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A History of the State Normal and Industrial School at Ellensdale, North Dakota

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A HISTORY
of the
STATE NORMAL and INDUSTRIAL SCHOOL
at
ELLENDALE, NORTH DAKOTA

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This thesis, offered by Otto C. Schultz, as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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LIMITATION

This thesis is limited because much of the early materials have been lost or are not available to the writer at this time. Mr. W. M. Kern, the second President of the school, died in 1943 in Walla Walla, Washington, and with his passing, an important source of material has been lost.

The scope of this dessertation is so broad that it becomes necessary to limit the materials in order to maintain a logical sequence of events. Many of the details which pertain particularly to the various departments of the school and also to the alumni of the school are far too comprehensive and must be left to another study.

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CHAPTER I

INTRODUCTION

The educational idea incorporated in the State Normal and Industrial School at Ellendale was conceived before North Dakota became a state. In order to appreciate more fully the course of action pursued by the founders of our state and its institutions, it is necessary to observe briefly a few of the environmental factors and social conditions prevailing in this section of the United States just prior to statehood. One must try to understand how these conditions helped to produce traits of character in the people and how these later manifested themselves in the institutions that they built for the generations which were to follow them.

The Civil War was over and the din of battle had died away, but the horrors of this great catastrophe still lingered in the memories of many who remembered the issues for which they fought. They were very jealous of their individuality and freedom, were always aware of the dangers confronting them, and guarded with vigilance their rights

and privileges as citizens of a free country.

The pioneers who settled in the Dakotas were a hardy lot, possessed of a great deal of determination, courage, and perseverence. Like the Pilgrims of Massachussetts, they came here to build homes and lay the foundations for what was, even then, destined to become part of one of the greatest nations of all time. For these people these early days were trying days, filled with many dangers and hardships inflicted upon them not only by the savages, who inhabited this area, but also by the forces of nature that are so different from those of most other sections of the country. In these vast grasslands, for example, prairie fires were quite frequent and sometimes, in the fall of the year when the grass was dry, would destroy all that a man possessed. Then, before he could rehabilitate himself and his family, the cold winter days would set in when sometimes a blizzard would keep him snowbound all winter. In his little old sod shanty or "shack", he became isolated from all civilization and had to depend solely upon his own resources and ingenuity.

Growing of crops of the soil was the chief means of earning a living and there was always a large measure of risk involved. There was virtually no end to the number of calamities that could befall a growing crop before it

could be harvested and safely stored away. There were hailstorms, drouth, rust, excessive heat, excessive rains during harvest time, grasshoppers, and many other catastrophes that could easily destroy the results of a year's work.

It may then be said that the problems of the early settlers were varied and unique. These people must have developed a very keen insight into the needs of their fellowmen and how to cope with the problems that must be met. This must be born in mind when evaluating their achievements and political activities.

Dakota Territory

The early history of Dakota Territory, now included in the state of North Dakota, dates back to the Louisiana Purchase in 1803. However, not all of North Dakota is drained by the Missouri River and its tributaries, and it was not until the settlement of our northern boundary dispute with Great Britain in 1846 that the Red River Valley became a part of the United States.

A rather unusual event occurred in 1858 when Minnesota became a state and her western boundary was determined. It was suddenly discovered that the territory west of the western boundary of Minnesota and east of the Missouri

River was not included in any of the other territorial administrations and was actually left without any form of government. It soon became known as "No Man's Land." The inhabitants then petitioned the Federal government for permission to organize a territorial government, which was granted in 1861. Headquarters were temporarily set up at Yankton, but when the Northern Pacific Railroad induced the territorial government to move its offices, by offering a substantial tract of land which they controlled, the Capitol was moved to Bismarck. The citizens of Bismarck contributed rather generously toward a fund which was used to erect and equip the first building at a cost of about $200,000.

The Enabling Act

Although many attempts had previously been made to secure statehood for the inhabitants of Dakota Territory, it was not until 1889 that a bill, granting the necessary authority, finally passed Congress. This "Enabling Act" was signed by President Grover Cleveland on February 22, 1889. The boundaries of the proposed states of North Dakota, South Dakota, Montana, and Washington were located and the authority to hold constitutional conventions and to draw up constitutions for the proposed states were

granted by the act.

The section of the bill that is of special significance in this dissertation, is the specific provision that was made for the establishing of a system of public schools that were to be free to all children of school age and free from sectarian control. These schools were to be supported, in part at least, by the income from a rather generous grant of public land. Sections sixteen and thirty-six of each congressional township were set aside as school land. This land could be sold at appraised value, but in no case for less than ten dollars per acre. The proceeds of the sale must then be invested in a trust fund and only the interest could be used for the support of public schools.

There is also provision in this act for the establishment of higher institutions of learning by substantial grants of public land. It states:

> "To the State of South Dakota: For the School of Mines, 40,000 acres; for the Reform School, 40,000 acres; for the Deaf and Dumb Asylum, 40,000 acres; for the Agricultural College, 40,000 acres; for the University, 40,000 acres; for the state Normal Schools, 80,000 acres; For the public buildings of said state, 50,000 acres, and for such other educational and charitable purposes as the legislature of said state may determine, 170,000 acres, in all, 500,000 acres.
>
> "To the State of North Dakota a like quantity of land as is in this section granted to the State of South Dakota, and to be for like purposes, and in like proportion as far as practicable."[1]

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1. Compiled Laws of North Dakota, 1913, Enabling Act, sec. 17.

Little did the framers of the Enabling Act realize that this little act of charity, with such lofty, noble purpose, could become so much involved as to become almost obnoxious and nearly defeat the purpose for which it was intended. For it was this rather generous grant of public land which made the state institutions so attractive, and every community of any appreciable size wanted a state institution located in its midst.

Constitutional Convention

The delegates to the North Dakota Constitutional Convention opened their meeting on July 4, 1889, at Bismarck. There were representatives present from every section of the populated areas of the proposed state. The meeting went along smoothly, without any major disturbances until the problem of locating the state institutions came before the assembly. There had been a great deal of vote trading, secret manipulations, and other activities relative to this, going on behind the scenes. Each delegate was trying to get his share of the land grant "grab bag" by having one of the state institutions located in his home town. So when File Number 143,[1] as this

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1. Journal of the Convention, July 18, 1889.

legislation was then identified, came before the assembly to be acted upon, the entire program was brought out in the open and some very bitter disputations followed. A well organized and ably led minority opened the attack on the measure and was determined to defeat it. Charges of corruption, chicanery, and vote sale were hurled at the opposition until the debates reached a tempo which made it seem at times as if the entire convention would fail in its objective to form a constitution. The news of what was going on at the convention got back home to the people and the entire state flared up in open opposition, or approval, according to the way each community was affected. Mass meetings were held and resolutions were drawn up to be sent to the delegates at the convention.

It now became very apparent to all of the delegates that the final adoption of the constitution by the people, who would have to vote on it, would rest almost entirely upon the issue of locating the state institutions. It was at this point in the convention that the finest bit of statesmanship came to the fore. Indeed, the controversy produced the best display of statesmanship of the entire convention. The minority groups saw the futility of their efforts, and perhaps visioned the consequences if they continued their fight, so finally gave in to the majority and presented the following report:

"Mr. President:

"Your committee to whom was referred various memorials concerning the location of public institutions, respectfully submit the following report:

"The remonstrances against the action of this convention have undoubtedly been inspired by a misapprehension of the facts, or a misunderstanding of the reasons for such actions. We pass by the threat contained in some of the memorials, that unless the convention recedes from its position, the memorialists will defeat the constitution. These threats cannot be the result of reflection, for if seriously made, they would imply that liberty of thought and a decent regard for the opinions of others had fallen to a low ebb. In the history of Dakota, every quarrel, every antagonism of sections, almost every charge of corruption, bargain and sale, has grown out of the location of state institutions. A disgraceful dispute, lasting for years, costing the territory thousands of dollars, and which threatened the dismemberment of the Legislature itself, grew out of the location of the capital. There is scarcely an institution of the territory, the location of which has not demoralized the legislature, arrayed the communities against each other, and in some cases called for military interference, to avoid actual bloodshed. Even so late as the meeting of the last general assembly, the strife over the location of an institution threatened to disrupt the pleasant relations of two of our principle cities, and occupied the attention of our legislature for weeks, to the detriment of public interests. Your committee believe that the positive and final settlement of the many questions sure to arise in our first legislature over the location of our public institutions, would be a blessing to the new state, a relief to the taxpayers, and an avoidance of local feuds and quarrels, which otherwise would plunge the state into confusion and extravagance, for the next ten years. It is perhaps natural that the opponents of this article should magnify the objections to it, but we protest against this misrepresentation of the motives and influences governing the majority which is contained in some of these memorials, and which has appeared in the columns of the press. The charges are not only untrue, but are grossly unjust to the members

of this convention. The proposition submitted in this article is fair to all sections, recognizing every division of the territory, and will prove a measure of equity for the future, as well as for the present. Five of the new institutions are located in the northern part of the state, four in the central, and three in the southern; six are on the line of the great Manitoba system, four are on the transcontinental line of the Northern Pacific, and two are on the line of both roads. Five are in the thickly populated counties of the eastern border (the university makes six), three are in the central range of counties between the Red and Missouri rivers, and two on or west of the Missouri. The constitutional declaration that these institutions shall be located permanently in certain places, costs the tax-payers nothing. It affords no pretext for the erection of public buildings, any more than does the organic act which also provides for them. The convention is at liberty to restrict the number of these institutions which shall be built in a given time, or the legislature may do so in its first or any subsequent session. It simply disposes of quarrels over locating in the future. The plea that the people should vote on this matter cannot be made in entire good faith, for no member of the minority had offered an article proposing a vote on the location of the university, the hospital for the insane, the agricultural college or any other institution fixed by the article in question. The cry has been, and still is, to vote on the capital location, and to leave other institutions to be located by the legislature--a proposition which all experience proves to be frought with the utmost danger to the peace and dignity of the state. So far as the seat of the government is concerned, a recital of a few facts is sufficient to vindicate the majority in the action they have taken, in the minds of reasonable and unprejudiced men. The Capital was fixed at Bismarck on the condition that the citizens would contribute $100,000 in money and 160 acres of land. This they did, adding to the quarter section demanded, another quarter section, making 360 acres of land altogether, donated to the territory. The building as it now stands with its steam heating fixtures, etc., has cost nearly $200,000. Of this amount the territory has contributed about $100,000. When the

seat of government is changed the land reverts by the terms of the deed to the donors. The result of such a change therefore would be not only to deprive the citizens who have contributed their means to the erection of this building of all they have expended (the building reverting with the land), but would be absolutely abandoning and throwing away the two hundred and fifty thousand dollars worth of property now invested in the people. Not only this, but it would open up the way to innumerable suits against the territory from the holders of warrantee deeds for lots purchased who have an equitable if not a legal demand for the return of their money. These are the facts briefly stated, and it seems to your committee that they should appeal to every delegate in this convention. Can we afford to sacrifice this large property to gratify any whim or local ambition? But this is not all. If the seat of government is changed a new building for capitol purposes must be erected. Is the new state so rich that it can afford to spend a quarter of a million dollars unnecessarily and for property thus thrown away? We think not. We believe the sober sense of the people will agree that such a course would be unwarranted, extravagant and reflective upon the judgment, if not the sincerity and honesty of this convention. Every other institution located and built by the territory remains undisturbed. Nobody thinks of demanding a vote on the university or the insane asylum. Why should the capitol be made an exception.

"If this article is adopted and ratified the state will start out free from quarrels, with no cause for sectional strife, with no necessity for increasing its debt, to provide buildings at the seat of government, and, as your committee most sincerely believes, with an era of peace and prosperity before it, all of which is respectfully submitted."

H. F. Miller
Chairman
(Delegate from Cass)"[1]

From the phrasing of this report it can easily be deducted that the convention had among its members some

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1. Ibid.

very able leaders who were sincere, well qualified, and worked for the welfare of the people.

The constitution was adopted and the new state began to function.

CHAPTER II

THE PRE-SCHOOL PERIOD

Early Problems

Although the legal provision for the establishment of the Industrial School and School for Manual Training was made in 1889, it was nearly ten years before the school was established and ready to function. While there have been some attempts to explain this delay it has become very apparent that there were many factors contributing to a condition as a whole rather than any one major cause. In the first place there was no appropriation of money with which to start the school, for the new State of North Dakota was financially hard pressed and the returns from the land grants amounted to very little at this time. The second major cause was probably lack of the right type of leadership obtainable at this time. The manual training idea of school organization was new in the educational field and it was difficult to find someone who would take the initiative in organizing such a project. The common school curriculum in effect at this time in the majority of the schools was now being referred to as the "old

system" of education. The content, or subject matter, of this so-called "old system" was focused chiefly upon the classics and was designed largely for those who wished to enter the ministry or go into the professions.

In order to gain a better perspective of the "new idea" in education it will be necessary to trace a few of the events leading up to the actual establishment of the Ellendale school.

History of Manual Training Schools

With the rapid growth of cities, due largely to the centralization of industry, came also an ever increasing demand for a better trained and more skilled laboring class of people. The old apprenticeship system of training had long proven inadequate and fell far short of supplying the demands, so the burden of supplying trained workmen fell upon the schools. During this period there were in existence three major types of industrial schools which had their beginnings in Europe.

The first type to appear was the technical school which was primarily designed to develop high class handicraft skills. The laboratory was used extensively and the teachers were well qualified to teach in their respective fields. This type of school first appeared in

France in 1760 for training engineers for government service. In Germany the school of mines was established at Freiberg in 1824, and in the United States, the Rensselaer Polytechnic at Troy, New York, was established in the same year. By 1889 these schools were quite numerous in both Europe and America.

The second type of school was the trade school, which was really an outgrowth of the apprenticeship system and was usually connected with some trade or industry, such as weaving, painting, molding, and similar crafts. The training was usually limited to the particular field in which the subject worked. Theory was practically omitted, courses were short, and primary emphasis was placed on the practical phase of the course.

The third type of industrial school, the one most recently developed, was known as the manual training school. It was designed for both boys and girls, and the course of study was so arranged that the school day was about equally divided between the classical subjects and the laboratory work, or "training the hands" as it was called. In 1858, Uno Cygnaeus originated a plan of manual training for the elementary schools of Sweden. Its original purpose was to counteract the effects of the concentration of the population in the cities and the consequent decay

of home industries. His idea was successful and proved so effective that by 1876 the plan was completely worked out in Sweden and began to spread to other countries of Europe.

During approximately the same period in which Cygnaeus worked in Sweden, a Russian named Victor della Vos, worked on a similar plan for the Russians at the Imperial Technical School of Moscow. Della Vos was suddenly confronted with the problem of training a large number of skilled workmen on short orders, and found that his work could be facilitated if his men could read, write, and draw.

It was largely due to the influence created by the Russian exhibition in Philadelphia at the Centennial in 1876, which came to us by way of the Massachusetts Institute of Technology, that the manual training school idea was introduced into America. Soon after, in 1879, St. Louis established the first manual training school in the United States. This school was of secondary grade and sought to provide an all around training by dividing the instruction about equally between laboratory work and regular academic work.

This manual training type of school gained considerable publicity in American educational circles at about

the time when there was a growing dissatisfaction with the conventional type of high school. Mr. Warren E. Hicks, one of the founders of the Manual Training School at Ellendale, writes concerning this:

> "Our ordinary school program, as I saw it haphazardly maintained, fell so far short of the ideals of the instructors and my co-teachers, that I reflected much and read more about what to do about it. Courses were prescribed. The procedure left little for the bringing out of the individual talents and bent of youth.
>
> "It was not to voice a protest against things as they existed. It was more a slogan that the schools should give a fair and equal chance to all youth who attended school. Briefly, that was the setting in the 80's out of which my inspiration came."[1]

Ellendale Manual Training School

There may be some variance of opinion as to just who shall be given credit for having inspired the manual training type school for Ellendale, since the delegates to the Constitutional Convention have passed away and left no available written records. The legal provision for the school was proposed at the Constitutional Convention and incorporated into the North Dakota Constitution as Article XIX, Section 216, Third Sub-division, which reads:

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1. Warren E. Hicks, Letter to Otto C. Schultz, July 2, 1946.

> "An Industrial School and School for Manual Training, or such other educational or charitable institution as the legislative assembly may provide, at the town of Ellendale, in the county of Dickey, with a grant of 40,000 acres."[1]

This idea of a manual training school for Ellendale seems to have originated with the delegates at the Constitutional Convention. The two men who represented Ellendale at this convention were Alexander D. Flemington, a lawyer, and L. D. Bartlett, a farmer, who was better known to his friends as "Doc" Bartlett. The best material obtainable about Alexander D. Flemington was from his daughter, Mrs. Mary Flemington Strand. She writes:

> "In 1889, Alexander D. Flemington was sent as one of three representatives from Dickey County to help write a Constitution for North Dakota. He was loath to talk about himself and only by piecing together information gleaned from his associates and by a study of the limited records, can one find out what his contribution was to the constitutional convention.
>
> "First, he took an active and thoroughly conscientious part in helping write the prohibition clause into the constitution. His second interest was to get some recognition for his home town. The locating of state institutions was a matter of vote trading and personal friendships. Each town of any size wanted something. With the help of Mr. L. D. Bartlett of rural Ellendale, and Mr. William H. Rowe of Monango, the other delegates, an educational institution was placed at Ellendale.
>
> "It was not by chance that the 'Manual Training School or such other institution' was designated.

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1. School Laws of North Dakota, 1896.

> Alexander D. Flemington was a lawyer recently graduated (in 1882) from the University of Wisconsin. He had taught school to help pay his expenses. Since the University is located in Madison, the Capital, the law students took advantage of attending legislative sessions and listening to debates of current interest.
>
> "The new idea of having manual arts and academic subjects run parallel in schools had just come to Wisconsin, early in its introduction into this country. It appealed to Mr. Flemington, a man reared on a farm, trained by parents from Scotland in the democratic, homely virtues of that country. He felt that the classical education of this day was not enough; that the new states of the Northwest needed keen minds in useful, healthful bodies; needed respect for honest, skilled labor; and needed the better citizenship which can come from more complete development of a sense of values in living. And so a school with this in view was specified in the North Dakota Constitution."[1]

There is little to be learned about Mr. L. D. "Doc" Bartlett, except for a few remarks made by people who still remember him. He was described as a man who was "Well read" and "always fighting for the interests of the common man."

Legislative Enactment of 1893

In the legislative assembly of 1893, a law[2] was enacted which granted the governor the authority to appoint a board of three trustees for the Manual Training School at Ellendale. This board was charged with the

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1. Mary Flemington Strand, Letter, July 12, 1945.
2. School Laws of North Dakota, 1896, Article XXXI.

responsibility of securing a building site for the proposed school.

The governor named J. W. Bishop, Ed. N. Leiby, and M. F. Merchant as the three men who were to become the first Board of Trustees for the school. They decided to ask for contributions of money from the people of Ellendale with which to purchase a tract of land. A subscription list was circulated among the citizens of the community with the result that the necessary amount was considerably over-subscribed. The board then purchased a forty-acre tract of land, located in the southeastern part of the southwest quarter of section twelve, adjoining the city of Ellendale. They paid for the land and had a considerable sum of money left over, which they decided to refund to the original contributors; an unusual and interesting feature of the deal.

First Board of Trustees

The members of the first Board of Trustees, J. W. Bishop, Ed N. Leiby, and M. F. Merchant, held office for a period of two years and were charged with the responsibility of properly caring for the school property and school funds. The act also made the following provision for the first buildings:

"Section 359, (980) WORK ON BUILDING, WHEN COMMENCED). Whenever a sum not less than twenty-five thousand dollars shall have accumulated for the benefit of such school, the board may, after advertising for at least six weeks in a newspaper published at the seat of government and also in the county where such institution is located, let to the lowest responsible bidder a sufficient amount of work on the building herein contemplated to exhaust such sum, and may thereafter do likewise with any sum of not less than ten thousand dollars, until further provision shall be made by the legislative assembly.

