



8-1-1948

## History of the Minot State Teachers College

Agnes McCorkell Stee

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: <https://commons.und.edu/theses>

---

### Recommended Citation

Stee, Agnes McCorkell, "History of the Minot State Teachers College" (1948). *Theses and Dissertations*. 6309.

<https://commons.und.edu/theses/6309>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact [und.common@library.und.edu](mailto:und.common@library.und.edu).

HISTORY  
of the  
MINOT STATE TEACHERS COLLEGE

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by  
Agnes McCorkell Stee  
In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education  
August  
1948

T1948  
581

University of North Dakota

August 1948

This thesis, presented by Agnes McCorkell Stee, in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the Committee on Instruction in charge of her work.

COMMITTEE ON INSTRUCTION

C. L. Spirsted  
Chairman

George W. Deinstein

Ernest Selke

J. W. Breitwieser  
Director of the Graduate Division

### ACKNOWLEDGMENTS

The writer is greatly indebted to Dr. Erick Selke for his understanding suggestions in the outlining of this thesis, and to Dr. C. L. Kjerstad for his kindly encouragement and constructive criticism, which made the completion of the study possible.

Special acknowledgment is due Miss Nellie Swanson, Librarian of Minot State Teachers College, who was a source of inspiration, encouragement, and guidance; and to Dr. Carl Swain, President of Minot State Teachers College, for his interest in the project; and Miss Elsie J. Cook for items of early school history.

Grateful acknowledgment is also made to State Commissioner of Education, A. F. Arnason, Bismarck, North Dakota, and to Mrs. Florence Davis, Historical Librarian, Bismarck, North Dakota, for their assistance in locating historical material.

To all others from whom information was obtained through personal interviews, the writer is indebted and expresses grateful thanks.



### LIMITATION

The scope of this dissertation is so broad that no attempt has been made to cover all phases leading to a detailed study of the institution. It became necessary to limit the materials in order to maintain a logical sequence of events.

## TABLE OF CONTENTS

CHAPTER	Page
ACKNOWLEDGMENTS	1
LIMITATION	11
TABLE OF CONTENTS	111
LIST OF TABLES	x
I INTRODUCTION	1
Purpose of the Study	1
The Problem	1
Sources of Data	1
Origin and Growth of Normal Schools	2
Summary	17
II FOUNDING OF MINOT STATE TEACHERS COLLEGE	18
Constitutional Provision for Public School System	18
Amendment of Constitution of North Dakota	20
House Bill Number 116	20
Bills Providing for Appropriations for Minot Normal School	21
Senate Bill Number 27	21
Senate Bill Number 138	22
III MINOT STATE TEACHERS COLLEGE BECOMES A REALITY	23
Selection of Site	23
President Crane's Administration	23
President Beeler's Administration	30
President McFarland's Administration	30

President Swain's Administration	34
Conclusion	37
IV GOVERNING BOARDS	42
Board of Control for Normal Schools	42
State Board of Regents	42
Board of Administration	44
State Board of Higher Education	44
V PRESIDENTS	47
President Arthur G. Crane (1913 - 1920)	47
President Levi H. Beeler (1920 - 1922)	49
President George A. McFarland (1922 - 1938)	49
President Carl C. Swain (1938 - ____)	52
VI FACULTY	54
First Faculty of Minot State Normal School (1913)	54
Model School Supervisors (1913 - 1948)	55
Minot State Teachers College Faculty (1948 - 1949)	56
Twenty Years or More of Tenure	59
W. D. Allen	59
Dan C. Blide	59
Eleanor C. Bryson	60
Elsie J. Cook	61
J. W. R. H. DeLa	62
Leila Ewen	63
Eva M. Valker Hartnett	63
Lester J. Hartnett	64

	Frank W. Hicks	65
	L. A. Lantis	66
	Hazel E. McCulloch	66
	Julia McDonough	67
	Margaret Montgomery	68
	George M. Mounce	68
	Arturo Petrucci	69
	Louise Reishus	70
	Perna Marie Stine	70
	Huldah Lucille Winsted	71
VII	THE CAMPUS	73
	Main Building	73
	Library and Reading Room	73
	Pioneer Hall	74
	Dakota Hall	74
	Heating Plant	74
	Student Union	75
	President's Residence	75
	The Campus School	76
	Athletic Park	77
	Veterans' Housing Facilities	77
	New Buildings	77
VIII	CURRICULAR OFFERINGS	79
	Original Curricular Offerings	79
	Entrance Requirements	79

Two-Year Advanced Course for High School Graduates	83
Changes in Curriculum	83
Manual Training	84
High School Work Dropped	85
Special Certificates	85
B. A. Degree in Education	85
College Named	85
Admission Requirements for College	86
Elementary Course Dropped	87
Junior College	87
The Degree Curriculum in Liberal Arts	89
Degree Curriculum for Elementary School Teachers	90
The Extension Division	92
Speech Clinic	92
IX EXTRA-CURRICULAR INTERESTS AND ACTIVITIES	94
Student Interests	94
Student Government	94
Convocations	95
The College Entertainment Program	95
Student Publications	95
Student Loan Funds	95
Third District Federated Women's Club Fund	96
The State Fund	96
The Kiwanis Fund	96
The Business Girls' Fund	96



The College Fund	96
The Eastern Star Fund	97
The Mu Sigma Tau Fund	97
The Newman Club Fund	97
The George A. McFarland Memorial Loan Fund	97
Scholarships	98
The George A. McFarland Scholarship	98
Honorary Societies	98
Honor Society	98
Phi Sigma Pi, Phi Chapter	98
High School Senior Day	99
Music	99
Chorus	100
Orchestra	100
Band	100
Mendelssohn Club	101
Athletics	101
Lettermen's Club	102
Women's Athletic Association	102
Mecca For Pep	102
Religious Organizations	103
Church Night	103
Young Women's Christian Association	103
Young Men's Christian Association	103
The Newman Club	104



