our own history intelligible, and to give it its proper setting in the history of the world. History is a distinctly sociological study dealing with the varied fortunes of both individuals and nations. The foremost aim in this work in United States history is, therefore, to fill the subject with human content, and to give the student, not merely a knowledge of, but, also a living interest in the leading social forces, which have made the nation what it is. Great men and events are the centers about which historical information is gathered, and the causal connection between events and periods in our history is continually emphasized. The work in United States history is greatly facilitated by a very liberal assortment of excellent reference books. Much use is made of these books in broadening and deepening the knowledge obtained from the regular text.

CIVICS.

Governments are concrete realities, the outgrowth of experience. They are being constantly modified to meet existing conditions. Hence the rational method of approaching our governmental institutions as we find them to-day, is that which first explains their origin and then indicates the processes through which they have ac-

quired their present form. The local organizations—the town, county, village and city—are therefore treated historically first, and critically afterwards. The state is next considered, in the same manner, thus giving a safe foundation for an intelligent and exhaustive study of the United States and its constitution. Careful attention is given to the colonial governments and to the successive steps toward consolidation that finally led up to the constitutional convention. Detailed comparisons are occasionally made between the various organizations. Subjects that are of practical importance and sufficiently finite are given special treatment. Such, for instance, are the following:—How laws are made, taxes levied, elections conducted; how the electoral vote is taken; how territories are organized and states admitted; how the public lands are surveyed and the congress organized. In connection with this work the classes are occasionally organized into judicial or legislative bodies, and trials or debates are conducted involving questions of moment.

SOCIAL SCIENCE.

No attempt is made to give anything like a comprehensive view or a searching analysis of society. Only the more common and practical relationships of life are studied. Yet a sufficient insight is gained to bring new light to bear upon education, and to add new significance to its aims and methods. The subject is presented topically, with Small and Vincent's "Introduction to the Study of Society" as a text-book. Frequent papers are required of the students on topics suggested by class discussions. Illustrations are drawn from local conditions, and local institutions as far as possible.

THESIS.

Each candidate for graduation will be required to present to the faculty a graduating thesis. The subject of the thesis must be filed with the registrar at the close of the winter term. The thesis must be a record of independent investigation of some subject included in the scope of the student's professional work. The thesis will be submitted to a committee of the faculty for review and criticism.

Catalogue of Students.

FOR THE YEAR 1901-1902.

Normal Department.

ADVANCED PROFESSIONAL COURSE.

SENIORS.

Angus, Bertha B.	Garfield
Bell, Ethel	Fergus Falls
Erickson, Nellie	Fergus Falls
Johnson, Della E.	Fergus Falls
Mason, Adelalde E. P.	Alexandria
Wessberg, Matilda	Fergus Falls

SENIOR LATIN.

Curtis, Bertha C.	Moorhead
Mackall, Henry C.	Moorhead
McIntosh, Annie	Bathgate, N. D.
Parkhill, Jennie A.	Pelican Rapids
Partridge, Jennie W.	Moorhead
Wagner, Lulu E.	Moorhead

SENIOR ENGLISH.

Walla, Anna M.	Horace, N. D.
----------------	---------------

ELEMENTARY PROFESSIONAL COURSE.

Atkinson, Florence	Barnesville
Bohlke, Mae L.	Walpeton, N. D.
Brown, Myrtle F.	Bismarck, N. D.
Clauson, Esther E.	Alexandria
Col-shour, Edith M.	Detroit
Emerson, Nella E.	Stillwater
Fuller, Myrtle A.	Moorhead
Haenert, Annie A.	Fergus Falls
Haug, Barbara E.	Duluth
Hoy, Vera G.	Austin
Jacobson, Alma C.	Fergus Falls
Knapton, Alice M.	Brandon
Long, Elizabeth M.	Stillwater
Marth, Winnie L.	Barnesville
McGuire, Eliza J.	Crookston
McNerthney, Elizabeth	Red Lake Falls
McVicker, Alta H.	Fargo, N. D.
Monson, Gertrude	Moorhead
Porter, Edith M.	Detroit
Rhoads, Louise M.	Stillwater
Rygh, Margaret	Elbow Lake
Sharp, Julia A.	Moorhead
Yemen, Lillian V.	Ripley, Ont.

ADVANCED PROFESSIONAL COURSE.**FIRST YEAR.**

Child, Charlene J	St. Paul
Higbee, Margaret G.	Fargo, N. D.
Kinne, Elizabeth E.	Fargo, N. D.
Stone, Genevieve H.	McHenry, N. D.
Thompson, Esther L.	Fergus Falls

JUNIOR LATIN.

Anderson, Anna E.	Moorhead
Briggs, Virginia M.	Pelican Rapids
Darrow, Elizabeth	Fargo, N. D.
Freeman, Minnie L.	Moorhead
Gullickson, Martin H.	Fertile
Johnson, Hannah	Barrett

Klumber, Alta M.	Clitherall
Larson, Lewis	Barrett
May, Clyde F.	Moorhead
May, Wayne H.	Moorhead
Neal, Florence V.	Fargo, N. D.
Rice, Addie L.	Fargo, N. D.
Ronningen, O. E.	Norwegian Grove
Wardeberg, George	McIntosh

JUNIOR ENGLISH.

Askegaard, Eugene M.	Comstock
Askegaard, H. O.	Comstock
Bergh, Otto	Hendrum
Bilsborrow, James D.	Wolverton
French, Bertha I.	Fargo, N. D.
Hendrixson, Alice	Fargo, N. D.
Hill, R. A.	McIntosh
Hyslin, John	Daniels, N. D.
Johuson, Dora L.	Sabin
Larson, Emil	Barrett
McGuire, Lucy E.	Hegbert
Plowman, Grace	Luce

THIRD YEAR LATIN.