"Section 360, (981) BUILDING, COST OF). Within two months after the appointment of the board herein provided for, it shall meet and determine the style, size and material of the building to be constructed, but in no case shall such building cost when completed a sum exceeding one hundred and fifty thousand dollars.

"Section 361, (982) GRANT OF SITE). This article shall become the law when a site for the school herein provided for shall have been granted absolutely to the State by the citizens of Ellendale, such site to contain not less than forty acres, and the selection and approval of the same shall be made by the board of trustees."[1]

The work on the school was now progressing satisfactorily and it was only a matter of time before the actual construction work did start. But in the legislative assembly of 1897 some more important changes were made with reference to this school.

Legislative Enactment of 1897

During the legislative assembly of 1897, a new law was passed which repealed some of the provisions of the

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1. Ibid.

old law and added many new provisions relative to the Industrial School. Article XXXII, Chapter 89 of the Sessions Laws of 1897, was "An Act to Provide for the Erection, Operation, and Management of the Industrial School of the State of North Dakota, and to Repeal Sections 974 and 983 Inclusive of the Revised Codes of North Dakota Relating to Industrial School."[1]

The school continued to exist as before, but was now referred to as the "Industrial School of the State of North Dakota." However, the object of the school was more clearly defined as follows:

> "Section 2. OBJECT OF SCHOOL). The object of such industrial school to be instruction in the comprehensive way in wood and iron work and the various other branches of manual training; and in cooking, sewing, modeling, art work and the various other branches of domestic economy as a co-ordinate branch of education together with mathematics, drawing and other necessary common school studies."[2]

A more comprehensive change in the administration of the school was also made when the Board of Trustees was organized. There were to be five members instead of three, and their duties, qualifications, and method of selection were more clearly defined as follows:

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1. School Laws of North Dakota, 1897, Art. XXXII.
2. Ibid.

"Section 4. MANAGEMENT.) The management and government of such school shall be vested in a board of trustees consisting of five members, two of whom shall be residents of Dickey County to be known as the board of trustees of the industrial school, and to be appointed as provided in the next section.

"Section 5. TRUSTEES, HOW APPOINTED.) The members of the board shall be nominated by the governor and by and with the consent of the senate, shall be appointed on or before the third Monday in February of each biennial session of the legislative assembly, for a period of four years from said date; provided, however, that the first board of trustees shall be appointed by the governor at once upon the taking effect of this act, and provided, further, that the term of the first board shall be, three members for a period of four years and two members for a period of two years.

"The length of the term of the respective trustees to be designated by the governor in making the appointments, such appointments shall be made by and with the consent of the senate, when the legislative assembly is in session, otherwise the trustees appointed shall qualify and hold office until their successors are appointed and qualified. The governor shall have the power to fill all vacancies which may occur in said board when the legislative assembly is not in session, and the members of said board shall hold their office until their successors are appointed and qualified as provided herein."[1]

The act further specified the manner in which the board should be organized and provided for compensation for attending meetings at the rate of three dollars per meeting for each member, in addition to five cents per mile for all necessary travel incurred. It was also authorized to adopt a seal for the school.

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1. Ibid.

Of greatest interest now was the fact that the board did receive more specific instructions and the authority to go ahead with a building program. It seems as if the earlier provision made in the 1893 law was too general and lacked the necessary specifications to be workable. The members of the board were now placed under bond, were required to take an oath, and were given specific instructions to proceed with the program. Section eight reads, in part:

> "The said board having taken the foregoing oath and executed the bond as aforesaid is hereby empowered and required to cause to be prepared suitable plans and specifications by a competent architect, such plans shall contemplate the erection of a building or buildings which will accommodate not less than 100 or more than 500 students, and shall be accompanied by specifications and by a detailed estimate of the amount required and description of all material and labor required for the erection and full completion of the building or buildings; and no plans shall be adopted that contemplates the expenditure of more money for its completion than the amount reasonably necessary to carry on the object of said institution."[1]

From this it may be concluded that not only did the board receive specific instructions and plans for the project, but also a little "pressure" was applied in order to cause it to proceed with the program. The architect, whose plans and specifications were adopted, was empowered to supervise the construction of the building which was

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1. Ibid.

to be erected on the land donated for that purpose by the citizens of Ellendale.

To provide the necessary revenue, the board was empowered to issue and sell bonds and "Said bonds and interest shall be paid from the interest and income fund belonging to the state industrial schools, to be accumulated from the sale of lands hereinbefore appropriated of from the rental of such lands."[1] There was also included a provision for the creation of a sinking fund to retire the bonds when they came due. The amount of the initial issue of bonds was set as follows:

> "Section 12, BONDS. INTEREST ON SAME.) To provide for the erection and maintenance of said state industrial school the said board of trustees may issue bonds for the sum or sums of money as can be actually used in the constructi on of permanent buildings and other needed and necessary improvments to be made for the maintenance of said state industrial school not exceeding the sum of $15,000;"[2]

This act also granted the Board of Trustees the necessary authority to provide a staff of instructors for the schools. Its specific powers were:

> "Section 17. POWERS OF THE BOARD.) The board of trustees shall have power to employ a president and necessary teachers, instructors and assistants to conduct such school, and to prescribe their respective duties and to fix the salaries of such employees. They shall have power to remove the

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1. Ibid.
2. Ibid.

president, instructors and assistants and to fill all vacancies."[1]

The First Building

Now that the legal provision for the school was made a little more clear and the object of the school was a little more definitely defined, everything seemed to be in readiness for the construction program to begin.

However, this was by no means the end of the difficulties with which the board was confronted. The North Dakota Record, Ellendale, North Dakota, carried a headline article on May 25, 1898, under the heading "Disposal of Bonds, Industrial Board Working Under Difficulties" which went on to explain:

> "Together with the Insane Asylum bonds they were advertised for sale in a New York newspaper for six weeks. A bid was made on the Insane Asylum bonds but a question of their legality being raised it was submitted to Judge Dillon of New York, who gave as his opinion that the bonds were illegal. No bid was received on the industrial schools bonds. The State Treasurer has now asked for 30 days more to dispose of the bonds which has been granted. Unless the bonds are sold within the next month nothing will be done until after the next session of the legislature."[2]

Another article on the sale of the bonds was carried by the same paper on August 24, of the same year, when the foll wing information was given:

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1. Ibid.
2. North Dakota Record, Ellendale, North Dakota, May 25, 1898.

> "$5,000 of the industrial school bonds have been sold and proceeds are now ready to be used in the erection of a new building. While it is growing late in the season, it is probable that the foundation, at least, will be built this year, and next year will undoubtedly see the school in action."[1]

But the most important and exciting news came on August 31, when the following news flash was reported:

> "They will build. $15,000 available."[2]

Mr. Warren E. Hicks, who later became the first president of the school, was now taking an active part in the program and working in conjunction with the board. He was the County Superintendent of Schools in Dickey County and was familiar with the school affairs of the Ellendale community which gave him the confidence of the board.

At this time one of the major problems which evidenced itself was the question of what type of building should be constructed. One of the chief factors in determining the arrangement of the interior of the structure, as conveniently as possible, would be the type of work which the school would offer. The funds were limited and all calculations needed to be very exacting and well planned beforehand. Realizing this, the Board of Trustees proceeded very cautiously by studying all plans that were

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1. Ibid., August 24, 1898.
2. Ibid., August 31, 1898.

offered, visiting other schools and school buildings in neighboring towns, and soliciting all the information possible in regard to school buildings. There were many board meetings and many careful deliberations before the final plans were drawn.

The Corner Stone Is Laid

On June 14, 1899, newspapers all over the United States were carrying headlines about the battle of Manila. "Fiercest Fight of War Takes Place Near Manila,"[1] and many similar phrases were used to describe the events taking place in the Philippine Islands where Admiral Dewey was actively engaged in warfare. Also in the headlines were stories of the disasterous tornado that had swept through Wisconsin in the vicinity of New Richmond, causing a great deal of property destruction and taking many lives. But in the little prairie town of Ellendale, North Dakota, history was also in the making. This was the day set aside for the laying of the corner stone of the first building of the Ellendale Manual Training School. There had been many weeks of diligent work and careful planning pursuant to this very important day in the history of the school, and an unusually large number of people from all around the countryside gathered to witness the event.

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1. Grand Forks Herald, Grand Forks, North Dakota, June 14, 1899.

The program of the day was carried out with the utmost dignity and formality. The Masonic Order of Ellendale was in charge of the dedication ceremonies, with Grand Master George H. Keyes of the State Lodge laying the corner stone. The principal address of the day was given by J. H. Worst who at that time was president of the Agricultural College at Fargo, North Dakota. An impression was made upon the people of the community which had far-reaching results.

The construction of the building now went on in earnest as the plans were being made to open the new school in September of that year. The community was quite proud of the fact that this would be the first of the state institutions to open school since Statehood in its own building, and at that time it was the only one to be accorded this distinction.

A very detailed description of the building was set forth in the following excellent manner in an editorial in the home town newspaper:

> "The contractors finished their work on the Manual Training School building last week and left for Aberdeen where they entered upon similar work of constructing a new school house. Architect Van Meter was here Wednesday and approved the building, and there is no doubt but that the work will be approved by the board of trustees at their meeting this evening.

"The building is beautifully located on top of a knoll to the east of the city directly on a line with Second Street and three blocks from the Court House. Viewed from a distance the building presents a very pleasing appearance. The red pressed bricks used in its construction are a better grade than the famous Menominee, and the brown stone trimmings are from the well known Kasota quarries of Minnesota. But the grandeur of the building does not diminish on approaching it. Its ornamental walls, three stories high, show the skill of workmen who thoroughly understand their business.

"The interior is also elegantly finished. The walls, and ceilings are of snowy white and the floor and wainscoting are finished in Georgia pine. The winding stairway leading to the third floor is of oak, and the painting is of hardwood finish.

"The North Room of the basement, or lower floor, comprises the machine shop. In this will be placed the lathes, wood, and machine shafting. This room is 30 x 50 feet, with ceiling 11 feet high. The east end will be used as a moulding room.

"The southwest room of the lower floor, 25 feet square, will be used as a blacksmith shop. This room will be supplied with all the necessary machinery for forging, welding, tempering, toolmaking, etc. The southeast room will be used for an engine and boiler room. Off this to the south are the fuel and oil rooms.

"Under the stairs in the entrance leading to the second floor is the dark room for blue prints and photography. The walls in the entrance contain four closets to be used for tools and the suits the boys wear in their work.

"The south half of the second floor contains the carpenter shop. This will be well equipped with benches and provided with the necessary tools. Each student will have his individual set of tools and will be required to keep them at all times in proper working order.

"The mechanical drawing department occupies the northwest corner of the second floor. In it will be placed special drawing desks and cases for sample and exhibit work. Prof. Dunphy will have his desk in this room.

"The northeast room on this floor will be devoted to sewing, dressmaking, embroidery and millinery work.

"On the south half of the third floor is the general assembly room. This will contain 100 desks and will be used as a recitation room.

"The northwest room of the third floor will contain the freehand drawing and art department, and the northeast room will be used as a cooking department.

"The rooms on the north side of the second and third floors are each 26 feet square, and contain six large windows each. The carpenter shop and assembly rooms on the south side of these floors are each 26 x 55 feet and are lighted by twelve windows each. The height of the ceiling is 13 feet. The entrance or hallway from the ground up is ten feet wide. At the top of the entrance way on the third floor is the clay modeling and painting room. Here the students will be taught to paint china work, charcoal work from still life and plants, and paint in water colors and oils.

"The interior of the building is a thing of neatness throughout. The rooms are well lighted and the building will be heated with steam throughout. The rooms are now being equipped with the necessary furniture, and ere the time for opening school, September 4th, everything will be in nice shape. Prof. Dunphy is now in the Twin Cities selecting the materials for the different departments and they will be put in place as soon as they arrive.

"The state of North Dakota and Ellendale in particular, should be proud of her new school. It is a model from point of design and architecture and will compare favorably with any of the larger state institutions. Architect E. W. Van Meter of Aberdeen

has done everything possible to make the building both attractive and substantial, and has very well succeeded. The contractors, N. P. Franzen and Company, of St. Paul, have very closely followed his plans and have each shown themselves capable and skilled workmen.

"The board of trustees and the president have done everything in their power to secure a competent and trustworthy corps of teachers, and in this the Leader believes they have made excellent selections. The qualifications and fitness of the members of the faculty have already been detailed in these columns, hence we will not repeat. We might fittingly add here, however, that the faculty engaged are Christian teachers and parents need have no fear of bad influences surrounding their children in the school. Prof. Dunphy is a member of one of the churches and takes an active interest in all Christian work. The reason we speak of this here is on account of the large number of inquiries that come from parents who are contemplating sending their children to school. Besides the pupils will be required to study at their homes and those from a distance will be under watchful care of the principal.

"The president of the faculty, Prof. W. E. Hicks, has taken a very deep interest in the school since its inauguration, and the success it has already attained is in no small measure due to his indefatigable and untireing energy. Since the work on the building commenced he has given considerable of his time to the work without any compensation whatever. He was alone instrumental in securing Dr. C. M. Woodward of St. Louis two years ago, whose address here on manual training was the main inception of the work in this state. President Hicks is now laboring hard to secure as many pupils as possible before the opening of school. He estimates that 140 pupils will be enrolled at the end of the first week. Inquiries are coming in from the outside daily and the first year bids fair to eclipse the most sanguine expectations.

"The building as it now stands has cost $10,500.[1]

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1. Dickey County Leader, Ellendale, North Dakota, August 8, 1899.

CHAPTER III

ADMINISTRATION

Before the school was opened to students administrative affairs were cared for by a Board of Trustees as has already been discussed in Chapter II. When the preliminary work had been completed and the school began to function, the Board elected a President who now shared some of the responsibility with it. It was the duty of the President to advise the Board on matters pertaining to the school. In this way the President could have a great deal of influence on the administration of the school. In this chapter a brief discussion will be given of each President's tenure of office.

Warren E. Hicks (1899-1905)

On the fourth day of September, 1899, the first free manual training school in the United States opened its doors at Ellendale, North Dakota. To the people of this little agricultural community located out on the vast open prairies in the new state of North Dakota, this was a matter of great pride. At the helm was President Warren

E. Hicks who had taken an active part in promoting, organizing, and establishing this new type of education, as it was now called. As county superintendent of schools of this county he had become thoroughly familiar with local conditions and learned to know many of the people. He had the opportunity to study the needs of the pupils in the common schools and this gave him an advantage in administering the affairs of the new school.

Forty boys and girls registered for training on the opening day of school. This was a comparatively large number for the first day in an agricultural community where most of the boys and girls had to stay home to work on the farm until the harvesting and threshing was finished in the fall of the year. Ellendale was no exception, and as the farm work neared completion the enrollment kept increasing day by day until a total of 160 different students had received training during the first year of the school's existence.

In order to appreciate more fully the importance of this enrollment of 160 pupils and to gain a better perspective of the school situation as a whole in North Dakota during 1899-1900 the following table is given as a comparision:

Table 1[1]

High School Enrollment
(1899-1900)

First Class High Schools		Second Class High Schools		Third Class High Schools	
Bismarck	61	Bathgate	23	Buxton	21
Casselton	51	Ellendale	51	Cando	25
Devils Lake	38	LaMoure	23	Cooperstown	22
Grafton	76	Minto	22	Dickinson	18
Grand Forks	120	Oakes	14	Hunter	12
Hillsboro	36	Pembina	17	Langdon	17
Jamestown	76	St. Thomas	26	Mandan	32
Larimore	30	Valley City	32	Thompson	7
Lisbon	36				
Park River	34				
Wahpeton	46				

1. Sixth Biennial Report, Superintendent of Public Instruction, 1900, Bismarck Tribune, Bismarck, North Dakota, p. 178.

Since this school was not a normal school at this time but was, in fact, just another high school with a new or different curriculum, it should be compared with the conventional type of high school. It stood as an exponent of a new idea in education that was complete in itself. The Ellendale High School, located only a few blocks away from this school, had 51 pupils enrolled in high school during the same year which is the highest enrollment of pupils in any of the second class schools in the state. This may be construed to mean that the manual training school opened up a new field of education that was not displacing any established form of training.

When Mr. Hicks was asked where he gained his inspiration for this type of school he replied:

> "Replying to your letter of June 26th, you are advised that the inspiration for the type of school maintained at Ellendale was one coming out of my environment.
>
> "I taught my first term in a rural school three miles east of Mason, Michigan, and while taking my college course at Ypsilanti, Michigan, I taught a pioneer summer term of two months in a rural community seven miles southwest of Frederick, South Dakota, and later was head of the graded school at Frederick, then principal of the high school at Ellendale, and then county superintendent of schools of Dickey County, North Dakota.
>
> "I had as my room-mate at college Shelton D. Brooks, who has since berved as superintendent of schools at Boston, and also president of the universities of Oklahoma and Missouri. The teachers at Ypsilanti made a profound impression on me that education was a full development of the life of children.

"Our ordinary school program, as I saw it haphazardly maintained, fell so far short of the ideals of the instructors and my co-teachers, that I reflected much and read more about what to do about it. Courses were prescribed. The procedure left little for the bringing out of the individual talents and bent of youth.

"It was not to voice a protest against things as they existed. It was more a slogan that the schools should give a fair and equal chance to all youth who attended school. Briefly that was the setting in the 80's out of which my inspiration came."[1]

When asked about his connection with the Constitutional Convention at which time the industrial school for manual training was proposed as a constitutional amendment, Mr. Hicks replied:

"Alex. Flemington was a member of the consitutional convention when North Dakota was admitted to the Union. He was influential and had secured a promise for a state institution at Ellendale. It was my privilege to confer with him and he secured the school under the consitutional name. Public land was assigned and site east of Ellendale was obtained, but there the movement hit a dead end.

"Tom Marshall was our state senator and I sold him the idea of vocational education. He was successful in getting an appropriation for the first building. Three teachers were employed and in the first years we had it packed."[2]

Trustees of the School

The administrative affairs of this school remained in the hands of local Boards of Trustees until 1915 when a

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1. Warren E. Hicks, Letter to Otto C. Schultz, July 2, 1946.
2. Ibid.

Board of Regents, whose members were chosen statewide, took over the management of the school. The work of the first two Boards of Trustees has already been discussed in detail in Chapter II. Special recognition should be given, however, to these early governing boards because of the important part that they played in the history of the school. Their untiring efforts, first in securing the buildings for the school and later to keep the school in operation by pleading with the legislature for a just share of the appropriations of the state moneys, are an epic in the history of the institution which can be appreciated by all who may be in sympathy with it.

The new State of North Dakota was growing very rapidly and some authorities were actually predicting a population of 2,000,000 by the year 1950. This led to a great deal of speculation and prospecting which resulted in over-expansion and over-development in some of the phases of industrial and social activity. Along with this grew up a conservative element, in the politics of the State, which kept eternal vigilence on the appropriations and expenditures of our state government and sometimes very necessary and vital appropriations were reduced or refused entirely for no other than political reasons. The appropriation bills for the state institutions became known as "political footballs" which were used to exert political pressure on

certain factions in the legislature in order to bring about the desired ends. It is sufficient to say here that the struggle for existence became very acute, at times, for the Manual Training School at Ellendale.