Lutheran Students' Association	104
Literary Societies	104
Vestalian Society	104
Webster Debating Club	105
Dramatics	105
Campus Players	105
Alpha Psi Omega, Theta Chapter	106
Forensics	106
Social Life	106
Alpha Kappa Delta	107
Mu Sigma Tau	107
Phi Sigma Pi	107
Alpha Sigma Tau	108
Sigma Sigma Sigma	108
Beta Theta	108
Miscellaneous	109
Country Life Club	109
Home Economics Club	109
The Daubers	109
Philosophy Club	110

APPENDIX	111
School Songs	112
Minot Normal School Song	112
Alma Mater	113
Dedicatory Speech by A. G. Crane	114
Veterans Guidance Personnel	116
IN MEMORIUM	117
World War I	117
World War II	117
BIBLIOGRAPHY	118

## LIST OF TABLES

TABLE		Page
1	Comparison of Enrollment, Number of Faculty Members, and Volumes in Library	37
2	Comparison of Curriculum for the Years 1913-14 and 1947-48	38
3	Enrollment for Fall Term, 1947	38
4	Services to North Dakota Youth (Including War Services)	39
5	College Enrollment and Graduates by Years	41
6	Ten and One-Half Months' Rural Course	80
7	The Four-Year Elementary Course for Eighth Grade Graduates	81
8	The Five-Year Advanced Course for Eighth Grade Graduates	82
9	One-Year Elementary Course for High School Graduates	82
10	Offerings in Home Economics and Domestic Science	84
11	Junior College Basic Course	88
12	The Liberal Arts Curriculum	89
13	The Degree Curriculum for Elementary School Teachers	90
14	The Degree Curriculum for High School Teachers	91

## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The main objective of this thesis is to make available all information possible, within the scope of the project, showing that the Minot State Teachers College grew out of a need for such an institution, that Minot was the logical location for this school, and that its growth has been an evolutionary process.

#### The Problem

To attain the proposed objective it was necessary to collect data showing the influences used to start the movement, the legal steps leading to its formation, and the influences which retarded or promoted its advancement. Reports of financial appropriations, curriculum organizations, governing boards, and caliber of instructors have been incorporated in the study as a means of acquiring the needed information.

#### Sources of Data

The information for this study was secured from five main sources. The major source was college bulletins and periodicals. Another important source was newspapers published in Minot during the formative period of the college and upon the occasions of anniversary celebrations. Statutes of North Dakota are quoted and books on historical development of normal schools were read as references in the historical development of colleges. Personal interviews supplied information not obtainable in print.



## ORIGIN AND GROWTH OF NORMAL SCHOOLS

The normal school was born and christened in France. It spent its formative years in Germany but its current maturity was achieved in the United States. It grew out of the idea that teachers should receive a distinct and differentiated training in preparation for their work.<sup>1</sup>

The French adjective "normal" is derived from the Latin noun "norma" which signifies carpenter, square, a rule, a pattern, a model. The very general use of the term to designate institutions for the preparation of teachers leads us at once to the idea of a model school for practice teaching--an essential constituent part of a Teachers' Seminary. The term "normal" does not appear to have been used earlier than 1794 when the first normal school provided by law was established in Paris.

Thwing expresses our need of normal schools as follows:

Democracy's greatest achievement is the public school....On the other hand, education in a democracy is more important than in any country having another form of government. In a democracy the people represent a power so mobile, so irresponsible and so strong that its continuance depends upon the steadying force and enlightenment which education alone gives....This is doubly important in the United States where so many immigrants are converted into American citizens.<sup>2</sup>

The public school in America could not exist without the teachers' training school, ordinarily maintained under state auspices.

---

<sup>1</sup> A. L. Crabb, "The Development of the Normal School," Fourteenth Year Book (1935), p. 108.

<sup>2</sup> Charles Franklin Thwing, A History of Education in the United States Since the Civil War, Introduction to Chapter I, p. 1.

The normal school and its successor, the teachers' college, supply both teachers and theories for American public schools. They were offering training to more than 100,000 students in 1939, as compared to the three young ladies who reported on July 3, 1839, at Lexington.<sup>1</sup>

In the early part of the nineteenth century there was a distinct feeling of dissatisfaction in many parts of the United States over the existing plan and system of teaching. The common schools, where seventy-five per cent of the children got their education, were inadequate indeed.<sup>2</sup>

Said Charles A. Harper:

Altho the movement for the establishment of a state supported institution for the education of teachers was a native product and distinctly American in the way it developed in the hundred years after 1839, the experiences of other countries had considerable influence in furnishing and strengthening arguments for the movement in the United States. The success of Prussia in establishing normal schools converted many people in this country to the practicality of the plan.<sup>3</sup>

In Prussia, in 1819, the state control of education culminated in establishment of a system of normal schools which emphasized the methods of the great educational leader, Pestalozzi. First of all, the kindly old pedagogue insisted that the atmosphere of the home should pervade the school; second, he urged that the children be taught spinning, weaving and other gainful activities at the same time that they were

---

<sup>1</sup>Charles A. Harper, A Century of Public Teacher Education, p. 7.

<sup>2</sup>Ibid., p. 12.

<sup>3</sup>Ibid., p. 17.



learning to read and count; thus, associating industry and education; third, he advocated a new form of instruction peculiarly adopted to the impoverished minds of his pupils--the method of sense perception, often called the "object method."<sup>1</sup>

The first of these suggestions led to a fundamental change in the attitude of teachers toward pupils and the gradual elimination of corporal punishment in schools everywhere. Disciples of Pestalozzi elaborated his procedures and carried them forward for one and one-half centuries.<sup>2</sup>

Pestalozzi's ideas, tentative and indefinite though they were, stimulated the greatest effort to investigate the science of education. Among the students thus influenced were Herbart, Froebel, Madame de Stael, Fellinber, DeGumps, and Neef.<sup>3</sup>

There were many visitors to the Pestalozzian centers and most of them came away ardent advocates of the possibilities of teaching by properly trained teachers. Rev. Charles Brooks met one of these advocates, Dr. Julius, of Hamburg, Germany. In a forty-one day passage, Dr. Julius and Rev. Brooks discussed teacher education. By the time the boat arrived in New York, Brooks had fallen in love with the normal school idea. He resolved to do something about state normal schools. He

---

<sup>1</sup>Stuart G. Noble, History of American Education, pp. 200-201.

