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1876-77

Catalogue of the
STATE ♦ NORMAL ♦ SCHOOL
St. Cloud, Minnesota
FOR 1896-97
And Circular for 1897-8.

Annual Catalogue
OF THE
State Normal School
AT
ST. CLOUD, MINN.,
FOR THE
School Year Ending May 28, 1897
WITH
ANNUAL ANNOUNCEMENT
FOR THE
Year 1897-98.

ST. CLOUD
JOURNAL-PRESS PRINT
1897.

State Normal Board.

Hon. W. W. PENDERGAST, Ex-Officio, St. Paul,
Superintendent of Public Instruction.

Hon. W. S. PATTEE,	- - - -	Minneapolis.
Hon. C. A. MOREY,	- - - -	Winona.
Hon. GEO. H. CLARK,	- - - -	Mankato.
Hon. W. B. MITCHELL,	- - - -	St. Cloud.
Hon. S. G. COMSTOCK,	- - - -	Moorhead.
Hon. G. B. WARD,	- - - -	Alexandria.
Hon. ANDREW GRINDELAND,	- -	Warren.
Hon. W. F. PHELPS,	- - - -	St. Paul.

Officers of the Board.

W. S. PATTEE,	- - - -	President.
W. W. PENDERGAST,	- - - -	Secretary.
C. A. MOREY,	- - - -	Treasurer, Winona.
GEO. H. CLARK,	- - - -	Treasurer, Mankato.
W. B. MITCHELL,	- - - -	Treasurer, St. Cloud.
S. G. COMSTOCK,	- - - -	Treasurer, Moorhead.

*Annual Meeting of the Board on the first Tuesday in June,
at the office of the Secretary in St. Paul.*

FACULTY OF INSTRUCTION.

- GEO. R. KLEEBERGER, B. S., President.
Psychology and Science of Education.
- ISABEL LAWRENCE,
Methods and Superintendent of Training School.
- WAITE A. SHOEMAKER,
Mathematics and Methods.
- GEO. C. HUBBARD,
Biological Science.
- P. M. MAGNUSSON, Ph. D.,
History, Civil Government and Psychology.
- M. D. AVERY,
English.
- CORNELIA A. CHANEY,
Music and Drawing.
- MABEL A. MCKINNEY,
Director of Kindergarten.
- WINIFRED KENELY,
General Assistant.
- JANE K. WEATHERLOW, B. A.,
Assistant in English.
- P. P. COLGROVE,
Geography.
- ELSPA M. DOPP, M. L.,
Assistant in English.
- FRED M. KIEHLE, B. A.,
Latin.
- B. B. JAMES, A. M.,
Physical Science.
- MARTHA M. WHEELER,
Critic in Training School.
- GERTRUDE EARHART,
Critic in Training School.
- MARGARET M. JERRARD,
Critic in Training School.
- GERTRUDE CAMBELL,
Librarian.
-

MRS. C. W. G. HYDE,
Matron of Ladies' Home.

- JOHN BUCKMAN,
Engineer and Janitor.
- ANDREW MELLIN,
Assistant Janitor.
- JOHN LARSON,
Janitor of the Ladies' Home.

CALENDAR FOR 1897-8.

FIRST TERM.

Entrance Examinations, - - Tuesday, Aug. 31, 1897.
Work of Term begins, - - Wednesday, Sept. 1.
First Term ends, - - Wednesday, Nov. 24.

SECOND TERM.

Entrance Examinations. - - Tuesday, Nov. 30, 1897.
Work of Term begins, - - Wednesday, Dec. 1.
Second Term ends, - - Thursday, March 3, 1898.

THIRD TERM

Work of Term begins, - - Tuesday, March 8, 1898.
Third Term ends, - - Thursday, May 26.

HOLIDAY VACATION.

Begins at Noon, - - Thursday, Dec. 23, 1897.
Closes 8:30 a. m. - - Tuesday, Jan. 4, 1898.

COMMENCEMENT.

May 25, 1898.
Meeting of Alumni Association, Wednesday, May 25, 1898.

CATALOGUE OF STUDENTS FOR 1897-8.

NORMAL DEPARTMENT.

POST GRADUATE CLASS.

Evans, Bertie L.	St. Cloud,	Minn.
McConnel, Grace M.	St. Cloud,	Minn.
Mitchell, Mildred	St. Cloud,	Minn.
Smart, Ina E.	St. Cloud,	Minn.

SENIOR CLASS.

Benhardus, Benhof E.	St. Olaf,	Minn.
Brady, Ernest L.	Princeton,	Minn.
Burdick, Maud H.	Robbinsdale,	Minn.
Castner, Laura F.	St. Paul,	Minn.
Clark, J. Kendall	St. Cloud,	Minn.
Enderle, Anna M.	St. Cloud,	Minn.
Fehr, William B.	St. Cloud,	Minn.
Gee, Florence L.	Detroit,	Minn.
Grove, Julius O.	Glenwood,	Minn.
Johnson, Thekla P. E.	Lake City,	Minn.
Kienholz, Albert A.	Bellingham,	Minn.
Ley, Rose L.	St. Cloud,	Minn.
Lyons, Mabel	St. Cloud,	Minn.
McConkey, Ida J.	Fergus Falls,	Minn.
Palmer, Fanny	Brownsdale,	Minn.
Schilplin, Louise E.	St. Cloud,	Minn.
West, Harry Clark	Clearwater,	Minn.

GRADUATE CLASSES.**ADVANCED COURSE.**

Connor, Alma F.	Anoka,	Minn.
Giddings, Guida	Anoka,	Minn.
Hill, Grace W.	Little Falls,	Minn.
Marquis, Wm. J.	Pickering,	Ontario.
Vasaly, Rose F.	Little Falls,	Minn.

ELEMENTARY COURSE.

Aune, Thea B.	Glenwood,	Minn.
Baldwin, Gertrude L.	Minneapolis,	Minn.
Bickell, Edith E.	Helena,	Mont.
Blake, Eva L.	Glencoe,	Minn.
Colson, Helen Josephine	Elk River,	Minn.
Dahlgren, Tillie I.	Anoka,	Minn.
Doyle, Elizabeth M.	Stillwater,	Minn.
Emerson, Anna B.	Sauk Centre,	Minn.
Emerson, Byron T.	Brandon,	Minn.
Emerson, Marjorie	Minneapolis,	Minn.
Flynn, Mary C.	St. Paul,	Minn.
Fox, Kate Tena	Anoka,	Minn.
Frye, Sadie	Elk River,	Minn.
Gage, Ada Gertrude	Minneapolis,	Minn.
Gray, Florence	Elk River,	Minn.
Gray, Mildred N.	Elk River,	Minn.
Guptill, Ada A.	St. Cloud,	Minn.
Hall, Nelly	Brooklyn Centre,	Minn.
Hehr, Myra L.	Elkhart,	Ind.
Hine, Florence I.	Grand Rapids,	Minn.
Hitter, Julia A.	Monticello,	Minn.
Holmes, Lulu I.	North St. Paul,	Minn.
James, Harriet J.	Sauk Centre,	Minn.

Jameson, Florence Mae	Elk River,	Minn.
Knox, Margaret C.	Monticello,	Minn.
McCombs, Vernon M.	Parkers Prairie,	Minn.
McMahon, Isabelle	St. Cloud,	Minn.
Manning, Laura E.	Alexandria,	Minn.
Muncy, Mildred M.	Royalton,	Minn.
Murphy, Theresa	Elk River,	Minn.
Pretlow, Elizabeth	Minneapolis,	Minn.
Ross, Mary E.	St. Cloud,	Minn.
Smith, Ethel K.	Sauk Centre,	Minn.
Somes, Mrs. Dora H.	Chicago,	Ill.
Sutton, Lulu De Ette	Alexandria,	Minn.
Tart, Myrtle	Alexandria,	Minn.
Wiese, Sophie	Minneapolis.	Minn.

A CLASS.

KINDERGARTEN COURSE.

Gray, Grace E.	Minneapolis,	Minn.
Haley, Margaret	Willmar,	Minn.

ADVANCED COURSE.

Ashley, Jessie E.	St. Cloud,	Minn.
Aspinwall, Mabel	St. Cloud,	Minn.
Barsness, Nellie N.	Starbuck.	Minn.
Craig, Bird	Orrock,	Minn.
Enderle, Gertrude	St. Cloud,	Minn.
Ferraby, Mary H.	Grovelake,	Minn.
Gans, Edward M.	St. Cloud,	Minn.
Goerger, Philip	St. Cloud,	Minn.
Hibbard, Wm.	St. Cloud,	Minn.

Kercher, Alice L.	St. Cloud,	Minn.
Lyons, Bertha A.	St. Cloud,	Minn.
Maybury, Cora J.	St. Cloud,	Minn.
Nelson, Edith	Lindstrom,	Minn.
Reinhard, Ida M.	St. Cloud,	Minn.
Sweet, Ida J.	St. Cloud,	Minn.
Whittemore, Edith E.	St. Cloud,	Minn.

ELEMENTARY COURSE.

Anderson, Ida	Atwater,	Minn.
Arnold, Rose M.	Brainerd,	Minn.
Bakken, Iver	Appleton,	Minn.
Barrett, Ella M.	Postville,	Minn.
Browning, Barbara	Anoka,	Minn.
Buehler, Elizabeth D.	Minneapolis,	Minn.
Dalager, Jennie G.	Glenwood,	Minn.
Doran, James E.	Park Rapids,	Minn.
Dye, Judson J.	Brainerd,	Minn.
Field, Adah	Beardsley,	Minn.
Flint, Elvira	Leaf Valley,	Minn.
Gilman, Lucille Hortense	St. Cloud,	Minn.
Gilman, S. Blanche	Santiago,	Minn.
Grove, Mrs. Clara I.	Grand Rapids,	Minn.
Hedman, Anna	Wadena,	Minn.
Kienholz, William S.	Bellingham,	Minn.
Knudson, Charlotte M.	Pelican Rapids,	Minn.
Kuhn, Clara J.	St. Cloud,	Minn.
Lageson, Sophie A.	Terrace,	Minn.
Lambert, Hattie M.	Monticello,	Minn.
Linn, Annie	Leaf Mountain,	Minn.
McKenzie, Ada E.	St. Cloud,	Minn.
McMurdy, Katherine	Minneapolis,	Minn.

Magnusson, Herman V.	Stark,	Minn.
Martin, Blanche E.	Little Falls,	Minn.
Martin, Edna P.	St. Cloud,	Minn.
Northrope, Mary G.	Herman,	Minn.
Perkins, Gertrude	St. Cloud,	Minn.
Rabischung, Mary D.	St. Cloud,	Minn.
Raymond, Lomie	St. Cloud,	Minn.
Reddick, Eliza E.	Aitkin,	Minn.
Ridley, William A.	Clearwater,	Minn.
Rodell, Hattie	Markville,	Minn.
Rood, Adolph	St. Cloud,	Minn.
Shea, Sybil Q.	Buckman,	Minn.
Smith, Mary E.	Herman,	Minn.
Thompson, Matilda A. L.	Montevideo,	Minn.
Van Blarcom, Ada	Ely,	Minn.
Vaughn, Sarah E.	North Branch,	Minn.
Wetzel, Olga A.	Sauk Rapids,	Minn.
Wheelock, Lucille	Moscow,	N. Y.

B CLASS.

Arnold, Sadie	St. Cloud,	Minn.
Ashley, Agnes E.	St. Cloud,	Minn.
Ashley, Paul L.	St. Cloud,	Minn.
Block, Fred	Maine Prairie,	Minn.
Branden, Thea	Holmes City,	Minn.
Buchan, Maggie	Spicer,	Minn.
Clark, Blanche	Irving,	Minn.
Clouston, Caroline	Barnesville,	Minn.
Collins, Margaret J.	Dayton,	Minn.
Costello, Katherine	Graceville,	Minn.
Cotter, Grace E.	St. Cloud,	Minn.