A local newspaper describes the situation as it existed in 1900 in an interview with President Warren E. Hicks:

> "Under the provisions of the law the faculty of the State Manual Training School make a report to the Board of Trustees on the first Monday in November this year, and the trustees in turn make a report to the Governor by the 15th of November. These reports show the condition of the school, work accomplished, money expended, number of students, and such recommendations as the welfare of the institution shall demand. The Leader on Saturday made inquiry for the preliminary facts of these reports and secured the statement that follows:
>
> "President W. E. Hicks said: 'While I have had little to do with the administration of the school since last November, these reports are important and every citizen has an interest in their accuracy and recommendations. The record of enrollment of students in the first year appears to be an excellent one. Eighty-seven regular students and 73 special ones will speak as strongly for the school as the logic of the practical educator or the pen of the editor. The hard times have kept some students away in September, and probably will reduce the attendance for 1900-1901, but when you note that the Agricultural College, Fargo, opened September 25th with 75 students the condition here is comparatively good.'
>
> "'Yes, there have been some disappointments. The Trustees asked the last legislature for $10,000. You probably know of the fight made to secure it. As it was the first appropriation for the school it was the fiercest attempt to block appropriations for this institution that will ever be. Geo. Rose was at Bismarck and wired Trustee Crabtree of the situation there. Chairman Millham immediately went to Bismarck and presented to the appropriations committees the

main facts of the needs here. The matter of appropriations was finally up to the executive committees of the two houses. By courtesy of Lieut-Gov. Devine, Senator Marshall was made a member of the executive committee of the Senate and in the joint committee meeting - - senate and house - - Senator Marshall secured the pledge of the $7,000 appropriation, which was afterwards approved. Of course there were many influences from the county and outside that assisted. Seven thousand dollars was not enough, but the conservative policy of the trustees has been such that the expenditures of the school will exceed that amount very little, if any. By reason of the fact that taxes are paid once a year, the funds do not reach the state treasurer until the fall and state institutions are unable to pay all obligations until about February of each year. It is a disappointment and an annoyance to explain this to the many who have little accounts with the purchasing agent. I presume Trustee Crabtree, who is accounting officer, can give you an itemized account of all financial matters.'

"'What recommendations will be made?'

"'That has not been determined. One fact is sure that the school should provide a preparatory department, such a one as the other state institutions maintain. We are constantly turning away students who are not qualified to enter the courses now offered. About two more teachers will be necessary for this department, and the attendance will be materially increased, especially in the winter months. Estimates for appropriations should include this feature.'

"'Will the trustees ask an appropriation for another building for academic purposes?'

"'I do not know. To save expense the board has not met in several months. Action will be taken soon probably. Personally I believe another building will be essential within two years. An appropriation made next winter for that purpose will not be available much earlier. Now, the assembly room at the state school seats 80 pupils. Last year 87 regular pupils enrolled. Add the preparatory department and you will double the enrollment, or make it 174, to be seated in 80 seats, and you grasp something of the needs that increased attendance will bring.'

> "'Yes, the future of Manual Training promises much. Congress at its next session is quite likely to put them in the same class as Agricultural Colleges and endow them with annual appropriations. The leading universities readily secure positions for their graduates in engineering, manual training, and industrial courses, while the graduates in classical and literary courses are confronted with the conditions of not being able to secure desirable professional positions. Of the 88 votes cast in the last legislature on the appropriation, 74 voted aye and 14 nay. A practical, industrial education is becoming popular with the people, teachers, and lawmakers.'"[1]

The political pressure of majority groups in the State Legislature was sometimes made an important issue in the local elections. The people were urged to vote a certain "ticket" because it might result in a more substantial appropriation for their local state institution. The following is taken from an editorial in the Dickey County Leader:

> "The Leader urges the election of Republican representatives because the House and Senate 'no one doubts for a moment' will be Republican and Democratic members would be able to accomplish nothing towards getting an appropriation for the school."[2]

Congressman Thomas Marshall

The name of Congressman Thomas Marshall is frequently mentioned in connection with the early history of the school and the services that he rendered for this institution

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1. Dickey County Leader, Ellendale, North Dakota, October 9, 1900.
2. Ibid., October 16, 1900.

have been evaluated very highly by all who have written about the State Normal and Industrial School at Ellendale. He is first mentioned in connection with the government surveying of this section of the state and later he was elected to the Congress of the United States. In the history of Dickey County he was given the following recognitions:

> "In 1900 Mr. Marshall was elected to Congress, and when in 1902 the state was given two representatives he was returned as one with Mr. B. F. Spaulding as his colleague. From 1904 to 1908 Mr. Marshall served with Mr. A. J. Gronna as the other representative. In 1908 he was a candidate for the United States Senate but through a combination of circumstances his majority in the Primary election in June did not win him the election in November as the choice of the people, so he never served in the upper house of Congress.
>
> "Among his many services of public nature an outstanding instance is his securing the Carnegie Loan for the construction of the administration building at the State School at Ellendale. This school was badly cramped for room in its one building which served as shop, laboratories, and all class rooms, for it had a rapidly growing enrollment, and there were no funds available with which to build. President Hicks of the school took up the matter of a loan through Congressman Marshall, and as the Congressman was quite well acquainted with Mr. Andrew Carnegie, he and Mr. Hicks put the matter before Mr. Carnegie and asked for a loan. The entire circumstances were explained to Mr. Carnegie including the uncertain legal aspects as well as the needs of the boys and girls who were seeking the practical type of education given by the school. The great capitalist was not in the loaning business although he had given many libraries to towns on certain conditions, but he evidently decided to break his practice and

make the loan as his friend requested. $35,000 was secured by the loan, for seven five-thousand-dollar bonds running for twenty years at four per cent. With this money the administration building at the school was constructed and christened Carnegie Hall, although Marshall Hall would have been much more appropriate."[1]

Carnegie Fund

Confusion often follows large undertakings and sometimes some very well meant information can be misconstrued especially in cases where political activity plays an important part. It seems that Andrew Carnegie had his name memorialized and received credit for an act of charity which was actually a good business deal for him in the form of a good investment. To many, even local people of Ellendale, North Dakota, the building named Carnegie Hall was erroneously understood to have been a gift from the great industrialist Andrew Carnegie. The following extract from the North Dakota Laws of 1925, should clear the matter up:

> "Chapter 49, (S.B.No. 37-Marshall). Section 1. APPROPRIATION.) There is hereby appropriated out of any funds in the State Treasury, not otherwise appropriated, the sum of Thirty-eight Thousand Two Hundred Eight and 34/100s (38,208.34) Dollars, or so much thereof as may be needed for the purpose, to pay the Home Trust Company, as Executor of the Last Will and Testament of Andrew Carnegie, deceased, the sum of Thirty-Five Thousand (35,000.00) Dollars, for principal, and the sum of Thirty-two Hundred Eight and 34/100s (3,208.34) Dollars, for interest unpaid thereon, from March 15th, 1923, at the rate of four

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1. The Dickey County Historical Society, op. cit., p. 69.

per cent. per annum, in accordance with the terms of Seven (7) certain Revenue Warrants, dated April 9th, 1902, each for Five Thousand (5,000.00) Dollars, issued to Andrew Carnegie by the Board of Trustees of the State Industrial School and School for Manual Training in accordance with a certain resolution of the said Board of Trustees and as evidence of a loan of Thirty-five Thousand (35,000.00) Dollars, made by Andrew Carnegie to such School and used in the year 1902 by such Board of Trustees to erect a building for the use of such school."[1]

W. M. Kern (1905-1911)

The school had already started on an extensive expansion program when Mr. W. M. Kern took over his duties as President of the Industrial School and School for Manual Training in the fall of 1905. Mr. Kern was a man possessed of a great deal of foresight, initiative, and had the intellectual background and training which made him well fitted for this position. He immediately grasped the opportunity to add the normal department and launch the school on extensive teacher training programs. This phase of Mr. Kern's work will be discussed more thoroughly in the chapter on curriculum.

It seems as if not all of the supporters of the school were in accord with the idea of adding a normal department. There were many who had wished for a trades school to be added to the curriculum as soon as the conditions would

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1. Laws of North Dakota, 1925, Robert Byrne, p. 55.

warrant and to them the addition of a normal department was somewhat of a disappointment. Mr. B. R. Crabtree, one of the early members of the Board of Trustees, writes of this incident:

> "The school was fortunate, however, in having members of the Board of Trustees who were not only very faithful to their obligations but were enthused in developing that form of practical education. Their desire was for the developing of a strong Manual Training School, to which was to be added later a Trades School. However, their desire, in this respect, was not fulfilled and, in place of a Trades School, a normal department was added. Possibly this may have been to the best interest of the school, but was somewhat a disappointment to those who had the more practical thought of training in mind."[1]

More of the facts are not available at this time but it has been reflected by some that it was sort of a "horse trading" affair whereby the Wahpeton Science School was given the trades school and Ellendale the normal school.

There were many conditions, neverthless, which favored the acquisition of a normal department at this time and the accomplishments of President Kern should not be minimized for having promoted the idea. R. M. Black a later president of the school, pays his tribute to the achievements of President's Kern's administration in this excerpt from a letter to Otto C. Schultz:

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1. B. R. Crabtree, Letter to Otto C. Schultz, July 24, 1946.

"With the older traditions persisting, one of the problems of the school was to win appreciation and recognition by the state authorities for support and by the people for patronage. The excellent service rendered by its graduates helped people to know the school for its true worth. Some of the more progressive high schools of the country were introducing the industrial subjects as electives for students interested in that type of training, and graduates of the Ellendale institution proved efficient teachers in such positions.

"There was also a strong demand for well trained teachers for the common schools, and it was found that the training given at the manual training school helped the country teacher to a better understanding of home and farm life. The name of the school was changed in 1907 to the Normal and Industrial School and appropriate teacher training course added to the curriculum.

"About this time a very attractive and complete display of the work of the classes in industrial work was exhibited at Bismarck for a week under the direction of the head of the department. This display attracted much favorable attention and gave the school a statewide reputation.

"However, full official recognition of the school was slow in coming. The graduates of its courses had to take the regular examination for teachers' certificates in the home state of North Dakota, while graduates from the other teacher training schools were given the certificates on their diplomas. The school was better recognized abroad than in its own state. The graduates from the industrial courses had made so good a record in their teaching that most states recognized the diploma for the appropriate certificate. For years while manual training and home economics were becoming popular in public schools many leaders in school administration were hardly willing to concede these subjects equal standing with the traditional subjects considered standard for a high school course. Many colleges were unwilling to accept credits in these subjects at par for admission to full college entrance.

"Fortunately a better appreciation of their true worth has won for them a better standing.

> "In the revision of the school laws by the commission appointed in 1909 the recognition of the State Normal and Industrial School's diplomas was made official, as the school was treated as one of the teacher training schools of the state, and its graduates to have certificates to teach by presenting appropriate credentials."[1]

The work of Mr. Kern has made a profound impression on the history of the school. He had a keen insight as to the needs of man and something in his character and his outlook on the educational problems of the state can be gleaned from the closing paragraph of an address which he delivered at a meeting of the State Teacher's Association in Fargo in December 1906:

> "We need clear-headed pilots just here. The basis of our civilization is material. No man is educated who is out of sympathy with the work-a-day world. Our material development is nothing less than marvelous. Industry and science are the most efficient servants of mankind in the modern world. Wealth, learning, letters, the fine arts and higher culture wait upon the industrial arts: mechanics, the art that constructs houses; agriculture, the art that transforms the barren prairies of North Dakota into gardens of plenty; transportation, the art that annihilates space and multiplies man's world; manufacture, the arts that minister to man's numerous wants and stores his home with articles of beauty and use; printing, the art that has made him heir of all the learning of all the ages. All these contribute vastly to our civilization and are eminently worth while, but in the final analysis the man should never be lost sight of in the workman. 'Life is more than meat.' 'The things that are seen are temporal, but the things that are not seen are eternal;' and the grandeur of America will finally

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1. R. M. Black, Letter to Otto C. Schultz, July 5, 1946.

> lie, not in the ware-houses and sky scrapers and trunk-lines so much as in the mind of the man that conceived them; not in the splendor of the stage curtain, nor the richness of the stage settings, nor the gorgeous costumes, nor the brilliancy of the jeweled candelabrum, nor the full score of the orchestra, nor even in the plot of the drama that is being enacted; but in the genius and character of the artist."[1]

When one stops to realize that these lines were written in 1906 which was long before World War II and the atomic bomb, it will reflect of a truly great character. World War II was fought mainly to protect the rights of the individual and it was the power to produce industrially that eventually decided the issue.

Mr. Kern took a leave of absence in 1911 to go to Europe to further his study of the educational systems abroad. He did not return to Ellendale.

A. E. Dunphy (1911-1912)
(Acting President)

To the alumni of the State Normal and Industrial School Mr. A. E. Dunphy will always be better known and longer remembered as an instructor and director of the manual arts department. He served for only one year in the capacity of Acting President while Mr. Kern took his leave of absence to study in Europe. He was a very able

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1. North Dakota State Normal and Industrial School, Bulletin, April 1908.

instructor and organizer of courses and he served the school and community very well in that capacity. He was the first teacher of manual training and since there were only three teachers in the system when the school opened its doors in 1899, he served also as principal or head of the school until Mr. Hicks took over the administrative affairs of the school in 1902.

A. S. Kingsford (1912-1913)

The school seemed to be going through a transition period when Mr. A. S. Kingsford took over his duties as President. There is not much that can be learned of his administration with the exception of a few remarks by some to the effect that "things were not running so smooth." The differences or difficulties seemed too personal in nature and the result was that Mr. Kingsford left at the end of the year. It can be noted from the school bulletin that there were many new changes in the faculty in 1913.

Willis E. Johnson (1913-1914)

When Willis E. Johnson took over the duties of the Presidency of the State Normal and Industrial School a bright and prosperous future seemed to be in store for the school. He was well known in educational circles, a capable instructor, and a good organizer. A number of

new instructors were added to the faculty which afforded an excellent opportunity to reorganize and improve upon the curriculum in general.

But before many of these plans could be carried to completion under his direction, Mr. Johnson left Ellendale and went to Aberdeen, South Dakota, to become the President of the Northern Normal and Industrial School. This was considered to be quite a promotion for him and he was given his release from the State Normal and Industrial School.

R. M. Black (1914-1936)

The administration of R. M. Black is very outstanding in the history of the school. He was the fifth to occupy the Presidency in five years and this in itself reflects somewhat on the state of affairs at Ellendale when he assumed his duties as head of the institution. During 1915, the governing boards of this school changed several times until, finally, the newly created State Board of Regents assumed jurisdiction over all the state institutions.

Mr. R. M. Black was well known throughout the state of North Dakota as an educational leader. As co-author of the book A Brief History of North Dakota his work became known to practically all of the elementary schools in the state. His high ideals of citizenship and high code of

ethics well fitted him for the position which he now occupied and were an inspiration to all who worked with him.

Of his administration, Mr. Black writes:

"My administration of the State Normal and Industrial School began in 1914. The work and organization of the school was well established. The legislature through its rather famous Lathrop Committee made a very searching survey of the finances and management of the state institutions of higher learning, but this committee was convinced that the school at Ellendale was doing its part in training North Dakota young people, so the legislature gave the school financial and official support. In that year of 1915 the school was under three or four governing boards in succession, finally leaving it under the jurisdiction of the newly created State Board of Regents. Local management was ended and it became in theory and in fact a state institution of higher learning.

"In 1915 the curricula were considerably revised, and a small building program gave the school a house for a practice house. In 1916 the school became a member of the North Central Association of Teachers Colleges and in 1921 when the American Association of Teachers Colleges was formed the Normal and Industrial School became one of the original members.

"In order to qualify the graduates from the industrial courses for the special certificate to teach in first class high schools the courses had been extended to the three year level, but it was early apparent that such graduates needed the full four year college training to be prepared for teaching in the best high schools, so in 1925 a delegation from the school and city of Ellendale met a committee of the Legislature in Bismarck, with the result that the act authorizing the certification of Ellendale graduates was amended so that the school could extend its curricula and grant the Bachelor of Science Degree in Physical Education. The degree was recognized by state departments and by graduate schools, so the problem of recognition seemed finally and satisfactorily solved.

"In the years in which I was privileged to be its administrating officer I saw the school grow from one whose graduates for the most part were from courses one year above high school level to the full standing of a degree giving college. The practical type of education given and the high ideals of service which inspired its students were important factors in this growth. Perhaps the devoted service of its teaching staff was a greater factor, a staff that lifted its own qualifications to a university level while in service and gave constant attention to keeping themselves abreast of advancing knowledge and methods in their respective fields. The long tenure of instructors in key positions is outstanding in this college. Continuity of service is essential in the maintenance of a great school."[1]

J. C. McMillan (1936--)

While the final chapter on the administration of Mr. J. C. McMillan has not been written it is sufficient to say here that it will be a credit to the institution when that has been done. The late World War II seems to have only temporarily interrupted the program and plans of this school and there is now an even greater emphasis being placed upon the type of instruction that is offered. A Junior College has been added to the curriculum.

One of the first and most important improvements that was undertaken by Mr. McMillan was that of beautifying the campus and reconditioning the school buildings. The severe drouth, depression, and the consequent smaller

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1. R. M. Black, Letter to Otto C. Schultz, July 5, 1946.

appropriations for the maintenance of the school by the state legislature, had left many of the buildings badly in need of repair. The campus is now more beautiful than ever.

CHAPTER IV

THE CURRICULUM

To a large degree this school owes its existence to the fact that it had a new idea to offer in education. The founders of this institution had felt that the educational curriculum of our schools should be expanded and in order to offer more and better opportunities to our boys and girls, provided for a manual training school at Ellendale. To make a thorough study of all the conditions which contributed or detracted from this major objective of the school would be far too comprehensive for a dessertation of this type and must be left to another study. The fact that this school grew from a relatively new and untried idea in education on a secondary level, to a full degree giving college in its own field in approximately 27 years is in itself an indication of the magnitude of this project. An attempt will be made to include only the first curriculum and the major changes or additions to the original curriculum which can be outlined as follows:

a. The inauguration of the original manual training program in 1899 and the courses it had to offer.

b. The addition of the Normal department in 1907 in order to provide teachers in the field of manual training. The original concept of the school was not changed.

c. The reorganization of the normal department in 1914 and the survey of 1916. The survey of 1916 was believed to be, by many supporters of the school, an outside political force or factor which tried to detract the school from its original purpose as provided for in the Constitution of the State of North Dakota.

d. The recognition of the school as a college and the permission to grant Bachelor of Science degrees in 1925.

e. The reorganization of the curriculum in 1936 and the addition of a junior college curriculum.

f. Short courses, correspondence courses, summer schools, and other courses.

The First Course of Study

From the beginning it was quite obvious that in order to survive and be successful, any new idea in education would have to meet keen competition for, already established and functioning in this little community, was the Ellendale Public School which was of the conventional type in existence during this period. The educational level at which any new school could be established was carefully considered.

It was quite evident that the number of graduates from high school who would continue their education in an institution of higher learning was so small at this time that the conditions did not merit the establishment of a school of collegiate rank.

In order to be successful the "new idea" in education would necessarily have to be planned to be a continuation of the elementary school rather than the high school. The result was that the first curriculum was planned for the secondary level of education and students who had completed the seventh grade of the common school were admitted. The first course of studies for the school was outlined as follows:

Table 2[1]

Course of Study
1900-1901

Freshman	Sophomore	Junior	Senior
Arithmetic	Algebra	Algebra ½ Geometry ½	Geometry
U. S. History	Gen. History	Civics 2/3 Physiology 1/3	Physics
English Grammar	English Grammar ½ Rhetoric ½	German or Latin	German or Latin
Literature	Literature	Literature	Literature
Fine Arts	Fine Arts	Fine Arts	Fine Arts
Manual Training	Manual Training	Manual Training	Manual Training

1. Manual Training School, Bulletin, 1900.

The academic subjects need not be elaborated for this dessertation, but the manual training and fine arts courses need further explanation. Manual training consisted of two major courses designated as "Mechanical Drawing" and "Shop Work". These were outlined as given in Tables 3 and 4.