Babst, Harry F.	Moorhead
Barnes, Carrie	Ashby
Brophy, Ethel M.	Glyndon
Collton, Mary	Moorhead
Curran, Mary	Moorhead
Gage, Leslie	Fargo, N. D.
Hogelund, Selma C.	Fargo, N. D.
Hort, Charles	Switzerland
Landblom, Ida	Fargo, N. D.
McIntosh, Mabel B.	Drayton, N. D.
McKenzie, Jessie G.	Wild Rice, N. D.
Pilot, Ruby E.	Kent
Tripp, Flora B.	Moorhead
Van Houten, Bessie A.	Moorhead

THIRD YEAR ENGLISH.

Boe, Hannah M.	Lake Park
Bolster, Clara B.	Moorhead

Hannebohl, Anna	Moorhead
Haunebohl, Louise	Moorhead
Hannebohl, Theresa	Moorhead
Johnson, H. E.	Tintah
Lamb, Elizabeth E.	Moorhead
McCabe, Margaret O.	Navan
McGrath, Cornella	Barnesville
McGuire, Nellie	Crookston
McKenzie, Margaret	Wild Rice, N. D.
Monten, Florence H.	Fargo, N. D.
Moran, Ruby M.	Moorhead
Nelson, Nellie A.	Fargo, N. D.
Page, Armandine	Crookston
Pederson, Ella	Underwood
Putney, Charles	Moorhead
Still, Olive	Moorhead
Urness, Charlotte	Moorhead

SECOND YEAR LATIN.

Adler, Grace	Moorhead
Bjerken, Borgal J.	Kindred, N. D.
Casey, Martin	Crookston
Comstock, George M.	Moorhead
Erickson, Emma S.	Wheaton
Gormley, Bessie	Fargo, N. D.
Head, Clara L.	Rothsay
Hedlund, Hedvig	Moorhead
Johnson, Estella	Moorhead
Matheson, Amer C.	St. Hilaire
McKenzie, Grace M.	Wild, Rice, N. D.
Mudgett, Ethel	Fargo, N. D.
Murphy, Tena	Moorhead
Redpath, Georgia M.	Frazee
Shave, Ethel	Hawley
Stillman, Gertrude	Fargo, N. D.
Sunju, Edith	Ashby
Tillotson, Sibyl	Moorhead
Walker, Margaret G.	Harlem, N. D.
Westlund, Ottilla	Harwood, N. D.

SECOND YEAR ENGLISH.

Aabye, Clara	Perley
Barnard, Earl M.	Moorhead

Duncanson, Elva
 Finstuen, Rina T.
 Fuqua, Leslie
 Hanson, Mary A.
 Hanson, Henry O.
 Johnson, Inga
 McKenzie, Daisy M.
 Nash, Julia
 Natwick, Clarence A.
 Nelson, Caroline E.
 Olson, Mary D.
 Roach, Nellie
 Rusfeldt, Irena
 Russell, Elen E.
 Skree, Josephine
 Skullerud, Lydia
 Solberg, Dora
 Watterberg, Anna S.
 Westberg, Selma M.

Glyndon
 Moorhead
 Detroit
 Lake Park
 Lake Park
 Abercrombie, N. D.
 Wild Rice, N.D.
 Chaffee, N. D.
 Twin Valley
 Lake Park
 Lake Park
 Moorhead
 Hawley
 Jamestown, N. D.
 Hawley
 Comstock
 Twin Valley
 Dibley
 Moorhead

FIRST YEAR LATIN.

Bennett Lillian
 Brock, Josie A.
 Espeseth, Anna
 Freeman, Doura E.
 Loudon, Blanche
 Peterson, Lerol F.
 Rustad, Harriet
 Simonitsch, Edward V.
 Simonitsch, Frances M.
 Tillotson, Ben F.
 Weld, Moselle E.

Moorhead
 Page, N. D.
 Erskine
 Moorhead
 Moorhead
 Moorhead
 Kurtz
 Moorhead
 Moorhead
 Moorhead
 Moorhead

FIRST YEAR ENGLISH.

Almen, Hilda
 Amundson, Mary C.
 Anderson, Charles E.
 Anderson, H. F.
 Aune, Julia
 Berg, Inga C.
 Boe, Alaila S.
 Braman, Gertrude I.

Nash, N. D.
 Hawley
 St. Hillaire
 St. Hillaire
 Wall Lake
 Battle Lake
 Lake Park
 Navan

Bucklin, Cora M.	Hancock
Campbell, Walter	Moorhead
Chase, Etta M.	Fergus Falls
Chilton, Evelyn M.	Frazee
Christopherson, Mary A.	Moorhead
Cobb, Anna	Fargo, N. D.
Colliton, Frank	Moorhead
Cornell, Clarence W.	Kurtz
Dally, Richard	Moorhead
Danielson, Henry	Perley
DeVine, Stella A.	Frazee
Ellestad, Caroline A.	Kindred, N. D.
Englebert, Anna R.	Kennedy
Engelbert, John A.	Kennedy
Floberg, Olof A.	Moorhead
Finne, Hannah	Georgetown
Flisk, Ada M.	Euclid
Fitzgerald, Cora	Moorhead
Gaare, Joseph	Perley
Gaare, Oscar M.	Perley
Gaffy, Effie	Barnesville
Gaffy Lottie	Barnesville
Halsten, Denah	Fargo, N. D.
Hanson, Alice	Underwood
Hanson, Anna	Moorhead
Helmark, Bessie M.	Clifford
Helmark, Elma V.	Clifford
Helmark, Mary C.	Clifford
Helmark, Oscar M.	Clifford
Hendry, Ruth	Frazee
Hetherington, Mildred L.	Elbow Lake
Hiller, Helen M.	Wheaton
Hiller, Tillie D.	Wheaton
Holton, Stella A.	Red Wing
Hongness, Gustav	Moorhead
Horne, Maud E.	Kennedy
Houske, Leonard	Halstad
Hovden, Conrad	Perley
Hovren, Julla	Battle Lake
Johnson, Huldah	Wolverton
Johnson, Nellie	Kindred, N. D.
Johnson, Selma	Gossen
Jones, Abner	Moorhead
Jones, David L.	Moorhead
Jones, Hannah M.	Navan