Covey, Claud E.	Philbrook,	Minn.
Curtiss, Jesse M.	Osakis,	Minn.
Douglas, Lucy	Henderson,	Minn.
Dye, Ada F.	Brainerd,	Minn.
Ferraby, George A.	Grove Lake,	Minn.
Foley, Ellen H.	St. Paul,	Minn.
Fridley, Mary R.	Fridley,	Minn.
Fritz, Frank	St. Cloud,	Minn.
Getchell, Herbert W.	St. Cloud,	Minn.
Greeley, Laura Z.	Kimball,	Minn.
Hoar, Forrest B.	Crow River,	Minn.
Howard, E. Lee	St. Cloud,	Minn.
Jones, Mary A.	Battle Lake,	Minn.
Kelsey, Maude M.	Brook Park,	Minn.
Kirk, Ella M.	Clearwater,	Minn.
Knowlton, Ada L.	St. Cloud,	Minn.
Kolb, Simon B.	Melrose,	Minn.
Kysar, Grace E.	St. Cloud,	Minn.
Lamming, Annie E.	Lowry,	Minn.
Lawson, Elsie	Anoka,	Minn.
Lowe, Irene C.	Brainerd,	Minn.
Marlatt, Mary J.	St. Cloud,	Minn.
Martin, Alma L.	Spencer Brook,	Minn.
Mattson, J. A.	Dassel,	Minn.
Nelson, Albert F.	Benison,	Minn.
Oredson, N. J.	Atwater,	Minn.
Peoples, Carrie	Forest Lake,	Minn.
Petrie, James A.	St. Cloud,	Minn.
Pohl, Peter J.	St. Cloud,	Minn.
Raymond, Felix H.	Becker,	Minn.
Schaefer, Emma	St. Cloud,	Minn.
Schultz, Will F.	St. Cloud,	Minn.
Setchfield, Daniel	St. Cloud,	Minn.

Small, Clara J.	Brainerd,	Minn.
Stannard, Geo. A.	Irving,	Minn.
Thoreson, Minnie C.	Brandon,	Minn.
Van Etten, Merlon	Sauk Rapids,	Minn.
Voss, Godfred O.	Zions,	Minn.
Wagner, Kathrine	Lansing,	Iowa.
Wahl, Mary A.	St. Cloud,	Minn.
Weber, Samuel Reinhart	St. Cloud,	Minn.
Whitney, Flora E.	Maine Prairie,	Minn.
Woesner, Emma L.	Sandstone,	Minn.
Woodburn, Mary	Tenney,	Minn.
Woods, Mrs. R. M.	St. Cloud	Minn.

C CLASS.

Adams, Bertha M.	Luverne,	Minn.
Adams, Nellie H.	St. Cloud,	Minn.
Anderson, Adel	Clear Lake,	Minn.
Anderson, Andrew	Starbuck,	Minn.
Anderson, Ella	Brooten,	Minn.
Anderson, Erick	Boyd,	Minn.
Anderson, Nettie	Crow River,	Minn.
Arnold, Walter B.	St. Cloud,	Minn.
Beidler, Edith O.	St. Cloud,	Minn.
Biebel, Theresa F. C.	Fort Snelling,	Minn.
Bocklund, Bessie	Wyanette,	Minn.
Brant, Johanna C.	Anoka,	Minn.
Brown, Jeanette R.	St. Cloud,	Minn.
Brustnen, Clara T.	Appleton,	Minn.
Burkee, Clara	Urness,	Minn.
Campbell, Anna L.	Forest City,	Minn.
Campton, Charles E.	Hubbard,	Minn.

Carl, Lura T.	St. Cloud,	Minn.
Carlson, Minnie	Irving,	Minn.
Chalgren, Grace E.	Sauk Rapids,	Minn.
Chambers, William C.	Hubbard,	Minn.
Clark, Arthur N.	Irving,	Minn.
Clark, Forrest E.	Irving,	Minn.
Clark, Myrtle V.	Irving,	Minn.
Collins, Will	Dayton,	Minn.
Connelly, Anna B.	St. Cloud,	Minn.
Converse, Philip S.	Detroit,	Minn.
Coon, Helen C.	Grand Marais,	Mich.
Courtney, Nora C.	Forest City,	Minn.
Couture, Agnes	Forest City,	Minn.
Cowan, May I.	St. Cloud,	Minn.
Crosby, Hattie	Wykoff,	Minn.
Cross, Margaret F.	Rice,	Minn.
Dalager, Christine	Glenwood,	Minn.
Dalager, Julia A.	Glenwood,	Minn.
Doran, Margaret	Grand Rapids,	Minn.
Doty, Delia	St. Cloud,	Minn.
Driver, Vernon H.	Kimball,	Minn.
Eddy, Mary Edith	Maywood,	Minn.
Egan, Nellie	Rich Valley,	Minn.
Emerson, Eva L.	Brandon,	Minn.
Field, Flora O.	St. Cloud,	Minn.
Flynn, Thomas J.	Albany,	Minn.
Frank, Gustav E.	Paynesville,	Minn.
Franklin, Carl	Waite Park,	Minn.
Gans, Nestor	St. Cloud,	Minn.
Garding, Mathias	Rockville,	Minn.
Gehm, Ida T.	St. Cloud,	Minn.
Gehm, Richard F.	St. Cloud,	Minn.
George, Michael	St. Cloud,	Minn.

Gillespie, Lillie	Stephen,	Minn.
Gillispie, Mary	Stephen,	Minn.
Gillette, Edna A.	Clear Lake,	Minn.
Gross, Hattie E.	Delano,	Minn.
Grove, Lena O.	Glenwood,	Minn.
Hall, Aribert F.	Randall,	Minn.
Hall, Mrs. Lottie C.	Randall,	Minn.
Hanlon, Fannie	Osakis,	Minn.
Harmer, Agnes F.	St. Cloud,	Minn.
Harris, William J.	Crow River,	Minn.
Hayes, Flora M.	Little Falls,	Minn.
Hemmy, Carrie	Grand Forks,	N. Dak.
Hennemann, Emil	St. Cloud,	Minn.
Hesse, Bernard	Chaska,	Minn.
Hibbard, Annie M.	St. Cloud,	Minn.
Hildebrandt, Winnie	Forest City,	Minn.
Hitchen, Uena Maude	Hancock,	Minn.
Holbrook, Mattie M.	Northfield,	Minn.
Holgerson, Betsey R.	Crow River,	Minn.
Holland, Nellie	Duelm,	Minn.
Holm, Agnes C.	St. Cloud,	Minn.
Hubbard, Guy B.	St. Cloud,	Minn.
Huhn, Clara U. E.	St. Cloud,	Minn.
Hulst, Sadie D.	Fair Haven,	Minn.
Irvine, Mattie G.	Duluth,	Minn.
Iten, Lawrence	St. Cloud,	Minn.
Jakale, Mary J.	Albany,	Minn.
Jellison, Minnie	Santiago,	Minn.
Johnson, Augusta	St. Cloud,	Minn.
Johnson, Edward	St. Cloud,	Minn.
Johnson, Hans	Hancock,	Minn.
Johnson, Walter	Murdock,	Minn.
Karels, Lena	St. Cloud,	Minn.

Kennedy, Anna M.	St. Cloud,	Minn.
Knox, George M.	Monticello,	Minn.
Krebsbach, Joseph	Cold Spring,	Minn.
Kronbring, Henry G.	Cokato,	Minn.
Kron, Anna S.	Cyrus,	Minn.
Kruger, Albert F.	St. Cloud,	Minn.
Kruse, August J.	Belgrade,	Minn.
Lagergren, Alma C.	St. Cloud,	Minn.
Langvick, Clara G.	Maine,	Minn.
Langvick, Emma M. A.	Maine,	Minn.
Langvick, Frank	Maine,	Minn.
Langvick, Fred O.	Maine,	Minn.
Lauermann, John	St. Joseph,	Minn.
Lee, Emma E.	Clear Lake,	Minn.
Lenz, Regina	St. Michaels,	Minn.
Libby, William J.	Hawick,	Minn.
Lindenberg, Alma A.	St. Cloud,	Minn.
Linn, Elsie	Leaf Mountain,	Minn.
Linn, Lena	Leaf Mountain,	Minn.
Linn, Pearl Z.	Maine Prairie,	Minn.
McGregor, Mabel V.	St. Cloud,	Minn.
McKelvy, Daisy M.	St. Cloud,	Minn.
McKelvy, Wilbur	St. Cloud,	Minn.
McLeod, Morah May	North Prairie,	Minn.
McMahon, Josephine	Sauk Rapids,	Minn.
Magnusson, Hulda S.	Stark,	Minn.
Mahoney, Nellie	Virginia,	Minn.
Manz, Herman J.	Paynesville,	Minn.
Manz, Tillie H.	Paynesville,	Minn.
Martin, Emma	St. Cloud,	Minn.
Marion, Everett J.	St. Cloud,	Minn.
Mathieu, Charlotte	Alma,	Minn.
Mathieu, Nettie G.	Alma,	Minn.

Miller, Annette	Waverly,	Minn.
Molitor, Peter P.	Cold Spring,	Minn.
Moloso, Florence	Milaca,	Minn.
Mott, Myrtle L.	Parkers Prairie,	Minn.
Meyers, Margaret	Lakeville,	Minn.
Nash, Anna E.	Irving,	Minn.
Nelson, Laura L. J.	Centre City,	Minn.
Neubeck, Thomas	Maine Prairie,	Minn.
Nickey, Samuel W.	Browerville,	Minn.
O'Brien, Julia A.	St. Cloud,	Minn.
Oefstos, Mary B.	Lindsay,	Minn.
Oldham, Edith	St. Cloud,	Minn.
Payne, Ada M.	St. Cloud,	Minn.
Pederson, Martin	Irving,	Minn.
Perkins, Isis B.	St. Cloud,	Minn.
Perkins, Roxy C.	St. Cloud,	Minn.
Pflepson, Mary A.	Cold Spring,	Minn.
Pierce, Florence E.	St. Paul,	Minn.
Pohl, William F.	St. Cloud,	Minn.
Quinn, Rose E.	Sauk Rapids,	Minn.
Rassier, Emily R.	St. Cloud,	Minn.
Raymond, John	St. Cloud,	Minn.
Reinhard, Bernard F.	St. Cloud,	Minn.
Rich, Edna B.	Monticello,	Minn.
Rist, Grace E.	Mora,	Minn.
Roach, Susan S.	Paynesville,	Minn.
Robinson, George H.	St. Cloud,	Minn.
Rosenberger, Ida M.	St. Cloud,	Minn.
Rutledge, Mildred	Clear Lake,	Minn.
Ryan, Edward	St. Cloud,	Minn.
Sadley, Mae	Princeton,	Minn.
Sanford, Ethel E.	St. Cloud,	Minn.
Sanford, Percy E.	St. Cloud,	Minn.

Schacht, Fred E.	Elizabeth,	Minn.
Schultz, Adolph	Paynesville,	Minn.
Schultz, John	Zions,	Minn.
Schultz, Minnie C.	Zions,	Minn.
Selke, Olga I. A.	Little Falls,	Minn.
Shaw, Kittie E.	Santiago,	Minn.
Shearer, Catherine	Duluth,	Minn.
Shenton, Katie O.	St. Cloud,	Minn.
Shoemaker, Elvin L.	Maine Prairie,	Minn.
Shroeder, Susan	Perham,	Minn.
Skinner, Lavenie	St. Cloud,	Minn.
Smith, Anna	Princeton,	Minn.
Sorenson, Martha A.	Minneapolis,	Minn.
Stein, Casper	St. Cloud,	Minn.
Street, Cordelia H.	St. Cloud,	Minn.
Sutton, Charles	Browerville,	Minn.
Sutton, Elizabeth	Browerville,	Minn.
Sutton, Frank	Browerville,	Minn.
Swedelius, Elmer A.	St. Cloud,	Minn.
Swenson, Wesley	Willmar,	Minn.
Tanzey, Dorrine	Minneapolis,	Minn.
Terryll, Daisy S.	Alexandria,	Minn.
Thomas, Maggie	Foley,	Minn.
Thompson, Ida T.	Miltona,	Minn.
Thorson, Clara A.	Leaf Mountain,	Minn.
Titrud, Ole	Cokato,	Minn.
Tomlinson, Bessie A.	St. Cloud,	Minn.
Tyrrell, Edwin	Wrightstown,	Minn.
Vandersluis, Cornelia G.	St. Cloud,	Minn.
Wagner, Frank	St. Joseph,	Minn.
Walberg, Christine B.	Detroit,	Minn.
Walezko, Paul	St. Anne,	Minn.
Walsh, James P.	St. Cloud,	Minn.

