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**Catalogue of
The State
Normal School**

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Mankato, Minnesota

**School Year
1901-1902**

**Announcements
for 1902-1903**



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STATE NORMAL SCHOOL.

33

THIRTY-THIRD

ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

MANKATO, MINNESOTA

FOR THE

SCHOOL YEAR 1901-1902

AND

Announcements for 1902-1903

Calendar for 1902-1903.

Fall Term, 13 weeks.

Entrance examinations,	Tuesday, Sept. 2, 1902.
Enrollment of students	Tuesday morning, Sept. 2, 1902.
Class-work begins,	Wednesday morning, Sept. 3, 1902.
Fall term ends,	Wednesday noon, Nov. 26, 1902.

Winter Term, 12 weeks.

Entrance examinations and enrollment of students,	Tuesday morning, December 2, 1902.
Class-work begins,	Wednesday morning, December 3, 1902.
Holiday vacation begins,	Wednesday noon, December 24, 1902.
Class-work resumed,	Wednesday morning, January 2, 1903.
Winter term ends,	Friday noon, February 27, 1903.

Spring Term, 13 weeks.

Entrance examinations and enrollment of students,	Tuesday morning, March 10, 1903.
Class-work begins,	Wednesday morning, March 11, 1903.
Spring term ends,	Thursday evening, June 4, 1903.

The Training Department will open on the days on which class-work begins in the Normal Department.

State Normal Board.

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

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

Faculty.

CHARLES H. COOPER, A. M., President,
History.

HELEN M. PHILLIPS,
Higher Mathematics.

DEFRANSA A. SWANN,
Geography and Methods in Geography.

CAROLYN M. ROBBINS,
Principal of the Grammar Grades, Training Department.

ACHSA PARKER, A. B.,
Grammar, Rhetoric and Literature.

ULYSSES O. COX, A. B.,
Biology. Secretary of the Faculty.

CHARLES F. KOEHLER, A. M.
History, Civics and Social Science.

FRED. L. HOLTZ, B. S.,
Physical Science.

ALICE VIRGINIA ROBBINS, B. L.,
Mathematics.

ORITHIA JOSEPHINE HOLT, B. L.,
Music and Reading (Fall and Winter Terms).

JESSIE SPENCER,
Drawing, Manual Training and Penmanship.

MINNIE SWEETLAND PARRY,
Principal of the Intermediate Grades, Training Department.

FREDERICK LYLE SEARING, A. B.,
Latin.

MARTHA V. COLLINS

Director of the Kindergarten.

GEORGE E. PARTRIDGE, Ph. D.,

Psychology and Pedagogy.

NELLIE LOUISE WOODBURY,

Reading and Physical Culture.

ADA MABEL BASTERDES, Ph. B.,

Principal of the Primary Grades, Training Department.

JOHN A. HANCOCK, A. M.,

Pedagogy. Director of the Training Department.

CORA A. N. CARNEY,

Assistant in the Primary Department and in Music.

ALICE WILLIAMS,

Assistant in the Kindergarten.

KATE H. SPARROW,

Assistant in the Intermediate Department and in Drawing.

LILIAN C. KLOSSNER, B. L.,

Assistant in the Grammar Department.

Officers of Administration.

Hon. GEORGE H. CLARK, Resident Director.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

AGNES C. GLOTZBACH,

Text-book Librarian, Secretary and Purchasing Agent.

State Normal School at Mankato.

HISTORICAL SKETCH.

The school was opened in 1868, being the second normal school established by the State. The central portion of the present building was occupied in 1870—about one month before the first class was graduated. In 1893 the legislature appropriated \$50,000 for the enlargement of the building; it is now unsurpassed for pleasantness and adaptation to the purposes of normal school work. An appropriation of \$15,000 by the legislature of 1901 will provide a heating system that will embody the latest ideas of heating, ventilation and heat control.

The graduates of the school number more than fourteen hundred, and several times this number have received in the school more or less preparation for the work of teaching.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of those principles to the practical work of the school.

The school comprises two departments, the Normal Department proper and the Training Department or Practice School.

The Training Department includes a Kindergarten, the usual eight grades below the high school, and a Review Class in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who wish to do so may review carefully the common branches before entering upon the work of the Normal Department.

The Normal Department includes:

- (a) An English Course of fifteen terms.
- (b) A Latin Course of fifteen terms.
- (c) An Elementary Graduate Course of three terms.
- (d) An Advanced Graduate Course of six terms.
- (e) A Kindergarten Training Course of six terms.
- (f) A Certificate Course of nine terms.

These courses (except c and f) lead to the advanced diploma, which by legislative enactment becomes, by endorsement, after two years' successful teaching, a life certificate of the first grade. The Elementary Graduate Course leads to the elementary diploma, which by endorsement, after two years' successful teaching, becomes a five years' certificate of the first grade and may be extended by re-endorsement. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

The Certificate Course does not lead to a diploma, but those who complete it will be entitled by recent legislative action to a state teachers' certificate of the first grade, good for five years.

THE ACADEMIC-PROFESSIONAL COURSES.

These courses, which have recently been greatly enriched, furnish a thorough academic training in the subjects usually included in high school courses; this training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and philosophy of education, methods of teaching, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, with a description of the work in each department of instruction.

THE GRADUATE COURSES.

Students who have elsewhere completed the required academic work of any regular course and afford evidence of this by diplomas or certificates from approved schools, or by special examination, will be admitted to the graduate courses. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years, if they are able to meet the requirements established for graduation from these courses.

The advantages that these courses offer to those graduates of high schools and colleges who desire to teach are evident. The work is professional, including, first, theory as studied in psychology, the history and philosophy of education and general methods; second, special methods and reviews of the common branches; third, observation and teaching under the careful guidance of experienced critics in the Training Department. This professional work is fully described later in this catalogue.

While the Elementary Graduate Course (three terms) is still continued, it is earnestly advised that all enroll in the Advanced Graduate Course (six terms). The superiority of this course is beyond question and is now generally recognized, so that boards of education and superintendents in the more important towns of the state are coming to insist on this larger preparation for candidates for positions in their schools.

THE CERTIFICATE COURSE.

In 1899 the three years' Elementary Course was abolished on the ground that the academic work and professional training that could be given in three years to the students who entered that course no longer warrant the conferring upon them of a diploma. The necessity for a shorter course has been recognized by the State Normal Board, and a three-years' course has been established, richer than the former course, on completion of which will be given a certificate entitling its holder to a state certificate of the first grade, good for five years. This course furnishes an excellent preparation for those who may wish to teach in rural schools; and an excellent opportunity for any who may find it necessary to leave school for a time to get means to complete their courses. Students who have completed this course will be admitted on even terms to the fourth year of the English Course, and can thus get the advanced diploma in two years.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.** Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography and United States History. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.



ASSEMBLY ROOM.



MAIN HALL.



In Reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

Candidates who may be deficient in one subject only will be admitted to do partial work in the Normal Department, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. For the tuition fee in that class, see "Expenses."

2. **To the Graduate Courses.** A diploma from a reputable high school having a four-years' course will admit to these courses, provided that the high school course has included the following subjects that are considered essential to the preparation of a teacher for work in elementary schools: Civics, United States History, one physical science (Physics or Chemistry) and one biological science (Botany or Zoology). In Physics a full year's work is required; in each of the other subjects not less than a half-year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma.

A student who has taken but three years of a four-years' high school course will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him. In case the high school from which he came has but a three years' course, such a student will be allowed to enter a graduate course, subject to the conditions set forth above, but will not be graduated from the elementary course in less than four terms, an additional term of academic work being required.

As the one-year graduate course is very full, no student will be allowed to make up more than one subject during the year, and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two-years' course and thus secure the more thorough preparation without severe strain.

3. **For Special Work.** Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

4. **To Advanced Standing.** Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the President.

Students will not be admitted to any class for less than one term without special permission from the President, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be re-admitted.



Courses of Study for the Normal Schools of Minnesota.

ADOPTED BY THE STATE NORMAL BOARD, JAN. 1901.

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

ENGLISH COURSE.

LATIN COURSE.

FIRST YEAR.

Algebra,	180	Latin Lessons,	180
Geography,	120	Algebra,	180
English Composition,	120	Geography,	120
Botany,	60	English History,	60
English History,	60	English Composition,	60
Reading,	60	Drawing,	60
Drawing,	60	Reading,	60
Music,	60		

SECOND YEAR.