Kjos, Clara H.	Fargo, N. D.
Laithe, Lulu H.	Moorhead
Largis, Alfred M.	Twin Valley
Larson, Albert	Barrett
Larson, Edith	Carrington, N. D.
LaRue, Guy E.	Fargo, N. D.
Lillo, Ida M.	Lillo
Lind, John A.	Tintah
Lovsnes, Marie E.	Halstad
Lunder, Caroline	Moorhead
Malchose, Mary C.	Sabin
McCubrey, Raymond G.	Moorhead
McEvers, Lura A.	Sabin
McKenzie, Frank A.	Wild Rice, N. D.
Millar, Jessie	Angus
Monson, Lillie	Argusville, N. D.
Monson, Louise	Moorhead
Munson, Ella A.	Detroit
Nelson, Amber E.	Euclid
Nelson, Emma	Moorhead
Ness, John	Kragnes
Olund, Helma C.	Pepin, Wis.
Pearson, Clara H.	Fargo, N. D.
Peterson, Ida C.	Underwood
Plowman, May	Luce
Pomeroy, Curtis	Moorhead
Rice, Irene L.	Fargo, N. D.
Rustad, Teresa A.	Kurtz
Rye, Ella B.	Fargo, N. D.
Skogen, Alice	Fargo, N. D.
Smith, Retta	Fargo, N. D.
Sovig, Henry	Erskine
Southworth, Edith L.	Dibley
Staske, Hugo	Moorhead
Stanley, Olive	Elbow Lake
Strachan, Grace B.	Barnesville
Swenson, Peter G.	Herman
Tetz, John	Harvey, N. D.
Thompson, Alex	Moorhead
Thompson, Anna F.	Mapleton, N. D.
Thompson, Sophia A.	Moorhead
Thoreson, Nettie	Squeler P. O.
Tingdahl, H. E.	Hitterdal
Tuffs, Vina E.	Deer Creek
Watterberg, Sarah O.	Dibley

Westberg, Claus A.
Williamson, Charlotte
Wright, Elizabeth L.
Wright, Rena

Moorhead
Hanaibal, Mo.
Perley
Navar

Elementary School.

EIGHTH GRADE.

Anderson, Josephine
Askegaard, Dan
Benson, Amelia
Bjorkquist, Anna
Bjorkquist, Stella
Bjerken, Sigurd
Brown, Belle
Carlander, Clara
Carlander, Garda
Campbell, Walter
Elton, Belle
Enger, Ida
Floberg, Edna
Friberg, Amy
Friedland, Minnie
Gaffy, Lottie
Hanson, Millie

Hegden, Lena
Holm, Esther
Herried, Oscar
Huff, Goodwin
Johnson, Charlotte
Johnson, Rhoda
Johnson, Selma
Larson, Randa
Malloy, Ambrose
Meeker, Dean
McGill, Nellie
Moe, Josie
Olsen, Selma
Preston, Elsie
Reif, Fred
Scribner, Clinton
Weideman, Henry

SEVENTH GRADE.

Abbot, Maude
Adler, Irene
Almquist, Reuben
Amundson, Ida
Anderson, Anna
Bekkems, Sophia
Bloomquist, Judith
Bennet, Alba
Bjorkquist, Hildur
Bjorkquist, Gunnar
Bjerken, Olaf
Brink, Rebecca

Friest, Adolph
Friberg, Hanna
Hannabohl, France
Hanson, Hulda
Holm, Alma
Johnson, Amanda
Johnson, Clara
Lovestad, Helga
McSteffen, Martha
Olsen, Alma
Peterson, Hulda
Rosal, Mabel

Dudrey, Howard
 Eastlund, Eric
 Staake, Ruth
 Swenson, Ruth
 Strathdee, James
 Tangen, Alice

Rost, Mathilde
 Shaver, Minnie
 Tilseth, Nora
 Thompson, Hans
 Walla, Nora

SIXTH GRADE.

Anderson, Hilda
 Carlson, David
 Garson, Henry
 Grant, Lyle
 Guidvick, Adolph
 Jacobson, Alma
 LaPash, Annie
 Loudon, Jessie

Lundin, Florence
 Lyman, Drusy
 McKenzie, Jennie
 Nordquist, Oscar
 Nye, Gordon
 Parker, Myrza
 Peterson, Jennie
 Weld, Lucy

FIFTH GRADE.

Eastlund, Nettie
 Eastlund, Teddy
 Flore, Olaf
 Freeman, Elsie
 Friest, Edward
 Hedlund, Nannie
 Herried, Edwin
 Holmes, Alvina

McChesney, Ella
 Patterson, Georgia
 Parker, Gwladys
 Peterson, Carl
 Rosel, Emma
 Strathdee, Frank
 Tilseth, Edith
 Wright, Albert

FOURTH GRADE.

Abbott, Louise
 Bjorkquist, Erick
 Carlander, Esther
 Dudrey, Hazel
 Freeman, Esther
 Goodman, Silvia
 Hedlund, Abel
 Holm, William
 Holmquist, Esther

Johnson, Albert
 Johnson, Henry
 Langseth, Elizabeth
 LaPash, Carrie
 Peterson, Alma
 Stalley, Francis
 Strand, Carrie
 Saunders, Rosa

THIRD GRADE.

Banaick, Amanda
 Bannck, Linut
 Carlson, Annie
 Flore, Annie

Gorman, Iola
 Guldvick, Johannes
 Stalley, Harold
 Strathdee, Robert

SECOND GRADE.

Bjorkquist, Oscar
 Carlson, Carl
 Carlander, Jarl
 Friberg, Hilma
 Flore, Bertha
 Guldvick, Albert

Jacobson, Clarence
 LaPash, Martin
 Manchenbaker, Gerald
 Porteous, Lawrence
 Staake, Hildegard
 Willson, Josephine

FIRST GRADE.

Bjorkquist, Mary
 Hardie, Willie
 Johnson, Eddie
 Jacobson, Morris
 Odanweller, Bernie
 Probst, Antony

Probst, Barbara
 Peterson, Ellen
 Reed, Martha
 Tilseth, Laura
 Whitney, Melvin
 Wright, Willie

SUMMARY.