Table 3[1]

Mechanical Drawing
Four Hours Per Week

First Year	Second Year	Third Year
Care of Instruments	Orthographic Projection	Architectural (Original Design)
Practice Exercises	Development of Surfaces	Machine Drawing
Plain Lettering	Descriptive Geometry	Machine Design
Simple Geometric Problems	Architectural Drawing	
Working Drawings		
Blue Printing		

Table 4[2]

Shop Work
Five Hours Per Week

First Year	Second Year	Third Year
Joinery	Pattern Making	Forging (Machine Tool Making)
Wood Turning	Molding	Machine Tool Practice
Vice Work in Metal	Casting	
	Forging	

1. Ibid.
2. Ibid.

The phase of the industrial training that was designed for the girls was also sub-divided into fine art, domestic art, and domestic science. The outline of these courses is given in Tables 5, 6, and 7.

Table 5[1]

Fine Arts

First Year	Second Year	Third Year
Object Drawing	Drawing from Case in Charcoal	Drawing from Cast in Charcoal
Flower Drawing	Still Life	Modern Artists
Water Color	Historic Art	Historic Art Extended
Composition and Designing		

Table 6[2]

Domestic Science
Two Lessons Per Week

First Year	Second Year	Third Year
Practical Work	Practical Work	Practical Work
Physiology and Hygiene	Personal and Domestic Hygiene	Home Sanitation and Economics

1. Ibid.
2. Ibid.

Table 7[1]

Domestic Art
Two Lessons Per Week

First Year	Second Year	Third Year
Hand Sewing	Machine and Hand Sewing	Dressmaking

In the domestic science curricula mentioned above, the term "practical work" included cooking and classification of foods, canning and preserving, pastries, breadmaking, menus, and other household work.

This curriculum proved to be very successful in its initial year and it was approved by those who had wished for a "new idea" in education. It came up to their expectations and they seemed to be satisfied. Nevertheless, there was room for expansion in each of the departments as soon as the means became available. In the first place, the building was too small to accommodate all the students who wished to enroll for these courses and secondly, more teachers were needed.

1. Ibid.

Curriculum Enrichment

The first major change, or enrichment, of this curriculum came in 1901, when three more teachers were added to the faculty of the school. A complete commercial department was added, more English and foreign language courses were included, and physical science courses were now offered. Preparatory studies were included and the course of study now appeared as shown in Table 8.

Table 8[1]

Course of Study
1901-1902

Year in School	Studies
Preparatory Studies	Arithmetic, English, Grammar, United States History, Fine Arts, Mechanic Arts, Domestic Arts, and Sciences.
First Year Studies	English I, Algebra, Physiography, German I, Ancient History, Latin I, Mechanic Arts, Bookkeeping, Fine Arts, Domestic Arts and Sciences.
Second Year Studies	English II, Algebra, Geometry, Zoology, Botany, German II, Bookkeeping, Latin II, Domestic Arts and Sciences, Mechanic Arts, Typewriting, English History, Fine Arts.
Third Year Studies	English III, Geometry, Physics, German III, Latin III, Stenography, Typewriting, Fine Arts, Mechanic Arts, Domestic Arts and Sciences.
Fourth Year Studies	English IV, Trigonometry, Chemistry, Latin IV, Commercial Law, Stenography, Typewriting, Domestic Arts and Sciences, Mechanic Arts, Fine Arts.

1. Superintendent of Public Instruction, Seventh Biennial Report, Bismarck, North Dakota, 1902, p. 207.

Curriculum Changes

It is interesting to note at this stage of the development some of the factors which brought about changes in the curriculum. The "new idea" in education had taken root and now it is interesting to watch it grow.

Its popularity in the community, and in the nation, is described in the following editorial in the home town newspaper:

> "The death of Dr. John D. Runkle in August, 1902, may revive an interest in the educational movement that led to the establishment of this state institution at Ellendale. Dr. Runkle and Dr. Woodward are the fathers of the manual training idea in the U. S. Dr. Runkle as head of the Massachusetts Institute of Technology set forth the following educational principles in 1884:
>
> "'I believe that hand instruction, no matter of what kind, if adapted to the age of the pupil and properly conducted, can be made disciplinary, and a valuable adjunct to the purely literary studies.
>
> "'I believe that a hand study, requiring not more on the average than one hour per day, can be introduced into our public schools without impairing the educational value of the studies now taught, and with no abridgement of the time now devoted to them which will not come through better methods of teaching, or on other grounds.
>
> "'I believe that a workshop, as part of the apparatus of a public school, is as desireable as a science laboratory is to the technical school or college.
>
> "'It is my deliberate opinion that the time has come when handwork should be taught to the proper extent in all our public schools both because of its educational value, and because the social and industrial conditions have so changed as to make such teaching necessary.'

"Col. Parker, now also deceased, and a score of other leaders, were back of the "New Education" movement and when the North Dakota constitutional convention convened in 1889 the progress of it was so effective that a proposal for an industrial institution of the "New Education" type readily found favor and became a part of the constitution. That body set aside 40,000 acres of public lands as an endowment fund, and the citizens of Ellendale responded by giving the site of forty acres on the east of the city limits.

"The state's financial condition permitted nothing to be done for the erection of buildings for ten years. But the cause of the 'New Education' made wonderful progress in the decade. From the prominent universities and normal schools and state superintendents there were these terse sayings quoted: 'I would like to see some form of manual training made part of the education of every boy.' 'Every young man and young woman is better fitted for the higher work of the university for having trained hands.' 'Manual training is an essential part of a good education.' 'It is an education which trains and develops the whole man.' 'It has a distinct and positive intellectual and pedagogical value.' 'I know of no opinion of a distinguished man which does not indicate a very high appreciation of the educational value of manual training.' And there is no limit to the quotations. Step by step with this doctrine of master teachers, the 'New Education' promoters were building manual training institutions in all of the large cities of the union. Universities and normal schools have been hurrying to organize the manual training or mechanic arts departments. The east has not outdone the west, not the north the south. All sections are loosening the purse strings to give the children the natural, scientific, and practical training."[1]

The first major addition at Ellendale, for the most part, came because of the desire to expand the "practical" phase of the curriculum. The school had begun graduating classes in 1901, and now had another influence in the

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1. Dickey County Leader, Ellendale, North Dakota, Editorial, November 27, 1902.

community, namely, the alumni of the school. Former President Warren E. Hicks, when asked about the curriculum of this period, wrote:

> "You know after 1902 the president went where the crowd pushed. The crowd, pupils, and parents spoke out and prompted some new courses."[1]

However, the entire curriculum was gaining in definition and each individual course was more clearly outlined. The expansion came more in the form of new subjects added to the regular course of studies. The students who were not prepared to take the regular courses were required to take a preparatory course and a new addition to the regular course of study was made for that purpose.

The first expansion toward a higher level of education, and which eventually made a college out of this institution, came in the form of a teacher's preparatory course. The ever growing demand for better qualified teachers for the common schools now brought with it a new responsibility. The result was that during the summer of 1903, a short term of summer school for teachers was conducted in conjunction with a teachers' institute, and the following year a one year teacher's course was added to the regular curriculum of the school. The course of study for 1903-1904 now was as given in Table 9.

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1. Warren E. Hicks, Letter to E. P. Neibauer, July 8, 1942.

Table 9[1]

Course of Study
1903-1904

Year in School	Studies
Preparatory Studies	United States History, Domestic Arts, English, Grammar, Mechanic Arts, Fine Arts, Arithmetic.
First Year Studies	Ancient History, Fine Arts, Latin I, Bookkeeping, German I, English I, Algebra, Physiography, Domestic Arts, Mechanic Arts.
Second Year Studies	Fine Arts, Mechanic Arts, Medieval and Modern History, Domestic Arts, Typewriting, Bookkeeping, English II, German II, Latin II, Botany, Zoology, Algebra, Geometry.
Third Year Studies	Mechanic Arts, Fine Arts, German III, Stenography, Latin III, English III, Physics, Geometry, Domestic Arts, Typewriting.
Fourth Year Studies	Domestic Arts, Typewriting, Latin IV, Stenography, Commercial Law, English IV, Chemistry, Trigonometry, Fine Arts, Mechanic Arts.
Teacher's Course One Year	Educational Psychology, Domestic Art, and Science, Manual Training, Fine Art, (One elective study).

1. Manual Training School Bulletin, Ellendale, North Dakota, 1903-1904.

It will be noted that the curriculum now included a preparatory course and a one year teacher's course. In all, a six year program of studies was now provided.

First Change of Administration

The year 1905 shows a definite advancement in the administration of the school. The trend towards a teacher's training institution was now becoming quite pronounced and it was already anticipated that the next expansion of the curriculum would be in that direction. A new president came in the fall of 1905 and he grasped the opportunity to promote and develop a normal department for the school. He had an able faculty to assist him. From a beginning of only three teachers in 1899, the teaching staff had now been increased to 15 members in 1906, and it was mainly a matter of reorganizing the curriculum in order to accomodate a normal department.

School Changes Name

Before any reorganization could take place it was necessary for the legislature to grant the legal authority to incorporate a normal department into the curriculum of a school that was primarily established as a manual training school. A bill, Article X, Section 1172, School Laws of 1907, was passed in the legislative session of 1907, and

reads as follows:

> "That the institution known as the industrial school and school for manual training, located at Ellendale, Dickey County, North Dakota, be henceforth designated the state normal and industrial school, the object of such school being to provide instruction in a comprehensive way in wood and iron work and the various other branches of manual training, cooking, sewing, modeling, art work, and the various other branches of domestic economy as a co-ordinate branch of education, together with mathematics, drawing and the other necessary school studies, and to prepare teachers in the science of education and the art of teaching in the public schools, with special reference to manual training."[1]

The curriculum was now revised and a normal department added in the fall of 1907. The growth of the school up to this period had been rapid and it was beginning its ninth year of school with more and better opportunities for the students than ever before. The state of North Dakota was growing very fast during this period and with this rapid growth came an ever increasing demand for more and better trained teachers to serve in the public school system.

An estimate of the importance of this change in the name and status of the school can be derived from an editorial in the North Dakota Record which views the situation as follows:

> "By an act of the last legislature the institution formerly known as the State Manual Training School became on July first a thing of the past. The same act created the State Normal and Industrial School, an institution which seems to offer every promise of

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1. North Dakota School Laws of 1907, Article X, section 1172.

a useful and successful career. Never before in the history of the school have its prospects been so bright and offered so many evidences of promise. The same legislature, realizing some of the difficulties that beset a young institution clearly defined the mission of the State Normal and Industrial School and indicated its position in a system of state schools. When it opens its doors to students on the twenty-third of September it will offer two distinct lines of educational training.

"NORMAL DEPARTMENT

"One of the greatest needs of the state of North Dakota is more and better trained teachers. Year after year numerous half-prepared teachers come in the fall of the year from Minnesota and other states to teach during the winter, and then return to their homes. They are non-residents and have no interest in this state aside from the money paid them for their services. There is no reason why the sons and daughters of resident North Dakotans should not do this work and the normal department in the Normal-Industrial School will contribute a large share towards this much desired end. The state has established a standard normal curriculum. No matter which of the normal schools a student elects to attend, the course pursued and the methods in vogue are approximately the same. The Normal-Industrial School will offer two courses, the English Manual Training and the Latin Course. In each of these courses the academic subjects for the most part are the same. The students, to be entitled to graduate must complete regular courses in literature, history, mathematics, and in either manual training or Latin. Students who expect to teach elect the course they are to pursue.

"The electives in the normal courses are either Latin or manual training. Between these the student must make his choice. If he has a fondness for the classics the choice will naturally be Latin. If he is mechanical the choice will result in manual training. And the manual training courses are so arranged that both the young men and the young women may reap the largest possible returns from their labors. For young women there is vocal music, free hand drawing, construction, knife work, basketry, weaving, clay modeling, plain sewing and cooking. For young men there is vocal music, free hand drawing, construction, knife work, joinery,

turnery, and mechanical drawing. The graduates of either courses receive a second grade certificate, and after successful experience in the school room are entitled to a life certificate. This is the first time in the history of the school that its certificate has been any real value in public school work and that fact itself promises to be most helpful in establishing the school on a permanent foundation.

"THE INDUSTRIAL DEPARTMENT

"However, the distinctively industrial character that has been about the school from the first has not been lost. In fact it has been strongly emphasized and that in a most practical way. In the past the school offered a general course in mechanics known as a course in 'manual training'. This course had in it the elements of a number of trades but taught none of them in a thorough way. Its purpose was educational rather than industrial. It is still represented in the school in the manual training of the normal department and in the mechanics arts course. Quite distinct from this educational aspect of the courses are the industrial courses now offered prospective trade students. These courses in trade training extend over four years, and the student completes the course and becomes proficient in his chosen work while pursuing his regular academic career. He is simply the gainer by the trade he has mastered. Furthermore, the courses in the department are strictly industrial courses and each specifies the occupation for which the training fits. These courses include steam engineering, mechanic arts, home economics, commercial arts, library economy, printing, music, fine arts and dressmaking. Since no young man or woman who is lacking in general culture can be expected to win for manual labor any great degree of public esteem, students will not be permitted to pursue industrial courses alone but a proper balance will be maintained between so-called intellectual and manual training subjects."[1]

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1. North Dakota Record, Ellendale, North Dakota, September 4, 1907.

The Normal Courses

To begin with there were two normal courses added to the curriculum and it may be of interest here to note that these first two courses were called the "English-Manual Training Course" and the "Latin Course". These were outlined as given in Tables 10, 11, and 12.

Table 10[1]

English-Manual Training Course
1907-1908

Year				
Preparatory	IX	X	XI	XII
English	Reading Grammar	Literature	Literature	
History	U.S.History Civics	General History		Hist. of Ed. Philosophy of Ed.
Mathematics	Arithmetic	Algebra	Algebra Geometry	Geometry
Science	Geography	Biology	Physics	Chemistry
Education	Pedagogy		Psychology	Practice & Methods
Manual Training	Vocal Music	Drawing	Manual Training	Manual Training

The Manual Training Course included:

(a) For Girls: Music; freehand drawing, paper and card board construction; basketry, weaving, clay modeling, plain sewing, plain cooking.

(b) For Boys: Music; freehand drawing, construction, knife work, joinery, turnery, mechanical drawing.

1. State Normal and Industrial School Bulletin, 1907, p. 9.

Table 11[1]

Latin Course
1907-1908

Year				
Preparatory	IX	X	XI	XII
English	Reading Grammar	Literature	Literature	
History	U. S. Hist. Civics.	General History		Hist. of Educ. Philos. of. Educ.
Mathematics	Arithmetic	Algebra	Algebra Geometry	Geometry
Science	Geography	Biology	Physics	Chemistry
Education	Pedagogy		Psychology	Practice and Methods
Manual Training Vocal Music Drawing		Latin I	Latin II	Latin III

Physical training and rhetoricals were included throughout the course.

The addition of these courses in no way minimized the industrial arts curriculum of the school. This was really an indication that the industrial arts program was becoming in other communities that were now seeking teachers from this school.

1. Ibid.

Table 12[1]

Industrial Courses
1907-1908

Course	Subjects Studied
Steam Engineering	Carpentry and Joinery, Pattern Making and Molding, Forging and Toolmaking, Machine Shop Practice, Steam Engines, Mechanical Drawing (German I, GermanII).
Mechanic Arts	Joinery and Turnery, Forging, Patter Making and Molding, Chipping and Filing, Machine Shop Practice, Drawing.
Home Economics	Hand Sewing, Machine Sewing, Dressmaking, Design, Elementary Cookery, Advanced Cookery, Invalid Cookery and Home Nursing, Serving, Marketing, Chemistry, Food Analysis, Bacteriology.
Commercial	Spelling, Penmanship, Commercial Arithmetic, Bookkeeping, Shorthand, Typewriting, Commercial Law.
Library	Bookkeeping, Drawing, Typewriting, Library Methods I, Library Methods II.
Printing	Bookkeeping, Typewriting, Drawing, Mechanic Arts, Printing I, Printing II.
Fine Arts	Freehand Drawing, Applied Design, Historic Ornamental, Composition, China Painting and Kiln Burning, Materials.
Music	Hand Culture, Sigh Reading, Major and Minor Scales, Phrasing, Graded Studies and Studies from Masterpieces, Harmony, Musical History
Short Course in Dressmaking	Three months' winter course designed to meet the needs of girls in the elements of dressmaking. Students must show proficiency in the common branches.

1. Ibid., pp. 12-17.

Department of Agriculture and Biology

Another branch of service found its way into the school following the year 1911. The natural science department was enlarged and an agricultural department added which included a demonstration farm. The land that had been donated to the school for the original site was now enclosed in a fence and divided into small strips or plots for experimental purposes. Many experiments were carried out and the results were studied as part of the class work.

Because of the nature of the work and because much of the work had to be carried out during the summer months, an agricultural summer school was now also included in the curriculum. There was also an agricultural short course planned for the winter months.

Military Instruction

Military instruction had been given since the school was first opened but it was on a voluntary basis. The legislature of 1909 passed a bill, Chapter 167, Session Laws 1909, section 1, which made military instruction compulsory in the school. It read:

> "The state normal-industrial school is authorized and required to give theoretical and practical instruction in military science under such rules

and regulations as the faculty of said institution may prescribe."[1]

The rifles and equipment were loaned to the school by the Adjutant General's Department. During 1905, an armory was built to afford more and better opportunities for military drills during the winter months, or during inclement weather.

The military organization of the school consisted of Company A, organized in 1899, a cadet band, organized in 1904, and Company B, which was organized in 1914. These continued to function until 1925 when the legislature passed another law which repealed the law of 1909 and military drill was no longer required in the school. This law is as follows:

> "Chapter 77, (H.B. 92-Root), MILITARY INSTRUCTION--NORMAL AND INDUSTRIAL SCHOOL--ELLENDALE. An Act to repeal Sections 1733, 1734, 1735, and 1736 of the Compiled Laws of North Dakota for 1913, Relating to Military Instruction in the State Normal and Industrial School at Ellendale.
>
> "Be it Enacted by The Legislative Assembly of the State of North Dakota:
>
> "Section 1. REPEAL.) That Sections 1733, 1734, 1735, and 1736 of the Compiled Laws of North Dakota for 1913 be and the same are hereby repealed.
>
> "Approved March 10, 1925."[2]

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1. Department of Public Instruction, General School Laws, Bismarck North Dakota, 1909, p. 184.
2. Laws of North Dakota, 1925, Robert Byrne, p. 77.

Short Courses

In order to accommodate the many young men and women who worked on the farm during the summer months and who were unable to attend the regular terms of school, another new practical feature was added to the curriculum and was called the "Short Course". This course was so planned that it could be completed by attending classes during the winter months only. In the winter of 1906-1907, a short course in dressmaking was offered for girls, and during the year 1908-1909 a course in farm engineering was offered for the men.

The content of these courses is shown in Tables 13 and 14.

Table 13[1]

Dressmaking Course (Short)
1906-1907

Measuring and Drafting	Standard Fastening
Study of Materials	Collars and Trimmings
Shrinking and Pressing	Children's Garments
Finishing	Underwear, Wrappers and Kimonons
Adaptations	Color and Form in Dress
Grammar	

Table 14[2]

Short Course in Farm Engineering
1908-1909

Arithmetic	Shop Work
English and Grammar	Carpentry
Agriculture	Blacksmithing
Steam Engines and Farm Mechanics	Soldering and Brazing
	Engines

1. State Normal and Industrial School Bulletin, Vol. I, No. 3, Ellendale, North Dakota, 1906, p. 30.
2. State Normal and Industrial School Bulletin, Vol. III, No. 3, Ellendale, North Dakota, 1908, p. 30.

