

Supplement to
The Bulletin
of the
State Normal School
Moorhead, Minnesota

Twenty-eighth Year

March 1915

Summer Session

June 14 to July 23

Published Quarterly in the Interest of the Normal
School and General Education in Minnesota

Calendar

Commencement Week

Annual Sermon - - - - -	Sunday Evening, May 30
Annual Recital - - - - -	Monday Evening, May 31
Exercises by Model School - - - - -	Thursday Afternoon, June 3
President's Reception to Senior Class - - -	Thursday Evening, June 3
Chapel Exercises Conducted by Senior Class - -	Friday, June 4
Graduation Exercises - - - - -	Friday Evening, June 4

Summer Term

Enrollment of Students - - - - -	Monday, June 14
Class Work Begins - - - - -	Tuesday, June 15
Summer Term Closes - - - - -	Friday, July 23

Fall Term

Enrollment of Students - - - - -	Monday, September 6
Class Work Begins - - - - -	Tuesday, September 7
Fall Term Closes - - - - -	Saturday, November 27

Winter Term

Enrollment of Students - - - - -	Monday, November 29
Class Work Begins - - - - -	Tuesday, November 30
Holiday Vacation Begins - - - - -	Saturday, December 18
Class Work Resumed - - - - -	Tuesday, January 4
Winter Term Closes - - - - -	Saturday, March 4

Spring Term

Enrollment of Students - - - - -	Monday, March 6
Class Work Begins - - - - -	Tuesday, March 7
Easter Vacation Begins - - - - -	Saturday, April 15
Class Work Resumed - - - - -	Tuesday, April 25
Spring Term Closes - - - - -	Friday, June 3

Summer Term

June 14th to July 23rd, 1915

The summer term of 1915 will be open June 14 and the term will close July 23. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations.

Double Courses in all **First and Second Grade** subjects will be offered. Double courses in other subjects will be offered as indicated in the program, and as the facilities of the school will admit of their organization. A student pursuing a double course—reciting twice a day—may complete that course in six weeks, and receive credit therefor.

Arrangements will be made to meet the requirements of **rural school** teachers.

The model school will be in session, so that candidates for graduation may carry forward their work in the training department.

Special effort will be made to accommodate graduates of **high schools**, who desire to begin work on the course of study, or who desire to complete unfinished work in the course. Courses in nearly all normal school subjects will be offered.

Suggestive Programs: Students will be permitted to select such subjects as they may desire to take, under certain restrictions. No student will be permitted to undertake an amount of work, which cannot be well done. Individual needs will be considered, and every opportunity possible will be afforded to students to register for work which will be most helpful.

Credits. Teachers may receive credit on a teacher's state certificate, in lieu of examination, for work done during a summer term. Credits to apply on both first and second grade certificates may be secured in this way.

Second Grade Subjects:

Arithmetic—2 terms.
Civics—1 term.
Composition—2 terms.
Geography—1 term.
U. S. History—2 terms.
Grammar—2 terms.
Physiology—1 term.
Reading and Spelling—1 term.
Penmanship.

First Grade Subjects:

Agriculture—
Algebra—2 terms.
Geometry—2 terms.
Physical Geography—1 term.
Physics—2 terms.

High School Graduates: One term of work, only, in each of the following subjects is required of high school graduates: Geography, Arithmetic, U. S. History, English Grammar.

Agriculture—Courses in Elementary Agriculture will be offered. These courses will embody elementary farm principles, as applied to the work of rural schools, and they will be in charge of an agricultural expert, who is familiar with rural school conditions. The work will be made practical and helpful as possible, and a number of special lectures will be given in connection with these courses. Credit for this work will be given in the normal school course of study and on a teacher's certificate.

Rural School Methods: Trained and experienced county superintendents will be in charge of the courses, and the work offered will be of practical character, embodying the following subjects:

1. School Sanitation and Decoration.
2. School Management and Organization,—making of programs, etc.
3. Children's Plays and Games.

4. Children's Songs.
5. Penmanship and Spelling.
6. General Lessons. Opening Exercises.
7. Elementary Agriculture.
8. Children's Literature.
9. Social Life in Rural Communities,—including the following studies: Country Clubs, Contests, Noonday Lunches, and Visiting Homes of the Community.
10. Construction Work, Basket and Mat Weaving.