Normal Department	-	-	-	-	-	254
Elementary School	-	-	-	-	-	150
Total	-	-	-	-	-	<u>404</u>

Graduates Calendar.

June—1902.

ADVANCED PROFESSIONAL COURSE.

Angus, Bertha B.	Garfield
Bell, Ethel	Fergus Falls
Erickson, Nellie	Fergus Falls
Johnson, Delia E.	Fergus Falls
Mason, Adelaide E. P.	Alexandria
Wessberg, Matilda	Fergus Falls

SENIOR LATIN.

Curtis, Bertha C.	Moorhead
Mackall, Henry C.	Moorhead
McIntosh, Annie	Bathgate, N. D.
Parkhill, Jennie A.	Pelican Rapids
Partridge, Jennie W.	Moorhead
Wagner, Lulu E.	Moorhead

SENIOR ENGLISH.

Walla, Anna M.	Horace, N. D.
----------------	---------------

ELEMENTARY PROFESSIONAL COURSE.

Atkinson, Florence	Barnesville
Brown, Myrtle F.	Bismarck, N. D.
Clauson, Esther E.	Alexandria
Colehour, Edith M.	Detroit
Emerson, Nella E.	Stillwater

Fuller, Myrtle A.	Moorhead
Haenert, Annie A.	Fergus Falls
Haug, Barbara E.	Duluth
Hoy, Grace V.	Austin
Jacobson, Alma C.	Fergus Falls
Long, Elizabeth M.	Stillwater
McGuire, Eliza J.	Crookston
McNerthney, Elizabeth	Red Lake Falls
McVicker, Alta H.	Fargo, N. D.
Monson, Gertrude	Moorhead
Porter, Edith M.	Detroit
Rhoads, Louise M.	Stillwater
Rygg, Margaret	Elbow Lake
Sharp, Julia A.	Moorhead
Yemen, Lillian V.	Ripley, Ont.

CERTIFICATE COURSE.

Askegaard, H. O.	Comstock
McGrath, Cornelia	Barnesville
McGuire, Nellie	Crookston
Moran, Ruby M.	Moorhead



Alumni Association.

Officers 1901-1902.

LOUISE MERRITT, '90.....*President*
 JULIA M. SHIELDS, '95.....*Corresponding Secretary*
 OLGA BJORKQUIST, '01.....*Recording Secretary*

Name	Year	Class	Residence
Adams, Bessie M.....	1901	Advanced	Fergus Falls
Agern, Bertha.....	1900	Elementary.....	Fergus Falls
Ahlberg, Anna.....	1900	Elementary.....	Newfolden
Alsop, Jessie M.....	1894	Advanced	Moorhead
Ambs, Frederick J.....	1901	Advanced.....	Moorhead
Amsden, Cleora M.....	1897	Elementary.....	Moorhead
Amundson, Martha J.....	1901	Elementary.....	Becida
Anderson, Kathinka.....	1900	Elementary.....	Perley
Anderson, Mabel C.....	1901	Elementary	Alexandria
Atkinson, Edith M.....	1900	Elementary.....	Barnesville
Aune, Bernt, 1899, Elem.....	1900	Advanced.....	Norman, N. D.
Bagley, Nannita M.....	1892	Elementary	Moorhead
Baker, Lucretia J.....	1900	Elementary.....	Hope, N. D.
Baker, Maude M.....	1896	Elementary	Moorhead
Baldwin, Charles S.....	1894	Elementary.....	Felton
Barlow, Jennie M.....	1900	Elementary.....	East Grand Forks
Beach, Jessie M.	1899	Elementary.....	Fergus Falls
Bell, Gertrude G.....	1890	Advanced.....	Moorhead
Benson, Jelmer P.....	1901	Advanced.....	Lake Park
Bennett, Rose C.....	1895	Elementary.....	Graceville
Bergh, Casper E.....	1901	Elementary.....	Hendrum
Bergh, Manda.....	1901	Elementary.....	Hendrum
Bergh, Otto I.....	1901	Elementary.....	Hendrum
Bergland, Julia.....	1890	Elementary.....	Hawley
Bernhard, Ida H.....	1900	Elementary.....	Comstock
Bernhard, Lottie.....	1900	Elementary.....	Comstock
Berns, Jerome W.....	1900	Elementary	Perham