<sup>2</sup>Ibid., p. 201.

<sup>3</sup>Charles Flinn Arrowood and Frederick Eby, The Development of Modern Education, p. 666.

next opened communications with Victor M. Cousin, a French educator, who was an authority on European normals. Cousin gave him a great deal of information, and what was more important, he gave a slogan for the movement. This slogan Brooks used very effectively, "As is the teacher, so is the school."<sup>1</sup> His conclusion was, "Hence, we must have schools for the preparation of teachers."<sup>2</sup>

Daniel Webster and John Quincy Adams spoke at meetings arranged by Charles Brooks. Calvin E. Stowe, husband of Harriet B. Stowe, was an advocate of normal schools and his brilliant articles were circulated widely. At about 1825, there emerged three men--Governor DeWitt Clinton, James G. Carter, and Horace A. Mann--who had something important enough to say to attract the attention of the people interested in public welfare. First, Governor DeWitt Clinton claimed that democratic representative government would fail unless the state took a real responsibility in educating all the children of all the people. He recommended that a supply of well-trained teachers be made available.

That same year articles appeared in the Boston Patriot under the signature, "Franklin." These were written by James G. Carter, to whom was given the title of "Father of the American Normal School."<sup>3</sup>

Mr. Carter, being an influential political figure and a member of the Massachusetts Legislature, was able to get things done. One of his

---

<sup>1</sup>Charles A. Harper, A Century of Public Teacher Education, p. 18.

<sup>2</sup>Ibid., p. 14.

<sup>3</sup>Ibid., p. 153.

notable achievements was to secure the passage of a bill creating the State Board of Massachusetts, of which Horace Mann was named first secretary, on July 29, 1837. He also instigated the founding of the first normal school at Lexington, Massachusetts, which was also the first in the United States.<sup>1</sup>

Having created and passed laws for its adequate support, Carter passed the leadership to Horace Mann who surpassed him in enthusiasm, driving power, and intellectual vigor. Horace Mann's heart was in his work for he believed that the common school was the greatest invention of man and could be perfected only by effective teacher training. Mann is remembered as one of the foremost leaders that America has produced. The battle for free schools had begun. Mann lectured widely. Under his leadership, the crusade for public education spread to practically every state in the Union. He belonged, not to Massachusetts alone, but to the nation. The ideal of his life may be phrased on his quotation taken from his last address to students of Antioch College, "Be ashamed to die until you have won some victory for humanity."<sup>2</sup>

Taken as a whole, Mann's ideas concerning education required by American democracy and by humanity were correct. All reforms advocated by him have been realized with excellent effect. State education of high order has become all but universal. More and more it rests on science

---

<sup>1</sup>Stuart G. Noble, A History of American Education, p. 153.

<sup>2</sup>Ambrose L. Suhrie, Problems in Teacher Training, Vol. 5, p. 109.



and Pestalozzian method. Dogmatic teaching is almost excluded from it:

"The chief aim is to fit for the great relations of life."<sup>1</sup>

The second normal school opened at Barre, Massachusetts, in the autumn of 1839; the third, the most important one at Bridgewater in 1840.<sup>2</sup> Tillinghast was the first principal. He left his stamp, not only in Bridgewater, but on the whole normal school movement. The training was honest, as Tillinghast expressed it. "A good attempt at thoroughness is what we want most. The number and I would almost say the kind of studies are of small importance provided we attempt to lead the pupil to habits of exactness and put him so he can have self-reliance. This is what I think the normal school should aim at."<sup>3</sup>

These newly organized departments of education were not always considered academically respectable and the professors in charge were looked upon somewhat disdainfully by their traditionally minded associates. President Elliot of Harvard represented the point of view held by many conservative educators of his time and voiced the sentiments of his institution as follows: "The faculty of Harvard in common with most teachers in England and the United States feel but slight interest or confidence in what is ordinarily called Pedagogy."<sup>4</sup>

---

<sup>1</sup>Thomas Davidson, A History of Education, p. 252.

<sup>2</sup>Harper, op. cit., p. 27.

<sup>3</sup>Ibid., p. 29.

<sup>4</sup>Report of Commissioner of Education, 1890-99, Wash. Gov. Printing Office, Vol. II, p. 1076. Quoted in Willard S. Elsbree, The American Teacher, p. 320.

The normal school movement continued to grow and spread throughout the country. Henry Bernard took an active part in the movement of both Connecticut and Rhode Island. Bernard deserves to be singled out as the great scholar of the reform movement. In the "New York Review" of April 18, 1843, appeared an article in his praise:

We are glad to see such men engaged in such a cause. We honor the spirit which is willing to spend and be spent not in the enjoyment of sinecures, loaded with honors and emoluments, but toiling alone through good report and evil, alike indifferent to flattery or censure of evil-minded men and intent only on its work of benevolence and humanity.<sup>1</sup>

Side by side with the normal schools of Massachusetts and co-operating with them stood the normal school of Oswego, New York, founded in 1867.

Altho the theory of Pestalozzi was widely prevalent in America throughout the second quarter of the nineteenth century, the technique of object teaching was not generally propagated before 1860. About this time, Edward A. Sheldon, Superintendent of Schools in Oswego, New York, became interested in a new type of education offered in a school conducted by the Home and Colonial Society at Toronto. Sheldon had his teachers at Oswego experiment with the method. Enthusiastic over the successful results of the trials, he established a teachers' training school and sent to England for an instructor familiar with the practices then being popularized in that country by Dr. Charles Mayo.