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

Opportunity will be given for observation of practical work in the model school, and these periods of observation will be followed by discussions conducted by the critic teachers and by the Superintendent of the Model School.

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

Rote Singing: A course in Rote Songs will be offered by the teacher of music.

Registration: All persons who expect to attend the summer term are urged to be present at the opening of the term. A student will receive credit for any work previously done, whether a High School graduate or not, according to the rules of admission to the Normal School.

Text books: The Normal School text-books will be used, and the regular rental fee of one dollar and fifty cents will be charged. This will entitle a student to the use of the general library, and the reference books, as well as the text-books.

Living Expenses: Wheeler Hall and Comstock Hall, situated on the school campus not far from the Normal School building, are attractive homes for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. Rooms engaged by students will not be reserved after class work for the term begins, unless special arrangements are made with that end in view. The health and comfort of the students are first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, are \$3.50 to \$4.00 a week. Single meals, and meals to guests are 25 cents each. Bills are payable in advance. No discount is made for absence under one week. Students are required to take care of their own rooms, and to furnish towels and soap. Mail is taken to the postoffice, and delivered at the Halls, twice a day.

Board in Private Families: Board can be obtained in private families, and rooms can be rented, where students may do their own cooking, if they wish to reduce expenses. The President of the school will arrange for board, or for the renting of rooms, for students who desire to make such arrangements in advance. Pupils will be required in all cases, to consult with the President of the school, or with the Dean of Women, in regard to the choice of a boarding place.

For further information address

FRANK A. WELD,
President.

Program of Double Courses

For Summer Term

A credit secured in any subject during the summer term will be applied on the course of study in the normal school, and such credit may be applied, also, on a state teacher's certificate.

7:30 A. M. and 3:00 P. M.

Agriculture (First term)
Plane Geometry (Second Term)
Psychology (First Term)
Grammar (First Term)
Literature and Themes
Sociology
Arithmetic (Second Term)
Geography (High School Graduate)
Physics (First Term)
Plane Geometry (First Term)
Reading (First term)
Advanced Civics
Physiology

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

Arithmetic (First Term)
Psychology (First Term)
Grammar (High School Graduate)
Composition (Second Term)
History, U. S. (High School Graduate)
Theory of Education (First Term)
Commercial Geography
Music (High School Graduate)
Physics (Second Term)
Botany (Second Term)
Wood Work
Algebra (First Term)
Drawing (High School Graduate)
Elementary Civics
Plane Geometry (First Term)

9:10 A. M. and 4:40 P. M.

History (Second Term)
Agriculture (First Term)
Arithmetic (High School Graduate)
Psychology (Second Term)
Grammar (Second Term)
Composition (First Term)
History, U. S. (High School Graduate)
Penmanship
Physical Geography
Music (First Term)
Physics (First Term)
Wood Work and Mechanical Drawing
Algebra (Second Term)
Reading (High School Graduate)
Elementary Civics
History (First Term)
Domestic Art I.

7:45 to 9:00

Domestic Science (Elementary School)

8:30 to 11:15

Elementary School in session.

10:00 to 10:15

Chapel

10:15 to 10:35

Chorus

10:40 to 12:10

Domestic Science I and II
Construction Work, Basket and Mat Weaving

10:40 to 12:10

Rural School Domestic Economy

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

11:25 to 12:00

Observation

10:30 to 11:15

2:00 to 2:45

Rural School Methods

This is a full credit course in the Course of Study. It will satisfy the requirement for professional credit on a second and on a first grade certificate.

1:15 to 2:00

2:00 to 2:45

Primary Methods

This is a full credit course, and it will satisfy the requirement for professional work on a second and a first grade certificate.

1:15 to 2:00

Primary Rural School Methods

This course will satisfy the requirement for professional test on a second grade certificate, and the professional requirement in Rural School Methods on a first grade certificate. This course may be taken in addition to two full credit courses.

11:15 to 12:00

General Rural School Methods

This course will satisfy the requirement for professional test on a second grade certificate, and the professional requirement in Rural School Methods on a first grade certificate. This course may be taken in addition to two full credit courses.