Name	Year	Class	Residence
Bilsborrow, Geo. B.....	1897	Elementary.....	Wolverton
Bittner, Alma R.....	1892	Advanced.....	St. Peter
Bittner, Augusta H.....	1892	Elementary.....	St. Peter
Bissonette, Corene I.....	1892	Advanced.....	Fargo, N. D.
Bjorge, Annie M.....	1899	Elementary.....	Lake Park
Bjorge, Henry O.....	1893	Elementary.....	Lake Park
Bjorkquist, Olga O.....	1901	Elementary.....	Moorhead
Bodkin, Ada D.....	1895	Elementary.....	Moorhead
Boe, Alfred S.....	1897	Elementary.....	Lake Park
Bohlke, Nita O.....	1901	Elementary.....	Wahpeton, N. D.
Borchert, Marie E.....	1897	Elementary.....	Bird Island
Boyce, Ida M.....	1898	Elementary.....	Minneapolis
Bradley, Clara.....	1899	Advanced.....	Jamestown, N. D.
Bronniche, Cato S.....	1897	Elementary.....	Benson
Brotherton, Sadie C.....	1900	Elementary.....	Stillwater
Brustuen, Clara T.....	1901	Elementary.....	Appleton
Bull, Bessie E.....	1901	Elementary.....	Mapleton, N. D.
Burbank, Elizabeth W.....	1896	Elementary.....	Fergus Falls
Burdick, Mildred E.....	1898	Elementary.....	Pelican Rapids
Burnett, Sadie M.....	1900	Elementary.....	Nayan
Busness, Cecelia.....	1900	Elementary.....	Erhard
Buttz, Beatrice E.....	1901	Elementary.....	Buttzville, N. D.
Caldwell, Ada P.....	1899	Elementary.....	Ada
Caldwell, Elizabeth.....	1899	Elementary.....	Moorhead
Caldwell, George H.....	1898	Elementary.....	Enderlin, N. D.
Campbell, Martha.....	1897	Advanced.....	Omro, Wis.
Carlson, Alpha H.....	1893	Elementary.....	Lake Park
Carlson, Carrie L.....	1895	Elementary.....	Stephen
Carlson, Grace T.....	1897	Elementary.....	Stephen
Carpenter, Anna L.....	1896	Elementary.....	Moorhead
Carpenter, Doris F.....	1896	Elementary.....	Moorhead
Chesborough, Sadie M.....	1900	Elementary.....	Clitherall
Chesley, Eva.....	1900	Elementary.....	Fargo, N. D.
Chilton, Carrie E.....	1896	Elementary.....	Frazee
Chilton, Marie L.....	1900	Elementary.....	Frazee
Chisholm, Catherine T.....	1898	Elementary.....	Stillwater
Christie, Blanche H.....	1898	Elementary.....	Alexandria
Clauson, Christine C.....	1901	Elementary.....	Ashby
Clauson, John K.....	1901	Advanced.....	Ashby
Cockroft, Ada W.....	1899	Elementary.....	Fergus Falls
Cole, Esther M.....	1900	Elem., Ad. 1901.....	Fergus Falls
Coliton, Elizabeth M.....	1901	Elementary.....	Moorhead
Collins, Margaret.....	1896	Elementary.....	Minneapolis
Comstock, Ada L.....	1898	Advanced.....	Moorhead

Name	Year	Class	Residence
Connolly, Mary M.....	1901	Advanced.....	Stillwater
Conrick, Maude H.....	1901	Advanced.....	Fargo, N. D.
Corbett, Marion E.....	1900	Elementary.....	Argusville, N. D.
Costello, Maria T.....	1900	Elementary.....	Graceville
Costello, Mechtilda.....	1901	Elementary.....	Graceville
Cover, Agnes B.....	1900	Elementary.....	Stillwater
Crookshanks, Elizabeth.....	1899	Elementary.....	Euclid
Crookshanks, Martha J.....	1891	Elementary.....	Buffington
Darrow, Bertha E.....	1891	Advanced.....	Moorhead
Darrow, Edith I.....	1898	Elementary.....	Moorhead
Davies, Jessie E.....	1898	Elementary.....	Angus
Demars, Stella L.....	1898	Elem., 1893, Advanced.....	Hallock
Dickey, Clara E.....	1899	Elementary.....	Appleton
Dickey, Henry W.....	1890	Advanced.....	Moorhead
Dixon, Pearl E.....	1900	Elementary.....	Stillwater
Dodds, Alma D.....	1901	Advanced.....	Wheaton
Dodge, Lillian R.....	1892	Elementary.....	Fargo, N. D.
Du Rocher, Elizabeth E.....	1900	Elementary.....	Stillwater
Dumble, Marion B.....	1899	Elementary.....	Fergus Falls
Duncan, Maude.....	1901	Elementary.....	Fergus Falls
Dure, Charlotte.....	1901	Elementary.....	Hallock
Eddy, Juna R.....	1890	Advanced.....	Jamestown, N. D.
Embertson, Matilda.....	1900	Elementary.....	Parker's Prairie
Emerson, Addie H.....	1900	Elementary.....	Stillwater
Ensign, Donna R.....	1899	Elementary.....	Detroit
Erickson, Lily A.....	1898	Elementary.....	Wheaton
Eriksson, A. Leonard.....	1900	Advanced.....	Warren
Espeseth, Ingeborg.....	1901	Elementary.....	Erskine
Everts, Maie B.....	1897	Elementary.....	Battle Lake
Fahy, Mary J.....	1900	Elementary.....	Hastings
Fairbairn, Mary J.....	1900	Advanced.....	Stillwater
Fargeman, Anna M.....	1896	Elementary.....	Fergus Falls
Farquhar, Ethel B.....	1901	Elementary.....	Farmington
Fay, Annie.....	1900	Elementary.....	Moorhead
Fay, Mary B.....	1897	Elementary.....	Moorhead
Featherston, Harriet.....	1894	Elementary.....	Fergus Falls
Fermoyle, Mary B.....	1898	Elementary.....	Graceville
Field, Anna.....	1897	Advanced.....	Fergus Falls
Field, Hannah.....	1900	Elementary.....	Carlisle
Flaherty, Catherine F.....	1899	Elementary.....	Minneapolis
Foley, Alice K.....	1900	Elementary.....	Stillwater
Ford, Mabel.....	1900	Elementary.....	Beaton
French, Bertha I.....	1901	Elementary.....	Fargo, N. D.
Frey, May E.....	1900	Advanced.....	Fergus Falls