Wasson, Bertha J.	St. Cloud,	Minn.
Weber, Frank R.	St. Cloud,	Minn.
Weber, John	Cold Spring,	Minn.
Weber, Peter Henry	Maine Prairie,	Minn.
Wegner, Odelia A.	St. Cloud,	Minn.
Wentland, Emil	Paynesville,	Minn.
Wentland, John W.	Paynesville,	Minn.
White, Mary Lavina	Clear Lake,	Minn.
Whiting, Anna C.	Spencer Brook,	Minn.
Wolf, Peter J.	St. Cloud,	Minn.
Wotzka, Vincent J.	Flensburg,	Minn.
Young, George A.	Dalbo,	Minn.
Zabel, Ida	St. Cloud,	Minn.
Zimmermann, Samuel	Elizabeth,	Minn.

PRACTICE DEPARTMENT.

MODEL SCHOOL.

SENIOR GRADES.

Bennewitz, Clarence	Krier, Mathew
Benson, August	*Kron, Anna
Blum, Caspar	Kruchten, Joseph
Bock, Michael	*Kruse, August
Bowman, Frances	*Lagergren, Alma
Brick, Rupert	Langer, Joseph
Cairns, Fred	*Langvick, Clara
Campbell, Helen	*Lauermann, John
*Carl, Lura	La Voie, Adele
Clark, Millie	La Voie, Nellie
Coons, William	*Lenz, Regina
*Courtney, Nora	*Linn, Elise
*Cowan, May	Loesch, Peter
Crawford, Mattie	*Manz, Tillie

Cross, George	Martin, Alice
*Cross, Margaret	Mitchell, Henry
Dearing, George	Moede, Sarah
Donnelly, Clover	Newcomb, Albert
Eltrich, Charles	O'Brien, John
Ethen, Anton	O'Brien, Lizzie
Fehr, Christine	Oien, Emil
Finnemann, John	*Oldham, Edith
Flaa, Ludvig	Peternell, Andrew
*Flynn, Thomas	Petrie, Elmer
Gans, Norbert	Reimann, Gustav
*Garding, Mathias	Roelike, Michael
Griswold, Maude	Scheeler, Zacharias
Gruber, Winifred	Setzer, Florence
Haeman, Joseph	Smith, John
Hedlund, Minnie	Souer, Fred
Hennemann, Hattie	Souer, George
Hennemann, Leonora	Stapleton, John
*Hesse, Bernard	Sund, Valborg
Holm, Ruth	Swenson, Emery
Horton, Eleanor	Thoreson, Tomina
*Huhn, Clara	*Tyrrell, Edwin
Huhn, Edward	Walz, John
Jacobs, John	Weber, John
Johnson, John	Weidert, Peter
Kalkman, Marie	Wold, Annie
*Karels, Lena	Wolf, Gussa
Klaverkamp, Joseph	Woodburn, George
Krebs, Mary	Zeltinger, John

*Promoted to Normal Department during the year.

GRAMMAR GRADES.

Bauer, Anton	Macdonald, Albert
Becker, Harmon	Manthe, Charles

Blommer, Herman	Manthe, Clara
Buckman, August	Marshik, Albert
Cannada, Nettie	Maus, John
Carew, Margaret	Merz, Rose
Carew, William	Meyers, Hubert
Carpenter, Alexander	Nelson, Annie
Cormier, John	Peterson, Lottie
Curry, Arthur	Peterson, Scott
Ekstrom, Annie	Ranney, Albert
Emmel, Joseph	Rengel, Joseph
Engelhard, Henry	Rice, Nora
Fink, John	Rieland, Anton
Finneman, Michael	Schmitt, Michael
Flynn, Patrick	Schultz, Rudolph
Frye, Frank	Seanger, Henry
Gullett, Lou	Setzer, Phil
Hageman, Amelia	Shoemaker, Isabel
Hedberg, Anna	Staples, Charles
Hedlund, William	Stember, Arnold
Hellier, Abby	Sundberg, Albert
Heurkins, John	Talcott, Alice
Hyde, Emily	Taylor, Louise
Joa, Leonard	Taylor, Zama
Jungels, James	Toenjas, John
Koch, Clara	Toland, Andrew
Kuck, Dora	Vos, Leonard
Langvick, Annie	Watz, Frederick
Latterell, Prosper	Wikman, Victoria
Lemm, Matthew	Wolfsberg, Yetta

PRIMARY GRADES.

Anderson, Alice	Macdonald, Marjorie
Anderson, Arthur	McClure, Louise

Avery, Emmett
Avery, May
Bessette, Rogers,
Blood, Mabel
Buckman, Frank
Buckman, Herman
Carew, Charles
Carew, Ethel
Freeberg, Ellen
Griswold, Sadie
Humes, Dorothy
Jones, Dora
Kleeberger, Frank
Kloskowski, Frank
Krier, Nicholas
Larson, Conrad
Lee, Anna
Lee, Eddie
Macdonald, Jessie

Mitchell, Dorothy
Mitchell, Ruth
Ranney, Belle
Shoemaker, John
Smart, La Forrest
Smith, Jesse
Tileston, Elsie
Tileston, Howard
Tomlinson, Sherwood
Tyrrell, Alpha
Warner, Elizabeth
Whitney, Edith
Whitney, Grace
Wiggin, Porter
Williams, Edwin
Williams, Elmer
Williams, Siegfred
Wolfsberg, May

KINDERGARTEN.

Anderson, Jean
Brick, Othman
Buckman, Esther
Cramb, Albert
Ervin, Frances
Foley, Anne
Foley, Frederic
Harrison, Hugh
Head, Esther
Hertig, Florence

McClure, Delphine
Parsneau, Earl
Raymond, Cora
Robertson, Mildred
Sehr, Benjamin
Shannon, Nellie
Sigloh, Charles
Smith, Jesse
Warner, Allyn
Wing, Webster

REGAPITULATION.

NORMAL DEPARTMENT.

Post Graduate Class,	-	-	-	-	-	-	-	4
Senior Class,	-	-	-	-	-	-	-	17
Graduate Class—Advanced Course,	-	-	-	-	-	-	-	5
Elementary Course,	-	-	-	-	-	-	-	37
A Class--Kindergarten Course,	-	-	-	-	-	-	-	2
Advanced Course,	-	-	-	-	-	-	-	16
Elementary Course,	-	-	-	-	-	-	-	41
B Class,	-	-	-	-	-	-	-	56
C Class,	-	-	-	-	-	-	-	196
								374

PRACTICE DEPARTMENT.

Senior Grades,	-	-	-	-	-	-	-	88
Grammar Grades,	-	-	-	-	-	-	-	62
Primary Grades,	-	-	-	-	-	-	-	41
								191
Kindergarten Department,	-	-	-	-	-	-	-	20
								20
Total for all Departments,	-	-	-	-	-	-	-	585
Counted twice,	-	-	-	-	-	-	-	19
								19
Total Enrollment,	-	-	-	-	-	-	-	566

GRADUATING CLASS, MAY 28, 1897.

ADVANCED LATIN COURSE.

Benhof E. Benhardus.	Thekla P. E. Johnson.
Ernest Lasota Brady.	Albert A. Kienholz.
Hattie Maude Burdick.	Rose Lucie Ley.
Laura Frances Castner.	Ida J. McConkey.
Anna Mary Enderle.	Fanny Palmer.
William B. Fehr.	Louise Elize Schilplin.
Julius A. O. Grove.	Harry Clark West.

NON-PROFESSIONAL COURSE.

J. Kendall Clarke.

ADVANCED ENGLISH COURSE.

Mabel J. Lyons.

ADVANCED GRADUATE COURSE.

Alma Frances Connor.	Rose Frances Vasaly.
Grace Winifred Hill.	

ELEMENTARY GRADUATE COURSE.

Thea B. Aune.	Florence Italy Hine.
Gertrude Louise Baldwin.	Julia Augusta Hitter.
Edith Ella Bickell.	Lulu Irene Holmes.
Eva L. Blake.	Harriet Janette James.
Helen Josephine Colson.	Florence Mae Jameson.
Ida Otilia Dahlgren.	Margaret Catherine Knox

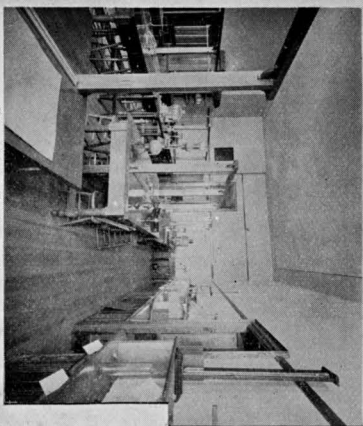
Byron T. Emerson.	Vernon M. McCombs.
Marjorie Emerson.	Isabelle McMahon.
Mary Cecelia Flynn.	Laura Edna Manning.
Kate Tena Fox.	Mildred May Muncy.
Sadie Frye.	Theresa Murphy.
Ada Gertrude Gage.	Elizabeth Pretlow.
Florence Mae Gray.	Mary Endress Ross.
Mildred Naomi Gray.	Lulu De Ette Sutton.
Ada Annette Guptill.	Myrtle Tart.
Nelly Hall.	Sophia Josephine Wiese.

KINDERGARTEN COURSE.

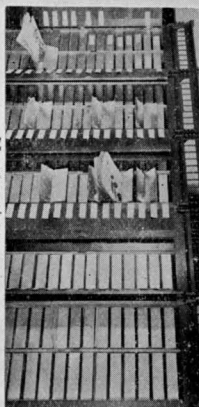
Margaret Haley.

ELEMENTARY COURSE.

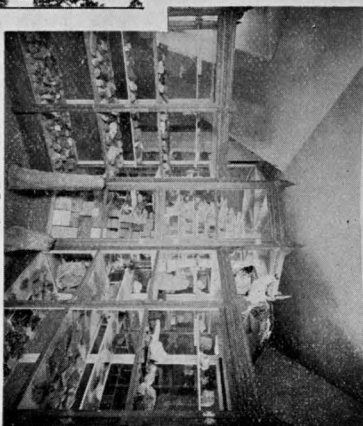
Ida Anderson.	Annie Linn.
Rose Matilda Arnold.	Katherine E. McMurdy.
Iver O. Bakken.	Herman V. Magnusson.
Ella Winifred Barrett.	Edna P. Martin.
Barbara Browning.	Mary Georgia Northrope.
Elizabeth Dorothy Buehler.	Mory Dorothy Rabischung.
Jennie Gurine Dalager.	Lomie Raymond.
James E. Doran.	Eliza E. Reddick.
Judson J. Dye.	William A. Ridley.
Adah D. Field.	Hattie Magdalene Rodell.
Mrs. Clara Irene Grove.	Adolph F. Rood.
Anna Hedman.	Sybil Queenie Shea.
William S. Kienholz.	Mary Ellen Smith.
Charlotte Marie Knudson.	Matilda Thompson.
Clara Kuhn.	Ada May Van Blarcom.
Sophia Amalia Lageson.	Olga A. Wetzel.
Hattie May Lambert.	



Physical Laboratory.



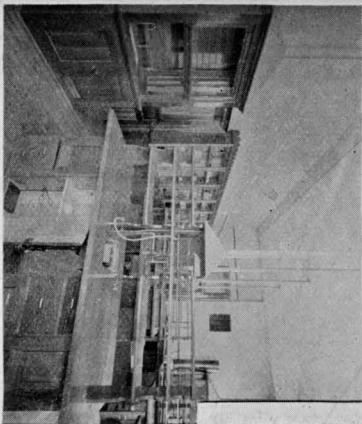
Herbarium.



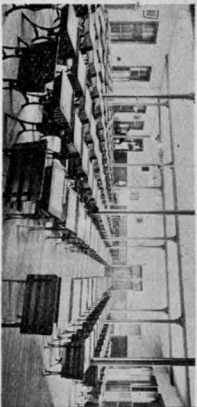
Museum.



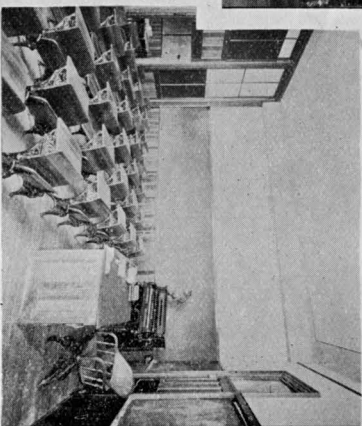
Ladies' Home.