U. S. History,	120	Cæsar,	180
Plane Geometry,	120	Plane Geometry,	120
Botany,	60	U. S. History,	120
Zoology,	120	Zoology or Botany,	120
English Grammar,	120	Reading,	60
Reading,	60	Drawing,	60
Drawing,	60	Music,	60
Music,	60		

THIRD YEAR.

Arithmetic,	120	Cicero,	180
Physics,	180	Physics,	180
Rhetoric,	60	Arithmetic,	120
Literature,	120	Rhetoric,	60
Solid Geometry,	60	Manual Training,	120
Manual Training,	120		

JUNIOR YEAR.

Civics,	90	Virgil,	120
General History,	120	Civics,	90
Chemistry,	120	Grammar,	60
Special Methods or Astronomy,	60	Special Methods or Astronomy,	60
Social Science,	60	Social Science,	60
Psychology,	180	Literature,	60
		Psychology,	180

SENIOR YEAR.

History of Education,	60	History of Education,	60
Philosophy of Education,	60	Philosophy of Education,	60
Physiography or Special Methods,	60	Physiography or Special Methods,	60
Physiology,	60	Physiology,	60
Literature,	120	Literature,	120
School Economy,	30	School Economy,	30
General Method,	60	General Method,	60
Practice Teaching,	120	Practice Teaching,	120

Courses of Study for High School and College Graduates.

ELEMENTARY COURSE,**One Year.**

Psychology and General Method,	120
Methods in Drawing,	30
Methods in Reading,	30
Review and Methods in Geography,	60
Review and Methods in Grammar,	60
Methods in Elementary Science,	60
School Economy,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	30
Practice Teaching,	90

KINDERGARTEN COURSE.**Two Years.**

See "Department Work in Detail."

ADVANCED COURSE,**Two Years.****FIRST YEAR.**

Psychology and General Method,	120
Methods in Drawing,	60
Review and Methods in Geography,	60
Review and Methods in Grammar,	120
Review and Methods in History,	60
School Economy,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	60
Methods in Reading,	60

SECOND YEAR.

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

Certificate Course.

FIRST YEAR.

Algebra,	180
Geography,	120
English Composition,	120
Botany,	60
English History,	60
Reading,	60
Drawing,	60
Music,	60

SECOND YEAR.

U. S. History,	120
Plane Geometry,	120
Botany,	60
Zoology,	120
English Grammar,	120
Physiology,	60
Reading,	60
Drawing,	60

THIRD YEAR.

Arithmetic,	120
Physics,	120
Rhetoric,	60
Literature,	120
Civics,	60
Educational Psychology,	60
Methods,	60
Training School Work and School Economy,	120

Rhetorical Exercises, Chorus Practice, Physical Training and Penmanship
throughout all Courses.



Department Work in Detail.

PSYCHOLOGY.

The work in psychology comprises two courses, a long course (180 hours) essentially the same for the Latin, English, and Advanced Graduate classes, and a short course (60 hours) for the Certificate and Elementary Graduate Courses.

Two thoughts have been kept in mind in planning these courses; (1) that the mind and body are inseparable in nature and should be so in study, (2) that the chief value of psychology for teachers is to help them to understand childhood better. Therefore some physiology is taught in connection with the psychology, and, although the work is by no means entirely child study, childhood is the chief and central theme.

The first term's work is; (1) a review of such knowledge of physiology as a student is expected to have and a further study of physiology especially of the child; (2) the history of psychology, its problems and interests, and the nature of the help that can be obtained from it; (3) a brief study of childhood as a whole, infancy, youth, and adolescence.

The second term is given to class work and library reading on series of topics; growth, movement, instincts and interests, play, emotions, social, moral, religious and aesthetic habits, the development of the intellect, language. The student is required at every point to study his own life and to recall his childhood; other comparisons are constantly made that call for use of the literature of animal and adult psychology.

The third term's work is in a sense a review, or rather a rehandling, of information already gained, and it centers about the observation and study of individual children. The test of the earnestness with which this part of the work is done is the note book that each student keeps, recording from day to day the results of his observation and study.

At present no text book is used in psychology but the student is requested to use for reference Tracy's Psychology of Childhood, Titchener's Primer of Psychology, and Martin's The Human Body. The library is well equipped with books for reference and general reading and the department has some apparatus and a good collection of materials for study.

The short course comprises selections from the long course, especially of the more practical parts.

History and Philosophy of Education. The plan is to carry these two lines of work at the same time, as different phases of the same subject. The work includes something more than the study of the accounts, merely, of the different educational movements of the past. It requires some study of the philosophies behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work is based largely upon the outlines suggested in Davidson's History of Education. In addition to the work usually given in such a course some study is made of a few of the great educational classics, as The Great Didactic, Leonard and Gertrude, and the Emile.

GENERAL METHOD, OBSERVATION AND PRACTICE.

General Method. This course and those grouped with it are intended to give the student a practical acquaintance with the work of the school room. The purpose is not to equip one merely to maintain school conditions as they generally exist, but to give a knowledge of the best current thought on education and its application as far as possible in reasonably progressive schools. The resources of psychology and child-study are drawn upon for their assistance in teaching. Logic too, has its contributions. The thinking processes are studied at considerable length and a great deal of time is spent in planning lessons for different grades. This is followed by a study of the aims, values and organization of the subjects of the school course, in the belief that the teacher will do his own work best if he can see it in its relations to the entire course.

School Economy. The greater portion of the time will be devoted to the subject of school hygiene in its relation to the different phases of school management. Some of the topics that will be taken up are the relation between mind and body, fatigue, motor training, alternation of mental and physical work, recreation, plays and games, arrangement of programs, school diseases, the care of the eye, ear, nose, throat, etc., school architecture, heating and ventilation, lighting and furniture, and school law.

Observation. In order to get from it the greatest value, it is desirable that this course be taken with that in general method and immediately preceding that in teaching. Three hours each week are spent during three months in visiting different classes taught by the principals of departments, and two hours each week in conference with the director or one of the principals. At the mid-term the students are assigned to the departments in which they will teach during

the following term. Carefully directed study is then begun of the work and the pupils in the special grade to be placed in charge of the student.

Teaching. In immediate charge of each department of the model school is an experienced principal. While retaining supervision she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil teachers for planning the work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work with the preparation for it requires much of the student's time. Hence it is not often advisable for more than one subject in the normal department to be carried while one is engaged in teaching.

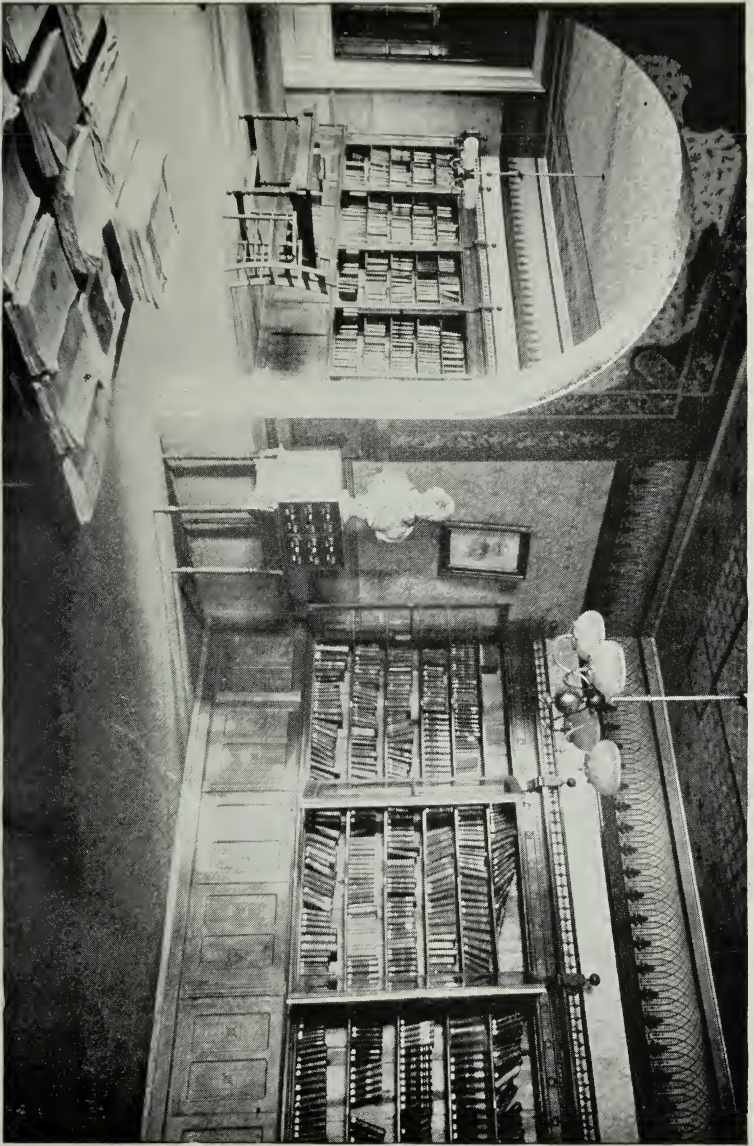
While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends however on the ability of the individual student.