Name	Year	Class	Residence
Fuller, Hattie B.....	1901	Advanced.....	Moorhead
Gainey, Dennis J.....	1901	Elementary.....	Moorhead
Gardiner, Alice E.....	1897	Advanced.....	Hallock
Gaus, Otilia J.....	1896	Elementary	Minneapolis
Gearcy, Francis M.....	1893	Advanced.....	Fargo, N. D.
Gilpin, Mary T.....	1899	Elementary.....	Alexandria
Goetzinger, Christine C.....	1895	Advanced.....	Fergus Falls
Gray, Clyde D.....	1901	Advanced.....	Mora
Green, Kate.....	1896	Elementary.....	Fargo, N. D.
Hafstrom, Anna.....	1901	Advanced.....	Fargo, N. D.
Hallenberg, A. E. C.....	1899	Elementary.....	Moorhead
Hallenberg, Edla H. C.....	1891	Advanced.....	Fargo, N. D.
Hancock, Anna M.....	1890	Elementary.....	Euclid
Hancock, Ida K.....	1892	Elem., 1898, Advanced.....	Euclid
Hanson, Lizzie.....	1896	Elementary.....	Lake Park
Hanson, Mary A.....	1892	Elementary.....	Lake Park
Head, Georgia W.....	1901	Advanced.....	Rothsay
Hegge, Melvin A.....	1901	Elementary.....	Hickson, N. D.
Henderson, Mary.....	1895	Advanced.....	Minneapolis
Henn, Joseph L.....	1900	Elementary.....	Perham
Hess, Bena.....	1899	Elementary.....	Glen Ullin, N. D.
Hoefling, Lenda Neoma E.....	1898	Elementary.....	Fergus Falls
Hoefling, Orma A.....	1898	Advanced.....	Fergus Falls
Hollinshead, Laura F.....	1900	Elementary.....	Fargo, N. D.
Hopkins, Ellen.....	1897	Elementary.....	Moorhead
Houston, Estelle.....	1900	Advanced.....	Herman
Howard, Lottie M.....	1896	Elementary.....	Wadena
Howe, Hilbert A.....	1901	Elementary.....	Nielsenville
Huggett, Ruth.....	1901	Advanced.....	Ashby
Huston, Julia A.....	1898	Elementary.....	Minneapolis
Hysjulien, Evan.....	1894	Advanced	Elizabeth
Hyslin, John.....	1901	Elementary.....	Daniels, N. D.
Irish, Katherine B.....	1899	Elementary.....	Pelican Rapids
Jones, Cynthia M.....	1901	Elementary.....	Moorhead
Jones, Kate M.....	1897	Elementary.....	Alexandria
Johnson, Delia E.....	1899	Elementary.....	Fergus Falls
Johnson, Elba.....	1901	Elementary.....	Fergus Falls
Johnson, Ira J.....	1896	Advanced.....	Moorhead
Johnson, Mary.....	1901	Elementary.....	Christine, N. D.
Johnson, Maud G.....	1898	Elementary.....	Bathgate, N. D.
Jorgensen, Clara M.....	1894	Advanced	Crookston
Keeney, Mary E.....	1901	Elementary.....	Fargo, N. D.
Kelsey, Lucile F.....	1899	Elementary.....	Clinton, Conn.
Kenyon, Blanche B.....	1896	Elementary.....	Stillwater

Name	Year	Class	Residence
Kittredge, Susie A.....	1892	Elementary.....	Glyndon
Kjelsness, Syvert.....	1900	Elementary.....	Moorhead
Larson, Antoinette.....	1897	Elementary.....	Lake Park
Larson, Christine M.....	1901	Elementary.....	DeLamere, N. D.
Larson, Emma B.....	1897	Elementary.....	Lake Park
Larson, Garda M.....	1892	Advanced.....	Moorhead
Leach, Irene H.....	1901	Elementary.....	Fergus Falls
Leeson, Alice M.....	1900	Elementary.....	Ardoch, N. D.
Lewis, Martin.....	1899	Elementary.....	Lake Preston, N. D.
Liedl, Frances K.....	1901	Elementary.....	Fergus Falls
Liedl, Rose M.....	1900	Elementary.....	Fergus Falls
Lincoln, Fannie M.....	1899	Advanced.....	Fergus Falls
Linner, Anna E.....	1900	Elementary.....	Stillwater
Lofstam, Mary.....	1898	Elementary.....	Detroit
Lommen, Andrew A.....	1892	Advanced.....	Crookston
Lommen, Minnie M.....	1893	Elementary.....	Crookston
Loomis, Nellie C.....	1892	Advanced.....	Fargo, N. D.
Lord, Ethelwyn G.....	1892	Advanced.....	Moorhead
Lord, Inez H.....	1898	Advanced.....	Moorhead
Luger, Claire V.....	1897	Elementary.....	Fargo, N. D.
Luger, Olivia T.....	1896	Elementary.....	Fargo, N. D.
Mackin, Mary E.....	1900	Elementary.....	Wheaton
Magner, Anna.....	1890	Advanced.....	St. Peter
Magner, Catherine.....	1892	Advanced.....	St. Peter
Malloy, Kate.....	1897, Elem., 1898	Advanced.....	Moorhead
Malloy, Minnie.....	1899	Elementary.....	Moorhead
Mann, Ella A.....	1901	Elementary.....	Wadena
Mark, Minnie.....	1899	Elementary.....	Moorhead
Marin, Margaret L.....	1899	Elementary.....	Crookston
Marion, Joseph F. A.....	1898	Elementary.....	Argyle
Martinsen, Oline.....	1901	Elementary.....	Hickson, N. D.
Mason, James D.....	1901	Elementary.....	Ada
McCartney, Agnes.....	1899	Elementary.....	Fergus Falls
McDonald, Gertrude.....	1900	Elementary.....	Sauk Center
McDougal, Elizabeth K.....	1900	Elementary.....	Stillwater
McDowell, Wesley C.....	1896	Advanced.....	Moorhead
McGinn, Mary E.....	1894	Elementary.....	Barnesville
McGonigle, Nina M.....	1899	Elementary.....	Moorhead
McKay, Blanche.....	1899	Elementary.....	Fergus Falls
McKenzie, Annie M.....	1901	Elementary.....	Wild Rice, N. D.
McKusick, Mabelle M.....	1900	Elementary.....	Stillwater
McLaughlin, Gertrude F.....	1900	Elementary.....	Stillwater
McMurphy, Catherine.....	1893	Advanced.....	Harwood, N. D.
McMurphy, Elizabeth.....	1900	Elementary.....	Harwood, N. D.