These short courses became quite popular and were well attended by the people for whom they were inaugurated. There were some enrichments and some revisions, from time to time, with respect to subject matter taught. During 1912 a short course in agriculture was added and in 1916 the short courses were organized into "Two Year Courses" and required two winters for completion. By 1923, the short courses included the following:

"The Two Year Commercial Curriculum.
Short Curriculum in Farm Engineering.
Short Curriculum in Home Economics.
The General Industrial Curriculum.
The General Opportunity Curriculum."[1]

College Preparatory Course

The first college preparatory course made its appearance in 1910 and was designed principally for those who wished to continue their education at a college or university. This might well be termed the forerunner of the college curriculum that was soon to follow. The course was outlined as shown in Table 15.

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1. State Normal and Industrical School Bulletin, Vol. 18, No. 3, Ellendale, North Dakota, 1923, p. 28.

Table 15[1]

College Preparatory Course
1910

Year				
I	II	III	IV	V
Grammar	English I	English II	English III	English IV
History Civics	General Biology	Biology	Physics	Chemistry
Arithmetic	Algebra	Geometry I (1/2)	Geometry	Elective
Geography	Elective	Elective	Elective	Elective

1. State Normal and Industrial School Bulletin, Vol. 5, No. 3, Ellendale, North Dakota, 1910, p. 27.

The Survey of 1916

In the years following 1907 up to the survey of 1916, the normal courses were greatly enriched and organized into one year "Rural Elementary", "Two Year Normal", "Four Year Normal", "Five Year Normal", "One Year Beyond High School," and "Two Years Beyond High School" courses. In general, these complied with the regulations of the state department for the certification of teachers. The title of the course explains the course to some extent with the exception of the "Four Year" and "Five Year" courses which were planned for graduates of the eighth grade of the common schools.

In July 1915, the administration of the state institutions was taken away from the local Board of Trustees and placed in to the hands of a State Board of Regents, and one of their first official acts was to order a survey made of all of the state institutions of higher learning. The survey was under the direction of the United States Commissioner of Education and was quite thoroughly conducted. The primary objective, of course, was an appraisal of the curriculum being offered by the various state institutions of higher learning.

This survey became the subject of some very sharp criticism by some of the supporters of the State Normal and Industrial School. They saw in it a tendency on the part of the larger institutions to divert this school

away from its original purpose, to provide an industrial training for the boys and girls of this community, and make this just another normal school of the conventional type for training teachers. While much of the criticism remained more or less in the form of local talk and fireside discussions, the commission's report on its findings at the various institutions was published.

A part of that report which dealt with the State Normal and Industrial School at Ellendale is as follows:

> "Because of the fact that the school at Ellendale began its work as an industrial school and school for manual training, and has accumulated valuable equipment for work of this kind, and because of the peculiar needs of the people of the section which it serves directly, it should probably continue for the present to give instruction in these subjects in its regular and short courses for other than prospective teachers, but it should look to the discontinuance of work of this kind as the high schools of this section are more fully developed. It should, of course, cease at once to function as a local high school for the town of Ellendale. State funds appropriated for the support of schools for the use of the state as a whole should not be diverted to local use. This school, which has the necessary equipment for it, might, it is believed, well give a very few strong courses for teachers of industrial subjects, but it should not be permitted to let either of these phases of its work interfere with its regular work as a normal school for the preparation of teachers for the elementary schools of the state. To perform successfully this double or triple function this school will need a much larger income than it now has. It should immediately make some arrangements for practice teaching for its students. It might possibly arrange for the use of the elementary

> schools of the town of Ellendale for this purpose, as the school at Mayville has arranged for the use of the schools of that town."[1]

Just how much this report influenced the progress of the school is difficult to determine. Education is a very slow process and is primarily concerned with laying the foundation for the bigger and better things to come. In this respect this school had already accomplished much and the logical progress, if any should come, would naturally be towards a higher level of education or a college. There are a few interesting facts contained in the report that should be pointed out here. It did specify that this school should become a normal school by stating:

> "It should, of course, cease at once to function as a local high school for the town of Ellendale. State funds appropriated for the support of schools for the use of the state as a whole should not be diverted to local use. This school, which has the necessary equipment for it, it is believed, might well give a very few strong courses for teachers of industrial subjects, but it should not be permitted to let either of these phases of its work interfere with its regular work as a normal school for the preparation of teachers for the elementary schools of our state."[2]

This was very political in scope, which cannot be overlooked, and reflected somewhat the thinking that prevailed in Europe just previous to World War II that the institutions serve more the interests of the state rather than those of the local community in which they are located. The

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1. Department of the Interior, Bureau of Education, Bulletin, State Higher Educational Institutions of North Dakota, No. 27, 1916, p. 90.
2. Ibid.

appropriations for each state institution are worked out individually with all the local factors taken into consideration, and it would be hard to determine if this school were actually "diverting to local use" some of the state funds as was charged. A school is limited to a large extent, as to the needs of its pupils, if it is to maintain an elective system of education. It cannot, successfully, offer courses that are not elected by the students. The Commission's report bears out this fact by stating further:

> "Reports of class attendance at Valley City for the week of April 10-16, 1916, Table 40, show a class in singing with 4 students, a class in commercial law with 3 students, a class in mathematics with 1 student, one class in Latin with 3 students and another with 2, a class in German with German with 4 students, a class of 3 in manual training methods, two classes of three each in mechanical drawing, a class of 1 in copper work, a class of 2 in physical education methods, a class of 4 in hygiene and sanitation (a subject which should be required of all who are preparing to teach). From Ellendale are reported three Latin classes, I, II, and III, of 1, 6, and 2 students, respectively, a class of 4 in 'preparatory history'. From Valley City 21 classes are reported as having 5 students or less, from Mayville one class, from Minot two, from Ellendale eight, though the average attendance inaall classes of these schools was 18.8, 21.4, and 12.7, respectively."[1]

It may be noted here that the first addition to the original curriculum of 1899 was a preparatory course which

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1. Ibid.

was intended for those students who were unable to pursue the subjects in the regular courses. This may be construed to mean that the school at that time had organized its curriculum at approximately the right educational level for the type of students that it served and any deviation would naturally result in small classes.

The practical phase of the curriculum of this school is well described in the History of Dickey County, written in 1929, and which states;

> "The courses offered and the diplomas awarded show that the scope of the school is exceptionally broad and practical. An expression of the purpose of the school might be - - How to operate and repair farm machinery, how to construct buildings properly, how to maintain the fertility of the soil, how to eliminate disease, how to safeguard health by preparing wholesome food, how to manage a home efficiently and economically, how to train the hands as well as the head, and how to teach the most efficient school. It has been a school that has taught things, a teaching that equips a person for life.
>
> "Founded as a school for the people it has been a living symbol of democracy. It excludes no one. Its courses are so varied that while some require high school training for admittance, there are others open to the eighth grade student, who in addition to academic training may wish to take a course in carpentry, blacksmithing, agriculture, home economics, painting, drawing or in some phase of business or industrial work for which a special aptitude or ability is shown."[1]

Thus it may be concluded that the immediate needs of the local community, or the school's sphere of influence

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1. Dickey County Historical Society, op. cit., pp. 66-68.

are the leading factors upon which a school's curriculum must be based. The vast majority of students still go to school for the immediate returns of their investment and to them the more remote values, or the classical languages, are secondary.

With respect to local attendance at the four normal schools, or the percent of the students who reside in the same county in which the normal school is located, the commission reports: "Mayville, 45.4 %; Valley City, 31.2 %; Ellendale, 73.2 %; Minot, 51.9 %."[1] These figures were for the year 1915-1916.

During the first few years of the school's existence, the students would naturally be predominately local, or from the nearby places. There were some factors such as lack of dormitory conveniences, lack of classroom space, and lack of equipment which may have caused the school to limit its enrollment during these initial years. But as soon as these were available, the school was open to anybody who wished to attend. The geographical distribution of the enrollment during the years 1917-1918, 1919-1920, and 1941-1942 are shown in Table 16.

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1. Department of the Interior, Bureau of Education, Bulletin, op. cit., p. 93.

Table 16[1]

Geographical Distribution of Students Attending State Normal and Industrial School

Counties of North Dakota	1917-1918	1918-1919	1919-1920	1941-1942
Barnes	1		1	5
Benson			1	1
Bottineau	4	9	6	
Bowman	5	4		
Burke			1	
Burleigh	5	3	4	2
Cass			1	2
Cavalier	1	1		
Dickey	235	197	212	211
Divide			1	
Dunn	2			
Eddy	1	2	2	8
Emmons	23	22	23	16
Foster			1	11
Golden Valley	1		1	
Grand Forks		1		
Grant				1
Kidder	1		3	2
LaMoure	14	19	22	24
Logan	21	13	8	12
McHenry	1			
McIntosh	17	11	9	16
McLean	1		1	
Morton	1	3	6	
Mountrail			1	
Ransom	2	2		9
Richland	4	3		4
Sargent	24	26	17	10
Sheridan				1
Sioux	1	2		
Slope	3	8	3	
Stark	1			1
Stutsman	2	3	3	29
Towner				1
Traill		1	1	
Walsh				1
Ward				1
Wells	1			8
Williams		1		
TOTALS	372	331	329	388
Percent from Dickey County	63	59	64	54

States & Countries	1917-1918	1918-1919	1919-1920	1941-1942
Florida	1			#
Illinois	2			#
Indiana	1	1		#
Iowa		3	5	#
Kansas		1	1	#
Michigan	1	1	1	#
Minnesota	6	10	10	#
Missouri			3	#
Montana	1			#
Nebraska			1	#
New York		1		#
South Dakota	16	14	25	#
Washington			2	#
Wisconsin		2	3	#
Out of State				13
Canada	1			
Sweden		1	1	
TOTALS	29	34	51	13

Not given for 1941-1942

1. State Normal and Industrial School Bulletins, 1917, 1918, 1919, 1941.

The Beginning of the College

After the report of the Survey of the State Higher Educational Institutions of North Dakota in 1916 was made known, there was an earnest effort made to carry out its recommendations. More emphasis was placed upon the Normal Department, and particularly, the phase of the work above the secondary level of education. In the school bulletin of 1919, the term collegiate was first used to describe some of the courses. During the next few years more of the courses became known as college subjects, and the bulletin of 1921 begins to draw a line of distinction as follows:

> "Attention is called to the plan of the courses. A well defined division is drawn between courses of secondary and collegiate rank. The first three years of the Normal, the Normal Home Economics, the Mechanic Arts, and the Junior Home Economics courses are known as secondary courses, the subjects offered being equivalent to those given in the average four year high school. The fourth and fifth year of the Normal, the Normal Manual Training, the Normal Home Economics, the Mechanic Arts, and Junior Home Economics courses are designated as college courses."[1]

It is not within the scope of this dessertation to discuss in detail the enrichment of the content of the courses in each department that took place between 1916 and 1925, but a general idea of the advancement program can be gained from the following letter written by Mr. J. E.

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1. State Normal and Industrial School Bulletin, Vol. 15, No. 3, Ellendale, North Dakota, 1921, p. 32.

Demmer, head of the science department:

"When I came to the State Normal and Industrial School in the fall of 1918 the department of science was at that time as follows:

"One year of Chemistry: It was called General Chemistry but was only of high school grade. A semester of Qualitative Analysis, a semester of Quantitative Analysis, and a half year of Bacteriology were also given. For not any of these three subjects did pupils of one year of chemistry have adequate preparation to do college work.

"Only high school Physics was taught. There was one year of Agriculture for the preparation of Two-Year Normal School graduates. The Botany and Zoology were only of high school grade. A term of Hygiene and Physiology was also taught.

"In 1919 Anatomy and Household Physics were added but they were not of college grade. In the fall of 1922 we added one year College Chemistry so as to give adequate preparation for Qualitative and Quantitative Analysis. One year of General Physics, college grade, was also added at this time.

"During 1925 college Botany and Agriculture of college grade were added to the science courses.

"During 1926, when the school's degree work began, the Department of Science made a large advancement adding the following courses: One year of Organic Chemistry, College Bacteriology, another course of college Agriculture, Agronomy, and Genetics.

"Breeds of Livestock, college grade, was included in 1928 and during 1930 Industrial Electricity was added. By industrial electricity we mean an advanced course in electricity with emphasis on the industrial application.

"In 1932 we added two terms of college Biology as a means for better preparation for advanced courses in the Department of Biology and Agriculture. In 1936 another term of Biology was added.

"It was during 1942 and 1943 that perhaps we made the largest contribution to the Science Department. This was largely due to the war stimulus. During these two years we included in the science courses: Bio-Chemistry principally for Home Economics students and for some Junior College students. The Bio-Chemistry is a semester's work. Entomology, College Anatomy and Physiology were included. Also Experimental Radio, Experimental Electronics, Meterology, and College Household Physics."[1]

During the legislative session of 1925, a law was passed which granted the State Normal and Industrial School the legal permission to grant the Bachelor of Science Degree in Industrial Education. This law is as follows:

"Chapter 173, (S.B. 277-Marshall). Section 1. AMENDMENT.) That Section 1725 of the Compiled Laws of North Dakota for the year 1913 be and the same is hereby amended and re-enacted to read as follows:

"Section 1725. NAME AND OBJECTS.) That the institution known as the Industrial School and School for Manual Training, located at Ellendale, Dickey County, North Dakota, be henceforth designated the State Normal and Industrial School, the object of such school being to provide instruction in a comprehensive way in wood and iron work and the various other branches of manual training, cooking, sewing, modeling, art work, and the various other branches of domestic economy as a co-ordinate branch of education, together with mathematics, drawing and other necessary school studies, and to prepare teachers in the science of education and the art of teaching in the public schools, with special reference to manual training; provided that the Board of Administration and the faculty of such school may grant the BACHELOR OF SCIENCE DEGREE IN INDUSTRIAL EDUCATION and issue diplomas of appropriate grade to all persons completing any of the courses of study relating thereto, known to possess good moral character and having met all other requirements made by the

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1. J. E. Demmer, Letter to Otto C. Schultz, July 20, 1946.

Board and faculty. All diplomas and degrees issued by this institution shall be accredited in this state as teachers' licenses, according to the provisions of the certification law of the State for diplomas and degrees of even grade.

"Approved March 10, 1925."[1]

Since 1925, the curriculum has been greatly enriched and many revisions have been made to accommodate the many and varied conditions which may confront a school of this type. In 1936, the school was surveyed by Mr. E. F. Riley of the State School of Science, Wahpeton, North Dakota, and one of his recommendations was that a Junior College curriculum should be included in the organization of the school. This was done and it now has one of the most complete and modern curricula of any teacher training institution of the same classification in the United States.

In the school bulletin of 1943, the following courses are named:

Mechanic Arts (Four Year, Leading to Bachelor of Science Degree)
Industrial Arts (Four Year, Normal, Bachelor of Science Degree)
Farm Machinery (Two Long Winter Terms)
Home Economics (Four Year, Bachelor of Science Degree)
Home Economics (Normal Curriculum)
Vocational Nine Month's Stenographic Course
Eleven Month's Steongraphic Course
Eighteen Month's Stenographic and Secretarial Training
Vocational Nine Month's Bookkeeping Course
Eighteen Month's Bookkeeping and Accounting Course

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1. Laws of North Dakota, 1925, Robert Byrne, p. 216.

Standard Normal Lower Grade Curriculum
Standard Normal Rural Grade Curriculum
Standard Normal Upper Grade Curriculum
Sixty Hour Rural Curriculum
Forty-eight Hour War Emergency Curriculum
Standard Normal Special Curriculum
Special Curricula In:
- Commerce
- Home Economics
- Manual Arts
- Physical Education
- Primary
- Public School Art
- Public School Music

Junior College Curricula In:
- Liberal Arts
- Junior Engineering
- Accounting and Business Administration
- Secretarial Training
- Pre-Commerce

Physical Education Curriculum
The Industrial High School Curriculum

Correspondence Study

Another educational phase was opened to the students who were unable to attend the regular sessions of the school, or those who wished to accelerate their training, by the addition of a correspondence study in 1921. The school bulletin of that year has this to say:

> "It sometimes becomes necessary for a student to drop out of school to earn money, or it may be the commendable purpose of a teacher to carry their own education further while they are in teaching service. This school offers correspondence study to its former students in certain subjects. In this way considerable credit may be earned toward a normal diploma. About one-third of the work for the advanced diploma may be taken by correspondence study. Before obtaining the diploma the residence requirement and number of credits for the course must be satisfied. Write to the school

for further information as to the rules, fees and courses offered by correspondence."[1]

Requirements for Graduation

During the first few years of the school's existence the requirements for graduation were of minor importance to the students. They came, for the most part, with the idea of learning something practical, something that they could make use of immediately, and the diploma or certificate did not mean so much at that time. As the years went by and the demand for certified teachers increased, the graduation requirements were more definitely outlined and rigidly enforced. It was not until the normal department was added to the curriculum that an elaborate system of graduation requirements was set up for the school.

At first the courses were, supposedly, elective to the student but no student was allowed to elect all manual arts subjects. He had to choose from both the manual arts and academic courses and was expected to seek the advice of his teachers. The school bulletin of 1905 contains the following:

> "All courses of the school are elective. Each student by and with the advice of his parents and teachers chooses the course he is to pursue. The average work of each student is four or five studies recited five times a week. This enables each student to earn 36 to 45 credits a year. The number of credits required for graduation is 150, thirty-six of which must be earned

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1. State Normal and Industrial School Bulletin, Vol. 16, No. 3, Ellendale, North Dakota, 1921, p. 30.

in the following subjects unless the student has the written permission of the president to substitute:

English I and II . . . . . 18 Credits
Mathematics I and II . . . 18 Credits

"Many students earn as high as 200 credits before asking for graduation. Upon graduation a diploma is issued accompanied with a certificate indicating the subjects pursued and the number of credits given. Students should elect their electives with careful deliberation and after consultation with teachers or the president. No student may change his course or drop any subject for which he has been regularly registered without permission from the head of the department and approved by the president."[1]

The number of credits allowed for one academic subject pursued for nine months was nine points.

Later there were requirements set up in each one of the departments which the student had to meet if he wished to pursue that particular course, such as commercial, industrial, home economics, and so forth. If the student wished to receive a diploma from the school, he would have to have a total of 180 points as set forth in the school bulletin of 1907 and shown in Table 17.

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1. State Normal and Industrial School Bulletin, 1905.

Table 17[1]

Requirements for Graduation
1907

English	Courses II, III, and IV	27 Points
History	Courses I, II, and III	18 "
Mathematics	Courses I, II, III, and IV	36 "
Science	Courses III, IV, and V	27 "
Spelling and Penmanship		9 "
Vocal Music		9 "
Industrial Arts		36 "
Electives		18 "
	TOTAL	180 Points

Table 18[2]

Requirements for Graduation
1910

Four Year Course		Five Year Course	
English	9 Units	English	9 Units
History	6 "	History	9 "
Mathematics	7½ "	Mathematics	7½ "
Science	12 "	Science	15 "
Education	9 "	Education	12 "
Music	3 "	Music	3 "
Drawing	1½ "	Drawing	1½ "
Reviews and Methods	3 "	Reviews and Methods	5 "
Electives	9 "	Electives	12 "
Physical Education	6 "	Physical Education	6 "
TOTAL	66 Units	TOTAL	80 Units

1. State Normal and Industrial School Bulletin, Ellendale, North Dakota, 1907, p. 46.
2. State Normal and Industrial School Bulletin, Vol. 5, No. 3, Ellendale, North Dakota, 1910, p. 72.