Chemical Laboratory.



Assembly Room.



Model Room.

CIRCULAR.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

By legislative enactment diplomas of the State Normal schools are valid as certificates of qualification to teach in common schools of the state under the following provisions, viz:

(1) A diploma of any 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.

(3) Diplomas of the Elementary Course may be re-endorsed upon satisfactory evidence of five years of successful service after a previous endorsement or re-endorsement; and each re-endorsement makes the diploma a state certificate for five years.

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 endorsement will not be granted 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 recognition and honor so bestowed.

(2) After the completion of two years (14 months) of service, application for endorsement may be made to the respective Normal Schools, upon blanks furnished for that purpose. The applicant should make a complete report of teaching done since graduation, and should give the names and addresses of the supervising school authorities under whom the work was done and to whom blanks may be sent upon which to give their testimonials as to the quality of the service rendered. When such testimonials have been received, if they are approved by the Board of Presidents of Normal Schools, a certificate of endorsement will be sent to the applicant.

(3) After the completion of five years (35 months) of service subsequent to the endorsement or re-endorsement of a diploma of the elementary course, application for re-endorsement may be made upon special blanks furnished for that purpose.

(4) All graduates who are eligible for either endorsement or re-endorsement should make application for the same at once.

THE PURPOSE OF THE SCHOOL.

The aim of this school is to qualify young people for the teaching service of the state of Minnesota. To the extent that the purpose of an organization determines its character all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and women for college, nor for the general pursuits of life. It gives general culture, its graduates are admitted without examination to the State University and to other colleges, its professional work upon the common school branches and other subjects includes a preparation for business, and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation for "complete living" and is beneficial in all the walks of life; but these results, though actual and abundant, are incidental to the primary purpose of the school.

The great material resources of this state have caused an influx of people from other states and other countries. A heterogeneous multitude is to be formed into a homogeneous people. The most efficient means of accomplishing this result is the public school. Resources are not wanting; the public school fund is ample; school-houses, already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the Normal school to supply this demand.

As teachers in country schools and graded schools of cities; as principals of high schools and superintendents of city schools, and as county superintendents and presidents of Normal schools, graduates and undergraduates of this school are rendering to society efficient and honorable ser-

vice, and are receiving a money compensation varying from forty dollars per month to three thousand dollars a year, according to ability and experience.

In qualifying young people to secure the boys and girls of the state in their school rights, the Normal school employs the following

MEANS.

(1) The school gives to its students a thorough, scientific knowledge of the branches they are to teach, such as reading, grammar, arithmetic, geography, history, etc. Students come to the school knowing many of the facts of these subjects, but, having studied them in the grades below the high school, they have not organized the facts into a scientific form nor learned their educational value in developing the minds and enlarging the information of the pupils of the public schools. A knowledge of arithmetic and grammar that enables one to perform accurately and quickly the problems of the counting room and to construct sentences correctly does not qualify him to use to the best advantage the science of number and the logic of the English sentence as educational instruments. A teacher must be able not only to practice correctly the art, he must have a conscious mastery of the science of each of the common school subjects of instruction.

Nothing can take the place of these elementary branches, but they are supplemented in the general curriculum of the Normal school by courses in the philosophy of history, higher mathematics, higher English, Latin, music, drawing, experimental science by the laboratory method, etc. These subjects are valuable for the general culture they give; but their chief value, from the Normal school point of view, is the increased mastery they give over the elementary sub-

jects, and the increased power they give the teacher to enrich the minds of children with wholesome culture and to stimulate them to interested activity.

(2) But MIND is the subject of education. To develop and train the mind is the real purpose of teaching. To train a faculty or power of the mind it must be exercised upon its proper objects and in accordance with the law of its nature. A knowledge of psychology is to the teacher what a knowledge of physiology is to the physician. Through the teaching of psychology as a science and by discovering in every subject the nature, process, laws and products of the human mind, the Normal school seeks to give its pupils a working knowledge of the facts and principles of mental science which the teacher needs in developing the minds of others.

(3) The school reveals to its students the way in which the mind thinks a subject. It leads them to see that a rational method of instruction depends upon the laws of the thinking mind at the VARIOUS STAGES OF ITS DEVELOPMENT. It teaches them the principles of method in general and helps them to discover the application of these principles in teaching particular subjects of instruction, such as reading, grammar, arithmetic, geography, history, etc. The method of the kindergarten, primary, intermediate and more advanced grades of public school work is made the subject of thorough instruction.

(4) The school aims to give to the future teachers of the state's children a correct theory of life, and helps them to determine, in the light of human destiny, the true purpose of education, and to see the place of the school among the institutions of society, and its adaptation to the accomplishment of the purpose for which it exists. Literature, general history, the science of education, and the history of

educational theories, furnish the data for reaching a sound conclusion. The best minds of all times have wrought upon the problem of school education. Systems of education have varied from time to time, according to the theories of life which have prevailed at different epochs. A study of those theories, recorded in the history of education, gives to the future teacher breadth of view, judicial candor and steadiness of purpose.

(5) An effort is made to have all the work and discipline of the school conform to a true ideal of life and to show by example how a school may be made the means of developing character by a constant appeal to the highest motives to which the student is capable of responding and by securing prompt and willing obedience to reasonable requirements.

(6) Realizing that one cannot intelligently and successfully direct the development of a child without first knowing what are its present attainments, ideals, interests and purposes, much attention is given to the art of child-study—especially such child-study as can be done in ordinary recitation work with the purpose of making the immediate work more effective for the child's improvement.

(7) Having made a thorough, scientific study of the subjects of instruction and of mind, having obtained a rational conception of the true end of education and a knowledge of method, general and particular, the pupil enters the Practice Department and by practicing under intelligent criticism, becomes skilled in the art of teaching and governing a school. The school gives opportunity for extended observation and practice in the work of the Kindergarten and the first eight grades.

The facilities afforded in the Practice Department are exceptionally good, as students have an opportunity to teach

not only the small classes of the Model school connected with the Normal, but also the larger classes in the city public schools.

COURSES OF STUDY.

By the action of the Board of Normal School Directors on April 5, 1895, provision is made for five courses of study, the relative time given to the various subjects in each being indicated on the following pages:

1. An Advanced English course, extending through five years.
2. An Advanced Latin course, extending through five years.
3. An Advanced course for graduates of high schools and colleges, extending through two years.
4. An Elementary course, for graduates of high schools and colleges, extending through one year.
5. An Elementary course extending through three years.

Courses 1, 2, and 5 are open to all who hold a second grade teacher's certificate or who pass a satisfactory examination in the subjects required for such certificate, excepting history, civil government, and the theory and art of teaching.

6. In addition to the above there is also a Kindergarten Training course of one year for those who desire to fit themselves for Kindergarten work. This course is open only to High School or College graduates or to those who have completed any one of the courses given above.

7. All who entered prior to September, 1894, will be al-

lowed to graduate from the old Advanced Latin course, given on page 36, provided they can do so on or before the close of the school year 1897-98.

NEW COURSES OF STUDY

Adopted by the Board of State Normal School Directors, April 26, 1895.

[Numerals designate the number of recitations given to each subject.]

Elementary Course.		Advanced Course.			
THREE YEARS.		ENGLISH. FIVE YEARS.		LATIN. FIVE YEARS.	
C CLASS.					
Arithmetic	120	Arithmetic	120	Arithmetic	120
Geography	120	Geography	120	Geography	120
Grammar	120	Grammar	120	Grammar	120
Music	120	Music	120	Music	120
Drawing	120	Drawing	120	Drawing	120
Reading	60	Reading	60	Reading	60
Physiology	60	Physiology	60	Physiology	90
B CLASS.					
Algebra	120	Algebra	120	Algebra	120
Am. History	90	Am. History	90	Am. History	90
Rhetoric and Authors	90	Rhetoric and Authors	90	Latin	90
Psychology and Methods	120	Psychology and Methods	120	Psychology and Methods	120
Special Methods	120	Special Methods	60	Special Methods	60
Botany	60	Botany	60	Botany	60
A CLASS.					
Literature	60	Literature	180	Latin	180
Civics	60	Civics	60	Civics	60
Physics	120	Physics	120	Physics	120
Geometry	120	Geometry	120	Geometry	120
Biology	60	Biology	60	Biology	60
Practice Teaching	120				
JUNIOR CLASS.					
		Biology	60	Latin	180
		Physics	60	Physics	60
		Reviews and Methods	180	Reviews and Methods	180
		Gen. History	120	Advanced Psychol- ogy & Methods	120
		Advanced Psychol- ogy & Methods	120		

SENIOR CLASS.

Eng. History and Literature	120	Eng. History and Literature	120
Chemistry	120	Latin	120
Practice Teaching	120	Practice Teaching	120
Social Science	60	Social Science	60
Philosophy of Education	60	Philosophy of Education	60
Physiography or Astronomy	60	Physiography or Astronomy	60

COURSES OF STUDY FOR HIGH SCHOOL GRADUATES.

Elementary Course.

ONE YEAR.

Psychology and General Methods	120
Methods in Drawing	60
Methods in Reading	30
Review and Methods in Geography	60
Review and Methods in Grammar	60
Methods in Elementary Science	60
Lectures on School Management	30
Review and Methods in Arithmetic	60
Methods in Vocal Music	30
Practice Teaching	120

Advanced Course.

JUNIOR CLASS.

Psychology and General Methods	120
Methods in Drawing	60
Review and Methods in Geography	60
Review and Methods in History	60
Review and Methods in Grammar	60
Lectures on School Management	30
Review and Methods in Arithmetic	60
Methods in Vocal Music	60

SENIOR CLASS.

Methods in Literary Interpretation	60
Laboratory Methods in Elementary Science	60
Advanced Psychology, Primary Methods and Child Study	120
Practice Teaching	120
Science of Education and Ethics	60
History of Education	60
Social Science	60

OLD COURSE OF STUDY

For those who entered prior to September, 1895, and who can complete this course on or before the close of the School Year, '97-'98.

ADVANCED COURSE.

		C CLASS.	B CLASS.	JUNIOR CLASS.	SENIOR CLASS.
FIRST	QUARTER.	Arithmetic. Drawing and Music. Geography. Grammar. Reading.	Latin. Rhetoric. Algebra. Physiology. Psychology.	Geometry. Chemistry. Latin. Methods in Reading. Psychology.	Latin. Practice. General History.
		Arithmetic. Reading. Drawing and Music. Grammar. Geography.	Latin. Psychology. U. S. History. Arithmetic. Rhetoric.	Geometry. Chemistry. Latin. Methods in Reading. Psychology.	Latin. Practice. General History.
THIRD	QUARTER.	Grammar. Penmanship. Drawing and Music. Geography. Algebra.	Physiology. Latin. General Methods. Physics. U. S. History.	Latin. Psychology. English Literature. Methods in Arithmetic.	Latin. Astronomy. English History.
		Geography. Algebra. Drawing and Music. Grammar. Word Analysis.	Latin. General Methods. Physics. Civics. Botany.	Geometry. Science of Education. English Literature. Latin. Methods in Geography.	Latin. Geology. English History. Algebra.
FOURTH	QUARTER.				

THE TERM PROGRAM

For the A, B and C classes is as follows:

Autumn Term.

A CLASS.

Physics I
Geometry I
Literature I
Latin I
Zoology
Special Methods
Teaching

B CLASS.

History I
Rhetoric I
Algebra I
Botany
Psychology
General Methods

C CLASS.

Arithmetic I & II
Geography I & II
Grammar I & II
Drawing I & II
Music I & II
Reading
Physiology

Winter Term.

A CLASS.

Physics I
Geometry I & II
Literature II
Latin II
Civics
Special Methods
Teaching

B CLASS.

History I & II
Rhetoric I & II
Algebra I
Latin I
Psychology
General Methods

C CLASS.

Same as for
Autumn Term.

Spring Term.

A CLASS.

Physics II
Geometry II
Literature I & III
Latin III
Zoology
Civics

B CLASS.

History II
Rhetoric II
Algebra II
Latin II
Botany
Psychology
General Methods
Special Methods

C CLASS.

Same as for
Autumn Term.

In above tabulation "I" placed after a subject indicates the first term's work in that subject, "II" the second term's work, etc.