1:15 to 3:00

Domestic Science I and II

1:15 to 4:30

Consultation and Teachers' Meetings

1:30 to 3:00

Domestic Science (Advanced Work)

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

The Bulletin

Editors

BURL G. MARTIN

NATALIE THORNTON

Student Activities

In the olden days, the student was a recluse, a bookworm; he was a man of fragile physique, and, many times, of effeminate mentality. Too often, he lacked the qualities that go to make up a virile, robust manhood. In this wide-awake age of practical thinking and living, the scholar needs must be a man acquainted with the actual problems of his world, whether that world be a class room, an office, or a farm. Emerson, who, perhaps, has molded American thought more than any other single man, defines a scholar as man thinking; a farmer, as man farming. In other words, the prerequisites of a successful man in any line of work are technical knowledge and a well rounded personality. The technique of any vocation is largely acquired in the class room. In addition to this fundamental training, the educational institutions of the twentieth century are aiming to give the student opportunities for acquiring the richer, broader personal development by furnishing student activities of a varied character. Participation in these various phases of school life develops the potential forces of the student to a degree that simple attendance in the class room never can. Every boy or girl, upon entering school, ought to ask himself if he is engaging in activities that will contribute definitely to his becoming a genuine scholar—a man thinking.

* * * * *

To-day the thought of all thinking school men is focused on the problems of country life and the rural school. Surely, then, there is no greater opportunity for work along these lines than in a Normal School. The Country Life Club takes cognizance of the vital problems connected with rural schools, and, in its semi-monthly meetings, demonstrates in a practical way what can be done in making the school a center for the social and intellectual life of the community. Lecturers, interested in the extension work in agriculture and domestic science, which a rural teacher may do, have addressed the club at various times. A representative list of the speakers includes Mr. Swain, rural school commissioner for Minnesota; Mr. Clement, Clay County agent; Mr. Vye, of the Extension Division of the University of Minnesota; Mr. Erickson, of the Extension Division, who spoke on Boys' and Girls' Clubs; and Miss Metcalf, of the Normal School, who gave a demonstration and discussion of "The Hot Lunch in the Rural School." No boy or girl who intends to be a force in a rural community can afford to lose the training that this club gives.

* * * * *

The Young Women's Christian Association affords its members ample chances for self-development through service. This idea of service is the basic principle upon which all work of the association is founded. Personal development is emphasized, not for the purpose of exalting the individual student, but for increasing the power for individual service. The series of talks, entitled, "Student Standards of Action," which were given at the January meetings, show the general trend of thought. The series included these five topics, "The Measure of a Girl," "Standards of a Student," "A Budget of Time," "An Expense Account," and "Put Yourself in Her Place." It would seem impossible for a girl to have listened to these talks without having gained increased dynamic power for the active work of the association. The girl thus actively co-operating in the work either on the campus or in the city must have strengthened within her forces that will make her a woman serving.

* * * * *

Literary societies are no small factors in producing the "man thinking," who, we maintain, is our ideal scholar. Man thinking, man speaking, man acting, seems to be the product of a well organized and conscientiously conducted literary society. The more cosmopolitan America grows, the more of a problem is it for all the various nationalities that have come to our great melting pot to become imbued with American ideals. Teaching right ideals of good citizenship is one of the most serious duties of the educator to-day. The literary society is a potent force in impress-

ing those standards deeply and practically. Moreover, the society gives a man just that training which enables him to think clearly, to speak truly, and to act decisively. He will be a stronger citizen for having entered into the spirit and work of a literary society.

* * * * *

Neither home life nor school life is complete without a large share of that cheer which comes from song. No scholar should consider herself fully developed unless she can contribute to her small sphere some musical talent. If a girl cannot sing or play, she can help increase musical appreciation by giving sympathetic and intelligent support to all musical endeavors. The Phoenix Club, the young women's glee club of the Normal School, gives excellent training for the girl musically inclined. The solo work increases a girl's poise and power to project herself, while the ensemble pieces drill her in subordinating her individuality to the interests of the whole.

* * * * *

A strong mind in a strong body is an old saying, but it never was so important as it is to-day when American enterprise and zeal are wearing out both bodies and nerves. This destructive work must be counterbalanced by a strong constructive system. The athletics of this school furnish systematic training that no haphazard exercise can give. Loyalty to the school and interest in personal development call every student to an active participation in athletics.