A new system of evaluating courses was adopted in 1910 and the requirements for graduation were set up as shown in Table 18.

The "unit" of credit is a term's satisfactory work in a single subject, three units of credit being given for a year's work in a single subject.

After the collegiate courses were included in the curriculum the term credit hour was used to denote the value of a subject in terms of credit toward graduation. It was defined as:

> "The term credit 'quarter hour' or 'hour' is the unit for computing the amount of work required for graduation from the Collegiate curricula. The Unit represents three clock hours of work (recitation, laboratory, and preparation) per week for twelve weeks."[1]

In 1925, the legislature granted the authority to grant degrees in Industrial Education and the requirements for graduation were set up as shown in Table 19.

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1. State Normal and Industrial School Bulletin, Vol. 26, No. 3, Ellendale, North Dakota, 1931, p. 16.

Table 19

Requirements for Bachelor of Science Degree

Courses		Quarter Hours Minimum	Maximum
Constants			
	English	12	36
	Natural Science	24	48
	Social Science	12	24
	History	8	16
	Psychology	4	12
	Physical Education	6	12
		66	
Major			
	Industrial Arts and Sciences	36	60
Minor		24	60
	Education		
	Mathematics		
	Language		
	Commerce		
	Music and Fine Arts		
	Science beyond minimum constant		
	English beyond minimum constant		
Free Electives		72	
	TOTAL	198 Quarter Hours	

1. Ibid., p. 25.

Summer Schools

One of the major attractions of the school and one which has become one of the greatest services rendered by the institution, is the fourth term of school which has popularly become known as the "Summer School". It usually begins in June after the regular term of school and, since 1921, continues for a period of 12 weeks. The majority of the students enrolling for these summer terms are school teachers who have taught school during the regular school year. Many of them may never have had the opportunity to advance their education at any other time. Some did work their way through school and to a better certificate while earning a living for themselves and family. In this manner an invaluable service is being rendered by the school, not only to the students but also to the teaching profession as a whole by raising the standards of the teachers and increasing their efficiency.

The summer school, as it is now called, is really the outgrowth of the "Teacher's Institute". The County Superintendents of Schools were aware of the lack of training that these early rural school teachers possessed and tried to help them by holding summer institutes for teachers. They usually were held for short periods of time and the funds available for the project were very limited.

The early history of the summer school at the State

Normal and Industrial School dates back to 1903, when Mr. E. W. Ackert, who at that time was the city superintendent of schools at Oakes, North Dakota, was instrumental in securing credit at the school for the students for the work they did at the teacher's institute. This was an innovation and added quite an incentive to the teachers to attend the meetings which eventually became full term summer sessions. Although the attendance fluctuates from year to year, they are, nevertheless, well attended.

During the depression years of the 1930's when appropriations for the state institutions were lowered drastically, and no provisions were made for the summer schools, the faculty, strictly on its own, decided to remain on the job and teach for the summer school students. They did, however, receive some renumeration for their work because the moneys received from the small enrollment fees paid by the students were divided proportionally among the instructors.

This was an invaluable service rendered by the college faculty to the people of the state and Nation during a crisis. Many school districts that are today (1946) searching for qualified teachers can well appreciate the true value of this service that was performed, for had the summer schools been discontinued, the progress of our elementary schools may have been impeded for many years because qualified teachers would not be available.

CHAPTER V

THE CAMPUS

The construction of the first two buildings of the school were so closely interwoven with the other affairs of the school that they previously were discussed in detail, and need no further treatment. There were more buildings added during the ensuing years until today, 1946, the State Normal and Industrial boasts of a campus as beautiful as that of any of the state institutions. Everything is most conveniently arranged and each of the buildings is a beautiful structure in itself. The main entrance or approach to the school is from the west. It is a very pretty and well maintained park with many large trees well spaced over the ground. The entire campus is like a well kept and cared for lawn.

Carnegie Hall

The initial success of the institution had been even greater than had been anticipated and it became very apparent that more classroom space would be needed to accommodate the large numbers who wished to enroll in the

school. A new building was needed but to secure the necessary funds with which to erect another building would be, by no means, an easy undertaking. The financial condition of the state at this time did not warrant any new building programs.

There were some who believed that if a temporary loan could be obtained to build the building needed, the legislature would then appropriate the funds to pay for it later. This plan was suggested in an editorial in the home town newspaper which stated:

> "LOAN FROM STATE SCHOOL FUND: $25,000 loan rejected because of the precedent it would set. It would have anticipated a special act of the legislature.
>
> "If Ellendale could command the capital that Grand Forks does, it could go ahead and build a suitable building, and the legislature would, without a doubt provide for reimbursement next winter. Grand Forks was taken care of a year ago in a similar manner with her Budge Hall for the University and she is coming again to have her science hall paid for by the state. The precedent set by Grand Forks and all educational institutions of issuing bonds to build necessary buildings doubtless will be extended to the Industrial School, and it is exceedingly unfortunate that action should be delayed longer."[1]

The Board of Trustees was willing, however, to proceed with the building program even if the money had to be secured by some other means. They tried to make a loan, but after several unsuccessful attempts had about given up their plans when President Warren E. Hicks suddenly

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1. Dickey County Leader, Ellendale, North Dakota, February 20, 1902.

approached them with a new idea. Mr. Hicks had noticed an article in the paper which told about some benevolent acts by Andrew Carnegie in the form of donations to educational institutions in certain cities of the United States. It was agreed to let President Hicks contact Mr. Carnegie, but his first attempt to solicit funds was unsuccessful because certain stipulations could not be met. President Hicks then enlisted the aid of Congressman Thomas Marshall, who was personally acquainted with Andrew Carnegie, with respect to securing a loan for a building. The loan was finally approved for $35,000.

In regard to his early experiences in connection with this incident, Mr. Hicks wrote:

> "More room was imperative. State funds were frozen or unavailable. I, again, confidentially appealed to Tom Marshall, then Congressman, and he took my data to Andrew Carnegie, and one day Ellendale was surprised when our students marched the streets showing a telegram from Carnegie that the 2nd building, our Carnegie Hall, was to be built. Over much opposition we went over the top, and from then on the going was much less strenuous."[1]

The Board of Trustees now made all the necessary arrangements pursuant to issuing the bonds and set a date for a meeting to be held to sign the necessary documents. But the local jealousies, with respect to state institutions, were still very much alive, and political activity continued

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1. Warren E. Hicks, Letter to Otto C. Schultz, July 2, 1946.

unabated. The governor of the state had learned of the board's activities and its decision to issue bonds and wired them not to sign any papers. He had appointed the members of the board and expected them to obey his commands. However, the governor's home town also had one of the state institutions and the board, realizing this, refused to be influenced by the message and went on with the program. Mr. Hicks wrote about this episode in the following words:

> "Possibly the most unusual moment was when the contract was let for Carnegie Hall. The governor of the state wired the trustees not to make the contract. They had been appointed by him. But they did not yield. Ben Crabtree, secretary of the Board of Trustees, must stand out for all time as the leading citizen who held the trustees from turning in the yoke."[1]

With the money secured from Andrew Carnegie one of the most beautiful and the largest building on the campus was erected in the fall of 1902. A brief history of the school together with a detailed description of the new building was given in the Dickey County Leader on November 27, 1902, and was as follows:

> "In 1898 the first building of the institution, the manual training building, was built at a cost of $15,000. $7,000 was appropriated to maintain the school the first two years, $14,000 for the second two years. The enrollment in 1901-1902 reached 176 students. The equipment is complete and the character of the work is most excellent. The instructors are skilled in the specialties that they direct and the development of the work has been rapider than the

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1. Ibid.

income of the school could warrant. As a type of the 'New Education' it has been seriously cripped for lack of funds in doing for the cause of education in the state the work that was originally designed for it. Its graduates should be exponents for industrial work of the common schools and be employed to illustrate the merits and value of the 'New Education'. Ultimately the institution may receive sufficient appropriation to maintain its position.

"During the past year it has been self-evident to every friend of the institution that knew conditions that the manual training building was inadequate for the work of the student body enrolled. An effort was made to secure funds to build a new building by a loan from the state. This move was fruitless, but the attempt to get the needed room did not cease. A concerted effort was made through the agency of Congressman Marshall to secure the good offices of Andrew Carnegie. On the 13th of March last a message from Washington gave the glad news that $35,000 had been secured from Mr. Carnegie to build the Carnegie Hall that is now nearing completion. By January 1st, the school will have plenty of room and be nicely equipped for the accommodation of a large number of young people.

"In the basement of the manual training building a modern blacksmith shop furnishes the boys ample opportunity for iron work at the anvil. Large classes are now enrolled and the boys are more than delighted. Here also is the room for woodturning lathes and iron turning lathes. Benches are equipped for chipping and filing exercises, and the machinery throughout is modern and costly.

"On the first floor the carpenter shop and the mechanical drawing rooms are located. The benches in the shop are well designed and are furnished with the individual tools for the work of the boys. This is a busy quarter and the boys are sawing, planing, and engaged most zealously in the handwork that is regularly laid out for each one. Some fine exhibits of mechanical drawing are noted by every visitor.

"On the second floor the domestic arts and sciences are taught to the girls. These classes are well patronized. A model kitchen with range, tables,

utensils, etc., is provided and the girls in their white aprons go intelligently about the actual practice of cooking a variety of dishes. On this floor also is a sewing and dress-making room and thorough instruction is given in every step of household sewing. The visitor here is overwhelmed with the practical nature of the work and the natural interest that the girls take in the exercises.

"In the basement of Carnegie Hall provision is made for the heating plant of the two buildings, a gymnasium, a laundry, a bath room for boys, two lavatories, a kitchen, a serving room, and a dining room that will seat 100 students.

"On the first floor of this building is found the commercial department, the library, the general office, the private office of the president, the science rooms, the mathematical room, and the English room. Ample space is given for an excellent business room with an adjoining room for typewriting, bookkeeping, stenography, commercial arithmetic, commercial law, and typewriting are taught in a most thorough and satisfactory manner. In the sciences, physical geography, zoology, botany, astronomy, physics, and chemistry are offered. The equipment for both physics and chemistry is ample for strong drill. In mathematics, the branches of arithmetic, algebra, geometry, and trigonometry are patronized with large classes of students. Strong courses are given in the four years work in English and the four years of Latin.

"On the second floor is the large assembly hall. A gallery hangs about the rear of the room and it is estimated that the hall will seat 600 people. This room is used for a study room and for general exercises. Also the Fine Art department is on this floor and several dormitory rooms for girls. The course in free-hand drawing and clay modeling has had a large patronage from the first days of the school and the superior work of the students has been freely spoken of by competent judges. A three year's course in history and a four year's course in German complete the courses that are offered and not before mentioned herein.

"On the third floor is found the dormitory rooms for girls. The buildings are steam heated, lighted by gas, fitted with a fine plumbing system, and furnished with

a system of phones that connect the principal rooms of the buildings.

"Such are the buildings and tools as have been provided for the foundation of a new education that declares that 'The end of man is an action, not a thought.' A school that is founded upon the principles of Mann, Montaigne, Rousseau, Bacon, Locke, Comenius, Pestalozzi, Froebel, and Spencer. A school that condemns the cram and smatter of public school work, and denounces superficial methods of unintelligent and untrained teachers. A school that believes in the rule of Comenius that in teaching 'leave nothing until it has been impressed by means of the ear, the eye, the tongue, the hand'.

A school that was created to stand for the 'New Education', industrial and manual, in the system of North Dakota. A school that will command every influence to drive idleness and waste of effort from the common school system. A school that pleads with every teacher in the state to busy the hands of children in intelligent, practical work of the home and school life. A school that aims to fit for the most complete life.

"It is hardly necessary to mention the agents of the people in building what has been done. Each has done the part that has fallen to him or her. State officers, representatives and senators for the several sessions, trustees, citizens, teachers, with hardly an exception, have all done the best possible under the conditions, and the institution has the promise of an excellent future."[1]

The Armory

The third building to be added was an armory which was constructed in 1905. The state legislature made an appropriation for this structure which is told about in the following editorial comment:

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1. Dickey County Leader, Ellendale, North Dakota, November 27, 1902.

"Saturday afternoon a telegram from Honorable George Rose, of Bismarck informed us that the appropriation committee had voted the Manual Training School $53,900 for maintainance during the next two years. This includes a gymnasium also, which has for a long time been earnestly desired by faculty and students alike. The large sum allowed us tells in a very striking manner with what zeal and energy our representative in Bismarck exerted their labors in our behalf. This generous sum will enable the school to give to its students what the school ought to do and will help the school fulfill its full mission."[1]

Other Buildings

The other improvements on the campus were given recognition in the History of Dickey County and discussed in the following paragraphs:

"As this school was required to give instruction in Military Science the legislature in 1905 made an appropriation for the creation of an armory. This necessitated the remodeling of the heating plant, so a power house, just large enough to house such a plant was constructed. This was later enlarged to provide for a machine shop and in 1911 was further rebuilt to make a large two-story building and power house known as the Mechanic Arts Building. To afford better opportunities in mechanic arts a foundry for iron and brass work was built in 1911. At the time of the remodeling of the power plant an electric unit was installed which has furnished current for lighting and power for the school.

"The attendance at the school was increasing rapidly. Dormitory accommodations were provided for the girls on the upper floors of Carnegie Hall, with a dining room in the basement. These accommodations were not adequate, so in 1907 more land at the head of Main Street was purchased and a building was built and christened Dacotah Hall. Besides the regular dormitory

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1. North Dakota Record, Ellendale, North Dakota, February 15, 1905.

rooms for the girls it contains a spacious and beautifully furnished parlor, reception rooms, apartments for the matron and Dean of Women, a special room for many of the school societies and the dining room and equipment for the school boarding department.

"In 1917 a demonstration rural school was erected on the campus. For two years this served as a school for the pupils of the eastern half of Ellendale Township, and then was used for several months in the early summer and in the fall for a public kindergarten, proving most successful. The State Normal and Industrial School entered into an agreement with the Ellendale City Schools - - one of the best in the state - - and the cadet teachers of the Normal Department do practice work in the grades and junior high school."[1]

The Library

The last of the buildings to be added to the campus and by no means the least important is the library building, a beautiful and spacious structure erected during the year 1930. It affords ample room to house the volumes of texts and periodicals required to satisfy the needs of the school. The interior is well lighted and well arranged to be of the best possible service to the students and faculty.

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1. Dickey County Historical Society, A History of Dickey County, North Dakota, edited by R. M. Black, 1930, pp. 65-66.

CHAPTER VI

EXTRA-CURRICULAR ACTIVITIES

The part that extra-curricular activities play in the life of a school is now too well known and needs no special treatment here. Their objective is, for the most part, to create an interest in the school and school life, to promote loyalty and friendship among its students, and to perpetuate the ideals of the institution. The State Normal and Industrial School has had its share of these organizations and all those whose record can be foundwill be discussed briefly.

Military Drill

The first of the extra-curricular activites to receive recognition on the campus was military drill. In an article in the school Bulletin of 1900, written by Mr. A. E. Dunphy, the aims and objectives of this organization were set forth as follows:

> "To the students at least, one of the most interesting features of this school is the military drill. Company A was organized early in the fall of 1899. The membership was made optional, but every able-bodied boy availed himself of the opportunity offered.
>
> "Officers were chosen by ballot, and after the

organization, the company, by an unanimous vote of its members, was placed on a strict military basis and the discipline, though self inflicted, was for the largest part strictly carried out. Some of the boys were members of the local militia company, while some had seen service in the late war with Spain. These advantages, together with the earnestness of all the members to learn, made the enterprise a success.

"The value of this work becomes apparent to the boy as he sees round shoulders and curved backs straightening, not to mention bow legs. He strives to secure that dignity and manliness of bearing which belongs to his soldiers ideal, and which the discipline of strict attention and constant drill helps to make possible for him to possess. In this as perhaps in nothing else he learns the lesson of obedience. When the boy has tried numbers of times to execute a command, and has failed properly to do so, he begins to feel, and the conviction grows that prompt obedience is not a sign of weakness, but rather on the part of him who renders it, a sign of self-control and strength of will. We plan to carry this work farther in the future."[1]

As has already been discussed in the chapter on curriculum, the military drill was made compulsory in 1909, by an act of the state legislature. The act was repealed again in 1925.

The Band

The band was organized in 1904 by E. R. Mosher who was also its first director. It attracted a great deal of attention and occupied a vital place in the early life

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1. Industrial School and School for Manual Training Bulletin, Ellendale, North Dakota, 1900.

of the school. In 1907, the leadership of the band passed on to Mr. E. W. Ackert, the present director.

Other Musical Groups

Although there had been musical groups on the campus for some time, it was not until 1911 that the glee clubs were officially organized. At that time Marcia Ingalls was instructor of voice at the school. Two glee clubs were organized, the Schubert Glee Club for girls, and the Orpheus Glee Club for boys. Both were active groups and contributed numbers at various concerts and school functions.

Athletics

A football team was organized in the fall of 1901. The team played its first game on November 3 of that year with the eleven from Valley City Normal at LaMoure. The team was defeated by a score of 32 to 0. An account of the game in the local newspaper November 6 read:

"32 - 0
The Normals Won The Football Game
'It Might Have Been Worse'
The Ellendale Industrials and the Valley City Normals met on the gridiron Saturday afternoon, resulting in a victory for the latter 32-0. It was the first game in which our boys had participated and the result was not unexpected, for the Normals have had several years experience and also considerably outweighed the Industrials. The game was witnessed by quite a large crowd, and the attendance would have been much greater

had the weather been more agreeable. Some of the boys show promise of developing into tip-top football players, and with more experience our team will be able to wallop the Normals in return."[1]

Girls also took an active part in the school's sport program. In 1903 a girls' basketball team was organized and coached by Miss Lillian Tingle. Included on the 1903 team were Florence VanMeter, Jonnet Hatfield, Percy Molloy, Lulu Smith, and Harriet Wolf. Games were played with neighboring schools, one account of the first season showing the team winning from LaMoure High School by a score of 11 to 5.[2]

Mecca for Pep, a girls' athletic society, had its beginnings in 1916, with Ada Peterson as first president. The group sponsored two traditional campus functions, a Greek Pageant and the May Festival.

Pepeni, a school cheering club, was organized in 1936 to serve as a nucleus for the rooter section at games, and to foster school spirit. The head cheer leader serves as president of the club each year. Walter Erbele served as first president.

The first Homecoming celebration at Ellendale was held in the fall of 1935 with Duane Pinkney as chairman. The usual events connected with college Homecoming festivities

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1. North Dakota Record, Ellendale, North Dakota, November 6, 1901.
2. Ibid., October 28, 1903.

were observed, a parade, football game, alumni reunions, and the crowning of the Homecoming Queen. Miss Marion Hubbard reigned at the first celebration.

Literary Societies

Under the leadership of Miss Carolyn Evans, (now Mrs. Kern), a group of the women students met in 1906 and organized the Alphian Literary Society. Its primary purpose was to give forensic training to its members. Interest in the group lapsed temporarily following its first years of activity, and in 1910 it was reorganized by Miss Gabriella Brendenmukl.

Sigma Pi Iota, a literary society for men, had its beginnings in 1907, with Albert Johnson as its first president. Its aim is to promote literary ability and to increase facility in public speaking.

Publications

The first school paper, The Mimeograph, was published in 1904. On December 14, 1920, Volume 1, number 1, of a paper titled Some Nice Items made its appearance on the campus. The present campus paper is the En Ayo.

Volume 1 of The Snitcher was published in 1912 with Mattie Crabtree as editor in chief. Publication was suspended temporarily in 1924 and it was not until 1937

that another edition was put out. Since then it has again taken its place as one of the regular campus publications.