It will be seen from the above term program that either new students or former students can enter the A, B and C classes at the beginning of any term and find a program of work suited to their wants.

OUTLINES OF SUBJECTS.

(The brief exposition of a number of subjects given on the following pages will give a general idea of the work done in all subjects.)

GENERAL METHOD AND PRACTICE.

A teacher should have a well-organized knowledge of the subject matter he is to teach; he should have a knowledge of the order and conditions of mind development; and in addition to this, he should have the ability to arouse pupils to do their own thinking and to train them to right habits of investigation. It is the purpose of the General Method and Practice work to give this power to the pupil teacher. In General Method, the student's work is to formulate the general principles of teaching and to gain skill in applying them. Here he can become the master of one thing at a time, instead of being overwhelmed by the many difficulties presented in the complex act of teaching.

1. He is trained to make courses of study and outlines of work, not for the sake of any value to him of the outlines he makes, but that he may acquire skill in adapting his work to varying conditions.
2. He is trained to arrange the subject matter of any lesson in an order for teaching, whether the order be inductive or deductive.
3. The science of questioning is presented and he is trained by actual practice with classes to question skillfully.
4. Drilling and training pupils next receives attention.

5. The assignment of lessons and the governing of the study period through the demands of the recitation.

6. Testing the preparation of lessons with the various forms of recitation, topical, etc. These points are not simply discussed, but the student is trained to a mastery of these means of teaching, often by their use in lessons given to classes of pupils from the model school. Practice simply enlarges the field for this work. The student is now inducted into the more complex task of teaching a class for a period of eight or ten weeks for three recitation periods at least. Here he is to make his own outlines and to be responsible for results. His work is subject to criticism and guidance. For one hour at least he observes the work of others in some subject through all its different grades. For instance, he observes the subject of language in the first grade, the first week; in the second grade, the next week, etc. On Friday he teaches the grade he has observed for that week.

In all this work, the aim is to study the individual teacher, to assist him to eradicate his faults, suppress his weak points and develop his strong ones, in a word to train him to do skillful work at the same time that his originality is encouraged and his conception of his work broadened.

OBSERVATION AND PRACTICE IN THE CITY SCHOOLS.

Through the courtesy of the Superintendent and Board of Education of St. Cloud, our students are permitted to observe and practice in certain designated school-rooms of the city, thus giving them an opportunity to acquire experience under conditions exactly similar to those they will meet with when they are employed as teachers in the public schools. Teachers are selected for such rooms who are especially qualified to exemplify the correct principles of the

science and art of education and who are, at the same time, capable of sympathetic but searching criticism on the efforts of the pupil-teachers. This arrangement, supplementing the teaching of smaller groups of children in the Model department of the Normal School, will add greatly to the power and skill of the graduates of this school.

THE VALUATION OF THE PUPIL-TEACHER'S WORK BY THE ROOM-TEACHERS OF THE CITY SCHOOLS.

I. The aim of the pupil-teacher's work:

The work of pupil-teachers is to further the ends for which the schools exist.

1. The remote ends, viz.: Mastery of subjects, and formation of habits.

2. The direct ends, or the mastery of daily lessons and and the realization of good discipline.

It is the business of each pupil-teacher to conceive these ends clearly and to connect them directly with her daily work.

II. Things about which the pupil-teacher must judge:

Each pupil-teacher must judge correctly concerning the following things:

1. The contents of the children's minds, and the conditions (whether the ideas are clear or obscure) and arrangement (whether orderly or confused) of the ideas found in them, viewed with reference to the particular lesson in hand.

2. The part of the logical subject from which each lesson comes, viewed, on the one hand, in connection with the whole subject to which it belongs; viewed, on the other hand, in relation to the children's ascertained knowledge and their power of understanding.

3. The definite aim of the lesson, in securing new ideas, (advance work,) or in securing new views of old ideas (re-

view work) or in stating ideas freely in the pupil's own language (drill).

4. The starting point, the destination, and the successive movements between these points, of the child's mind.

5. The use of devices: that is to say, a course of well-planned questions, texts, illustrations, examples, statements to be made by the pupil or by the teacher, imaginative appeals and other motives of interest, to induce the child's mind to move briskly over the lesson.

6. Proper standards to enable her to decide surely when work is done, or what its condition is when it passes from her hands.

7. The necessary disciplinary means to enable her to direct the class as a whole, and to restrain individuals of it, when desirable, without waste of time or undue repression.

III. Suggestions to pupil-teachers:

To realize the preceding conditions the pupil-teacher needs to observe the following principles of action:

1. Give herself up to the work, in full faith, and attempt nothing until essential features of it are clearly and definitely examined and understood.

2. Distinguish carefully between statements that are merely remembered by herself and facts that are mutually observed in the minds of children now being dealt with.

3. Use easily understood, correct and well-chosen language, and employ only neat and suitable forms.

4. Preserve friendly relations with her pupils and seek to manage their instruction by arousing their interest and to control their conduct by appeals to their sense of right.

5. Do her work thoroughly and permanently.

6. Understand that the essential instrumentality to be controlled by her is the movement of the child's mind in systematic order.

7. Not to rely too implicitly on any one formula, any one mode of statement, or any one device.

8. To trust to her own judgment whenever she is sure of its correctness, and to receive and apply suggestions made by the room-teacher.

IV. Test questions for room-teachers:

1. Are her attitude and spirit good?

2. Is she intelligent and ready in taking suggestions and criticisms?

3. Has she adaptability and readiness in meeting new conditions and overcoming her faults? Or is the reverse true?

4. Is she quick to perceive the movements of the children's minds, and to adapt the lesson to them?

5. Does she use good English and neat form?

6. Is her manner pleasing, and does she make friends with the children?

7. Is she a good or bad disciplinarian? How and why?

8. Is she thorough or diffuse in giving lessons? How and why?

9. Are her results permanent or transitory? How and why?

ARITHMETIC.

Have you considered this—that persons naturally skilled in computation seem clever in all branches of science, whereas those naturally slow if instructed and exercised in this will yet all of them, if they derive no other advantage, make such progress as to become cleverer than they were before.—PLATO.

The fundamental mistake in teaching number, fractions, etc., is in the beginning to take for granted that the pupils will see the relation through the language, and in not presenting the things in which the relation may be seen.—W. W. SPEER.

The method of teaching arithmetic is determined largely by what is considered to be its educational value and scope. If it can be the means of calling forth certain essential powers of the mind with less waste of time and energy than other subjects, then it is worthy of a prominent place in the school curriculum; otherwise not. Arithmetic is the branch through which the mind may easiest and earliest know pure truth and be aroused thereby to a consciousness of power which acts as a tonic to the mind. The power of abstraction is awakened with an energy proportionate to the exactness and definiteness of the material presented.

The principle which lies at the basis of the subject and in the light of which all its operations should be interpreted is the discovery of the inherent relation existing between unity and multiplicity. Indeed a thing is not separable into parts excepting those parts are new units, or are composed of units which bear a necessary relation to each other and to the whole.

No one has an abstract idea until he can couple it with concrete reality; he may know a symbol but it is not even a symbol to him unless he has a basis for it in the concrete.

One may teach tricks with the symbols of number without reference to the concrete definite unit upon which the number is built, but he is not teaching number. What he teaches may even pass in the life of trade for a knowledge of number, but it is simply valueless as to the culture to be obtained from understanding real number. It omits the exercise of that free use of the faculties by which the mind realizes its power in dealing with that which it knows to be necessarily true.

Pupils should be trained to look within and test the quality of their knowledge at each step. The belief in the truth of the principles they apply or the rules they con sometimes rests upon the authority of the book or the teacher, and sometimes he may have the satisfaction of discovery by observing the truth in several instances and inferring its general application. In either case the truth is to him not absolute and the culture value of the process is no greater than that obtained from understanding the application of any other rule whose exceptions are possible and even probable. It is impossible to know upon authority a truth as absolute.

The faculties unfold in the same order in all grades, among all persons and at all times. The strength and intensity of action varies greatly, but the order is constant. There are no imaginative pictures, without there are at first sense perceptions. No reasoning without both the preceding, yet each returns to enrich the others and thus each passes into the other. If any real knowledge of number is to be obtained there must be a sure foundation laid in perception, i. e., objects must be presented. Unless the rela-

tion is between definite realities it can never be seen as relation at all. On the other hand, care must be taken that something more is done and that the child shall not remain in the stage of sense perception and that become the end of number work rather than a means to a higher development.

So long as a large proportion of the pupils asking for admission into the Normal school, though they have a second grade teacher's certificate or are qualified to pass an examination equal to its requirements, can give no better reason for their belief in the rule for the multiplication of fractions than that the books say so; and so long as the remaining minority cannot apply the rule to a concrete instance with the objects present; it appears that there is too much taken upon authority, too little of real knowledge.

The course in arithmetic is calculated to utilize all the knowledge the pupil brings, and as soon as possible to put him in possession of the processes which repeat themselves so frequently in the subject and form the substratum for all mathematics. When he sees the necessity of these fundamental relations and can detect in each new problem the truth which is common to all the facts of arithmetic, he has organized and mastered the subject. All knowledge the pupil brings, no matter how superficial it may be, will be of use as it will save time for him. When a pupil passes arithmetic he is expected to have a teacher's knowledge of the subject. He sees arithmetic as a whole and each part as an illustration of principles that have an application throughout the subject. He recognizes that a principle may be discovered by the pupil without turning him back and making him waste time upon many things already known just because they are in a fixed order in the text. He knows arithmetic, rather than any text book on arith-

metic. The pupil should see each fact in its relation to the subject and in the light of the laws of mental growth.

Thus viewed arithmetic is a means, is an exemplification of the laws of mind, while it includes a fit preparation for the world of trade.

NATURAL SCIENCE.

The marked progress in human knowledge during the last fifty years has been accompanied by as evident an increase of the power of man over natural forces. Says Professor T. H. Huxley: "This revolution of the political and social aspects of modern civilization has been preceded, accompanied, and in great measure caused by increase of natural knowledge, and especially the part of it which is known as physical science, in consequence of the application of scientific method to the investigation of the phenomena of the material world." The process of the development of each individual is an epitome of the history of the race. SCIENTIFIC METHOD, to which Professor Huxley ascribes such potency in the progress of the race, should therefore be of equal value to the individual in his progress and development. The study of physical science must then commend itself to all, as well for the training it gives the mind as for the power the knowledge itself confers. But the teacher may look to it for a still higher gift. The scientific method which has proved so fitted for the development of the race, he must be able to use for the development of the individual.

The work of the Science Department then has in view the instruction of the student in: First, the scientific method of observation and experiment; second, the science and art of explanation, i. e., the making manifest that a phenomenon or law under consideration is but a particular case of a more general law; third, the obtaining of the view of nature as a unit, of all present processes as a temporal aspect of one great process, of energy as everywhere conserved and uninterrupted in its progress and ministering to the unfolding of the Divine idea. The first of these stages accords with what is now known as nature study and is the field of observation and experiment. The second stage constitutes the true science of the subject, while its philosophy is comprehended in the third stage.

The scientific method reaches the second stage of development through the medium of the first. Accordingly, in this school, ample laboratories, cabinets of specimens, and apparatus are provided for purposes of experimentation and observation.

But it is not the aim of this department to train specialists who shall add to the sum of human knowledge in scientific lines, but to prepare teachers to develop in their pupils the desire and ability to be, in their own field, however limited, first, observers, experimenters and investigators; second, scientists—those who shall in their daily life seek to relate, by true principles, the facts with which they come in contact and with ease recognize their particular application; third, philosophers in so far, at least as to recognize the inherent relation between law and liberty—that everywhere, whether in the realm of nature or the school, the home, the state, necessity is the pathway leading all who willingly follow it to freedom.

In this school, nature is studied through the agency of the

following subjects: Physics, Chemistry, Botany, Zoology, Physiology, Geology and Astronomy. These subjects naturally divide themselves into the study of inorganic nature, or physical science, in physics and chemistry, and the study of organic nature, or biological science, in the remaining subjects.

Instead of the work indicated above, High School graduates who have had the equivalent of these subjects before entering the Normal, take one term's work in Methods in Elementary Science, to prepare them to teach nature study, now required in nearly all graded schools—especially in the larger towns and cities.

LABORATORIES AND APPARATUS.