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No man or woman, boy or girl, can do everything. In the noble art of living, the art of elimination is as important as the art of attainment. The Normal School furnishes opportunities for individual selection in its list of school activities. The various organizations are the Young Women's Christian Association, the Young Women's Glee Club, the Country Life Club, the literary societies, and the athletic teams.

Chapel Readings

Although little finds its way into print concerning the readings offered from time to time by the President, the school is none the less appreciative of the many good things offered. The chapel hour is given over frequently to various kinds of exercises of instructive or purely entertaining nature, and yet we recall with keenest interest and deepest appreciation the well chosen readings and intimate talks.

The following is a suggestive list of some of the readings which we had during the winter term:

- Mr. Washburn's Address on "Peace."
- First Chapter of Patrick McGill's "Children of the Dead End."
- Dr. David Starr Jordan's "International Peace."
- Frank Norris's "The Joyous Miracle."
- Chapters from McGill's book, "The Children of the Dead End."
- Selection written by Mrs. Florence Kelly.
- Two poems relating to the war.
- Letters to a Son written by Captain Lee.
- Selection from The Living Age on "The Sufferings of the Belgians."
- A Visit to the Sleepy Hollow Country—by Robert R. Reed.
- Selection entitled "Anton's Vision."
- Chapter entitled "The By-Products of Play" from the book, "What Men Live By," by Cabot.
- Article on "Peace" by Dr. David Starr Jordan.
- A chapter entitled "Rewards of work" from Cabot's, "What Men Live By."
- A chapter from the book, "What Men Live By."
- A chapter entitled "What is Play" from Dr. Curtis's new book, "Education Through Play."

Chapel Addresses

One of the features of the present school year is the unusual number of prominent people who have appeared upon the free lecture course. Scarcely a week has passed that we have not had the privilege of hearing an excellent address or some special music.

Sept. 16. John Van Leur, the cartoonist, gave a thirty minute chalk talk, his drawings being principally character sketches and scenes, the best being the view of "The Old Country School."

Sept. 17. Mrs. Gudrum Thorne, for several years supervisor of the primary department in the training school of the University of Chicago, spoke on "The Study of Children's Literature" and "The Telling of Children's Stories." Later in the day she addressed the school on "How to Tell Stories," and "Selections of Stories for Children." She emphasized the necessity of losing self consciousness and letting the story give its own message.

Oct. 9. Prof. Gaylord, of the department of Psychology of the Winona State Normal School, spoke on the subject, "The Place of Man." He classified man's life in its process of development into four planes—the vital, the social, the mental, and the spiritual, and then showed that these several planes are characterized by the kind of response given to various stimuli. His application to every day living, included the names of four aims worthy our striving, namely, truth, beauty, goodness, and devotion.

Oct. 15. Prof. Guy Vowles of Fargo College gave an illustrated lecture on "The Russian Church." He pointed out the contrast between the Roman and Greek churches, as represented in Russia, and characterized the Russians as extremely religious and possessed of great potentiality for good, if they could have the right kind of influences introduced among them.

Oct. 28 Dr. George J. Fisher of New York City, head of the physical department of the International Committee of the Y. M. C. A., gave a strong address on "Physical Education." He maintained that play or the play habit as bearing upon the development of the various parts of the body in their relation to each other, is one of the strongest forces toward the unity of the whole. The deepest feelings and strongest emotions have their sources in motor activity. Life's richest experiences, therefore, are impossible, when the physical nature is neglected or dwarfed, while physical activity, properly guided, tends to enrich our lives emotionally.