The Commercial Crier was first published in 1938 with Arthur Bartle as editor. It is sponsored by the Commercial Club.

Service Clubs

Under the leadership of its first president, Bertha Barnes, the Glück Auf Club was organized on the campus in October 1911. It had as its purpose the promotion of good feeling between new and old students. This was the first campus service club to be organized at Ellendale.

On October 30, 1917, Delta Epsilon Phi met for the first time and elected Mabel McCulley president. The purpose of this society was to train its members for leadership, and to promote school spirit and loyalty.

In 1936 a Student Council was founded on the campus under the supervision of President J. C. McMillan. Its first president was Floyd Ackert.

Departmental Societies

In 1912 an Engineering Club was formed. The primary purpose of this group was to encourage members to read technical literature on engineering. The first president of the society was Carl Kalbus.

The following year, on February 12, a similar group was started as the Mechanics Arts Society. Under the leadership of Cleve Malin, the first president of the society, they strove to promote better school spirit, and especially encouraged members to study the industrial needs of communities.

In 1917, the memberships of these two societies merged to form the Manual Arts Society.

Among the early departmental clubs for women was the Home Economics Club organized in 1926.

Other groups of this nature are of more recent origin. In 1936 the Commercial Club was started for commerce and business students. Sponsorship of the Commercial Crier is one of its activities. It holds various contests for members and also has a social program.

Two new groups were started in 1937. The Industrial Arts Club had as its first president Edwin Kurth. The purpose of the society was to promote research in mechanic arts.

Normalian Junta, also started in 1937, was for members of the Normal Department. Its first president was Mary Phyllis Combellick.

The Auto Mechanics Club, founded in 1938, is primarily a social and recreational group. Its first president was Leo Billey.

Journalism department students organized the N. I. Press Club in 1939 to develop leadership in journalism. The club offers awards in various journalistic contests. First president of the club was Edwin Chambers.

Religious Groups

The Y. W. C. A. and Y. M. C. A., both non-sectarian groups, were the first religious clubs organized on the campus. A branch of the Y. W. C. A., open to all young women, was organized at Ellendale in 1906 by Miss Myra Fishback. Two years later, F. F. Leavitt, State Student Secretary of the Y. M. C. A., was instrumental in starting a branch of that group at Ellendale, with Albert Johnson as the first president.

In 1937, Miss Hortense Hage, student secretary of the National Lutheran Students' Association, activated a chapter of that group at Ellendale.

The Newman Club, National Catholic Student organization, organized a group at Ellendale in 1938 and the first president was Howard McDermott.

Early Commencements

The first class from the Manual Training School at Ellendale was graduated in 1901. The only three members

in the class were Minnie Fait, (Mrs. E. B. Feathers), Flora Millham, (Mrs. R. L. Irwin), and Ina Randall, (Mrs. Fred J. Graham).

The next year there were 12 graduates, and quite an impressive program was prepared to do them honor. In its report of the exercises the Record commented:

> "That the State Industrial School is winning its way to the heart of the people was evinced by the crowd which thronged the Court House hall at the commencement exercises last Thursday evening. Standing room was at a premium by 7:30 p. m. and many of our citizens who came after that hour never got nearer than the first landing."[1]

Commencement exercises in 1903 were held on the campus, in the newly opened Carnegie Hall.

Programs for the exercises had consisted of the valedictory and salutatory addresses, reading of essays by various class members, a class prophecy, vocal and instrumental numbers by students and faculty members, and a brief address by the school president preceding presentation of diplomas.

The Class of 1904 limited the contributions of the class members to the salutatory and valedictory addresses, and included outside speakers on the commencement program. Walter Stockwell, State Superintendent of Public Instruction, spoke on "Problems of Education". Other talks were given by Congressman Thomas Marshall and by President Hicks.

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1. North Dakota Record, Ellendale, North Dakota, July 2, 1902.

Open house was made a feature of commencement week in order to acquaint the community with the school program. The week also included other festivities in honor of the senior class. An account of the observance in 1905 is typical:

> "The close of this last week has marked the end of one of the most successful school years in the history of M. T. S. Not only has the attendance been larger this year than ever before, but the interest in school work has been greater and more has been accomplished. That good work has been done was very manifest in the many visitors who have visited the school during the week. The wood and iron work of Mr. Dunphy's department especially excited many flattering comments. Not only were there large exhibits picturing the training that is given the boys at the M. T. S., but there was a large table containing a very interesting collection of articles made by the girls with carpenter's tools.
>
> "Miss Coffin's exhibit on the upper floor was no less interesting. There the visitors were shown how the girls are taught to cook and sew, receiving that practical training which should be a part of every girl's education. In the kitchen the girls could be seen working in their dainty white aprons and caps, and the more fortunate were even allowed to taste the good things which they made. In the sewing room there was a large display of garments of various kinds made by the girls, which certainly reflected great credit upon Miss Coffin.
>
> "Miss Anderson's exhibit was perhaps the most attractive from the aesthetic's point of view. Works of art of every description were on exhibition, including paintings, drawings, statuary work and burnt work, this last being a very pleasing part of the exhibit. The art exhibit was very fine indeed and needed to be seen to be appreciated.
>
> "During certain hours of the day all through the week students could be seen at work in the various departments, so that visitors might be enabled to see just

how the manual training idea is put into operation at M. T. S. Some who came to the school under the impression that manual training is only a useless fad and entirely out of place in a school curriculum, carried away a very different impression when they saw with their own eyes the results of the practical education which an M. T. S. undergoes. The many favorable comments made about the work the school is doing were certainly very gratifying to those who are most interested.

"Commencement week was not different from other commencement weeks to the casual observer, although of course to the graduating class there will never be another week just like it. Sunday evening in Carnegie Hall, Rev. Hover delivered the baccalaureate sermon, and those who were present received the benefit of a very helpful and masterful address.

"Monday a vacation was enjoyed by the whole school and as many as could procure rigs went to Allison's ranch for the day, where a very delightful picnic was enjoyed. A storm, which came up in the evening, prevented some from getting back to Ellendale again the same day, but all were on hand for the Junior reception Tuesday evening. Dancing was the feature of the evening and the light fantastic was tripped until after twelve, to the inspiring strains of part of Prof. Fitch's orchestra, when refreshments were served. 'Home Sweet Home' followed refreshment, much to the regret of those present."[1]

The article went on to describe in some detail a recital by music students on Wednesday, and the Commencement exercises on Thursday at which Bishop Mann was the main speaker. President Hicks presented diplomas to the graduating class, sewing certificates to four graduates, all from the dressmaking course, and two commissions to the

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1. North Dakota Record, Ellendale, North Dakota, June 14, 1905.

lieutenants of Company A. The article continues:

> "Although Thursday marked the close of school, it did not mark the end of commencement week. Friday evening, in Carnegie Hall, the alumni held a reunion. A short but very enjoyable program was rendered by Prof. Dillon's room and then everybody adjourned to the dining room where a sumptous banquet was served. About a dozen toasts were responded to as Miss Van Meter presented the speakers, and were much enjoyed by all, except those who were called upon for impromptu speeches regarding impromptu predicaments. Dancing followed the banquet and was enjoyed by all until a later hour. An alumni picnic had been planned for Saturday, but was called off on account of the weather.
>
> "All in all the commencement week of 1905 was one to be enjoyed and remembered, and those who were most intimately associated with the events of the week will look back upon it with feelings of pleasure and of pride in the M. T. S."[1]

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1. Ibid.

CHAPTER VII

FACULTY

This school has had its outstanding faculty members as may be the case in the history of every school, but there are some instructors who have been in this institution for a long period of time, in some instances for over 40 years. This long tenure in key positions has had a great influence and has been a great factor in rendering efficiency in instruction and providing stability to the school program. From a beginning of only three teachers in 1899 the staff, grew to a total of 26 members in 1918, which was the largest number ever to be employed. The average total student enrollment in all the departments is approximately 450.

This will not be an attempt to evaluate the personal qualities of some of the members of the faculty but rather a brief account of their tenure of service in connection with this school. Some of these teachers have made a very profound impression on the history of this school and they really deserve far greater recognition than it is possible to give them here.

The First Faculty

The original faculty that opened school in 1899 has already been given considerable recognition in Chapter II in connection with the opening day of school which need not be repeated here. There were three in number. Mr. A. E. Dunphy, director of manual training; Lillian E. Tingle, teacher in domestic art and science; and Ellen S. Anderson, teacher in fine art, history, and mathematics.

Over Twenty Years Tenure

Mr. E. W. Ackert, Dean of Men and mathematics instructor, is, in point of service, the oldest on the faculty. He came to this school in 1907 and has served continuously ever since. His first work in connection with this school was as early as 1903 when, in cooperation with President W. E. Hicks, he worked out a plan whereby the teachers attending the summer institute were able to get academic credit for the work they did in these sessions. In addition to teaching mathematics, he also has charge of the school band. He is still very active in the life of the school and President J. C. McMillan paid this tribute to him: "He is still a long way from being retired. We can't afford to lose him."

Mr. Orvis Banks, the present director of the commercial department, is an alumnus of the State Normal and Industrial School. He was a member of the graduating class of 1916 and joined the staff of his alma mater in 1918.

His wife, Alice Peterson Banks, has served in the capacity of registrar since 1918. The school maintains an efficient accounting system and the office force has been considerably enlarged during recent years.

Mr. Olin E. Combellick, director of the normal department, began his long career with this institution in 1913. To him is given the credit for having reorganized and developed a very efficient normal department in the school.

Mr. J. E. Demmer, director of the Junior college and also head of the science department, first came to the State Normal and Industrial School in 1918. At that time the science department of the school was only on secondary school level. Under his supervision, the department has grown to a complete and fully equipped modern laboratory which is a credit to any institution.

Jessie Howell Dunphy, director of the music department, is also an alumnus of the school. She first joined the staff in 1908 and taught for one year. After more study of music, some of which was done in Europe, she rejoined the staff of her alma mater in 1914. She married Mr. A. E. Dunphy, the first director of the mechanic arts department

who later resigned from the school and went into business in Ellendale.

Mr. J. T. Fuller came to the State Normal and Industrial School in 1915 and served the institution for 31 years. He was head of the psychology department and served also as principal of the Industrial High School. He retired from active service in 1946.

Miss J. J. Harnsberger joined the staff in 1914 and served until 1936, at which time the fine arts department was discontinued.

Mr. Senn D. Slemmons, head of the athletic department and coach, became a member of the faculty in 1925. Although the athletic teams of this school must compete with teams from schools that have a much larger enrollment, they have been a constant threat and have won more than their share of the games played. Mr. Slemmons has developed some very fine basketball and football teams and his men have taken many honors in track and field meets.

Miss Carrie Tuttle, the librarian, served on the faculty from 1907 until 1936. The library grew from a very meager beginning in 1907 to a very fine library and the school is very proud of it. A new building was constructed in 1930.

Faculty Roster

Ackert, E. W.	Mathematics	1907-----
Anderson, Ellen S.	Drawing and Fine Arts	1899-1908
Anderson, Oscar E.	Athletics	1917-1918
Ashley, Robt. L.	Manual Training	1917-1919
Bailey, Lois	Librarian	1942-----
Banks, Orvis	Commercial	1918-----
Batchelor, Florence	Piano	1925-1926
Bender, Helga I.	Dean of Women, German	1937-1944
Bennett, Helen M.	Drawing and Fine Arts	1908-1910
Billey, Leino H.	Farm Engineering (Winter)	1919, 20, 21
Blatchford, Aimee	Matron, Art	1942-1944
Bodin, Geo. E.	Supervisor Practice Teaching	1920-1923
Bowers, W. G.	Science	1907-1917
Brand, Anna R.	Voice	1938-1940
Brendemuhl, Gabriella C.	English	1910-1919
Broecker, Lydia M.	Home Economics	1931-1933
Brooks, Ida Leone	Domestic Science and Preceptress	1913-1914
Brown, Herbert	History	1915-1919
Brown, Vera Wilcox	Voice	1906
Broyles, W. A.	Science and Agriculture	1910-1913
Bullis, Martin N.	Manual Training	1919-1921
Burke, Mabel	Domestic Art	1911-1913
Caldwell, Harriet M.	Piano Ass't	1918-1919
Callan, Emily J.	Voice, P. S. Music	1927-1938
Campbell, R. L.	Science	1917-1919
Chapple, Jean M.	Home Economics	1936-1942
Cone, Ruby	Secretarial Training	1937-1942
Carpenter, Lily	Piano	1905-1908
Carpenter, Mrs. Nellie	Matron	1910-1912
Chambers, Ida N.	Fine Arts	1913
Chambers, Lily	Piano	1905-1908
Coffin, Charlotte	Home Economics	1905-1910
Combellick, O. E.	Dir. Normal Dept.	1913-----
Cook, Lewis P.	Athletics	1916-1917
Cooley, P. A.	Commercial	1909-1913
Crawford, Fanny C.	Secretary and Registrar	1914-1918
Crawford, LeRoy	Secretary and Registrar	1913-1914

Davidson, Harry Th.	Guest Teacher of Voice	1923-1924
Dawe, John	Farm Engineering (Winter)	1922-1923
Dawson, J. S.	Farm Engineering (Winter)	1918
Demmer, J. E.	Physical Sciences	1918-----
Dewey, Walter M.	Manual Training	1915-1917
Dillon, J. N.	Commercial	1901-1905
Drotning, Anna	Ass't Home Economics and Preceptress	1907-1910
Drum, Laura E.	Matron	1917-1921
Dunning, W. J.	Industrial Arts	1945-----
Duncan, Mrs. Ella	Matron	1912-1917
Duncan, Luella	Science	1901-1907
Dunphy, A. E.	Dr. Manual Arts	1899-1915
Dunphy, Helen F.	Asst. Piano	1924-1926
Eaton, Rose W.	Psychology and Latin	1911-1915
Edmunds, Lola	Piano	1909-1911
Erbe, Gertrude	Voice, Harmony	1940-1942
Evans, Caroline	English and Latin	1906-1910
Fait, Edwin	Ass't Mechanic Arts	1908
Ferrara, Domonick	Commercial and Athletics	1905-1909
Fields, L. B.	Dir. Mechanic Arts	1910-1912 1915-1918
Finley, L. Maud	Domestic Art	1917-1920
Flemington, Mary Strand	English	1905-1906 1909-1913 1921-1924
Flemington, Clara N.	Home Economics	1925-1930
Fodness, Murl L.	Women's Physical Education	1937-1939
Fuller, J. T.	Psychology, Sociology	1915-----
Gibbons, Gertrude	Domestic Art	1913-1917
Goodsell, Howard E.	Violin, Orchestra	1927-----
Goodrich, T. B.	Mathematics	1906-1907
Graf, Dorothy L.	Ass't Piano	1930-1931
Greenland, Phyllis	Home Economics	1937-1944
Haas, Ruth M.	Ass't Piano	1917-1918
Hale, Chas. E.	Commercial	1916-1917
Hancock, Morris W.	English (Spring)	1917
Hansen, Bena K.	Methods and Education	1912-1913
Harrington, F. B.	Supervisor Practice Teaching	1917-1920
Harris, Edna Mae	Physical Education Girls	1914-1916
Harnsberger, Jennie J.	Drawing and Fine Arts	1914-1938
Hathaway, Floyd C.	Agriculture	1913-1918

Hawkes, Annie H.	Domestic Art	1920-1927
Heckmann, M. W.	Mech. Arts, 1927 Dir.	1928-1944
Henderson, Ruth E.	Voice, Violin Jan.	1926-1927
Hilleboe, Stella I.	Education, Dean of Women	1927-1928
Hill, Ruth E.	Ass't Piano	1919-1921
Hills, Halley B.	Home Economics	1910-1913
Hitchcock, Isabelle	Home Economics	1928-1929
Hoel, Norma J.	Ass't in Piano	1926-1930
Hood, Gertrude M.	Women's Physical Education	1927-1928
Holte, Alpha	Vocal	1914-1917
Holte, Mae	Ass't Home Economics (Short Course, Winter)	1908
		1909
		1910
Howell, Jessie, (Mrs. Dunphy)	Piano	1908-1909
		1914-1916
		1917
Hull, Katherine L.	Education, Dean of Women	1928-1934
Ingalls, Marcia	Voice	1908-1912
Ingvalson, Clara T.	English, Expression	1928-----
Ingvalson, E. C.	Supervisor Practice Teaching	1923-----
Irvine, Marjorie M.	Dean of Women	1925-1926
Jackson, Edna Edha	Intermediate Grades	1908-1910
Jackson, Wm. M.	Agriculture Apr.	1919-1936
Jacobson, Almyra V.	Home Economics	1934-1935
Jameson, James R.	Farm Engineering (Winter)	1917
Johns, Edith L.	Commercial	1917-1918
Jones, Mary	Primary	1907-1910
Jones, Myrtle	German	1907-1911
Kane, Grace S.	Grammar Grade	1910
Keck, Marjorie Aileen	Vocal	1917-1919
Keeler, Floyd	Ass't Manual Training (Winter)	1905
Kennedy, Margaret	Physical Education Girls	1921-1922
King, R. S.	Mechanic Arts	1912-1914
Kistler, Florence	English	1922-1924
Kitchell, Claire Pauline	Violin, P. S. Music	Fall 1925
Klaudt, Chris	Machine Shop	1940-1943
Krause, Loraine	Women's Physical Education	1942-1944
Kuhn, Bertha M.	English	1919-1920
Ladiges, Ida. M.	Clothing, Related Arts	1942-1944
Lange, Rudolph	Farm Machinery, Welding	1945----

Larson, Lauritz	English and Latin	1904-1905
Leard, Laura L.	Piano	1921-1922
Leavenworth, E. S.	Athletics	1919-1922
Leiby, Ruth	Home Economics	Apr.-June -1915
Legler, Erward V.	Farm Engineering (Winter)	1915
Lindeman, Carl V.	Dir. Mechanic Arts	1925-1928
Lynde, Llewellyn R.	Farm Mechanics (Winters)	1924-1931
Martin, Elizabeth McCord	Librarian	1927-1928
Magoffin, Lois	Ass't Piano	1922-1924
Marsh, Florence	Demonstration Rural School	1917-1919
McCarthy, Ruth	Library	1937-1941
McClelland, Alice	Education	1937
McClurg, R. R.	Commercial	1915-1916
McDonald, Flora	Matron	1901-1904
Modena, Marion	Art	1945-----
Moes, Shirley	Typewriting, Business Correspondence, Salesmanship	1937-1944
Mohr, Mabel	English, Dean of Women	1918-1919
Monson, Edward J.	Farm Machinery	1940-1944
Montgomery, Lilliace L.	English	1917-1918
More, Helen G.	English, Expression	1924-1928
Mosher, E. R.	Athletics	1904-1905
Murley, Elsie	Teacher Preparatory	1906-1909
Natwick, Tilda R.	Home Economics	1915-1925
Newton, Julia O.	English and History	1911-1913
Nichol, Madge I.	Vocal	1919-1921
Oerke, Bess V.	Home Economics	1929-1935
Olson, Odina B.	Voice, P. S. Music	1923-1925
Olson, Beatrice	English	Ja.1913-1917
Onstad, Mariam	Home Economics	1936-1937
Palmer, R. F.	Commercial	1913-1915
Parsons, W. B.	Pedagogy (Spring)	1923
Pearson, Robert	Farm Engineering (Winter)	1916
Pearson, Thelma H.	Home Economics	1930-1931
Pelton, Nellie F.	English, Dean of Women	1919-1921
Peterson, Alice Banks	Sec. and Registrar	1918-----
Pfeifer, G. O.	Manual Training	1936-1943
Pinkney, Marie L.	Fine Arts	1910-1912
Potts, Lulu M.	Physical Education Girls	1916-1920
Purdy, F. B.	Supervisor Practice Teaching	1916-1917
Ranney, Mildred B.	Fine Arts (Winter)	1923
Read, Pansy	Physical Education Girls Dean of Women	1922-1923

Redfield, Alice A.	Dean of Women	1923-1925
Reichers, H. F.	Dir. Mechanic Arts	1918-1920
Reierson, Wilbur T.	Biology, Agriculture	1937-1943
Replogle, Bonnie B.	Piano	1920
Robinson, Lila C.	Stringed Instruments	1918-1919
Robertson, Ella M.	Head English Department	1924-1928
Rodgers, Harriet B.	Dean of Women	1926-1927
Schonberger, Robert T.	English	1936-1942
Schultz, H. D.	Manual Training	1921-1927
Schutz, Jacob	Voice and Piano	1912-1914
Shoemaker, Maude	Voice	1921-1923
Simms, Fannie	Fine Arts	1912-1913
Skundberg, Agnes	Preceptress, Latin	1904-1906
Slemmons, S. D.	History, Athletics	1925-----
Sloane, Helen S.	School Music, Voice, Harmony	1942-----
Smith, Clara Orton	Home Economics	1910-1913
Stanfield, L. R.	Dir. Mechanic Arts	1919-1925
Steele, Carrie	Clerk	1910-1913
Stevens, Chas. D.	Athletics	1909-1910
Studsman, Edna	Home Economics	1939-----
Sweet, Bessie L.	Piano	1909
Swetland, Joseph E.	Athletics	1912-1916
Tandy, Estelle	Home Economics	1940-1944
Tedin, Emil	Farm Machinery	1937-1944
Tillotson, Marion	Teacher Preparatory	1909-1910
Tingle, Lillian	Domestic Art	1899-1903
Trail, Rosalie	Shorthand, Secretarial Training	1939-----
Trimble, Lillian	Preceptress, Librarian	1906-1907
Tuttle, Carrie	Librarian	1907-1936
Wahl, Mrs. Marie F.	Matron	1921-1926
Warnock, Elsie	Head English Department	1928-1936
Ward, Esther	Piano	1916-1917
Waterman, Maude	Voice	1904-1906
Wetzstein, Caroline	Domestic Art (Spring)	1920
Wilson, Pearl A.	Home Economics	1927-1928
Workman, Clyde H.	Manual Training	1928-1932
Yoder, Myrtle	Physical Education Girls	1920-1921

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Hicks, Warren E., Letter to Otto C. Schultz, July 2, 1946.