The department of Physical science occupies rooms upon the second floor of the south wing.

The physical laboratory is arranged to accommodate forty students. Large and strongly built tables of white oak are arranged with drawers and shelves beneath, and a firm suspension rail over the middle of the tables. There is gas at each table. The sinks in the room provide for water and waste. While there is sufficient large apparatus for the illustration of the elements of the subject, most of the work is done by the students, and rubber tubing and glassware furnish the material for much of the individual experimentation. A work bench is at hand in the laboratory for the construction of apparatus. A blackboard for demonstration is upon one wall. A room immediately off from the laboratory contains cases for apparatus, and can be darkened for experiments requiring a dark room.

The chemical laboratory opens from the physical laboratory and the main corridor. It is excellently lighted. It is

arranged to accommodate thirty-four students with separate desks. The tables upon which the desks are placed accommodate four pupils each, and are of white oak. Each table is supplied with drawers with individual locks of the Yale pattern, and is furnished with a lead-lined sink, with water and gas. A shelf over each sink has above it a dome with a pipe for conducting foul gases from the room, thus forming an open hood. These are rendered possible by the system of ventilation by which a steady current of air is forced into the laboratory under pressure. Two large closed hoods with pneumatic troughs are used for general work. Steam is lead into the room from the boilers and is used for obtaining distilled water, for heating water for general purposes, and for drying and evaporation. Cases for chemicals and apparatus line one wall, and shelves with reference books are at hand.

The department of biology occupies the second floor of the annex to the north wing. The laboratory is well-lighted and commodious and is provided with work tables for forty students. The remaining equipment consists of several compound microscopes, a botanical cabinet of the flora of the vicinity, museum cases for storing and exhibiting other biological specimens, an Azoux manikin, a human skeleton, a large aquarium and a collection of growing plants.

In addition to the purposes already stated, botany and zoology are studied that the various organic structures observed may serve as a basis for classification. Hence typical specimens are studied and collections are made. The zoological collection should contain at least 100 specimens of different species, mainly insects. These should be collected during or prior to, the time of taking the subject. An herbarium should contain at least fifty species, and

should be prepared after the term's work in botany, but before graduation.

The school library includes valuable works of reference on all scientific subjects.

ENGLISH.

The work as planned in the department of English, provides instruction in the following subjects: Grammar, Composition and Rhetoric, Reading and Literature. The time devoted to each of these subjects may be learned by consulting the new course of study.

On the basis of the unit of language dealt with in the subject, the above branches may be separated into two groups: (1) Grammar, which deals with the sentence. (2) Composition and Rhetoric, Reading and Literature, which treat connected sentences, or discourse.

GRAMMAR.

The sentence with its numerous forms and many shades of meaning is the subject of grammar. This great variety must be thought into the unity of a single principle. Every fact in the subject must be interpreted and seen in the light of this principle if grammar is to be understood. That there is and must be such a general truth in every subject is clear from the fact that subjects exist. It is not chance or caprice that has separated facts into arithmetic, geography, etc. There must be some idea in the subject which determines what facts belong to it and, hence, to which they all stand related. This will be the most general fact in the

subject since it must contain all the others. Every fact in the subject embodies, in a greater or less degree, this central idea.

It is the purpose of the grammar work in this school to enable the student to get such a view of the subject. The student must see all the relations which exist in the sentence; the relations of the sentence to other language forms, the word, and discourse; its relations to the thought which it expresses; and its relations to mind, the products of which it embodies. When he sees all these relations and what they determine with regard to the sentence, the student may be said to have an organized, or a teaching knowledge of the subject of grammar. He has constructed the subject for himself.

In order to accomplish what is set forth above, four circles of work are pursued:

1. Under the study of sentences as wholes, the class whole is studied in this work, the unity of all sentences is seen by observing their universal attributes.

2. Under the study of sentences as wholes, the class whole is divided into sub-classes and the marks of these classes discovered.

3. Under the study of sentences in parts, the organic parts are first taken up. This circle of work with parts corresponds to the first circle of the work with sentences as wholes.

4. Under the study of sentences in parts the sub-classes of words, "Parts of Speech," are studied. The fourth circle of the work is to the third what the second is to the first.

In each of the four circles the student starts with the sentence and after the consideration of parts refers them all back to the sentence again—analysis and synthesis. The process is a passing from unity through variety back

to the unity of the thought as expressed in the universal sentence form.

COMPOSITION AND RHETORIC.

The nature of the idea treated determines the form of discourse since discourse is primarily addressed to the intellect and is the unfolding of an idea. Two kinds of ideas are unfolded in discourse, the particular and the general, and in the unfolding of these ideas four forms of discourse are used: Description, Narration, Exposition and Argumentation.

The language subjects which deal with discourse are distinguished from one another by the view they take of the subject matter. Reading and literature deal with discourse analytically; the chief process in composition and rhetoric is synthesis.

Composition presents the nature and principles of the different forms of discourse and their relations to the mind of the author and the minds of those addressed.

Three kinds of work are done in this subject:

1. A critical study of models in the different forms of discourse is made for the purpose of enabling the student to discover the central idea in all discourse, the relations in the process as determined by the theme, and the laws of the process as determined by the mind addressed.

2. The students are helped to formulate the above mentioned inferences into the science of discourse by reference to different texts on the subject.

3. A great deal of writing is done under criticism in each of the four forms of discourse.

LITERATURE.

Literature, in the sense in which it is here used, is a fine art, and hence a part of æsthetics. It is the embodiment of

an idea in the most appropriate, artistic form, the consideration of which leads to the appreciation of the beautiful. It is the result of the struggle of the human race to find an adequate, concrete sensuous expression for its idea of freedom. The student is led to discover the ideas stated above by a critical study of a number of masterpieces of the greatest British and American authors, the number depending upon the time given to the subject in the course pursued.

The course offering the most complete and satisfactory work in the subject is the Advanced English, which devotes four terms to the study of literature, and one to the history of the development of literature. Students who take this course will have the opportunity of making a thorough, critical study of at least one masterpiece of each of the following authors: Chaucer, Spenser, Shakespeare, Bacon, Milton, Dryden. Pope, Addison, Gray, Goldsmith, Burns, Lamb, Coleridge, Wordsworth, Cowper, Byron, Carlyle, Tennyson, Browning, Dickens, Scott, Thackeray, George Eliot, Longfellow, Lowell, Holmes, Whittier, Bryant, Franklin, Irving, Hawthorne and Emerson. The work in other courses is substantially the same, except necessarily limited in the number of authors studied.

If, as Matthew Arnold has said, culture consists in knowing the best that has been thought and said in the world, no argument is needed to show that literature has a culture value second to no subject in the curriculum. However there are additional reasons why one who expects to teach should have a thorough acquaintance with the best literature.

The aim of the work in all the courses is to awaken or strengthen in the student a love and appreciation of good literature, and, lastly, to assist him in every possible way to gain skill in helping children to come into possession of their literary inheritance.

READING.

The work in Reading is very closely correlated with that in Literature, and all that is said on a previous page with reference to the method of teaching literature and the aim of the work, is also true of Reading. The latter, however, is necessarily more elementary, and simpler selections must be used, though only the writings of the best authors are studied. It frequently happens that the work in reading gives the student his first impulse toward the best in literature.

Discourse, however, is addressed not only to the eye (Silent Reading) but also to the ear, giving rise to Oral Reading. Hence in a reading class, attention should not be given exclusively to the thought, but great stress should be laid upon real expression. In order to accomplish this end, careful attention is given to the oral expression on the part of the students, of all selections they study. As a help toward a more perfect pronunciation, as well as because the pupil will need such knowledge in his teaching, a thorough drill on the elementary sounds of our language is given.

GEOGRAPHY.

Geography should lead the student to a clearer conception of the influence which the earth exerts upon mankind. While nearly all of its subject-matter treats of facts concerning the earth, these facts are only a means of acquiring a knowledge of the relationship which exists among its inhabitants.

Children are intensely interested in life; hence, the facts of geography are taught in connection with, and by reference to the life of the globe, and the subject is thus made more interesting and more valuable. The desire to understand cause and effect relations is aroused and stimulated until the student acquires a spirit of investigation. The business of the teacher after this is to direct the course of the student's researches and to render such assistance as his highest interests may demand.

Two terms of twelve weeks each are devoted to geography. New classes are formed at the beginning of each term. The work progresses in a logical order, but no great stress is put upon the facts of Mathematical, Physical or Political Geography as such. A unity of all geography is emphasized in the dependence constantly found as the work progresses.

The first part of the course consists of a study of the effects of heat upon the globe, and an explanation of the distribution of heat as it is at present. Students will find any text-book or reference book in either Mathematical or Physical Geography helpful in this part of the work. Besides minor points, this part covers a study of the supposed structure of the earth, its relation to the sun, and its general physical conditions past and present.

The remainder of the work is a study of the plant and animal life in the light of the previous work. The variations of life are dwelt upon with special emphasis where these variations affect the commercial and civic relations of mankind. Physiographic differences make one particular region more favorable than others for the production of some special mineral, plant or animal, and hence yields a quantity of this product which exceeds that needed for home consumption. Hence the necessity for trade; and the

determination of commercial-routes, occupations, etc., is worked out.

The most important productive regions of each continent are studied as carefully in detail as time permits. The location of the trade center for each region is determined by the physical features of the country, and its exports need little study when the products of the region are known. The physical environment of a people also determines in a great measure their race-characteristics, their occupations, education, government and religion. Finally a summing up of the whole is taken in a comparative view of the continents. No text-book is used in this work, the purpose being to give such a broad conception of the work that the student may supplement any text-book when he becomes a teacher.

The department is equipped with a complete set of wall maps, a relief map of each continent, globes, charts, and a collection of interesting products from various parts of the world. Excellent opportunities are afforded for sand modeling and drawing, free access is had to the Physical and Chemical laboratories for illustrative apparatus, and the Library affords special books on geographical topics to take the place of a paragraph in the ordinary text-book.

The course for High School graduates follows the same general line as above indicated, but, on account of the limited amount of time, differs in the method of presentation.

HISTORY.

The course includes General History, English History, and American History.

WHAT HISTORY IS.

The method employed in teaching and in studying History is necessarily determined by the conception the teacher has formed as to what history is, the end to be attained in its study, and the laws of the learning mind. History is the narrative of the evolution of man; it is the record of human life, and life is a process of self-realization. History is the story of man a-hunting after himself. The natural sciences treat of the sub-personal evolution; history treats of the evolution of personality. Man begins without knowing himself as an individual person and without suspecting that he is a society or a social person. But both the sacred unity of man in society and the sacred diversity of man in the individual must be recognized and realized before human life is fully human. History is a record of the process by which man is making himself one in many and many in one.

In realizing himself as one and as many, man makes use of social organizations, which may be denoted by the common name of institutions. These organic expressions of the common life of men are at once the causes and the effects of the social evolution. Upon the proper differentiation and evolution of these institutions the future of our race depends, for man can develop only in society organized into institutions.

METHOD IN HISTORY.

History should be taught to the pupil in the school from the first day he enters school; but the method of teaching should vary with the mental development of the pupil.

(a) The Period of Myths. The young child is and ought to be interested in the myth and fairy-tale, because the fundamental proposition on which human life rests is that mind is more than matter, that intelligence conquers brute force, that man as spirit should learn to conquer the limits of time and space; and this is always the burden of the good myth and fairy-tale. There the rational and moral hero always conquers the giants of stupidity and wrong. Through the judicious use of this material the child can form his elementary "apperception masses" of historical and moral images and concepts. This does not however mean that the child is to be led to believe in the historic truth of the myth and fairy-tale.

(b) The Period of Biography and Adventures. The individual is adequately recognized earlier than society. The child before twelve or fourteen years of age is not, and ought not to be, in any great extent interested in the social view of humanity; but he should be, and is, interested in the fortunes of individuals. During childhood the pupil should become acquainted with the great men and striking events of history. The child of fourteen is not properly educated if he is not acquainted with Lincoln and Leonidas, Rameses and St. Louis, the Crusades, the settlement of America, and the palaces of Assyria.