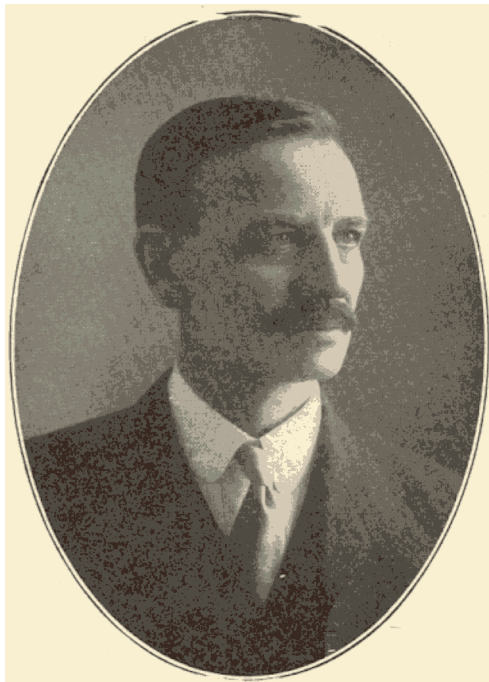
Oct. 30. Joakim Arneson, the Norwegian Lecturer, gave an account of his travels covering his visits to various points of interest in the old world.

Nov. 7. Miss Herignaz Hovagimian, a native Armenian girl, spoke about her country, its people, and conditions prevailing there brought on by the European war. She described the backward schools, with their wooden benches and the carefully censored text-books which contain no such words as "liberty," "government," "competition," or "freedom." She spoke of the many limitations forced upon an unwilling people by a narrow government, and all that makes it impossible, "to study anything that might be useful in life."

Nov. 11. Dr. A. E. Winship of Boston, gave an address on "Teaching Yesterday, Today, and Tomorrow," in which he described teaching as not only the oldest of all professions, but the one of greatest possibilities. Important as it is, however, as a profession, it is only in the last seventy-five years that men have thought it worth while to teach people how to teach, and to-day not only the rural school teachers, but high school instructors, and even college professors, in certain places, must have special training in the methods of teaching. Dr Winship also gave an address in the afternoon on "Public School Music" in which three phases of music were discussed from the standpoint of psychology, the mental attitude of the soloist, of the leader, and of the accompanist.

Nov. 13. Carl Swain, State Commissioner of Rural Schools, gave an address in which he emphasized the importance of unconscious forces in education, setting forth the part they play in the lives of both teacher and pupil.

Nov. 14. Pres. Weld gave an illustrated lecture on Girard College. The institution was founded by Stephen Girard, a wealthy Philadelphia merchant, for the education of orphan boys. Mr. Girard was especially interested in country life and for this reason



HON. C. G. SCHULZ, L. L. D., STATE SUPERINTENDENT OF EDUCATION

Supt. Schulz was recently appointed by Governor Hammond for a term of four years, and he enters upon that term of service under most favorable auspices. The work of the State Department of Education in Minnesota is recognized throughout the country for its effectiveness and far-reaching results.

he located the school several miles from the city. To-day, however, it is in the heart of the city itself, being inclosed on all sides by a high wall. Pres. Weld characterized the founder as "mariner, merchant, friend to humanity, and the one man of his time, who was far sighted enough to contemplate things which we are doing to-day in education."

Nov. 20. Pres. McFarland of the Valley City Normal School, gave an address, dwelling, especially, upon the different nationalities represented in this section of the country, and of their unity in aims, ideals, and ambitions.

Nov. 27. Mr. R. B. MacLean, State Graded School Inspector, spoke in a complimentary manner concerning the Moorhead Normal School, mentioning as one of the well known characteristics of the institution, the neatness of its every department, and the beautiful decorations on its walls. "The teacher," he said, "can have the kind of school she wants, if she will only know what she wants, and will then put herself into her effort with zeal and energy."

Nov. 28. Pres. Weld, who, by appointment of the governor, represented Minnesota at the meeting of the National League of Compulsory Education Officials at Detroit, Mich., gave an address on the meeting in which he emphasized the importance of the League and the work it aims to accomplish. The League is concerned, primarily, with the question of truancy, and at this meeting an exhaustive study was made as to its several causes, and remedies suggested for its correction.

Jan. 21. Mr. J. L. Washburn, a member of the Normal School Board, spoke of the higher mission of the normal schools, emphasizing the large place they maintain among the state institutions.

Jan. 21. Resident Director, C. G. Dosland, spoke to the school on character, giving it the highest place among one's noble aims and ambitions.



THE PHOENIX CLUB

The Social Activities of the School

In every large institution, such as our Normal School, one of the important and most interesting problems is the social life of the students. Believing that a participation in general social interests makes for a broader self-development, a stauncher school spirit, a greater professional spirit, and a more sympathetic appreciation of our interdependence, one upon another—the aim of this school is to give opportunities for democratic and congenial social life that will appeal to the large majority of the students.