Special Addresses to the Graduating Classes. Two courses have been given during the present year. The first, by Dr. Lida Osborn of Mankato, was of special interest and value to the young women, and was highly appreciated. The second course was given by a number of the city and county superintendents of southern Minnesota. It has been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. It is proposed to arrange for similar courses for the coming year.

The Model School. In its organization this is similar in many respects to that of current school systems. It is not primarily its purpose to duplicate them, but rather to present an ideal school in so far as resources at hand will permit. It is not proposed to take up with every "new" idea advanced by specialists, but to test such as seem in the light of experience to be valuable, to be progressive and yet to avoid extremes. Yet another important purpose of the Model School is to give students an opportunity to prove their fitness for teaching, and to make them familiar with the practical work of the school-room. See also the section of this catalogue on The Kindergarten Training Department.

ENGLISH GRAMMAR.

First Term. In the belief that too much time has commonly been spent on formal, almost mechanical, classification, a large part of the



Library.
MINNESOTA STATE NORMAL SCHOOL.
MANKATO.

work consists in the analysis of connected prose and poetry contained in pamphlets, which members of the classes are expected to buy. Students are made to realize that "grammar is elementary logic." Unless they are enabled to grasp more easily the thought of an author, one of the main ends of the term's work has not been attained. Buehler's Grammar is the principal text used, but enough reference work is required to make the class familiar with at least a dozen other grammars.

Second Term. Harder work in analysis is required, and an effort is made to clinch the work of the first term. Each student is called on to write a critical review of some well known grammar. Barbour's "History and Method of Teaching Grammar" is made the basis of discussion in the study of methods.

ENGLISH COMPOSITION.

This work is pursued during two terms of the first year. There are two chief aims in the course, good form in written expression and freedom in oral and written expression. Under the study of form, punctuation, sentence structure, paragraphing, and the application of simple rhetorical principles are discussed by the student in recitation and practiced by him in much writing. Under the study of freedom of expression the student is expected to tell stories, reproduce short masterpieces, paraphrase simple poems, and read constantly.

This will be followed by a term's work in rhetoric, in which more written work will be required, and some time will be given to figures of speech, versification, and other subjects calculated to help in the study of literature.

Students who are found to be deficient in the use of English and in the power of expression are required to take a special course in composition before they will be admitted to the work of practice teaching.

LITERATURE.

The following work or its equivalent will be required of students taking the English course. Those taking the Latin course will take I, II, and III, and high school graduates will take IV.

I. **Essays.** Irving's "Bracebridge Hall"; Addison's "Sir Roger de Coverley Papers"; Johnson's "Rasselas"; De Quincey's "Flight of a Tartar Tribe"; Macaulay's "Warren Hastings"; Ruskin's "Modern Painters"; Burroughs's "Sharp Eyes" and other papers; Emerson's "The Superlative" and "Social Aims."

In this and in all other courses, the student must own the pamphlet studied. Library work is required on each author.

II. Poems and Novels. Selections from Pope, Burns, Wordsworth, Byron, Bryant and Poe.

Scott's "The Talisman" and George Eliot's "Silas Marner."

Frequent reference will be made to Pancoast's "Introduction to English Literature."

III. The Epic Poem and Drama. Chaucer's Prologue, and one of the "Canterbury Tales."

Arnold's "Sohrab and Rustum."

Spenser's "Faerie Queene," Book I.

Milton's "Paradise Lost," Book I.

Shakespeare's "Henry IV," "Macbeth" and "Hamlet."

Sophocles's "Antigone."

IV. The main purpose of this term's work is to make the student familiar with classics to be used directly or indirectly in the grades.

Hero Tales. Homer's "Iliad"; Hawthorne's "Wonder Book" and "Tanglewood Tales"; Chaucer's "Palamon and Arcite"; Tennyson's "Idylls of the King"; the Robin Hood ballads; references to Bulfinch's "Age of Fable" and "Age of Chivalry"; Gayley's "Classic Myths", and other works on mythology.

Fairy Stories. Selections from Grimm and Andersen; Ruskin's "King of the Golden River."

Animal Stories. Kipling's "Jungle Book;" Ernest Thompson-Seton's "Wild Animals I have Known"; Brown's "Rab and his Friends"; Warner's "A Hunting of the Deer."

Nature Writers. Burroughs, Thoreau and others.

In addition, each student makes a study of some short-story writer, and presents before the class a report showing, when possible, how his works could be used to illustrate life in some part of the United States.

LIBRARY TRAINING.

Recognizing the need on the part of teachers of a knowledge of library methods and a familiarity with the best books, special opportunities are offered for the studying of library economy.

Instruction is given by means of lectures and practical exercises in the classification and numbering of books; the making and use of catalogues; the use of magazine indexes and of the various kinds of reference books; the study of juvenile literature; the knowledge of aids in the selection of books; and the preparation of book lists. In addition to the class work a system of library apprenticeship affords an opportunity, to a limited number who may desire it, to secure individual instruction with an hour of practical library work daily.

The large classes that have voluntarily taken up this work show a general appreciation of the practical value of the opportunities offered.

READING.

The course in reading aims to develop thought and power of expression—voice work and responsive drill in gesture are given. The method used is based on psychological principles; no mechanical methods are employed but the student's thought and feeling are stimulated and he is taught to express this thought and feeling through his own individuality and is thus led by progressive steps through a natural development. His literary taste is cultivated, his imagination strengthened and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other great dramatists are given and the arts of story telling and sight-reading are not forgotten.

The course in methods, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and the discussion of supplementary reading for the different grades, with story telling and action work.

RHETORICAL WORK.

Rhetorical exercises are held on one Friday afternoon of each month. All students are required to attend these exercises, and a general invitation is extended to the public. The purpose of these exercises is general entertainment, instruction and culture, and individual growth in power of thought and expression. The exercises consist of vocal and instrumental music, written papers or orations, selections from the best authors, and dramatic interpretations of scenes from standard plays.

Each member of the graduating class is required to appear at least once in public recital and has the benefit of private instruction in preparation for the work.

LATIN.

The Latin course covers four years of daily recitation. The first year is given wholly to preparatory work, during which attention is

directed also to the study of Latin derivatives. In the three following years there are read four books of Caesar or its equivalent, six orations of Cicero and six books of Virgil. During the study of Caesar and Cicero a part of the time is spent in writing idiomatic Latin prose founded on those authors.

As it is believed that these authors should be read as makers of literature rather than as illustrations of grammar, instruction is given in the various collateral lines naturally suggested—during the reading of Caesar and Cicero, in the history of the times, and in the organization of the Roman army and the Roman republic; during the reading of Virgil, in mythology and in the nature, form and examples of epic poetry.

This course prepares a student to enter the State University.

HISTORY.

General History. Two terms' work in General History are given to students in the English Course. Ancient and mediæval history are studied with a view to discovering the causal forces in the permanent advancement of civilization. More time is given to modern history, however. Liberal use is made of the library, theses as assigned and special reading is required, and important periods are somewhat thoroughly read. Students are required to become familiar with the best authors by a careful reading of a portion of them. The aim of the course is to furnish guiding principles and wholesome inspiration.

English History, Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial and religious life, to cultivate a taste for English literature and in general to lead to a comprehension of the growth of the English nation and to a due appreciation of the development of her institutions. The second purpose is to prepare the student for the intelligent study of early American history, as a right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs. A main text is followed, but this is supplemented by lectures, references to standard authors, cyclopedias, atlases, etc.

American History. As an introduction to the study of American history the political and social conditions of Europe from 1453 to 1783 are first studied. Maps are consulted embodying the notions of the ancients about the size and shape of the earth, and the outline of its continents, mountains and rivers.