Margaret E. M. Jones came over in response to Sheldon's request and began demonstrations that attracted wide attention. She was a woman of rare insight and pedagogical experience. Miss Jones was joined afterward

---

<sup>1</sup>Stuart G. Noble, A History of American Education, p. 159.

by Herman Kruse whose father was one of Pestalozzi's most trusted helpers at Yverdon. A few years later, Henry Bernard referred to Professor Kruse as the man "who stood nearer to the fountain head of these methods of personal teachings of Pestalozzi than any living teacher among us."<sup>1</sup>

In a paper read at the twenty-fifth anniversary of Oswego Normal School, 1866, Professor Kruse reported, "The Oswego School may justly claim the credit which is cheerfully accorded her on every hand of having laid the foundation and paved the way for the establishment of all the newer normal and training schools of the state."<sup>2</sup>

Many educators are ascribing to the Oswego School the credit of having first successfully introduced Pestalozzian principles into our common schools and of having furnished model organization of professional work after which nearly all normal schools, state and city, established since 1860, have been patterned.<sup>3</sup>

Other normal schools in New York, New Jersey, and Michigan learned of the new methods from Sheldon's training school. Soon the little town in New York became a center from which emanated the latest development in Pestalozzian procedure and teachers flocked to Oswego from many states to inform themselves concerning the newest "fad."

From 1860 to 1890, the Oswego Normal School exercised greater influence on teachers' training than any other single institution.

---

<sup>1</sup>Andrew Phillip Hollis, The Contribution of the Oswego Normal School to Educational Progress in the United States, p. 19.

<sup>2</sup>Hollis, Oswego Movement, p. 42.

<sup>3</sup>Ibid., p. 20.



Hundreds of graduates of the school secured positions as directors or heads of newly established teacher training institutions and carried with them the technique for which Oswego was famous.<sup>1</sup>

G. S. Albee, addressing the National Educational Association in 1887 maintained:

The study of psychology lies at the foundation of any substantial building for high excellence in the profession of teaching. It is the body of principles more than all else which makes teaching a profession and not a mere trade.<sup>2</sup>

The normal schools were harassed for years by two contradictory lines of attack. On the one hand were those who claimed that any one who knew a subject could teach it, hence, there was no need for special teachers' schools. On the other hand, there were many sincere friends of the normals who held that only strictly professional courses should be taught in the institutions. They believed that normals should offer nothing except method and education courses. The fierce debate regarding professional and academic courses occupied a good deal of attention of normal school men in the two decades between 1850 and 1870.

In general, the New England institutions held that the normals should restrict themselves mainly to courses in methods and educational principles and techniques. The western schools insisted that the normal should give its students all the academic material they would need as teachers, in addition to the narrow professional courses. In 1859, at that

---

<sup>1</sup>Willard S. Elsbree, The American Teacher, p. 318.

<sup>2</sup>Richard G. Boone, Education in the United States, p. 139.

"First American Normal School convention," Dr. Wines of St. Louis said:

A normal school is a professional institution aiming to impart to its pupils a thorough preparation for their future profession and the preparation may include an ample and complete knowledge as properly belonging to the profession. Any other theory of the normal school seems to me far too rigid, narrow, partial, pinched and chilling."

This idea came to triumph throughout the nation in the nineties and teacher-education institutions were no longer frightened at the accusation that they were teaching almost every sort of subject matter.<sup>1</sup>

A new day in American education was dawning. The light of that day was Herbartianism. Massachusetts was the center of the common school revival; Oswego, the center of Pestalozzianism; however, the chief center of educational dynamics now moved westward to Illinois and became especially localized in Illinois State Normal University.

Herbart held that the aim of education was the making of character, the making of the morally religious man.<sup>2</sup> He also claimed that "Tediousness is the greatest sin of instruction."<sup>3</sup> The Herbarthian doctrine was not an importation of ideas and policies. It was more the work of De Garmo, McMurrays, and Van Liew than it was of Rein, Jena, or Ziller of Leipzig. The McMurrays stressed the double meaning of interest. The child must be interested and he must develop interests. The searching question at the end of a day or term should be, not how much has been learned, but how deep,

---

<sup>1</sup>Charles A. Harper, A Century of Public Teacher Education, pp. 109-110.

<sup>2</sup>Charles A. Harper, Development of Teachers' Colleges in the United States, p. 209.

<sup>3</sup>Charles A. Harper, A Century of Public Teacher Education, pp. 109-110.

how permanent an interest has been developed. This doctrine of interest went hand in hand with the idea of an enriched curriculum in the work of the Herbartians.<sup>1</sup>

In American normal schools, the movement was a direct attack upon the entrenched system of method and subject matter. It preached the doctrine of interest, the organization of subject matter around fundamental meanings and the inclusion of vital materials in the curriculum as opposed to text book slavery and the facts taught with dull monotony. The child must be interested and develop interests; the child must educate himself thru his own activities.<sup>2</sup>

Educational leaders either with normal school background or on normal school faculties founded "The National Herbart Society" in 1892. The name was later changed to "National Society for Scientific Study of Education."<sup>3</sup>

The two decades between 1890 and 1910 were in many ways the most significant in the whole history of education in the United States. In this period, education became recognized as coordinate in importance with the law, medicine, and engineering. But far more important than this was that the classroom teacher became aware that science and philosophy were at work with her and for her. The practical teacher was given for the first time some ideas and ideals that professionalized her work. The

---

<sup>1</sup>Charles A. Harper, A Century of Public Teacher Education, p. 127.

<sup>2</sup>Ibid., p. 127.

<sup>3</sup>Ibid., p. 127.



Herbartian movement really got into American education. It focused in a clear light the fundamentals of all later educational programs; namely, a child to be educated, subject matter to be curricularized, and a philosophy of education to control the whole business.<sup>1</sup>

The growth of the number of normal schools has been greater than the growth of any other form of professional education. Between 1839 and 1850, seven normal schools were founded; in the next decade, twelve; in the decade between 1860 and 1870, fifty-two; and in the five years from 1870 to 1875, sixty-five. From 1875 to 1910, one hundred thirty-two were established and, in addition, many high schools, academies, and private schools offered training.<sup>2</sup>

The growth in the quantity of normals is no more significant than the change in the methods or conditions of teaching. In the earlier time, the normal school was largely a model school. It represented the training in methods. It was subject to the perils of imitateness.

Slowly and firmly, larger foundations have been wrought. The normal school still uses and exhibits the best methods of teaching but it is not inclined to limit its work to inculcation of methods. According to Thwing, it is concerned with principles. It seeks to enlarge and enrich character and does not forget that personality is the supreme force

---

<sup>1</sup>Charles A. Harper, Development of Teachers' Colleges in the United States. Preface.