October 12. The first large school affair was a reception held in Wheeler and Comstock Halls. The rooms were appropriately decorated with the warm autumn foliage, and orange colored berries of the season. In the receiving line were Pres. and Mrs. Weld, Mr. and Mrs. Dosland, Miss Anderson, Miss Thornton, Miss Dahl, Mr. Eck, Cecilia Anderson, and Elsie Windhurst.

October 31. Posters for a Harvest Home Party drew a large crowd of students and faculty to the gymnasium on Hallowe'en night.

November 21. Under the auspices of the Y. W. C. A., this date was observed as Social Service Evening at the halls. Thirty girls gave parties in their rooms to ten girls, each of whom brought a dime. Every girl in school was personally invited, so that a large number of town students were entertained. There always is a feeling that something worth while has been accomplished, when the outside students have been brought within the circle of dormitory activities. The faculty was entertained in the Dean's rooms at the same time. At ten, all the separate parties disbanded and reassembled in the drawing room, where, after general and informal greetings were exchanged, every one joined in singing school songs. The goodly sum of money that was raised in this pleasant way was used by the Social Service Committee of the Y. W. C. A., who made bounteous baskets of provisions and distributed them to the poor of Moorhead and Fargo on Thanksgiving morning.

November 26. After a real Thanksgiving dinner served at Comstock Hall, all the girls of the school were invited to a party and program held in the gymnasium.

December 17. Upon this evening was held the annual Christmas dinner and entertainment at Comstock Hall. The dining room was beautifully decorated with Christmas greens and red. The girls marched in singing "Hark, the Herald Angels Sing," after which a regular Christmas dinner was served. A program consisting of music and reading appropriate to the season followed the dinner. This party is one of the happy times in the life at the Hall.



CABINET OF THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION, 1915

The Y. W. C. A.

The weekly meetings of the Y. W. C. A. have, through the enterprise of its cabinet members, been unusually varied and interesting. Though these meetings are but one phase of the work of the organization, yet they are important, inasmuch as through them, students are presented with important questions and given an opportunity to stop and think over some of the fundamental things of life.

- September 17. Presentation of work by cabinet members.
- September 23. "The Afterglow of the Lake Geneva Conference."
- October 1. "The work of the Y. W. C. A."
Miss Tennell, Secretary.
- October 15. "Churches of Russia," illustrated lecture.
Dr. Vowles, Fargo College.
- October 22. "The Bible."
Rev. C. H. Doolittle, Moorhead.
- October 29. "The Work of the Y. W. C. A."
Miss Fanny Morris, Traveling Secretary.
- November 7. "Conditions in Turkey."
Herignaz Hovagimian, of St. Cloud.
- November 12. "Prayer."
Rev. R. A. Beard, Fargo.
- November 19. "Missionary Work in Interior Turkey."
Mrs. Gardner, of Turkey.
- November 26. A Thanksgiving Song Service.
Mrs. Askegaard, Moorhead.
String Quartette, Normal School.
Mrs. Vowles, Fargo College.
- December 3. "Chinese Missions."
Miss Helen E. Smith.
- December 10. A Social Service Meeting, conducted by the social service workers of the Y. W. C. A.
- December 16. Reading: "The Other Wise Man."
Lucile Davies.



THE 1914 FOOT BALL TEAM

Athletics

One of the activities emphasized among the faculty at the Normal School is the importance of good, clean athletics. Being a member of the athletic conference composed of seven schools of comparatively equal rank, the school must observe certain restrictions and regulations, if its team is to engage in interscholastic contests. There is, however, little difficulty in this connection for the men who play on the teams are regular students, carrying full work and making passing grades. Only one man was kept out of foot ball because of poor class work.

With the coming of Coach Slingsby, as a regular member of the faculty, interest in foot ball was revived this fall. Twenty-three men were out for practice nearly every night, and, although all were inexperienced men save three, they soon began to take on the form of a real team. By the end of the season they were able to hold the strong Valley City squad to a 7 to 7 score. Encouraged by such a showing, the men are already talking foot ball possibilities for 1915, and the probability is that the Moorhead Normal School will be in the game strong next season.