(c) The Period of Sociological and Political History. If a normal pupil is rightly trained he will soon after fourteen years of age, or even earlier, become interested in the evolution of society quite as much, if not more than, in the lives of individuals. Then is the time to put the emphasis of his attention upon the fate and growth of institutions. Subjects like the following ought to interest the pupil at this stage and ought to be in his curriculum: Feudalism,

chivalry, the culmination of absolute monarchy in the state of Louis XIV, the shadowy theory and fortunes of the Holy Roman Empire, the English Constitution, and the evolution of our own unique and successful Federal Nation.

It must always be remembered that when one period and method begin, the preceding periods and methods do not cease. Biography, and even the fairy-tale, are valuable even in the university.

CIVICS.

Civics is the science of the Institution of the State. Early in his life the individual should be taught to recognize the authority of the Institution. The first day of school is not too early, but some times too late, for the beginning of this work. Observation and study of the organs of the state which lie near enough for such a study should be begun very early and carried on by correlation with other studies throughout school life. Civics as a distinct science belongs to the sociological studies, and should not be taken up until the pupil is mature enough to take interest in society as an organism, and has the necessary foundation in historical study.

PHYSICAL TRAINING.

It is now recognized that the best mental and moral development can be attained only when proper attention is given to physical health and development; and physical training has therefore become a regular part of every complete course of school work.

The physical training course is designed for health and culture and not for show, and will be made as important as any other department of the school. The direction of the

work and the equipment of the gymnasium will be put in charge of a competent expert in the science of Physical Culture and Hygiene, and in this line the school will ever seek to avail itself of the richest results and the best methods of hygienic investigation and development. Each student will be studied from the standpoint of anthropometry, and will take gymnasium practice prescribed to meet his individual needs. In addition to the individual gymnasium work there will be class exercises with dumb-bells, Indian clubs, etc., and reasonable attention will be given to military drill and ordinary school calisthenics. The director of Physical Training will also aid and instruct in such out-door sports as foot-ball, basket-ball, etc.

PRACTICE DEPARTMENT—MODEL SCHOOL.

This school includes all grades from the lowest primary up to the high school.

There are three departments, the Primary, Grammar and Senior, each of which is in charge of a regular critic teacher who is responsible for the progress of the grades, for their training in right habits of study, and their general discipline. The critics teach part of their time, and part of the time they supervise the work of practice teachers.

The interests of practice teachers and of pupils attending the model school are found to be identical. Poor teaching is equally fatal to the best interests of both and is never allowed to continue.

The small numbers in classes and the elasticity of the grading make it possible to give much individual attention and to advance pupils very rapidly.

There are special classes for older pupils from country schools, where their interests are served by giving them plenty of work adapted to their peculiar deficiencies. These pupils are given the opportunity of frequent promotions.

COURSE OF STUDY.

The first and second Grades are chiefly occupied in studying:

1. Objects in the world around them,—animals, plants, stones, forms of water, sun, stars, etc.
2. Imaginary journeys, to different parts of the world, based on the above nature study and giving opportunity for the comparison of the food, clothing, habitations and occupations of people in different climates.
3. Literature and history in the form of myths, simple stories adapted from the best literature, and simple poems and prose articles chiefly of the narrative type,—as Wonder-book, Hiawatha, Barbara Frietchie, etc.

Language, reading, writing, spelling, number and drawing are made supplementary to this work.

The Third, Fourth and Fifth grades continue the work in nature study in a more thorough way—plants and animals in their season aspects, soil-forming, work of water, and other phases of the geography of the vicinity.

2. Imaginary geographical journeys are continued and concepts of geographical elements are formed.

There is a general survey of the world, the structure of continents being closely associated with productions, occupations, and life.

3. History stories of discovery and adventures now predominate.

The myths in these grades include stories of Homer and Virgil, stories of King Arthur, stories of Siegfried, etc.

Other literature is introduced, poems of Longfellow and Whittier, Lamb's Roast Pig, Rip Van Winkle, etc.

The classes read such books as: Ruskin's King of the Golden River, Tanglewood Tales, Church's Three Greek Children, Brooks and Brook Basins, Children's Stories of American Progress, etc.

In arithmetic, fractions, both decimal and common, are completed, the work being concrete to a large extent.

The Sixth and Seventh Grades continue nature-study with more formal botany, zoology and physiology. A simple course of physics and the study of minerals and work of water, are applied in the study of geography which is completed in these grades.

Biography is the main phase of history study, though striking events are also made subjects of lessons. Eggleston's and Montgomery's First Books in History are used.

One term is spent upon a series of stories from general history, and another is spent on English history in the same way. This is preparatory to the more formal study of American history in the Eighth grade.

Literature is continued and the reading of these grades include such books as: Knickerbocker's History of New York, Last Days of Pompeii, Courtship of Miles Standish, Shaler's First Book in Geology, Fairyland of Science, Sharp Eyes, by Burroughs, A Hunting of the deer, by Warner, etc.

Latin is begun in Sixth and Seventh grades if parents so desire.

Arithmetic is completed through percentage.

The parts of the sentence and the parts of speech, with meaning and uses of modifiers of subject and predicate, are pointed out in reading and literature lessons.

The Eighth and Senior Grades. (The Eighth grade prepares for the High School. The Senior grade gives extra studies.)

Special study of Botany and Physiology.

U. S. History,—Sheldon-Barnes text book,—completed.

Technical grammar work covering the matter in "Our Language," is correlated with the literature study.

Latin (optional), continued.

Literature—These classes have read and studied this year: *Evangeline*, *Snowbound*, *Longfellow's Golden Legend*, *Lay of the Last Minstrel*, *Dickens' Child's History of England*, and other classics.

Arithmetic finished. Algebra completed through factoring.

Drawing and Physical culture are continued throughout the course.

Blackboard reproduction is a feature of the work, penmanship and written language receiving much direct attention.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model school. Its pupils have the full benefit of the museum, physical apparatus and laboratories.

KINDERGARTEN.

The need of this department in the educational system is rapidly being recognized throughout the country. It is becoming apparent that the kindergarten is a necessary link between the home and the Primary school. Dr. Wm. T. Harris says: "It is at this period of transition from the life in the family to that in the school that the kindergarten

furnishes what is most desirable, and in so doing solves many problems hitherto found difficult of solution. The genius of Froebel has provided a system of discipline and instruction which is wonderfully adapted to this stage of the child's growth, when he needs the gentleness of nature and rational order of the school is due admixture.

"The discovery of Froebel gives the child what is needed of the substantial effects of the school without the danger of roughly crushing out his individuality at the same time.

"The advantage to the community of utilizing the age from four to six in training the hand and eye; in developing habits of cleanliness, politeness, self-control, urbanity and industry; in training the mind to understand numbers and geometric forms, to invent combinations of figures and shapes, and to represent them with a pencil—these and other valuable lessons in combination with their fellow-pupils and obedience to the rule of their superiors—above all, the useful suggestions as to methods of instruction which will come from the Kindergarten and penetrate the methods of the other schools—will, I think, ultimately prevail in securing to us the establishment of this beneficent institution in all the city school-systems of our country."

This opinion is gaining ground daily, increasing the demand for trained kindergartners and also for kindergarten trained primary teachers. To meet this demand, this school offers a thorough course in the theory and practice of this necessary department of education.

The aim is not only to equip specialists for the Kindergarten, but also to give to those having had work in other departments of the Normal School and desirous of specializing in primary work, the advantage of a knowledge of Froebel's theory of education as applied to the younger pupils.

The course of one year consists of the study of Froebel's "Mutter und Koselieder," (mother play and nursery songs), the gifts, occupations, songs, stories and games, elementary science, program work and physical culture.

MUTTER UND KOSELIEDER.

"The Mutter und Koselieder" is used as the basis of all the theoretical work of the Kindergarten. Froebel himself says of it: "I have here laid down the most important part of my educational method."

GIFTS.

The gifts are such material as can be used by the child and returned to the teacher unaltered. Through them he gains largely his impressions, and they follow a sequence that meets the advancing needs of the child.

The first gift consists of six soft worsted balls of the rainbow colors--red, orange, yellow, green, blue and violet.

The second, which is given the child after his ideas become more definite and gives him a basis for classification is the type forms--sphere, cylinder and cube of hard wood. The third and fourth are building blocks, the third being a two inch cube divided into eight smaller cubes, and the fourth a two inch cube, divided into bricks two inches by one inch by one-half inch.

These satisfy the child's instinct of investigation and creativity.

The seventh consists of square and triangular tables of wood and these are embodied surface. By means of them the child pictures or represents.

The tenth consists of the 1, 2, 3, 4 and 5-inch wooden sticks, or the embodied line.

The eleventh consists of the metal rings, half rings and quarter rings, or the embodied curved line, and the twelfth consists of wooden points or seeds, embodied points.

OCCUPATIONS.

The occupations are the material which, when used by the child, receive the impress of his individuality. By means of them he expresses the ideas gained through the gifts. The following occupation work is done the first year:

The perforating is the made point with a needle in cardboard.

The sewing is the made line with worsted.

The drawing is a school of geometric forms done with pencil.

The interlacing is lines forming surface. Various geometric forms are made with slats of wood woven together.

The weaving is done with mats of paper of different colors cut into strips through which stripes are woven.

The folding consists of various forms folded with colored paper.

The cutting is done with colored paper, the forms cut being recombined into symmetrical figures.

Peas work is done with sticks and soaked peas and emphasizes linear boundaries of objects.

The work in sand is the making of different forms with damp sand.

The work done in clay modeling covers nature-forms and manufactured and geometric forms.

SONGS AND STORIES.

A complete study is made of the use of songs and stories in the child's development. Practice in the songs and gestures is given, also in telling original stories.

GAMES.

Believing the child's play to be one of the most potent factors in his education and that he is best studied while at play, especial emphasis is put upon this study.

SCIENCE.

The application of nature study to the Kindergarten is made an important feature of the course.

PHYSICAL CULTURE.

The Physical Culture given serves two purposes. It aids the teacher to bodily control the freedom and enables her to interpret the child's character through his physical expression.

PROGRAM WORK.

Each student is given a drill in the preparation of weekly and monthly programs of Kindergarten work and also three hours of practice work daily with the children, where she has the opportunity of applying the theory.

To those who complete the course and are otherwise qualified, a diploma will be issued. The conditions for admission to the Kindergarten Department are the same as for admission to the course for High School and College graduates, given elsewhere in this Catalogue. (See page 33.)

POST GRADUATE WORK.

A Post Graduate Course of a year is also offered. The Gift work will be with the fifth and sixth—advanced building gifts,—and the eighth, which is a number of slats joined, and the ninth, unjoined slats, with both of which different

geometrical forms are made. Added lessons will also be given upon those gifts studied the first year.

The occupation work will consist of circular sewing, a sequence done in curved lines; intertwining, or strips of paper woven together into different forms; cylinder work, or paper rolled into cylinders, from which various forms are made; card board modeling, in which surface boundaries of solids are emphasized; and also added work in clay modeling.

Advanced work on all the other lines of the first year's study, including practice work, will be added.

No provision has been made for a diploma to be conferred for Post Graduate work, but a statement will be issued signed by the president of the school and the director of the Kindergarten, certifying to the work accomplished, and the power, theoretical and practical, exhibited by the Post Graduate student. A variety of positions is offered to those who complete both undergraduate and post graduate courses, and an effort is made to locate each Kindergarten so that she may render the best service of which she is capable and receive a corresponding compensation.



SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8:30 A. M. to 12:40 P. M.

The hours of study are from 3:00 to 5:00 and from 7:00 to 9:00 o'clock P. M. daily, except on Friday evenings and Saturday mornings and afternoons. This arrangement divides the day into two periods, that from 8:30 A. M. to 12:40 P. M., during which time the students are engaged in recitations, and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaption to the teacher's profession.
2. For admission to the Elementary Course candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Lan-

guage, the general Geography of the world, and Arithmetic, equivalent to the demands of a second-grade certificate in these subjects. They must sign a pledge to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the ABILITY of an applicant rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Graduates of high schools and colleges will be passed in subjects without examination, on the certificate of the Principal that they have already completed these subjects with a grade of not less than 75 per cent.

Applicants holding second-grade county certificates are admitted to the C class without examination. It is therefore recommended that persons expecting to attend the schools, especially those at a distance, take their county examinations for second-grade certificates. The result will show them whether they can enter, and may save them the expense of a trip to St. Cloud. Besides this, the school is glad to have the co-operation of the County Superintendents in supplying their schools with trained teachers.