<sup>2</sup>Charles Franklin Thwing, A History of Education in the United States Since the Civil War, p. 99.

in both life and service. It tries to quicken professional enthusiasm. It endeavors to enlarge the student's conception of life.<sup>1</sup>

The status of teacher training at the close of the nineteenth century was vastly superior to conditions prevailing in 1860. The normal school had become a recognized and accepted part of the public school system and supplied from ten to forty per cent of public school teachers in the various states. The vast majority of normal school graduates taught in the elementary schools, although teacher training was beginning to have its effect upon the nature of normal school offerings in a few of the states. New York Normal College, in 1890, announced its intention of granting pedagogical degrees and made a bid for patronage of prospective secondary school teachers. Superintendents and principals were demanding teachers with some knowledge of method in addition to mastery of academic subjects.<sup>2</sup>

With the impetus from the middle and far west, the Department of Normal Schools of the National Education Association in 1908 drew up a Statement of Policy for the Normal Schools which became a veritable platform for transforming normals into teachers' colleges. It was here strongly urged that "Good as the word Normal is, it should be dropped from the name of those schools, and they should be called Teachers Colleges."<sup>3</sup>

In 1896, the North Central Association of Colleges and Secondary Schools was organized, and through its accrediting activities it began to

---

<sup>1</sup>Ibid., p. 99.

<sup>2</sup>Elsbree, op. cit., p. 319.

<sup>3</sup>Harper, A Century of Public Teacher Education, p. 138.

put pressure on the high schools to accept only teachers trained in the colleges. The relation between the high schools and colleges became a reciprocal one; in many cases, it became a condition of accrediting that the high school teachers should have a college degree. The modern teachers college is an answer to the challenge of the North Central Association which made the requirement general and forced normals to meet their standards or get out of the field of preparing high school teachers.<sup>1</sup>

In 1908, The Department of Normal Schools of the National Educational Association included among its resolutions a recommendation to the effect that "the state normal schools make high school graduation, or equivalent, a basis for admission to the standard normal course."<sup>2</sup>

The teachers colleges felt the necessity of granting degrees and accepting standardization. By doing so, they saved themselves from being crowded out of one of their legislative fields of endeavor. The teachers colleges were saved to a great extent by the determined efforts of a half dozen presidents from the Midwest. The three outstanding leaders in the fight were Homer H. Seerley, of Cedar Falls, Iowa; John Kirk, of Kirksville, Missouri; and David Felmley, of Normal, Illinois.<sup>3</sup> This struggle took up the first two decades of the twentieth century.

Up to 1920 the normal schools commonly provided two-year courses of study with an additional year or two for those whose academic background was obviously limited. Since 1920, the trend has been to replace those two or three-year normals with four-year teachers' colleges.

---

<sup>1</sup>Ibid.

<sup>2</sup>National Education Association, Journal of Proceedings and Addresses, Vol. XLVI, (1908), p. 735.

<sup>3</sup>Charles A. Harper, A Century of Public Teacher Education, p. 141.



The extension of the normal school training to include four years of collegiate work was accompanied by a multiplication of curricula to meet the varying needs of the field. Therefore, provisions were made for kindergarten and primary teachers, for teachers in the intermediate grades, for rural teachers, for teachers of vocational subjects and for secondary school teachers.<sup>1</sup>

At the present time, a prospective teacher in most states can select a field of specialization from a rather wide choice of curricula and expect to be qualified to teach this subject or grade at the completion of her college work.<sup>2</sup>

One of the characteristic features of the change from normal schools to teachers colleges has been the assumption of degree granting powers. Bachelors' degrees are now commonly given in these institutions and, in a few instances, graduate degrees are also granted. At first, the accrediting agencies were reluctant to recognize the conferments of these teacher training institutions because of the meager scholastic preparation which they offered and, even today, transfer of credits sometimes constitutes an embarrassment to the student. Recent improvement in both faculty and curricular offerings have removed many of the former obstacles and it is reasonable to suppose that the gap between teachers colleges and liberal arts institutions is gradually being bridged.<sup>3</sup>

---

<sup>1</sup>Willard S. Elsbree, The American Teacher, pp. 325-326.

<sup>2</sup>Ibid.

<sup>3</sup>Willard S. Elsbree, The American Teacher, p. 325.

### Summary

The aim has been to show that the state teachers college is the product of an evolutionary process. It arose in Massachusetts in the form of the early normal school in response to a definitely recognized need of society. It gained in prestige and power as it spread to the Mississippi Valley. Here it became a vocational school of collegiate rank. It spread to every state of the Union and became an indispensable part of the public school system. They made teaching a profession and education a science. They strove to raise the general level of education. Since the early part of the twentieth century they have been generally known as teachers colleges, not because they changed their fundamental nature, but because standardization and the resulting prominence of the degree for high school teachers forced the normals to secure degree granting privileges, conforming in certain particulars to the established college and university standards. The heritage to be saved from normal school days was the ability to give its students the kind of environment and experience that would make them fit into the life of a teacher.<sup>1</sup>

---

<sup>1</sup>Charles A. Harper, A Century of Public Teacher Education, p. 171.

## CHAPTER II

## FOUNDING OF MINOT STATE TEACHERS COLLEGE

*MACT.*  
The Minot State Normal School owes its inception to the vision of the early citizens of the Northwest who as early as 1898 began to advocate the establishing of a state teacher training institution in western North Dakota.