The struggle of the various nations for the mastery of the American continent, the early colonists, their motives for colonization, their customs, national and social, and their susceptibility and capacity for

progress and civilization, are subjects of investigation. A comparative study is made of two leading types of colonists—the Puritan in the North and the Cavalier of the South. These are compared in such points as motives for colonization, religion, classes in England from which they came, government, education, treatment of the Indians and attitude toward slavery and labor.

Much attention is given to the rise and development of the institution of slavery and the expansion of the slave area, to the doctrine of state rights, and to the rise of the political parties and the issues upon which they are divided. Discussions are had on the tariff question, money and banking, and the causes of our national progress.

The class work is based upon Channing's *Student's History of the United States*, with special topics and outlines prepared from the material in the library.

Methods in History. In addition to a comprehensive review of American history it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching history. The relation of history to chronology and geography is considered. Human and physical causes are investigated and weighed. By the application of the true test of the value or importance of a historic event, an attempt is made to give events their relative rank in the world's history. The entire course seeks to enrich the study of history and beget a wholesome enthusiasm in its teaching. Much reference work is done, the best authors are consulted, special topics are assigned for reports by students, lectures are given and maps are consulted. Hindale's "How to Study and Teach History" is the guide.

CIVICS.

The work begins with local government and by synthesis and induction proceeds from town and village to the state and nation. Much time and attention are given to our double system of government, the states and the nation. It is made manifest by suggestion and illustration what matters are best cared for by the states and what affairs are best controlled by the nation, showing how, in the evolution of the American nation, local self-government has been preserved within an efficient central government.

Some practical lessons are also given in parliamentary law, in which the students take part. Visits are made to the U. S. District Court, State District Court, Municipal Court, county offices, and city offices, and information is there obtained at first hand upon which further instruction is based. Legal forms are observed and an attempt is made to present every subject in a concrete or practical form. One

term and a half is given to this subject and each student is required to read, besides the text-book used, at least one book bearing on this subject. A weekly report on current political events is given and discussed by the class.

SOCIAL SCIENCE.

It is the object of this course to introduce the student to the forces operating in the building up and development of society or in its destruction, and to cultivate a broad general interest in social customs institutions.

It is found highly beneficial to teachers to study somewhat thoroughly the origin, growth and development, modification and existing condition of the complex functions of civilized society of to-day. More emphasis is placed on the increase of social health and vigor, and less on social disease.

ELEMENTARY SCIENCE.

Elementary Science, or Nature Study, is nowadays generally taught in the grades. The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and also to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Practice School is observed, and students are required to plan and present model lessons.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations rather than to obtain his information from books. The students make out-door observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work. The students are also required to devise simple apparatus for physical and chemical experiments to show that elaborate apparatus is not necessary for the teaching of the elementary facts in these subjects.

PHYSICAL SCIENCE.

Physics. This subject is given to students of the advanced courses during the whole of their third year. The work is divided into three parts: Mechanics; Electricity and Magnetism; Heat, Light and Sound. This subject is condensed into two terms for students of the certificate course. Hoadley's Physics is the text used. This is supplemented by laboratory work by the student. The laboratory exercises are mainly quantitative, and designed to demonstrate the principles studied in the text. Adams's Laboratory Manual is used. Many illustrative experiments are performed by the instructor in the class room.

The school has a good supply of apparatus for demonstrations and laboratory work. The class room has a demonstration table with gas and water conveniences. The laboratories are wired for the city electric current, making it possible to perform many experiments in electricity and magnetism, and also to project many experiments and illustrations on a screen by means of the projective lantern.

The department library (in the general library) has many excellent reference books, and the reading table is supplied with such scientific papers as Popular Science Monthly, Science, Scientific American, and Scientific American Supplement.

Chemistry. Two terms are required in the Junior year of the English course. The work comprises the study of general inorganic chemistry and some qualitative analysis. The text-book used is Newth's. The student spends about half the time in the laboratory.

BIOLOGY.

The biological laboratory is fully equipped with the necessary modern furniture and apparatus for Normal School work. There is a wall table on three sides of the room, above which are cases for the microscopes, other apparatus and the reagents. There are three tables distributed through the central portion of the room, two of which are divided into desks for students while the other is fitted with a sink, water, gas, reagent shelves and an aquarium. There are forty-five individual desks, each fitted with dissecting and other apparatus and protected by a lock.

In direct connection with the laboratory is a smaller room which is used for an office, an apparatus room and the department library. In one corner of this room is a double dark room, fully equipped with a sink, water and other necessities for photographic work. A third room is used exclusively for class and demonstration work. In

an alcove of the latter room are several cases in which are kept the anatomical models, skeletons, charts and physiological apparatus.

The purpose of the biology work in the Normal School is not so much to teach anatomical facts as the habits of living organisms, hence morphology is studied only as a means of explaining function and general relationships. In fact, the work of this department is what might be called advanced nature study, which grade of work seems best fitted to train those who are to teach in the elementary schools. Independent observation is constantly required and frequent excursions are made into the fields to observe plants and animals under natural conditions.

Zoology. The growing demand for teachers who can teach nature study in the grades has made it necessary that more attention be given to the study of zoology. This subject is required of all students who take the English and Certificate courses. Those in the Latin course may take either zoology or botany. The subject continues through two terms and two periods a day are required, one in the laboratory and the other in the class room.

The first term's work deals with the invertebrates. In the laboratory the following animals are carefully studied as types: One or two individuals from each of the four groups of Protozoa, fresh and salt water sponges, hydra, jelly-fish, sea-anemone, coral, trematode, Planaria, tape-worm, Gordius, Trichina, star-fish, sea-urchin, a holothurian, a rotifer, angle worm, leech, cray-fish several different types of insects, a spider, a clam and a snail.

The vertebrates are studied the second term. After a brief consideration of the intermediate types (Balanoglossus, Ascidians and Amphioxus) a fish, a frog, a reptile, a bird and a mammal are dissected. The dissection of each type is followed by a systematic study of the group, and each student is required to identify twenty or more different species.

Considerable reference work is required, and each student is assigned a special topic for investigation, on which he writes a thesis. So far as possible the subjects for these theses are such as will require observation of the living animals. Each student is expected to do a certain amount of field work.

The chief text-books used are Parker and Haswell's Manual, Needham's Laboratory Guide, Comstock's Manual of Insects, Pratt's Invertebrate Zoology and Jordan's Manual of Vertebrates. The department library contains a large number of pamphlets on various subjects, which are in constant use.

Physiology. One term's work in Physiology is required in each of the courses and it is so arranged that the subject is studied after the student has had zoology and some of the other sciences. The topical and reference method is followed mainly, but Martin's The



BIOLOGICAL LABORATORY.



PHYSICAL LABORATORY.

Human Body, advanced course is used as a guide. Regular laboratory and experimental work is required, for which the school has a good collection of models, skeletons, microscopical slides, charts and some of the simpler pieces of apparatus. Each student is assigned a special topic for investigation.

Botany. This subject is required in the English and Certificate courses and may be taken in the Latin course instead of zoology. It continues through two terms. Students begin the subject in the spring and complete it in the fall.

The spring term's work deals with the Spermaphytes or seed plants. The work begins with a study of seeds and their structure, and follows with that of germination, roots, stems, buds, leaves and flowers. Numerous experiments are made to illustrate the physiology of plants. To supplement the laboratory work each student is expected to collect, identify and arrange in a neat herbarium at least fifty species of indigenous plants.

In the fall term's work the non-flowering plants are considered. Each group is studied as carefully as the time will permit, and some attention is given to the economic features of bacteria and fungi.

The conditions under which plants grow, their grouping into societies, and means of dispersal, are important features of all the work in botany. In both terms' work one period a day is required in the laboratory and one in the class room. Frequent field excursions are made.

For the laboratory work the students generally follow mimeographed sheets which are made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books, and a large number of pamphlets, which are constantly used by the students.

Biological Club. The purpose of the club is to offer opportunity for the discussion of various biological problems and items of scientific interest that do not come up regularly in the class room. Some of the better theses that are prepared by the students in zoology, physiology and botany are read at these meetings. During the past year the club has given considerable attention to the review of current biological literature, meeting on alternate Monday evenings.

MUSEUM.