Name	Year	Class	Residence
McNerthney, Catherine.....	1895	Advanced.....	Red Lake Falls
Merritt, Louise.....	1890	Advanced.....	Moorhead
Mickelson, Edna.....	1900	Advanced.....	Pelican Rapids
Miller, Eula J.....	1901	Advanced.....	Fargo, N. D.
Mitchell, Lura.....	1901	Elementary.....	Fargo, N. D.
Mithun, Louis M.....	1901	Elementary.....	Warren
Mitson, Ivy.....	1900	Elementary.....	Alexandria
Morrill, Lillian M.....	1895	Advanced.....	Fergus Falls
Moran, Anna L.....	1900	Elementary.....	Graceville
Morgan, Ella L.....	1900	Elementary.....	Stillwater
Mulcaby, Nellie.....	1899	Elementary.....	Moorhead
Mumford, Hamilton M.....	1894	Elementary.....	Glyndon
Murphy, Luella.....	1893	Elementary.....	Moorhead
Murray, Helen.....	1901	Elementary.....	Brainerd
Neal, Jessie R.....	1899	Elementary.....	Fargo, N. D.
Nelson, Cora M.....	1901	Elementary.....	Detroit
Nilson, Wilhelm.....	1895	Advanced.....	Fossum
Nolan, Julia A.....	1901	Advanced.....	Stillwater
Norby, Henry E.....	1894	Elementary.....	Lake Park
Norgard, Amanda H.....	1900	Advanced.....	Elbow Lake
O'Brien, Anna C.....	1900	Elementary.....	Graceville
O'Brien, Lydia H.....	1901	Elementary.....	Crookston
O'Connor, Nellie E.....	1901	Advanced.....	Graceville
Olein, Huldah E.....	1895	Elementary.....	Moorhead
Olson, Anna C.....	1892	Elementary.....	Winona
Olson, Henela M.....	1898	Elementary.....	Lake Park
Olson, Lena.....	1899	Elementary.....	Moorhead
Osborn, Alice.....	1899	Advanced.....	Glyndon
Otto, Anne Marie.....	1897	Elementary.....	Bird Island
Parker, John H.....	1897	Elementary.....	Fraze
Parkhill, G. Edward.....	1900	Advanced.....	Pelican Rapids
Park, Wm.....	1892, Elem., 1897	Advanced.....	Moorhead
Patchen, Teresa.....	1895	Advanced.....	Hallock
Patten, Margaret A.....	1895	Elementary.....	Le Sueur
Peterson, Annie R.....	1892	Advanced.....	Fargo, N. D.
Peterson, Luella S.....	1892	Advanced.....	Fargo, N. D.
Peyton, Mary.....	1900	Advanced.....	Wheaton
Pinkham, Estelle.....	1900	Elementary.....	Fargo, N. D.
Pinney, Catherine E.....	1897	Elementary.....	Fargo, N. D.
Pinney, Florence J.....	1899	Elementary.....	Fargo, N. D.
Plummer, Kate B.....	1897	Elementary.....	Fargo, N. D.
Probstfield, Amelia M.....	1896	Advanced.....	Moorhead
Probstfield, Dora C.....	1896	Advanced.....	Moorhead
Qualley, Ethel M.....	1899	Elementary.....	Moorhead

Name	Year	Class	Residence
Remley, Barbara M. A.	1899	Elementary	Moorhead
Renquist, Olive R.	1900	Elementary	Cannon Falls
Rhoads, Charlotte B.	1899	Elementary	Stillwater
Roberts, Edith A.	1896	Advanced	Arthur, N. D.
Roberts, Elizabeth V.	1893	Advanced	Arthur, N. D.
Roberts, Gertrude	1893	Advanced	Arthur, N. D.
Robertson, Laura	1899	Elementary	Fergus Falls
Robison, Hazel C.	1901	Elementary	Fargo, N. D.
Roen, Lena	1901	Elementary	Hickson, N. D.
Rossmann, Ida B.	1896	Elementary	Detroit
Rud, Anna H.	1899	Elementary	Fergus Falls
Rud, Mary G.	1897	Elementary	Fergus Falls
Ruthruff, Luella M.	1897	Elementary	Fargo, N. D.
Sabin, Grace B.	1901	Elementary	La Moure, N. D.
Samuelson, Freda E.	1899	Elementary	Warren
Sand, Annie	1892	Elementary	Elbow Lake
Schirrmann, Sara I.	1900	Elementary	Leeds, N. D.
Scott, Julia	1901	Elementary	Battle Lake
Seely, Maud E.	Elementary, 1900	Advanced 1901	Stillwater
Shellman, Amanda B.	1899	Elementary	Fergus Falls
Shields, Julia M.	1895	Advanced	Pewaukee, Wis.
Shiflett, Henrietta	1900	Elementary	Detroit
Skaug, Julius	1901	Elementary	Beltrami
Skeoch, L. Maude	1900	Elementary	Cooperstown
Smith, Edna W.	1898	Elementary	Sauk Center
Smithson, Dora M.	1900	Elementary	Stillwater
Southam, Frances V.	1900	Elementary	Detroit
Southam, Kate F.	1900	Elementary	Detroit
Southam, Minnie C.	1900	Elementary	Detroit
Staake, Olga E.	1901	Elementary	Moorhead
Stanley, Elizabeth	1901	Advanced	Henning
Stein, Catherine M.	1897	Elementary	Stephen
Sternberg, Sayde	1897	Advanced	St. Paul
Stevens, Frances M.	1898	Elementary	Fargo, N. D.
Still, Ada J.	1896	Elementary	Moorhead
Stimmel, Alice G.	1896	Elementary	Fargo, N. D.
Stinchfield, Laura E.	1899	Elementary	Crystal
Stinson, Alice M.	1900	Elementary	Stillwater
St. John, Eva G.	1901	Advanced	Stillwater
Stuart, Isabella	1900	Elementary	Herman
Stuart, Roberta F.	1900	Advanced	Wahpeton, N. D.
Sundberg, Blanda E.	1901	Elementary	Kennedy
Swanson, Clara M.	1897	Elementary	Fargo, N. D.
Swenson, Anna	1900	Elementary	Ortonville