*CHARLES B. KENNEDY*  
The following quotation taken from a departmental report by C. A. Lounsberry stresses the interest of the early pioneers in this need for normal schools: *IN ADDRESS TO LEGISLATIVE SESSION IN 1880-1881*

*PI-2*  
If it is the duty of the state to provide for the instruction of all of its citizens, it becomes the chief interest of the state to provide for the proper preparation of the teaching body. For the state to undertake the establishment of a system of popular schools and leave to chance the preparation of those who give the instruction paid for by the pupils' money is rightly counted the economy of shiftlessness. Hence we see the newer states of the West making provisions in their constitutions, not only for a system of common schools, but also for those institutions for training of teachers now felt to be necessary to vitalize the work of the common schools. *1001*

Constitutional Provision for Public School System

*SOUTH*  
Provision for public schools in North Dakota was made by the Constitution:

The legislative assembly shall provide at their first session after the adoption of this constitution for a uniform system of free public schools throughout

---

<sup>1</sup>C. A. Lounsberry, Annual Report State Land Department, p. 71. North Dakota Magazine, Vol. I, No. 5 (December, 1906), pp. 1-108.



the state, beginning with the primary and extending through all grades up to and including the normal and collegiate course.<sup>1</sup>

The Constitution of North Dakota makes liberal provisions for all that may be needed in that direction. It takes the matter out of the hands of the legislative bodies and prevents locality contests. It locates the University and School of Mines at Grand Forks, Normal Schools at Mayville and Valley City, Agricultural College at Fargo, Industrial School at Ellendale, Deaf and Dumb Asylum at Devils Lake, School for the Blind in Pembina County, Scientific School at Wahpeton, State Training School at Mandan, School of Forestry at such place in McHenry, Ward, Bottineau, or Rolette as the electors of said county may determine by an electoral vote for that purpose, to be held as provided by the legislative assembly. No other institution of a character similar to any one of these located by the article shall be established or maintained without a revision of the Constitution.<sup>2</sup>

Since the school of Forestry was placed at Bottineau, the citizens of Ward County chose Minot for the location for the Minot State Normal School. It was the logical location since the Great Northern and Soo Railroads pass through the city--both lines having branches extending in every direction and making Minot easily accessible to this large northwest district. No other teacher training institution was located in this large area.

---

<sup>1</sup>Constitution of North Dakota, Article VIII, Section 148. p. 38.

<sup>2</sup>Constitution of North Dakota, Article XIX, Section 215 and Section 216, pp. 55-56. (Robert Byrne, Secretary of State. Published upon order of Legislative Assembly.)



Amendment of Constitution of North Dakota

A revision of the Constitution of North Dakota was necessary before any further steps could be taken toward the formation of a normal school at Minot.

House Bill No. 116

House Bill No. 116 was introduced by C. A. Johnson for that purpose.

Be it resolved by House of Representatives of State of North Dakota, the senate concurring that the following proposed amendment to Section 216 of the Constitution of State of North Dakota be referred by legislative assembly, to be chosen at next general election in said state to be by said state last mentioned legislative assembly submitted to the qualified voters of the state for approval or rejection in accordance with provisions of 202 of Constitution of State of North Dakota.

That Section 216 of Constitution of State of North Dakota be amended to read as follows:

....SIXTH--A State Normal School in the city of Minot in the county of Ward, provided that no other institution of a character similar to any one of those located by this article, shall be established or maintained without a revision of this Constitution. Filed in office of Secretary of State, May 11, 1907.<sup>1</sup>

The foregoing amendment to the Constitution of North Dakota, adopted by Tenth Legislative Assembly of the state of North Dakota, was referred by it to the Eleventh Legislative Assembly of the same state for approval or rejection.

This time the amendment was presented by Chatfield in House Bill No. 6. It was passed by the Eleventh Legislative Assembly and was filed

---

<sup>1</sup>Proposed Amendments to Constitution. Laws of North Dakota, Tenth Session of Legislature, (1907), p. 339.

with the Secretary of State, May 16, 1909.<sup>1</sup>

This amendment submitted to the voters of the state on Nov. 11, 1911 was approved by an overwhelming majority.

The legal provisions for the State Normal School at Minot having been completed in 1909, the next step was to appropriate money with which to start the school.

Bills Providing for Appropriations for Minot Normal School

Senate Bill No. 27

Senate Bill No. 27, sponsored by Wallin, was passed by the Eleventh Legislative Assembly.<sup>2</sup>

This bill provided:

For main building to contain office, assembly room, class rooms, laboratory, and library	\$125,000.00
For wiring and plumbing, for heat, water and light	5,000.00
For a central heating plant	12,000.00
For maintenance for two years	5,000.00
For sewer and water main	3,000.00
For girls' dormitory	<u>50,000.00</u>
	\$200,000.00

Provided that the above appropriation, the amount hereby fixed for a girls' dormitory shall not become available before January 1, 1913, and provided further, that before any of the sum or sums hereby

---

<sup>1</sup>Proposed Amendments to Constitution. Laws of North Dakota, (1909), pp. 339-340.

<sup>2</sup>Laws of North Dakota, (1911), Chapter 22, p. 25.

appropriated shall become available, the citizens of Minot shall donate a suitable location free from all encumbrances of not less than sixty acres in extent, which land shall be deeded to the state, the selection of said site and land to be determined by the Normal Board of Control. This was approved March 18, 1911.

The Minot State Normal School at Minot, North Dakota, received no land grant. It is maintained entirely by appropriations made by the Legislature and by institutional collections; therefore, the following bill was of great importance in the life of this school.

Senate Bill No. 138

Walter Bond introduced Senate Bill No. 138 for the purpose of providing funds for the maintenance of the educational institutions of the state.

An emergency existed because the State Normal School at Minot was dependent on the tax to pay for its maintenance. If the law did not become effective before April 1, 1913, this school would receive no benefit from the proposed revenue until 1914.

Senate Bill No. 138 further provided that the act should be in full force and effect immediately upon the passage by the Thirteenth Legislative Assembly, and the approval of the act by the governor. It was approved February 19, 1913.<sup>1</sup>

The legal provisions for the establishment and maintenance of the Minot State Normal School were now completed.

---

<sup>1</sup>An Act to Amend Sections 838, 839, 840, 841. Political Code of North Dakota, Chapter 9.

### CHAPTER III

#### MINOT STATE TEACHERS COLLEGE BECOMES A REALITY

The next momentous step in the interesting formative history of the new Minot State Normal School was the selection of a site.

##### Selection of Site

Many properties were available but the struggle centered about two, one on South Hill, known as the Jacobson site and the other on the North Hill, known as the Ramstad site. Altho the South site had been tentatively selected, the board was known to favor the North site, and when Erik Ramstad, a worthy pioneer, offered to donate the sixty acres free, the decision was made in its favor.