The museum is a very necessary accompaniment to the work in biology, physiography, chemistry and nature study. Ours contains already about 300 specimens of mounted birds, besides about 600 skins; a series of the more common Minnesota mammals;

a fair collection of batrachians and reptiles; more than 4,000 specimens of fishes, and 1,500 rocks and minerals. The room which is used for museum purposes is the one formerly known as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those of physics and chemistry, an arrangement which is very convenient. A large collection of specimens of coral from the Philippine islands was recently secured through the kindness of the Minnesota Academy of Natural Science.

GEOGRAPHY.

The facts of Geography are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will serve as types of further study, and they are presented in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

Physiography. One term is given to this subject in the fifth year of the English and Latin courses. LeConte's Elements of Geology is the chief text, but numerous reference books are used. Frequent field excursions are a required part of the work. Each student is expected to construct numerous field maps and to make a collection of the common rocks of the region. The Normal School is well equipped with geological specimens, and the surrounding bluffs afford excellent opportunities for the study of the subject.

MATHEMATICS.

Arithmetic. In the English, Latin and Certificate courses two terms are given to this branch of mathematics, in the third year. In the Graduate courses one term is given. Thus arithmetic is not taken until the completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

Algebra. Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins's *Elements of Algebra* is the text-book used.

Geometry. Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's *Geometry* is the text-book in the hands of the pupils.

MUSIC.

During the first year of the course one term of music is given, and a term of music methods in the second year. A term of methods is offered in the advanced graduate course and a six weeks' course in music methods is in the elementary graduate course. Instruction is given in theory and elementary harmony and includes tone work, correct breathing, distinct pronunciation and phrasing. Daily drill is given in sight reading and chorus work, attendance at the chorus period being required of the entire student body excepting those who are engaged in practice teaching.

The best methods of teaching music in the public schools are taught, with observation and practice in the subject in the Training Department under the supervision of the music teacher.

The Glee Club is among the most successful and popular organizations of the school.

DRAWING.

Drawing is taught for its educational and its aesthetic value. The course has been planned to give the students a knowledge of all the different lines of the subject adaptable to school work, with the best methods of presentation and development.

The study of art and the literature of art has an important place in the course, the aim being to familiarize the students with the characteristics of the great art of the ancients as well as with modern masters and their pictures.

A thorough course in perspective is given, together with work in water color, pen and ink, figure drawing, out-of-door sketching, design and mechanical drawing.

For the benefit of students making a specialty of drawing opportunity is given for doing advanced work along any of these lines. During the term of teaching in the Training Department practice is given either in teaching drawing or assisting under the direct supervision of the art instructor.

MANUAL TRAINING.

For the past two years Manual Training has been a part of the work of the Training Department. It is expected that this work will be expanded next year. A light and convenient room of ample size will be fitted up during the coming summer for such work as cannot be done to advantage in the school-rooms, and large additions will be made to the outfit of tools and benches. The work is suited to the different grades, and includes wood-working, card-board construction, basketry and raffia.

Manual Training has also been added to the Academic-Professional course of the Normal Department.

PHYSICAL CULTURE.

There is no such thing as a healthy mind in a diseased body. Our primary object is health, but we also aim to increase general tone, to ensure endurance and to develop symmetry of body, ease and grace of movement and quick response. The Emerson system is used, consisting of poising, stretching, bending, reaching, and harmony movements. Marching, running, walking, games and out-door sports are encouraged.

Exercises are taken daily by the entire school. In addition to this daily work the school is divided into small classes which meet the in-

structor once a week, where individual corrective and remedial work is done. During the second year talks on method and hygiene are given. Each pupil is required to take charge of the class for one period. All pupils are required to teach this subject in their practice work. No special gymnasium suit is required, but the dress worn must allow perfect freedom of motion to the entire body.

During the fall and spring terms base-ball and foot-ball teams are organized among the young men of the school and basket-ball teams among the young women. These teams challenge and accept challenges from similar teams of other schools.

Kindergarten Training Course.

The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced graduate course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten this course includes all the work in psychology, child-study, history of education, music and drawing given in the Normal School. It also includes the same amount of practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children, whether as kindergartners or as regular teachers. The rapidly increasing demand for kindergartners and for primary teachers with a kindergarten training seems likely to make this department a popular one.

The requirements for admission are the same as for the regular graduate course. Graduates of other courses may complete the work in a shorter time than those without normal training. The tuition is ten dollars per term.

The work in psychology, history of education, music, drawing, natural science and physical culture is done in the Normal Department under the direction of the special teachers in charge of these subjects. This work is accomplished as largely as possible during the first year of the course that the student may find time for practice teaching during the second year. Except in rare cases, no teaching is allowed until the beginning of the second year. Throughout both years a study of kindergarten theory and practice is pursued under the guidance of the teacher in charge of this department. Here Froebel's views regarding the nature of the child, its manner of development and the appropriate stimulation thereto, are studied and compared with modern

views of these subjects. The greater portion of Froebel's writings, together with those of his most able interpreters, are used as texts or references. In addition a large list of books and selected articles from magazines are read and reviewed or discussed in class. The use of music, stories, pictures, materials, and plays and games, as educational factors, receives much attention and is fully illustrated in the Kindergarten.

General Information.

THE LIBRARY.

One of the most attractive and helpful features of the institution is the growing library which occupies two large rooms on the first floor. The number of volumes, including public documents, is something over seven thousand. These have been chosen with special regard to the needs of the school so that the number alone does not adequately represent the real efficiency of the library.

Students have free access to the shelves. By the topical method of study which is generally used in the several departments of instruction, they are trained under the supervision and with the assistance of an experienced librarian to know and use books.

The reading table offers a good selection of periodical literature, both professional and general. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

LITERARY SOCIETY.

The young men of the school have maintained for several years a debating club which has been very helpful in training its members in debating and parliamentary rules.

RELIGIOUS INFLUENCE.

Students are required to be present at the opening devotional exercises of each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday schools. Besides this, branch organizations of the Young

Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit, are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department, provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of ten dollars per term in advance, one-half payable at the beginning and the other at the middle of the term.

The price of board, including furnished room, light and fuel, is from \$2.75 to \$3.50 per week. Those desiring to board themselves can obtain rooms at very reasonable rates. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$1.50 to \$3 per month, according to size, location, conveniences, etc. Furnished rooms cost from \$2.00 to \$8.00 per month, according to location and excellence. Perhaps the prevailing price paid by students for unfurnished rooms may be placed at \$1.50 to \$2.50 per month and for furnished \$2.00 to \$4.00 per month.

In accordance with a resolution adopted by the State Normal Board, all necessary text-books can be rented from the school. The fee is \$1.00 per term, which also insures the privileges of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text-books as they may have. Those who prefer to purchase the text-books can obtain them at the school at wholesale cost price.

In the Training Department the tuition is twenty-five cents per week in the intermediate grades, thirty cents in the regular grammar, and forty cents in the review class. In each grade all needed text-books are furnished, for which there is a rental fee of twenty-five cents per term in the intermediate, thirty-five cents per term in the seventh and eighth grades, and seventy-five cents per term in the review class. Books are free in all other grades.

THE MANKATONIAN.

"The Mankatonian" is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds failed, works of art were selected, as shown by the following list:

Class of 1889—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the Library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the stage in the assembly room.

Class of 1893—A statue of Minerva, of heroic size.

Class of 1895—Statues of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus of Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Class of 1901—A beautiful stained glass window for the assembly room.



MUSEUM.



ASSEMBLY ROOM—GRAMMAR DEPARTMENT.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the State under the following provisions, viz:

(1) A diploma of one of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a State certificate for five years, and the diploma of the Advanced Course a State certificate for life.

By the act of 1901 the certificate of a State Normal School in Minnesota that the holder has completed the three years' course in that school entitles the holder thereof to a certificate of the first grade.

By the same act the State Superintendent of Public Instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.

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 diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of one dollar. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry and requests for catalogues should be addressed to

CHARLES H. COOPER, President,
Mankato, Minn.

Students—1901-1902, Normal Department.

GRADUATE COURSES.

SENIOR GRADUATE CLASS.

Eva Cecilia Boegen,	Mankato.
Jessie Jane Cartwright,	Claremont.
Alice Mary Church,	Garden City.
Mary Frances Cook,	Blue Earth City.
Dorothea Funk,	Mankato.
Anna Arksey Fawcett,	Minneapolis.
Edna A. Gates,	Mankato.
Agnes Gertrude Hitchcock,	Redwood Falls.
Katherine Eleanor Holton,	Redwood Falls.
Edith Humes,	Winnebago City.
Clara Helena Miller,	Wells.
Jennie Ovidie Olson,	Wells.
Agnes Rice,	Mankato.
Lulu Belle Ridgway,	Minneapolis.
Grace Irene Thuemmler,	Mankato.
Oscar Olsen Ulvin,	Lortz.