Strand, Mary Flemington, Letter to Otto C. Schultz, July 12, 1945.

APPENDIX A

IN MEMORIUM

These lines are written in memory of those who have made the greatest contribution of them all, to those who gave their lives in the service of their country during a time of great need and a period of war. A war fought to preserve a way of life has made theirs the greatest sacrifice of all. May these names be preserved for all time:

In World War I

CHARLES C. HALE

HOBART JONES

JOSEPH ROSE

In World War II

REX ATON

BEN BERNARD

HAROLD BERGMAN

WARREN BURNETT

DORAN CHRISTENSON

RICHARD DUNPHY

LEONARD HURLEY

WARD KNABLE

VINCENT LEUWER

WENDELL MOORE

JOSEPH MORGAN

JOHN HENRY McCARTEN

LEONARD NICHOLSON

WILLARD ORTH

ARTHUR REDDIG

LYLE SLOCUMB

JEANNE TUSOW

RALPH VIX

JALMER WEITALA

HAROLD WOLFF

HENRY McCLAFLIN

CLIFFORD TRESMER

APPENDIX B

CHRONOLOGY OF LEADING EVENTS

1889	Constitutional Convention
1893	First Board of Trustees appointed
1897	Legislative act defining purpose of school
1899	First building built and school opened
1901	First football team; first graduating class
1902	Carnegie Hall built
1903	First girls' basketball team
1904	First band organized
1905	New President, Mr. W. M. Kern; armory built
1907	Normal department added; school changed name to State Normal and Industrial School
1909	Military drill made compulsory
1910	Dacotah Hall built
1911	Mr. A. E. Dunphy, Acting President; foundry built
1912	Mr. A. S. Kingsford, President
1913	Mr. Willis E. Johnson, President
1914	Mr. R. M. Black, President
1916	Survey of school by United States Department of Education
1917	Demonstration school built
1925	Authority to grant Bachelor of Science Degree
1927	First class of degree graduates

1929	Reorganization of secondary school into Industrial High School
1930	Library built
1933	Conference football champions
1934	Conference football champions
1936	Mr. J. C. McMillan, President; Junior college organized
1938	Stadium built

APPENDIX C

PER CAPITA COST OF STUDENTS IN THE STATE NORMAL AND INDUSTRIAL SCHOOL FOR THE 1941-1943 BIENNIUM[1]

Item		Amount
State Appropriation 1941-1943		$104,680.00#
Estimated Local Income		50,000.00
Total		$154,680.00
Average Enrollment - 1939-40	392	
Average Enrollment - 1940-41	342	
Average Enrollment - 1941-42	267	
Three year average	334##	
Summer school enrollment 1939-40	98	
Summer school enrollment 1940-41	102	
Summer school enrollment 1941-42	171	
Three year average	124##	
Total three year average		458
Average Biennial Cost per Student		$ 337.70
Average Annual Cost per Student		168.85
Average Annual Cost per Student (Summer school omitted)		224.07
Average Annual Cost per College Student		
Summer School Included		230.86
Summer School Omitted		354.69

Session Laws
##State Normal and Industrial School 1943-45 Budget

1. From a brochure of pertinent facts concerning the State Normal and Industrial School submitted to the 1943 Legislative Session by President J. C. McMillan

APPENDIX D

THE ADMINISTRATORS

Trustees

1893-1897

Bishop, J. W.....Ellendale
Leiby, Ed. N.....Ellendale
Merchant, M. F.....Ellendale

1897-1899

Christian, J. W.....Forman
Faus, T. H.....Ludden
Millham, T. W.....Ellendale
Sturgeon, C. J.....Edgeley
Crabtree, B. R., Sec.....Ellendale

1899-1901

Boomer, W. H.....Cayuga
Faus, T. H.....Ludden
Millham, T. W.....Ellendale
Sturgeon, C. J.....Edgeley
Crabtree, B. R., Sec.....Ellendale

1901-1903

Boomer, W. H.....Cayuga
Sefton, Thomas.....Ellendale
Sturgeon, C. J.....Edgeley
Taylor, J. B.....Ellendale
Weber, Andrew.....Ashley
Crabtree, B. R., Sec.....Ellendale

1903-1905

Boomer, W. H.....Cayuga
Farley, A. M.....Ashley
Sefton, Thomas.....Ellendale
Sturgeon, C. J.....Edgeley
Taylor, J. B.....Ellendale
Crabtree, B. R., Sec.....Ellendale

1905-1907

Bodle, E. F.....Ellendale
Boomer, W. H.....Cayuga
Farley, A. M.....Ashley
McCartney, H. C.....Oakes
Sturgeon, C. J.....Edgeley
Crabtree, B. R., Sec.....Ellendale

1907-1909

Bodle, E. F.....Ellendale
McCarten, Richard.....Cogswell
McCartney, H. C.....Oakes
McDowell, W. C.....Marion
Taylor, W. C.....LaMoure

1909-1911

Landblom, Herman.....Fargo
Magoffin, Ebenezer.....Monango
McCarten, Richard.....Cogswell
Taylor, W. C.....LaMoure
Walker, F. L.....Ellendale

1911-1913

Landblom, Herman.....Fargo
Walker, F. L.....Ellendale
Magoffin, Ebenezer.....Monango
McCarten, Richard.....Cogswell
Perry, H. H.....Ellendale

1913-1915

Perry, H. H.....Ellendale
Geer, D. E.....Ellendale
Goddard, F. S.....Ellendale
Hodge, C. R.....Jamestown
McCarten, Richard.....Cogswell

1915 (March to July)

Hodge, C. R.....Jamestown
Geer, D. E.....Ellendale
Pennington, H. K.....Milnor
Oakley, F. B.....Edgeley
Sletvold, Fred (Vacancy of Goddard).....Oakes

Board of Regents

1915-1917

Crawford, L. F.....Sentinel Butte
Power, J. A.....Leonard
Scow, Emil.....Bowman
Taylor, J. D.....Grand Forks
White, Frank.....Valley City
Brewer, Chas., Executive Secretary.....Bismarck

1917-1919

Beigle, Roscoe W. (Succeeded J. D. Taylor).....Sawyer
Crawford.....Sentinel Butte
Muir, R. T.....Sarles
Taylor, J. D.....Grand Forks
Totten, Geo. A.....Bowman
Vermilya, Chas. E.....Bismarck
Liessman, Chas., Executive Secretary (Succeeds Brewer, January 18).....Bismarck

State Board of Administration (July 26)

1919-1921

Cahill, J. I. (Succeeds P. M. Casey).....Leith
Casey, P. M.....Fargo
Hagan, J. N.....Deering
Muir, R. T.....Sarles
Nielson, Minnie J. (Ex officio).....Bismarck
Totten, Geo. A.....Bowman
Liessman, Chas. (Executive Secretary).....Bismarck

1921-1923

Cahill, J. I.....Leith
Goddard, H. P. (Succeeds F. S. Talcott, deceased January 22).....Bismarck
Hagan, J. N.....Deering
Kitchen, Joseph A. (Succeeds J. N. Hagan, November 28, 1921).....Sentinel Butte
Muir, R. T.....Sarles
Murphy, R. B. (Succeeds J. I. Cahill, October 1922.....Bismarck
Talcott, F. S. (Succeeds Geo. A. Totten, April 1922..Fargo
Totten, Geo. A.....Bowman
Liessman, Chas. (Executive Secretary).....Bismarck

1923-1925

Diehl, F. E.....Bowman
Goddard, H. P.....Bismarck
Kitchen, Joseph A. (ex officio).....Sentinel Butte
Murphy, R. B.....Grafton
Nielson, Minnie J. (ex officio).....Valley City
Wanner, Ernest G. (Executive Secretary).....Bismarck

1925-1927

Church, W. J.....Leeds
Diehl, F. E.....Bowman
Kitchen, Joseph A. (ex officio).....Sentinel Butte
Murphy, R. B.....Grafton
Nielson, Minnie J. (ex officio).....Valley City
Wanner, Ernest G. (Executive Secretary).....Bismarck

1927-1929

Church, W. J.....Leeds
Diehl, F. E.....Bowman
Kitchen, Joseph A. (ex officio).....Sentinel Butte
Murphy, R. B.....Grafton
Palmer, Bertha R. (ex officio).....Bismarck
Wanner, Ernest G. (Executive Secretary).....Bismarck

1929-1931

Church, W. J.....Leeds
Davis, J. E.....Goodrich
Kitchen, Joseph A. (ex officio).....Sentinel Butte
Murphy, R. B.....Grafton
Palmer, Bertha R. (ex officio).....Bismarck
Sauvain, Nelson (Succeeds J. E. Davis, December 1930.....Devils Lake
Wanner, Ernest G. (Executive Secretary).....Bismarck

1931-1933

Rishworth, Robert M.
Palmer, Bertha R. (ex officio).....Bismarck
Sanderson, Laura B.
Kitchen, Joseph A. (ex officio).....Sentinel Butte
Sauvain, Nelson.....Devils Lake
Wanner, Ernest G. (Executive Secretary).....Bismarck

1933-1935

Rishworth, Robert M.
Thompson, Arthur E.....Bismarck
Sanderson, Laura B.
Husby, John
Sauvain, Nelson.....Devils Lake
Wanner, Ernest G. (Executive Secretary).....Bismarck

1935-1937

Rishworth, Robert M.
Thompson, Arthur E.....Bismarck
Ulsrud, Mrs. Jennie.....Bismarck
Martell, Theodore
Sauvain, Nelson.....Devils Lake
Wanner, Ernest G. (Executive Secretary).....Bismarck

1937-1939

Rishworth, Robert M.
Thompson, Arthur E.....Bismarck
Ulsrud, Mrs. Jennie.....Bismarck
Martell, Theodore
Harris, J. D.....Bismarck
Wanner, Ernest G. (Executive Secretary).....Bismarck

1939-1941

Ulsrud, Mrs. Jennie.....Bismarck
Harris, J. D.....Bismarck
Kinzer, R. A.....Bismarck
Hagan, John N. (ex officio).....Bismarck
Thompson, Arthur E. (ex officio).....Bismarck
Welch, Col. A. B. (Executive Secretary).....Bismarck

1941-1943

Johnson, Roy.....Casselton
Kidder, Merle.....Towner
Crowley, Mrs. Matt.....Hebron
Fredrickson, Lars O.....Pekin
Henry, Howard I.....Westhope
Murphy, P. J.....Grafton
Traynor, Fred J.....Devils Lake
Murphy, R. B.....Bismarck

1943-1945

Kidder, Merle.....Towner
Traynor, Fred J.....Devils Lake
Crowley, Mrs. Matt.....Hebron
Fredrickson, Lars O.....Pekin
Johnson, Roy.....Casselton
Trubey, R. A.....Fargo
Henry, Howard I.....Westhope
Lapp, Helen (Secretary to Board).....Bismarck

1945-1947

Fredrickson, Lars O.....Pekin
Truby, R. A.....Fargo
Henry, Howard I.....Westhope
Johnson, Roy.....Casselton
Kidder, Merle.....Towner
Marshall, A. S.....Forbes
Traynor, Fred J.....Devils Lake

APPENDIX E

SCHOOL BONDS

Bonds Void

The supreme court decided the case which was brought against the state treasurer, denying the writ of mandamus and holding the institution bonds as void because of the invalidity of the act authorizing their issuance and for the reason that they are not within the debt limit. The treasurer acted in accordance with his legal duty as custodian of the trust funds, refusing to pay said warrant. The court holds the Normal at Valley City is not a school corporation or legal entity, but merely one of the instrumentalities through which the state promotes education. The power of the trustees to contract debt is limited by the legislature's appropriations and when contracted are the debts of the state. The constitution restricts the Board of University and School Lands to four classes of securities for investments for the permanent school fund, one being the bonds of the state, and includes only such bonds as are valid and constitutional within the debt limit as certified, and payment which is secured by irrepealable tax levy in the act of authorization.

The decision means much to the tax payers and is only a temporary embarrassment to the institutions.

Judge Young wrote the decision, which is very long.

The bonds now outstanding and those in question would amount to one million three hundred thousand dollars.

There is talk of placing the assessed values at cash value in order to appropriate funds for the institutions.

The importance of this decision will be better understood when it is stated that the permanent school fund which it was sought to invest in the institution bonds may be in a few years some thirty or forty millions of dollars.

This fund is derived from the sale of lands granted by Congress to the state for educational purposes. The grant in round numbers is about 2,600,000 acres for support of common schools and about 4,000,000 acres for the other educational institutions. These lands can be sold at not less than ten dollars an acre. The proceeds of such sales by the United States in the state constitute the most of the permanent school fund. The principal of this fund can

never be used but it must be invested in either bonds of the United States, or of the state, or in school corporation bonds, or real estate mortgages, and the income only can be used for school purposes. It was proposed to mortgage this income for the purpose of erecting buildings, and the legislature authorized the trustees of the various educational institutions issuing them, arising from its land grant.

The Board of University and School Lands, which has sole power under the constitution to invest the permanent school fund, proposed to take these institution bonds, amounting to over half a million dollars, and pay for them out of the permanent school fund. The State Treasurer, who is the custodian of the fund under the constitution and gives bonds for its safe keeping, desiring to be certain that its investment in the institution bonds would be lawful, consulted an attorney and was advised not to pay over the money except on the order of the supreme court. He, therefore, refused to honor the draft of the Board of University and School Lands on the permanent school fund in his hands for $50,000 to pay for bonds issued by the Valley City Normal School.

Mandamus proceedings were thereupon commenced against him in the supreme court to compel its payment. This is the case in which the decision of the supreme court has been handed down.

The Valley City Normal School was represented by Judge Corliss, of Grand Forks, and the State Treasurer by Mr. Newman of this city.

The decision settles the validity of all the bonds authorized which was as follows:

Industrial School, Ellendale, $40,000
Normal School, Valley City, $60,000
Normal School, Mayville, $60,000
Blind Asylum, $20,000
Deaf and Dumb School, $66,000
State University, G. Forks, $150,000
Agricultural College, Fargo, $135,000
Academy of Science, Wahpeton, $30,000

If, as was contended by Mr. Newman on the argument, and conceded by Judge Corliss, the power of the State to tax for educational purposes is unlimited, the decision will only effect the institutions temporarily, while it settles forever the power of the legislature over the permanent school fund. -----Fargo Call[1]

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1. North Dakota Record, August 12, 1903.

APPENDIX F

SOME INTERESTING SIDELIGHTS

N. I. LIGHTED BY ELECTRICITY

Friday evening the State N. I. blazed out with myriads of Incandescent lights throwing their light in all directions and making the building bright as day. The park at the school was lighted by two large arc lights. The illumination could be seen from all parts of town and the surrounding country.

These modern improvements added to the school will be of a great advantage to both those in charge as well as those attending.

An Ideal Stationary Steam engine made by A. L. Ide and Son, of Springfield, Ill., which runs a 110 Voltage dynamo are self oiling; when running are noiseless, and have been placed in the future machine shops.

The work of installing has been done by the Pioneer Electric Co of 131 E. 5th St., St. Paul, Minn., and there has been over three hundred 16 C. P. lights already installed and it is expected there will be about one hundred and fifty more when the work is completed.

The school has not been lighted up again until it opens for the fall term. President Kern and bride will probably have them lighted on his return.

A sixty foot flag pole is being erected in front of the main building of the school and will float the Stars and Stripes.[1]

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1. North Dakota Record, August 19, 1909.

Training School, A Student's Opinion

The State Manual Training School, under the competent leadership of Prof. Dunphy, assisted by Miss Anderson and Miss Lillian Tingle, is, in the eloquent language of the West, a "howling success." Prof. Dunphy takes charge of the manual training. The bright and happy faces and the ready obedience of those immediately under his tutorage unfolds to the observer that he has the art of governing, and at the same time the happy ease of friendship with his pupils. Here they are taught the principles of construction leading towards the perfection of any trade.

Miss Lillian Tingle teaches English, German, and French, of which she is master. She also takes charge of the sewing and cooking. Sewing is taught with the high ideal ever before the mind. The cooking is all done on a strictly scientific basis. The old idea that "God sends food but the devil sends cook" will be entirely eliminated from the minds of the North Dakota public, in regard to cooks, providing they avail themselves of the opportunities offered by this school. Physiology is taught in connection with the cooking. Therefore our young ladies will understand the effect of all kinds of food upon the human system.

Miss Anderson teaches several branches, among which are painting and drawing. She has the true artist's spirit of imparting the love of the beautiful to her pupils, thereby quickening their imaginations and guiding them to produce beautiful effects copying from Nature. Some who at the beginning of the term never touched a paint brush can now do very pretty work.

Every Thursday evening will be devoted to the principles of music and sight reading. The exercises every morning and evening open with singing.

The people of the state cannot value too highly the advantages offered by such a school, and it should be the duty of every parent in the state to think kindly towards, speak kindly of, and give all the encouragement they can to this glorious institution. With the talented corps of teachers, and the fine, warm, large building, and the encouragement of the public, this school should be a strong tower towards the uplifting of industrious, honest, intellectual manhood and womanhood.

AN INDUSTRIAL SCHOOL STUDENT[1]

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1. North Dakota Record, September 20, 1899.