The line up of the 1914 team is as follows:

Melvin Haugan.....	Center	Carl Iverson.....	F. Back
Albert Ingberg.....	Guard	Clarence Messer.....	Q. Back
Henry Erickson.....	Guard	Arthur Storms.....	End
William Sande.....	Tackle	Adolph Johnson.....	End
Marion Thompson.....	Tackle	Ingeman Sattre.....	End
Perry Johnson.....	R. Half	Dewey Gates.....	Sub. Center
Edwin Johnson.....	L. Half		

The 1914-15 basket ball team should be a winner. With the best material we have had for years at the beginning of the season, and a coach who knows well how to swing the team into readiness on short notice, the prospects are most encouraging.

Carlander, Paxton, Edwin and Perry Johnson, Weld, Messer, Anderson and Iverson of last year are all in the game this year, and there are, besides, many new men showing up strong so that it now looks like a repetition of last year's record, when we won every conference game played.



DR. HENRY CURTIS TEACHING STUDENTS ON THE CAMPUS TO
PLAY VOLLEY BALL

Our last year's schedule with results is given below:

		Opponent School	Normal School
Jan. 10.	Fargo College at Fargo.....	30	11
Jan. 16.	Concordia College at Normal.....	17	21
Jan. 23.	Park Region Luther College at Normal.....	17	34
Jan. 31.	Fargo College at Normal.....	17	8
Feb. 6.	Mayville Normal at Mayville.....	28	29
Feb. 10.	Ellendale Normal at Normal.....	17	24
Feb. 13.	Valley City Normal at Valley City.....	17	35
Feb. 16.	Concordia College at Concordia.....	21	27
Feb. 23.	Mayville Normal at Normal.....	20	45
Feb. 28.	Valley City Normal at Normal.....	27	30

This year's schedule is as follows:

Jan. 9.	Agricultural College at Normal
Jan. 13.	Agricultural College at Fargo
Jan. 16.	Fargo College at Normal
Jan. 20.	Fargo College at Fargo
Jan. 28.	Mayville Normal at Moorhead
Feb. 1.	Concordia College at Concordia
Feb. 5.	Mayville Normal at Mayville
Feb. 10.	Park Region Luther College at Fergus Falls
Feb. 15.	Wahpeton Science School at Wahpeton
Feb. 22.	Valley City Normal at Moorhead
Feb. 27.	Concordia College at Normal
Mar. 4.	Park Region Luther College at Normal
Mar. 8.	Valley City Normal at Valley City

The Alumni

Sadie Schlattman, 1913, is teaching in Alberta.

Katherin Tønning, 1913, is located in Pine River.

Ada Hudson, 1912, is teaching at Montevideo, Minn.

Severine Kolstoe is at Oklie, where she has lower grade work.

Mary Kelly, 1913, is teaching successfully in Eveleth, Minn.

Esther Helgeson, 1913, is teaching 4th grade in the Alexandria schools.

Paula Iverson and Agnes Aske, 1913, are teaching in the Fosston schools.

Amanda Halvorson, 1914, is teaching in a semi-graded school in Kittson County.

Jessie Stuart, 1913, is teaching 5th and 6th grades in Ironton, one of the range cities.

Freda Schroeder, 1914, is teaching in Breckenridge, having charge of the 4th grade.

Pearl Schlattman, 1914, finds "people congenial and work interesting in Browns Valley."

Alice Wiltse, 1911, is doing departmental work in Geography and History at Biwabik.

Ella Burns, 1912, is teaching in Dumont, Minn., where she has charge of upper grade work.

Bertha Metlie, 1914, has charge of upper grade work and the first two years of High School at Starbuck, Minn.

Florence Stavely, 1912, is teaching her first year at Arthur, N. D., a German settlement out in the prairie country, where she has charge of the primary work.

Helen Lincoln, 1913, is located at Warren, Minn. She is doing intermediate work. This is her second year at Warren.

Mae Van Camp, 1912, after teaching primary work in Clara City for two years, located in Fingal, N. D., where she also has charge of upper grade sewing.

Maud Hanson, 1913, is teaching at Halstad, Minn., where she has charge of the 6th and 7th grades. She is also coaching the girls' basket ball teams.