JUNIOR GRADUATE CLASS.

Lelah Ethlyn Chase,	Mankato.
Margaret Forsyth,	Elysian.
Belle Ermina Goff,	Friesland.
Bessie Belle Holbrook,	Mankato.
Nellie Edith Kehoe,	St. Paul.
Hylma Marie Soderstrom,	Hutchinson.
Josephine Katherine Steake,	Fergus Falls.
Bertha Eleanor Thorndike,	Bigstone City, So. Dak.

ELEMENTARY GRADUATE CLASS.

Ethel Isabella Best,	Faribault.
Anna Sophia Boe,	Silver Lake, Iowa.
Isabella Mara Byron,	Waseca.
Eleanor Constans,	Mankato.
Marianne Cowles,	Alden.
Anna Mildred Devany,	Minneapolis.
Alice Maude Diddams,	Le Roy.
Effie M. Diederich,	Waseca.
Mabel M. Dodge,	Madelia.
Margaret Alice Dougherty,	Mankato.
Mary Teresa Dougherty,	St. Paul.
Cora Ada Duffey,	Amboy.
Edith Marie Engstrom,	Waseca.
Mattie Frederica Fink,	Faribault.
Belle Agnes Garlock,	Wells.
Annette Serene Gausemel,	Kenyon.
Jessie May Harter,	Mankato.
Blanche Holbrook,	New Richland.
Nellie Louise Houk,	Good Thunder.
Tilda Hanson,	Norseland.
Decorah May Harden,	Le Roy.
Ethel Winnifred James,	Rochester.
Eva Faetta Jones,	Blue Earth City.
Laura Judkins,	Hastings.
Delta Janet Kelly,	Sleepy Eye.
Grace Mary Kelly,	Sleepy Eye.
Harriet Anna Kelly,	Sleepy Eye.
Edith Anna Larkin,	Alden.
Tilda Georgianna Lee,	Faribault.
Mary Alvida Lohren,	Waseca.
Rexie Luckman,	Stewart.
Rosabelle M. McCurdy,	Madelia.
Emma Madison,	Albert Lea.
Lydia Anna Mariska,	Morristown.
Wilhelmina C. Meckstroth,	Le Sueur.
Edyth Estella Patten,	Meriden.
Minnie Peick,	Slayton.
Labelle E. Pike,	Pipestone.
Harriet M. Porter,	Mankato.
Ione Mildred Prescott,	Faribault.
Clara Nelsene Quamme,	Kenyon.
Eleanor Reese,	Lake Crystal.
Maude May Rutan,	New London.
Josie May Schoregge,	Ollivia.

Julia Emily Skjei,	Madison.
Roxie Madge Slade,	Adrian.
Julia Lucinda Sonve,	Mapleton.
Myrtle Weltha Sprague,	Mapleton.
Ina Taylor,	Owatonna.
Florence Agnes Tenney,	Mankato.
Rose Dilley Thurston,	Mankato.
Blanche Mary Timlin,	Fulda.
Katherine Walker,	Henderson.
Elizabeth Anna Walsh,	Albert Lea.
Anna Veronica White,	Waseca.
Grace Innice Woolery,	Dundas.
Alma Wagner,	New Richland.
Theo. Zickrick,	Mankato.

KINDERGARTEN TRAINING COURSE.

SENIOR CLASS.

Winifred Maude Grout,	N. Redwood.
Pearl A. Jones,	Winnebago City.
Daisy Aravena Lamoreaux,	St. James
Nellie Marie Lowrey,	Owatonna.
Frances Barbara Schrodeski,	Lake Crystal.
Franta Soule,	Minneapolis.

JUNIOR CLASS.

Edith May Bowen,	Mankato.
Bertha Grace Brubaker,	Northfield.
Eva May Dixson,	Northfield.
Bernice V. Ewing,	Mankato.
Camille Leona Henton,	Luverne.
Grace M. Holmes,	Mankato.
Laura Belle Knowlton,	Corona, S. Dak.
Sara Carol Schrap,	Kasson.
May, Schubert,	Winnebago City.
Mary Godley Starr,	Minneapolis.

ACADEMIC PROFESSIONAL COURSE.

SENIOR CLASS.

Alberta M. Ackerman,	Stanton.
Addah Meade Coffin,	Ottawa.
Thomas Daniel Daley	Marysburg.
Nellie Clara Davis,	Taopi.
Lena Marie Gjertsen,	Madelia.
Edith Hoagland,	Eagle Lake.
Axel Robert Holmberg,	Beardsley.
Bertha Holt,	Delhi.
Nora Howat,	Minneapolis.
Bena Hanson,	Albert Lea.
Anna Catherine Mulqueen,	Hutchinson.
Agatha Amesta Murphy,	Garden City.
Mildred R. Nelson,	Waverly Mills.
Axel Albert Olson,	Mankato.
Edward Stuart Parker,	Garden City.
Simon Solie,	Delano.
Petra Olivia Sundt,	Mankato.
Pearl Wilmot,	Mankato.
Hervey Dennis Woodard,	Huntley.
Mayme Yeoman,	Granite Falls.
Dora Hall Young,	Mankato.

JUNIOR CLASS.

Roy Henry Ashworth,	Mankato.
Howard Wilham Bateman,	Belle Plaine.
Meta Emelia Bangerter,	Mankato.
Elvena Marie Christiansen,	Madelia.
Ivy Irene Davidson,	Cream.
Abraham Ewert,	Bingham Lake.
Maolie Anna Fanning,	Mankato.
Sarah Marguerite Giblin,	Mankato.
Maud Edna Holman,	Mankato.
Jessie Belle Irving,	Mankato.
Inger Caroline Jerdee,	Moran.
Nellie Pearl Jacobson,	Mankato.
Agnes Keating,	Assumption.
Walter Roy Kelley,	Mankato.
Lydia Krienke,	Oss 20.

Margaret Anna McCall,	Mankato.
Agnes Elizabeth Murray,	Hammond.
Michael Henry O'Brien,	Mankato.
Enga Pauline Olsen,	Mankato.
Mary Belle Pettis,	St. Peter.
Bessie Luvergn Preston,	Mankato.
Florence Sheldon,	Mankato.
James Thompson Watts,	Mankato.
Nettie Orella Wells,	Mankato.

THIRD YEAR CLASS.

Stella Viola Ballou,	Manyaska.
Izola Boudrye,	Granada.
Alma Josephine Coughlan,	Mankato.
Florence Calphurinia Eggleston,	Mankato.
Rose Marie Foley,	Cream.
Herman Georgius,	New Ulm.
Mary Gilbride,	Madison Lake.
Eula Edith Hodson,	Mankato.
Marie Mignonette Murphy,	Garden City.
Mary Verinica Rourke,	Beaver Falls.
Edward Daniel Schoffman,	Morgan.
Cecelia Grace Williams,	Mankato.
Mamie Floy Wood,	Delavan.

SECOND YEAR CLASS.

Mary Edna Austin,	Mankato.
Marcus Morton Chatfield,	Ellsworth.
Eva Oattie Cheney,	Rapidan.
Alma N. Chilgren	Nicollet.
John Connelly,	Lakeville.
Mary Viola Daley,	Marysburg.
Ida Frances Davison,	Granada.
Otto Austin Flom,	Delhi.
Walter Gilbertson,	Jasper.
Katherine A. Gilmore,	Mankato.
Nellie Florence Harriman,	Mapleton.
Emma Gladys Hopkins,	Mankato.
Margaret Lucy Haigh,	Mankato.
Charles Oscar Johnson,	Judson.
Catherine Eva Judge,	Mankato.

Ralph Waldo Kerns,	Long Prairie.
Alida Minnie Laurisch,	Minnesota Lake.
Helen Bertha Leonard,	Belview.
Lena Loven,	Ellendale.
Alice Marie McCornack,	Wabasso.
Lucile McKnight,	Oyens, Iowa.
Lelia Lloyd Moses,	Kasota.
John Andreas Ness,	Hector.
Michael Aloys Neudecker,	Morgan.
Julia Delphine O'Brien,	Mankato.
Matthias Norberg Olson,	Belview.
Nettie Pearl Osgood,	Babcock.
Dana Parker,	Granada.
Ina Thea Pierce,	New Auburn.
Joseph Edward Price,	Judson.
Nellie Ramsey,	Cream.
Enid Searing,	Mankato.
Susie Marian Stone,	Alden.
Martha Thorson,	Ellendale.
Martin G. Vikla,	Wesely.
Anna Gertrude White,	Lexington.
Zenas White,	Mankato.