4. Students will not be received after the beginning of a term except upon the most satisfactory excuse. Any who cannot be present upon the first day of the term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

5. In this matter an exception is made in favor of those

actually engaged in teaching. For such the doors of the school are always open, and they will be welcomed to come whenever their terms close and to stay as long a time as they can.

6. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

7. Examinations for entrance to all classes will be held on the first day of each term.

8. Ample provision is made in the term program of subjects (see page 37) so that new students entering the school, and former students returning to the work can enter at the beginning of any term and find a satisfactory program of subjects.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

- a. Can I read fluently and with understanding?
- b. Am I a good speller?
- c. Can I write legibly?
- d. Am I familiar with the use of the dictionary?
- e. Do I understand the principles of arithmetic, and am I skillful in their application.
- f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules of punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech, and give their office and construction?
- g. Can I name and give a brief description of the continents and principal countries of the globe, locate the prin-

cial mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in the elementary branches, you should be able to answer these in the affirmative, for this is the work for which the grammar and ungraded schools, and not the Normal school, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to some member of the faculty of the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of the school are so pressing that the students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who are earnestly desirous of forming correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints

found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the state. It therefore sometimes happens that pupils are advised to withdraw from the school, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.



GENERAL INFORMATION.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies on both the east and west banks of the Mississippi river. It is the center of a net-work of railroads, giving it communication with all parts of the state. It has a system of waterworks, an electric street railway seven miles in extent, and its streets are lighted by electricity. The Great Northern and Northern Pacific railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about ten thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the state.

HISTORY.

The school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies' Home. During the twenty-eight years of its existence it has graduated seven hundred and eighty-nine students, who have returned to the

state on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life-work. Their constantly widening experience enables them to make their labors more and more valuable to the state in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

THE BUILDING.

The building occupied by this school is built of cream colored brick. While a model in its convenience and furnishing, it was found inadequate to accommodate the rapidly increasing attendance, and the legislature of 1891 made an appropriation for enlarging the building. With this appropriation a wing 64x84 feet was added to the south end of the building, furnishing accommodations as follows:

In the basement are toilet rooms; the first floor is occupied by the Model school, the second by the Chemical and Physical laboratories and other recitation rooms. The Model school apartments are perfectly arranged for meeting the requirements of practice work, and are furnished with every facility for illustrating the work of the first eight grades of the public school system. A full description of the laboratories is given elsewhere in this catalogue. (See page 48.)

With the substantial addition herein described the building was not adequate to meet the growing needs of the school, and an additional appropriation of \$25,000 was made by each of the legislatures of 1895 and 1897, for still further increasing its capacity. A north wing 64x84 feet having an

L extension 52x60 feet is now in process of construction, and will be completed and ready for use by Sept. 1, 1897. The facilities added in this new wing are as follows:

1. Several large recitation rooms.
2. Large and healthful Kindergarten rooms.
3. A large, well-lighted Library.
4. A large and properly-equipped Biological Laboratory.
5. A large, well-lighted room for art work.
6. Two large gymnasiums,—one for students of each sex,—provided with proper apparatus, dressing rooms, tub and shower-baths, running track, etc.

The Normal School building is situated upon a high bluff overlooking the Mississippi river, and its location is no less beautiful than healthful. It is lighted by electricity and heated by hot air, and has a thorough system of ventilation. In every room a thermostat controls the heat supply automatically and preserves the temperature constant within a limit of two degrees.

The recent additions to the building and equipment and the increase in the annual appropriation to meet the growing needs demanded by the increase in the size of the school add greatly to its efficiency and promise a future of ever increasing usefulness to the cause of education.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazeteers, etc., furnish all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

This school has been designated as a Depository of Public Documents, and now has on its shelves over 1,500 volumes from the government printing office, many of them of great value. They are open to the public for consultation at any time during the day from 8:30 A. M. to 4:30 P. M.

READING ROOM.

The reading room has been fitted up by the students and contains a full list of the leading newspapers and magazines.

Both the reading room and the library are open daily to students during all hours of the day when they are not required to attend to the other duties of the school.

BOARDING.

The Ladies' Home, finished during the early fall of 1895, is an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and the snow.

The building is a credit to the state and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are seven Ruttan furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently sloping stairways, each one relieved by a landing.

The rooms are high and airy, the halls ample and well lighted.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, AND ALL THE AIR IN EACH ROOM IS CHANGED AS OFTEN AS EVERY 20 MINUTES. The Home is well lighted and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city water mains, which insures protection in case of fire, while the most approved fire escapes, three in number, are attached at convenient places.

The furnace-heating does away with all the fires on the floors of the Home, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with table, chairs, carpets, bedstead, springs, mattresses, pillows, bureau, washstand, wash-bowl and pitcher, window shades, and lamps with shades, napkins, towels, pillow-cases, sheets, blanket, comfortable and spread, and every room has a closet. Each young lady is requested to bring a water-proof cloak, umbrella and pair of rubbers.

Students boarding at the Home are required to do no work under the present arrangement, excepting that they take turns in waiting upon the tables.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The supervision of the establishment is in the hands of a competent matron who devotes her entire time and attention to securing the physical and social comfort of the young ladies.

The table is supplied with an abundance of well cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school affords, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only three dollars (\$3.00), payable in advance. Table board without rooms is two dollars and twenty-five cents (\$2.25) per week. When this amount is compared with the expenses of other boarding halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundries in the city, a limited amount may be done by the young ladies in the Home laundry. All of the ironing may be done by

the students if they so desire. Washing costs 55 cents per dozen for young ladies at the Home.

PREFERENCE IN CHOICE OF ROOMS WILL BE GIVEN IN THE ORDER OF APPLICATION. Rooms are engaged by the term. Those wishing to occupy them for a shorter time should notify the matron of the fact at the time of engaging them.

Board can be secured in private families at from \$2.50 to \$5.00 per week.

SELF-BOARDING.

The best facilities exist for self-boarding, independently or in clubs. The expense of living, including room rent, board, lights and fuel, need not exceed, on an average, one dollar and ninety-five cents per week.

The entire

EXPENSES

During a school year for some of our students, including everything except clothing, do not exceed ONE HUNDRED DOLLARS.

TUITION.

Tuition is FREE to all students entering the Normal department and who sign the required pledge to teach for two years in the public schools of the state.

To all not so pledged to teach, the tuition is \$30 per year.

For those who take the Kindergarten Training course the tuition is \$50.

In the Model School the tuition is \$4 per year for the grades from one to five inclusive, and \$8 per year for all higher grades.

All tuition is payable by terms, STRICTLY IN ADVANCE, and no portion of the amount will be refunded.

TEXT BOOKS.

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of \$3.00 per year for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

GENERAL ANNOUNCEMENTS.

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.
2. Ladies and gentlemen will not be permitted to board in the same family. This rule shall apply equally where the house is occupied by two or more families.
3. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.
4. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.
5. Students will not be expected to change their boarding places without consulting the President.
6. When students engage a boarding place it will be understood that they are to remain in that place until the end of the current term unless a specific bargain to the contrary is made.

7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 o'clock to 9, and on other days out of study hours.

ATTENDANCE AT CHURCH.

It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

HOW TO REACH THE SCHOOL.

If south of St. Paul or Minneapolis, buy your tickets to either one of these cities, and there purchase, over either the Great Northern or Northern Pacific road, a ticket to St. Cloud. Upon reaching the station take an omnibus and tell the driver to take you to either the Ladies' Home or to the Normal School. The buildings are but a few rods apart. Report to the President at his office in the Normal School.

ALUMNI ASSOCIATION.

The importance to any educational institution of a well-organized Alumni Association is conceded by all, but such an organization is of inestimable value to a Normal School. An alumnus is considered as representing the educational beliefs and principles of his alma mater, and a Normal School owes whatever reputation it has gained in educational circles to the success of its graduates in the school-room. On the other hand, the success of the graduate is

due to the careful training received from his school, its prestige and its active efforts to secure him a position at graduation and thereafter to promote him in the profession as rapidly as he demonstrates his capacity for more important service. It is the object of this association to promote the common interests of its members and of the school.

With this object in view, it is desirable that the Alumni arouse its members to the duties and privileges of the teacher's profession. It is desired that educational problems be presented and discussed at its annual reunions. If this plan meets with the cordial support of the alumni, work of this nature will be felt as an educational force throughout the state.

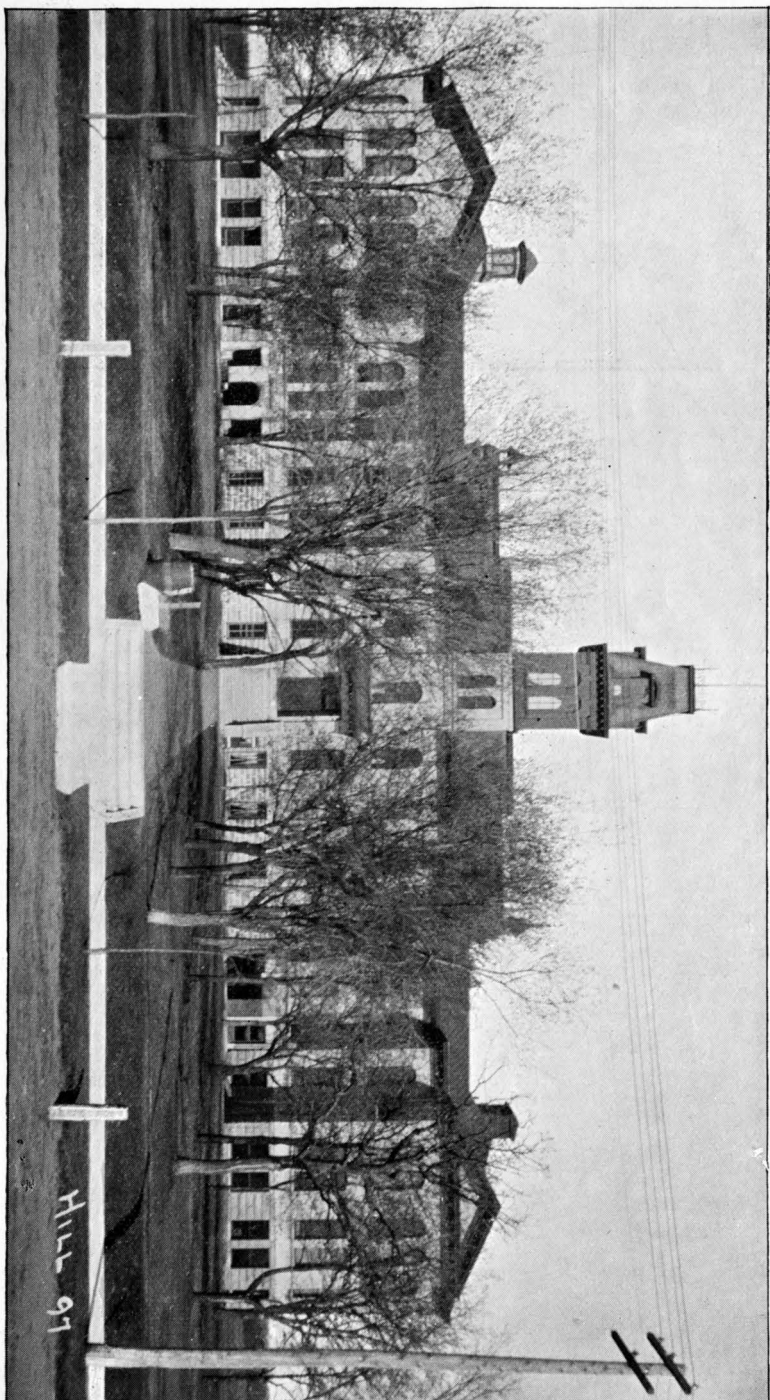
The next annual reunion will be held at the Normal on Thursday, May 27, 1898. It is hoped that a large number of the Alumni may be present, and that the meeting may be the source of both professional and social profit.

GENERAL REMARKS.

It is to be hoped that County Superintendents and other friends of the Normal School will be ready to advise those who are earnestly striving to make themselves good teachers to enter some of the departments of the school.

County Superintendents and friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticism, suggestions and co-operation aid us in supplying the schools of the state with better trained teachers.

Address letters of inquiry and requests for catalogues to the President State Normal School, St. Cloud, Minn.



Hill 97