An informant,<sup>1</sup> then a newcomer in Minot, said he heard the band playing one day, and looking up the street saw a parade approaching. The men leading the parade were bearing Erik Ramstad, the donor, decked out in a tall silk hat, upon their shoulders.

##### President Crane's Administration

A. G. Crane, the first president of Minot State Normal School, arrived after the site had been selected. He rented a five-room cottage which had recently been built by G. D. Colcord.<sup>2</sup> In the west bedroom of his home, he set up his office and the early business of the Normal School was conducted there.

---

<sup>1</sup>Dr. F. J. Hartl, 220 Fifth Avenue, S. E., Minot, North Dakota.

<sup>2</sup>Quarterly Bulletin of Minot Normal School, Vol. I, No. 1, (August, 1913), p. 4.



President Crane recalls that he assisted in laying out the campus and in selecting the site for the Main Building.

Martin Jacobson, member of the State Normal Board, wanted the building placed near the street. President Crane advised placing it far back near the hills. They compromised and set the stakes half way. That night President Crane set the stakes back about fifty yards.<sup>1</sup> He told Martin Jacobson about this years afterward.

Trees were planted on the campus where old timers said they would never grow. Some of them did die and were replaced, but some of the ever-greens that President Crane planted are doing well.<sup>2</sup>

The site for the Main Building having been chosen, the first trip around the circular drive was made by President Crane in his old Overland. In this way, the driveway was laid out.<sup>3</sup>

The cornerstone for the Main Building was laid July 25, 1913. A parade started from the Elks Home at 10 a.m. Ex-Governor J. M. Devine, who had led the fight for the Minot College, presented Rev. P. W. Erickson, who delivered the Invocation.

Ex-Governor Devine recalled the struggle he had in locating the Normal at Minot and in selecting the site. E. J. Taylor discussed the value of the Normal to this area. Governor L. B. Hanna held the trowel.<sup>4</sup>

---

<sup>1</sup> A. G. Crane, "Twentieth Anniversary Address," Ward County Independent (November 24, 1939), Minot, North Dakota.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

The following documents were placed in the sealed box when the cornerstone was laid:<sup>1</sup>

1. Copy of original school bill introduced by C. A. Johnson, later a resident of Los Angeles.
2. Copy of John Wallin's bill, a \$200,000 appropriation.
3. Copy of bill providing for a thirteen mill tax introduced by Senator Walter Bond.
4. Names of all state officers.
5. Names of all county officers.
6. Name of the first president of the Normal, Arthur G. Crane.
7. Copies of the Daily Optic, Ward County Independent, Democrat and Iconoclast.
8. Souvenir pamphlet issued by the State Education Association.
9. Typewritten history of the Normal School.<sup>2</sup>

President Crane gave an address stating, "The ideal of the new Normal School is that of service to the Northwest. Its students and faculty must do their part in solving public school problems. It must train young men and women for public service."<sup>3</sup>

The construction of the Main Building and Girls' Dormitory was delayed for over a year when those interested in the South site enjoined the Board from building anywhere except upon the location of their choice. After the walls of the Main Building had gone through the winter of 1913,

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. LXX, p. 11.

it was discovered that the concrete was defective and all the foundation walls had to be removed. This caused a second delay in the progress of the school. It really resulted in a greater care in construction so that the buildings finally obtained are model structures.

These various delays made it necessary for the school to open September 30, 1913, in temporary quarters. Very suitable quarters were secured in the armory. This was a steam heated new building with a large assembly room and some very satisfactory recitation and office rooms.<sup>1</sup>

The week preceding the opening of school, President Crane moved his office from the cottage to the armory where he could better supervise preparations for the opening of the school. A large crew of steam fitters and plumbers were at work and shipments of school supplies and furniture were being received and installed by carpenters. President Crane had a canvass of the city made by Elsie J. Cook, a faculty member, to ascertain all boarding and rooming facilities.<sup>2</sup>

On Saturday and Monday, the reception committee was in the armory building to assist all students in finding accommodations. Tuesday, September 30, was devoted entirely to enrollment and preparation of the program.

The first student to register was a red-headed boy in short pants, Glen Holcomb, son of Mr. and Mrs. H. B. Holcomb, Minot.<sup>3</sup>

---

<sup>1</sup>Second Biennial Report to Board of Administration of Minot State Normal School, (Pub. Doc. 21), p. 39.

<sup>2</sup>The Democrat, Official Ward County Paper, (September 25, 1913).

<sup>3</sup>A. G. Crane, Ward County Independent, (November 24, 1938).



The first official act of the school was the singing of "America," with Miss Julia McDonough at the piano. Every one sang lustily and tried not to be lonely in the big Armory Hall.<sup>1</sup>

The term enrollment was 55. The total year's enrollment reached 99. Seventeen graduated from the elementary course, and, before going out to teach, organized the Alumni Association of the School.<sup>2</sup> Sixteen completed the ten and one-half months' rural course for eighth grade graduates.

On the morning of September 30, 1913, a practice school was opened in a four-room school building adjoining the campus on the west. It was presided over by three critic teachers.

This building, owned by the Harrison School District, was leased by the college for a period of two years. A contract was made with the Harrison School Board whereby the pupils who had formerly attended the school remained as pupils under the new regime.<sup>3</sup>

The student teachers made the trip across town to the Harrison School each day, usually on foot. The one bus, drawn by horses, frequently met the trains and was not available.<sup>4</sup>

Ten boys and sixteen girls completed the eighth grade at the end of the first year's work, June, 1914.

---

<sup>1</sup>Elsie J. Cook, Manuscript, (September 30, 1938).

<sup>2</sup>Quarterly Bulletin of Minot Normal School, Vol. I, No. 2, (December, 1913), p. 3.

<sup>3</sup>Elsie J. Cook, Manuscript, (September 30, 1938).

<sup>4</sup>Ibid.



On March 5, 1914, the girls' dormitory opened, and on April 7, 1914, the school moved to its permanent quarters and occupied the upper floors of the Main Building.

The first years of the school were years of strenuous organization and expansion. Enrollment increased rapidly and new faculty members were necessary.