FIRST YEAR CLASS.

May Abels,	Mankato.
Minnie Gustava Abels,	Mankato.
Mary Oline Ascham,	Canby.
Fred. Ernest Bandimere,	Chaska.
Alma Rose Bateman,	Belle Plaine.
Alfred Broe,	Delavan.
Mary Jean Brown,	St. Paul.
Edna Gertrude Cain,	Mankato.
Ruth Agnes Coffin,	Ottawa.
Claudia Davies,	Mankato.
George R. Donaldson,	Dawson.
Sara Alice Dunn,	Mankato.
Anna Margaret Dunn,	Mankato.
Pearl Eaton,	Mankato.
Grace M. Edwards,	Mankato.
Anna Engel,	Mankato.
Adalaine Farisy,	Morton.
May Sharp Farr,	Mankato.
Ada S. Fields,	St. Clair.



KINDERGARTEN.



DRAWING ROOM.

Elizabeth Adeline Fields,	Cream.
Edith Lorene Fiero,	Mankato.
Beatrice Fanny Footner,	Mankato.
Mabel Freundl,	Mankato.
Nelle Gill,	Mankato.
Mabel Glenn,	Mankato.
Katharine Staples Hanson	Mankato.
Carl L. Hanson,	Marna.
Sophia Hanson.	Linden.
Sarah Adeline Haynes,	Delavan.
Alois P. Hodapp,	Beauford.
Viola Ruth Hodson,	Mankato.
Carolyn Marie Hottinger,	Mankato.
Josephine Hurd,	Mankato.
Rea Josephine Johnson,	Mankato.
Priscilla Jones,	Garden City.
Elizabeth Jones,	Mankato.
Tracie Marie Kranz,	Mankato.
Mary E. Kulp,	Mankato.
Amelia Fredrica Leonard,	Belview.
Arnold Lien,	Delavan.
Richard Lloyd,	Mankato.
Joseph John Mach,	Montgomery.
Loren Eugene McCormick,	Cumberland, Wis.
Josephine McBride,	Lake Washington,
Edith Blanche McDuffee,	Rapidan.
Mildred Iris McGraw,	Kasota.
Cora Fern McGraw,	Kasota.
Jessie McKellar,	Brewster.
Charles McGee,	Adell, Wis.
Daniel James Mahoney,	Eagle Lake.
Laura Anna Mallin,	St. Clair.
Jessie May Mendenhall,	Rapidan.
Henry W. Meaney,	Mankato.
Genevieve Mullen,	Green Isle.
Nora Murray,	Hammond.
Edith Blanch McDuffey,	Rapidan.
John O'Brien,	Mankato
Rose Catherine O'Brien,	Mankato.
Adina Carolina Olson,	Hendricks.
Anna Olson,	Hendricks.
Florence Parker,	Garden City.
Anna C. Peterson,	Dell.
Lulu May Pettit,	Alden.
Lostie Phelps,	Mankato.
Ruby Alice Phelps,	Mankato.

Harold Reeder Pressnall,	Eagle Lake.
Katheryne Price,	Cambria.
Ella Gertrude Randall,	Kerns.
Emma Rapp,	Kasota.
Catherine T. Reeder,	Doyle.
Clara Luella Russell,	Eagle Lake.
Helen Mary Salls,	Kasota.
Mary Frances Seely,	Westbrook.
Frank Gilbert Sheehan,	Mankato.
Lucy Blanche Skipton,	Kasota.
Sadie Smith,	Mankato.
Bertha Matilda Swanson,	Mankato.
Carl Alexander Swanson,	Mankato.
Emma Sophia Swanson,	Judson.
Robert Ellsworth Scott,	Mankato.
Emma Seaquist,	Eagle Lake.
Dora Alvina Taylor,	Mankato.
James Harrison Walker,	Poplar, Montana.
Ethel Alvira Walrath,	Mankato.
Mary Floy Wirt,	Mankato.
Logan True Wagoner,	Eagle Lake.
David Neil Wood,	Delavan.
Jessie Wyatt,	Bigelow.
Alma L. Yanke,	Westbrook.

CERTIFICATE COURSE.

THIRD YEAR CLASS.

Anna Beatrice Bohan,	Mankato.
Emma Elizabeth Campbell,	Vernon Center.
Ethel Leona Fairchild,	Garden City.
Cecilia Margaret Pettit,	Mapleton.
Coastance Swanson,	Bernadotte.

SECOND YEAR CLASS.

Lena Pearl Bullis,	Smith's Mill.
Mary Olive Cooney,	St. James.
Mae Chamberlin,	Good Thunder.
Mary Ellen Fitzgerald,	Mankato.
Myrtle E. Hawes,	Good Thunder.

Gertrude Elizabeth Johnson,	Hector.
Margaret Elnora McCall,	Mankato.
Florice Payne,	Welcome.
Cecilia Margaret Pettit,	Mapleton.
Ellen Gustava Rolf,	Mankato.
Elsie Ann Sufton,	Winnebago City.
Anna Swanson,	Kasota.
Julia Jane Thayer,	Mankato.
Ora Frances Whitcomb,	Judson.

FIRST YEAR CLASS.

Margaret Bean,	Green Isle.
Verna Evelyn Bixby,	Garden City.
Ida Barton Bixby,	Garden City.
Emmogene Boudrye,	Grenada.
Lillian Maude Brown,	Denver, Colo.
Mary E. Brown,	Faribault.
Mary M. Carline,	Franklin.
Margaret V. Carline,	Franklin.
Frances Loraine Cornish,	Vernon Center.
Carolina Anastasia Fiyol,	Minnesota Lake.
Sophia Hanson,	Linden.
Sena Lilleberg,	Avoca.
Alma Sandstrom,	Rapidan.
Cora Ellen Warner,	Elysian.
Lilly Weir,	Rapidan.

SPECIAL STUDENTS.

Bertha E. Buechel,	Ellsworth.
Helen Cooper,	Mankato.
Gertrude Mary Durkee,	Mankato.
Ida Mabel Fields,	Cream.
Flora A. Gumbert,	Minneapolis.
Alice Eleanor Hodson,	Mankato.
Sadie Morrison Judd,	Marshall.
Mathilda Johnson,	Sacred Heart.
Ella Bessie Kennedy,	Marshall.
Ida L. Lindsoe,	Butternut.
Mary M. Marek,	Elkton, So. Dak.
May Norene Mills,	Mankato.

Mary E. McMann,
 Marie McKnight,
 Helen Beatrice Salisbury,
 Blossom White,

Winthrop.
 Oyens, Iowa.
 Mankato.
 Mankato.

Training Department.

GRAMMAR GRADES.

REVIEW CLASS.

Ida Bixby
 Julia Brekke
 Daniel Brown
 Maud Campbell
 James Clifford,
 Mae Stella Corroll
 Minnie Farmer
 Teczla Hjerpe
 Joseph J. Mach
 Lucile McKnight
 Eleanor Nason
 George Nettleton
 John O'Connell

Alice Rapp
 Catherine Reeder
 Joseph Sharkey
 Kathryn Smith
 Margaret Taylor
 Mabel Turritin
 Theodore Tweed
 Mathias Vickla
 Leonall Wall
 Christine Webster
 Jessie Wyatt
 Alma Yanke
 Clara Yanke

EIGHTH GRADE.

Evalena Ashley
 Sarah Brekke
 Ethel Colson
 Hazel Conkling
 Maude Cooper
 Francis J. Crean
 Loretta Daley
 Harriet Daniels
 Mae Farr
 Mabel Freundl
 Fred Galle
 Emma Hovig
 Irma Hynes
 Anna Knudson

Bessie Lloyd
 Agnes Meagher
 Henry Meaney
 Ernest Milnor
 Jessie Moon
 Lulu Moon
 Mabel Moore
 Ella Peterson
 Florence Peterson
 Edith Richards
 Robert Scott
 Frank Sheehan
 Maggie Sorrell
 Loren Swenson

Elizabeth Kuehne
 Ernest Kuehne
 Alma Linder
 Anna Lindsoe
 Esther Ljungberg

Mabel Swenson
 Dora Taylor
 Olive Thayer
 Verne Walrath
 Warren Yates

A SEVENTH GRADE.