Edith Sinclair, 1910, after having taught three years in Hawley, and one in Warren, is now located in her home town, Argyle, Minn., where she is teaching 2d and 3d grades.

Pauline Poechman, 1913, writes favorably concerning her work in Alexandria, where she is associated with Miss McNellis, Miss Hutchinson, and Miss

Trainer, all graduates of this Normal School.

Ella Quam, 1912, is teaching in Ada which is the center of a prosperous agricultural community. She finds the people very congenial and the work unusually pleasant.

Pearl Hendry, 1913, is teaching in Detroit, where she is doing lower grade work. She is very much interested in this beautiful little city, where thirty teachers are employed.

Katherine McKinstry, 1913, is teaching in Minneapolis, her salary being near the \$100 mark. She writes enthusiastically of her life and work, while at the Moorhead Normal School.

Katherine Metcalf, 1913, is teaching in the Northwest School of Agriculture, Crookston, Minn. She has charge of the work in English Grammar. She is enthusiastic about her work.

Ole Sande, 1914, has charge of Manual Training and Mathematics in the Clinton High School. He speaks of the place as a "live and progressive little village in a prosperous farming country."

Olaf Solwold, 1909, has charge of the upper grade work in Keene, N. D., a country town, thirty miles from a railroad. He is also interested in farming, having proved up a good quarter section of land in that vicinity. He is very much pleased with his work.

Pearl Torgerson, 1914, has charge of the 3d and 4th grades at Clinton, Minn., where they have recently finished a \$30,000 building, complete in every way, and containing a well equipped gymnasium. Miss Torgerson is coach of the girls' basket ball team.

Mary Kavanaugh, 1913, is located in Berthold, N. D., which is the center of a typical prairie country. The district is consolidated, the children being brought to school in busses. The town is not large, but it supports a splendid school. This is Miss Kavanaugh's second year in Berthold.

Eleanor C. McLaughlin, 1913, is teaching departmental work in the Barnesville schools, where there are at present four graduates of the Normal School. Barnesville is completing a new building this year in which provision is made for gymnasium, Domestic Science, Agriculture, and Manual Training.

Bertinus Norby, 1913, is teaching in Cove, Minn., where he has 7th and 8th grades and industrial work. Mr. Norby has



MR. CARL C. SWAIN

Who is making a success of his work as State Rural School Commissioner

charge of athletics, teaches a farmers' agriculture class evenings, and gives a course in manual training to women in the community. Both classes are largely attended. He is enjoying his work.

Edna Wollan, 1913, is located in Madison, South Dakota, where she has charge of the play ground, Hygiene and Gymnasium work in the public schools. Miss Wollan who was such a strong supporter of athletics, while here, is just as enthusiastic about her work in Madison, where she has charge of the girls' team.

Emma Kuhfeldt, 1913, is located at Red Wing, where she is supervisor of music in the public schools. The city has just completed a fine new High School building at a cost of \$175,000. The school is organized into a Junior and Senior High School with an enrollment of 700. Miss Kuhfeldt is training Senior and Junior girls' glee clubs, the boys' octettes, and an orchestra of twenty-five pieces. She is now working on an operetta which will soon be given in the new gymnasium.

Emma Embertson, 1913, who is located at Two Harbors, Minn., is doing departmental work in the 8th grade. Two Harbors, a city of 5,000, is situated on

Lake Superior, ore shipping being its principal industry. It takes care of the ore from the Vermillion Range through its six immense docks, one of which cost over a million dollars. The farming industry is carried on a small scale, the land being principally burnt over timber land. Two Harbors has a fine school system and employs about fifty teachers.

David Sonquist, 1909, is located in O'Brien County, Iowa, with headquarters at Sheldon. He is assistant secretary for the Young Men's Christian Association in the country work branch of the association. The country in which he is working is one of the finest agricultural regions in the state, in fertility of soil, lay of land, and prosperity of all the people. Speaking of his work, Mr. Sonquist says, "The rural department of the association is becoming one of the most important branches of association work. Its field is practically without limit, and its influence reaches out into the rural conditions more effectively, perhaps, than that of any other organization. I am pleased to be able to say that, personally, I am happier in this field of service, than in any other in which I have ever engaged."