Name	Year	Class	Residence
Tagg, Amelia C.....	1900	Elementary.....	Fergus Falls
Tang, Severt O.....	1896	Advanced.....	Hawley
Thompson, Emma.....	1900	Elementary.....	Erhard
Thompson, J. Millicent.....	1900	Elementary.....	Fergus Falls
Tillotson, Mary.....	1901	Advanced.....	Moorhead
Tisdell, Louise M.....	1900	Advanced.....	Wheaton
Tobin, Mary M.....	1898	Elementary.....	Minneapolis
Toms, Grace C.....	1901	Elementary.....	Staples
Toner, Anastasia M.....	1900	Elementary.....	Custer
Tonning, Mary E.....	1901	Elementary.....	Moorhead
Tripp, Anna L.....	1901	Advanced.....	Moorhead
Underwood, Elizabeth.....	1899	Elementary.....	Fergus Falls
Vannett, Margueritte W.....	1900	Elementary.....	Fertile
Vivian, Clara.....	1892	Elementary.....	Moorhead
Wagner, Ivy E.....	1900	Advanced.....	Moorhead
Walsh, Jennie E.....	1893	Advanced.....	Fargo, N. D.
Walsted, Mary B.....	1901	Elementary.....	Crookston
Walsted, Nora C.....	1901	Elementary.....	Crookston
Warfield, Sallie R.....	1894	Advanced.....	Fergus Falls
Watson, Claribel.....	1890	Advanced.....	Moorhead
Watson, Maavie F.....	1894	Advanced.....	Moorhead
Weitzel, Josephine F.....	1899	Elementary.....	Minneapolis
Wheeler, Clara K.....	1898	Advanced.....	Mount Pleasant, Ia.
Whelan, Teresa J.....	1900	Elementary.....	Stillwater
Widing, Delia.....	1901	Elementary.....	Moorhead
Williams, Lucy A.....	1899	Advanced.....	Fergus Falls
Williamson, Christine M.....	1900	Advanced.....	Bathgate, N. D.
Wilson, Inez C.....	1900	Elementary.....	Stillwater
Witherow, James M.....	1892	Elementary.....	Hendrum
Wold, John W.....	1896	Elementary.....	Moorhead
Wright, Joseph L.....	1900	Elementary.....	Moorhead
Zuger, Mary.....	1899	Elementary.....	Moorhead

FORMER MEMBERS OF THE FACULTY.

Livingston C. Lord, 1888-1899, President.

W. F. Rocheleau.....	1888-1892	Institute Conductor.
H. N. Pearce.....	1888-1889	Natural Science and Mathematics.
Louise S. McClintock.....	1888-1890	Vocal Music, History, Geography.
Elizabeth R. Clark.....	1888-1889	English Grammar, Literature and Drawing.

Ellen A. Ford.....	1889-1899	Latin and Mathematics.
Lena H. Goldthwaite.....	1889-1891	Reading, Physical Culture, Rhetoric, Literature.
J. Paul Goode.....	1889-1898	Natural Sciences.
Margaret T. McElligott.....	1889-1899	Arithmetic and Methods.
Anna L. Barnum.....	1889-1890	Critic Teacher, Primary Dep't.
Emma S. Pleasants.....	1890-1891	Vocal Music, English Grammar.
Clara L. Woodward.....	1890-1891	Drawing, Geometry, Eng. Grammar
Abbie C. Hale.....	1890-1893	Critic Teacher, Primary Dep't.
Isabel M. Kimball.....	1891-1895	Drawing, English Composition and Geometry.
Fannie C. B. Hadley.....	1891-1893	Reading, Physical Culture and Lit- erature.
Rosamond A. Field.....	1891-1892	Music and History.
Ella Patterson.....	1891-1892	Critic Teacher, Grammar Dep't.
Theodora C. Wadsworth.....	1892-1893	Music and History.
Lona Washburn.....	1892-1893	Critic Teacher, Grammar Dep't.
Margaret C. Scanlan.....	1892-1893	Critic Teacher, Grammar Dep't.
Isabel H. Farrington.....	1893-1895	Reading, Physical Culture and Lit- erature.
Bertha I. Barker.....	1893-1894	Music and History.
Mariette L. Pierce.....	1893-1896	Critic Teacher, Grammar Dep't.
Bertha A. Youmans.....	1893-1894	Critic Teacher, Primary Dep't.
Frances G. Wheeler.....	1893-1899	Preceptress.
Florence McFarland.....	1894-1895	Music and History.
Eleanor E. Sutphen.....	1894-1896	Critic Teacher, Primary Dep't.
H. A. Fowler.....	1895-1897	Natural Sciences.
Henry Johnson.....	1895-1899	History and Civics.
Kate Gill.....	1895-1898	Reading, Literature and Physical Culture.
Louise McClintock Kurtz.....	1895-1896	Music.
Ida H. Benedict.....	1895-1897	Drawing.
Clyde Foster.....	1896-1897	Music.
Kate J. Bartholf.....	1896-1899	Critic Teacher, Grammar Dep't.
Winifred Everhard.....	1896-1898	Critic Teacher, Primary Dep't.
Margaret Collins.....	1896-1897	Assistant in Model School.
Letitia Morissey.....	1897-1900	Music.
Estella Spencer.....	1897-1898	Drawing.
Ida K. Hancock.....	1897-1898	Physiology and Arithmetic.
Katherine B. Allis.....	1898-1899	Geography and Librarian.
Claude F. Walker.....	1898-1899	Natural Sciences.
Catherine M. Tinker.....	1898-1899	Reading, Literature and Physical Culture.
Florence V. Skeffington.....	1898-1899	English.
W. D. Cramer.....	1898-1899	Biological Sciences.

Cora A. N. Carney.....	1898-1899	Critic Teacher, Primary Dep't.
Faith Marsh.....	1898-1900	Drawing.
Glenna Smith.....	1899-1900	Reading and Physical Culture.
Caroline E. Grover.....	1899-1901	Preceptress.
Edmund B. Huey.....	1899-1901	Psychology, Philosophy and His- tory of Education.
Eugenia Winston.....	1899-1901	Latin, Librarian.
Elma La Trace.....	1900-1901	Penmanship and Drawing.
Edith A. Scott.....	1899-1901	Principal of Training Department.
Beulah Simmilkeir.....	1899-1901	Critic in Training Department.