Ada Anderson
 May Bartlett
 Dudley Coffin
 Margaret Cooper
 Flavius Edny
 John Freundl
 Adolph Hagen
 Ole Hagen
 Carl Jacobson
 Aaron Johnson
 Louis Johnson
 Carl Just
 William Kessler

Jay Long
 Blanche McBride
 Clement Miller
 Laura Morrison
 Grace Nichols
 Carl Olson
 Edward Reinert
 Nellie Schoner
 Walter Scott
 Tom Steward
 Paul Summers
 Ethel Wilcox
 Bertha Wilhartz

B SEVENTH GRADE.

Helen Austin
 Ida Bode
 Stephen Burns
 Gilbert Daley
 Jessie Daniels
 Alick C. Ekle
 Ella Gustafson
 Kathleen Hart
 Robert Harris
 Adolph Holman
 Oscar Johnson

Amandus Just
 Carl Kalin
 Cora Linder
 Margaret Lloyd
 Grant Morrison
 Grover Ore
 Ruth Palmer
 Albert Pederson
 Lizzie Skuse
 Edna Spaeth
 Oren Thayer

INTERMEDIATE GRADES.

A SIXTH GRADE.

Helen Austin
 Ida Bode

Margaret Lloyd
 John Lund

Stephen Burns
 Jessie Daniels
 Alick Ekle
 Ella Gustafson
 Kathleen Hart
 Robert Harris
 Adolph Holman
 Cora Linder

Grant Morrison
 Clement Miller
 Grover Ore
 Ruth Palmer
 Albert Pederson
 Lizzie Skuse
 Edna Spaeth
 Oren Thayer

B SIXTH GRADE.

James Baker
 Ruth Bradley
 Nellie Bradshaw
 Susie Brekke
 John Burns
 Joe Cummings
 Delia Danielson
 Clayton Dunn
 Joe Goenen
 Harrie Halstead
 Lily Kalin
 Harry Kulp
 John Kjestad

Clement Klugherz
 Elias Lindsoe
 Edna Lamphier
 William O'Brien
 Alfred Olson
 Harry Peterson
 Clara Riles
 Henry Robel, Jr.
 Elvira Roust
 Allie Salisbury
 Roy Simonds
 Margaret Spellman
 John R. Temple

FIFTH GRADE.

Verna Bartlette
 Ethel Dunn
 Constance Davis
 Viva Geddes
 Morris Hancock
 Albert Hibbard
 Harvey Jewson
 Edward Jeffers
 Esther Jones
 Albert Johnson
 John Johnson
 Cassie Johnson
 Silas Juliar
 Thorval Lindsoe
 Alberta Noe

Eva Ore
 Mabel Page
 Frank Raymore
 Helen Searing
 Henry Spicer
 John Shurber
 Julia Schweitzer
 Arlan Schomberg
 Warren Shadbolt
 Phonie Thayer
 Allie Thomas
 Harold Turritten
 Etta Ullom
 Florence Wagen
 Lois Yapel

FOURTH GRADE.

Leon Barnard
 Edith Bartlette
 Philip Comstock
 Alfred Dunn
 Felix Freeman
 Lloyd Geddes
 Sumner Grannis
 Bennett Hendrickson
 Clarissa Heylein
 Jabez Lloyd
 Anton Lindsoe

Kaia Lindsoe
 Sarah Mulligan
 Ben Nelson
 Grace Reynolds
 Blanche Russell
 Howard Spaeth
 Cyril Spicer
 Elmer Scullen
 Vera Schmeltzer
 Philip Schweickhard
 Gordon Shadbolt

PRIMARY GRADES.**THIRD GRADE.**

Ruth Austin
 Henry Brell
 Paulina Bucholz
 Mildred Clements
 Olwen Evans
 Katherine Foster
 Maude Geddes
 Tora Hendrickson
 Paul Hoerr
 Theodore Heggerness

Edgar Norman
 Dean Schweickhard
 Frank Smith
 Catharine Spellmann
 Harold Spicer
 Lucile Summers
 Stella Temple
 Frank Thayer
 Louis Ward
 Whitney Yeaple

SECOND GRADE.

Emmit Bishop
 Lawrence Brewer
 Ina Ellis
 Blodwen Evans
 Eunice Hughes
 Delmar Kulp
 Arthur Lamphear

Chester Norman
 Eulalia Ruckman
 Hazel Stewart
 Ethel Thayer
 Jane Thayer
 Charlie Thomas
 Dorothea Webster

FIRST GRADE.

Harry Berg
 Katherine Brown
 Cornell Buffham
 Fred Carlson
 Gertrude Clements
 Donald Fitch
 Gladys Hanna
 Ethel Hughes
 Fanny Jones

Grace Lorentz
 Kathleen Moore
 Marvin Northrup
 Florence O'Brien
 Lurene Pettit
 Dayton Thayer
 Hortense Thomas
 Harold Willard
 Edward Wise

BEGINNERS.

Esther Berg
 Raymond Berry
 Ruth Billings
 Fenner Buffham
 Frances Buholz
 Mary Burton
 Robert Cooper
 Bernice Chilgren
 Blanche Chilgren
 Irene Fresholtz
 Mildred Fritz

Pearl Gjerstrum
 Fanny Halstead
 Charlie Hancock
 Jay Hodson
 Clements Lorentz
 Marie Menton
 Harold Northrup
 Ellis Schweickhard
 Ruth Shepard
 Ruth Sinotte
 Katherine Wise

KINDERGARTEN.

Ruth Abbott
 Edgar Anderson
 Myrtle Anderson
 Geraldine Berry
 Lillian Bierbauer
 Vera Bierbauer
 Fanny Bishop
 Lenore Brandenberg
 Cleo Brandrup
 Holley Brandrup
 Fenner Buffham
 Hale Clements
 Frank Cowgill
 Robert Cooper
 Margaret Dackins
 Alice Dobbins

Gertrude Klein
 George Krost
 Ione Kulp
 Anna Krost
 Clifford Lang
 Daniel Lloyd
 Clayton Moore
 James Moore
 Doris Morris
 Marshall Mowry
 Harold Northrup
 Irene Olmstead
 Florene Palmer
 Dorothy Parry
 Clifford Peterson
 Marshall Rouse

Blanche Ellis
Myfawney Evans
Lucile Fitch
Margaret Geddes
Genevieve Gjerstrum
Herbert Gjerstrum
Charles Hancock
Doris Hanna
Edmund Hart
Russel Hauck
Lloyd Hixon
Clyde Hoerr
Kenneth Hoerr
Frank Janda
Kenneth Keith
Alice Kirkpatrick

Julia Robel
Dean Root
Reed Rose
Ruth Sinotte
Ruth Shephard
Margaret Swan
Herbert True
Gertrude Waltzer
Francis Weltgen
Agnes Webster
Katherine Wise
Donald Works
Phillip Works
Hale Yeaple
Ruth Young



SUMMARY

NORMAL DEPARTMENT

Graduate Classes

Senior Graduate Class,	-	-	-	-	16
Junior Graduate Class,	-	-	-	-	8
Elementary Graduate Class,	-	-	-	-	58
					—
					82

Kindergarten Training Course

Senior Class,	-	-	-	-	6
Junior Class,	-	-	-	-	10
					—
					16

Academic-Professional Course

Senior Class,	-	-	-	-	21
Junior Class,	-	-	-	-	24
Third Year Class,	-	-	-	-	13
Second Year Class,	-	-	-	-	37
First Year Class,	-	-	-	-	89
					—
					184

Certificate Course

Third Year Class,	-	-	-	-	5
Second Year Class,	-	-	-	-	14
Third Year Class,	-	-	-	-	15
					—
					34

Special Students

	-	-	-	-	-	—	16
Total for the Normal Department,	-	-	-	-	-	-	332

TRAINING DEPARTMENT

Grammar Grades,	-	-	-	-	-	112		
Intermediate Grades,	-	-	-	-	-	98		
Primary Grades,	-	-	-	-	-	74		
Kindergarten,	-	-	-	-	-	63		
						—		
						347		
Counted twice,	-	-	-	-	-	21		
Total for the Training Department,	-	-	-	-	-	—	326	
							658	
In both Departments,	-	-	-	-	-	-	9	
Whole number of Students,	-	-	-	-	-	-	—	649



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