In 1915, the Department of Domestic Science and Normal Training, History and Psychology were added. In the same year, the Board of Trustees purchased the Harrison School building and the land on which it is situated, about six and one-half acres, for an athletic field. In this year, the Training Department, having outgrown the Harrison Building, the seventh and eighth grades were moved into the Main Building.

The campus was plowed up late in the fall of 1915, and the only sidewalks were temporary board affairs. Roads and paths were very primitive. As soon as frost permitted, some grading was done, trees were set out, cement walks laid, and work started on a lawn. The students and faculty showed their spirit as pioneers by keeping good-natured during the confusion of smoke of burning rubbish and general uncertainties of travel. When the time came for seeding the lawn, the students and faculty lent willing hands, and, by cooperation working all day in squads of twenty or twenty-five, were able to seed and hand rake five acres of lawn in one day. The spring of 1916 was ideal for starting grass and trees. Today cement walks are set in a carpet of velvety green and fringed with trees that give promise of growth and future shade.

The first annual, "The Magician," was published in 1916. The name of this publication was later changed to "The Beaver."<sup>1</sup>

Shortly after the United States entered World War I in 1917, President Crane was granted a fourteen-months' leave of absence for special study at Columbia University. His place was temporarily filled by Dr. A. G. Steele, of the University of West Virginia, who assumed his duties in June, 1917.

During Dr. Steele's administration, previously planned improvements were made. These included additions to the power house and alterations in the dormitory and model school buildings.

Dr. Steele introduced correspondence work and secured an enrollment of about fifty students the first four months following its inauguration.<sup>2</sup>

The school enrollment dropped off sharply during the war years. Much time was taken from regular duties and given to performance of Red Cross work and Liberty Loan Drives. Everything possible was done to hasten the end of the war.

Dr. Steele resigned April 19, 1918, and William F. Clarke, supervisor of the Training School became acting president until the return of President Crane. President Crane did not return in September, 1918, as expected. The Surgeon General of the United States Army asked for his leave of absence for another year in order that he might continue in war

---

<sup>1</sup>Beaver, Vol. 12, (1933), pp. 1-104.

<sup>2</sup>Sixth Annual Catalog of State Normal School, Minot, North Dakota, (1918-1919), p. 8.

service in Washington Teachers' College at Columbia University. Under the supervision of Dr. Clarke, the general policies were carried on as usual.<sup>1</sup>

When President Crane returned for the opening of school in the fall term of 1920, he found a reduced enrollment. This was doubtless due to the poor crop conditions all over the northwestern part of the state. In October, 1920, President Crane resigned to accept a similar position in Edinboro, Pennsylvania.<sup>2</sup>

Best wishes of countless friends in North Dakota mingled with sincere regret at his departure from the state.

#### President Beeler's Administration

The Board, after interviewing several highly recommended men, offered the presidency to Dr. Levi Beeler of Chicago.

During President Beeler's administration, the Extension Bulletin was revised and the number of offerings was increased to 25, all of which might be taken by correspondence. President Beeler served until September 1, 1922.

#### President McFarland's Administration

In 1922, George A. McFarland became President of Minot State Normal School. He was officially inducted into office on August 31, 1922.<sup>3</sup>

In a few well chosen words, President McFarland expressed his appreciation of the honor and urged cooperation of everyone in building a bigger and better Normal School. Miss Hulda Winsted of the faculty

---

<sup>1</sup>Ibid., p. 8.

<sup>2</sup>Second Annual Report to Minot Normal School, (1919), p. 20

<sup>3</sup>Minot Daily News, (August 31, 1922).



pledged support of that body to President McFarland, greeting him cordially on behalf of fellow workers.<sup>1</sup>

President Muir, of the Board of Administration, presided at the installation exercises and urged cooperation between the various state institutions.<sup>2</sup>

In 1925, Mrs. Emma Cotton, mother of Professor Florence Perkett of the college faculty, suggested that a project be started to raise funds for a new pipe organ. She sent \$5.00 to open the fund. The faculty met and pledged \$1,300. By 1932, only \$2,000 was lacking of the \$12,500 needed for installation of the pipe organ. The Kimball Company of Chicago agreed to install the organ and carry the balance for two years. Minot business men came forward and greatly reduced the deficit.

The organ was installed and dedicated on Thursday evening, June 9, 1932. The magnificent instrument marks an epoch in the development of the college as a cultural center. To many the organ will be looked upon as a monument to the idealism and admirable qualities of President George A. McFarland, each contribution a tribute to a loved and respected president.<sup>3</sup>

The Legislative Assembly of 1921 appropriated \$100,000 for a west wing on Main Building. The contract was let in October, 1923. An elaborate dedication ceremony took place March 21, 1924.<sup>4</sup>

---

<sup>1</sup>Ibid.

<sup>2</sup>Beaver, Volume 12, (1933), p. 14.

<sup>3</sup>Ibid.

<sup>4</sup>Extract from Dedication Speech given by A. G. Crane, former president of college. See Appendix.



The outstanding event of 1924 was the fact that the Board of Administration authorized the school to extend its curriculum to four years and grant the B. A. Degree in Education. It was felt that the name no longer represented the school, and it was now called Minot State Teachers College.<sup>1</sup>

On March 5, 1925, the legislature appropriated \$65,000 for improving the gymnasium and erecting an auditorium. With the erection of this east wing, the original plan for Main Building was completed. This gives the college one of the finest auditoriums to be found in any of the state institutions.

On February 4, 1931, the new Training School Building was dedicated. The 1929 legislature had appropriated \$15,000 for its construction. The Board of Administration honored the college with its presence and participation in the program.

In this same year, 1931, caps and gowns were used for the first time at Commencement.

Members of the faculty petitioned the State Board of Administration to name the auditorium in honor of President McFarland in recognition of his assistance in the promotion of the auditorium pipe organ fund and in honor of the man himself.

An Anniversary Week Program in recognition of twenty years of service culminating in Commencement Exercises was planned. Frank W. Hicks was in charge.

---

<sup>1</sup>Chapter 109 of 1921 Session Laws of North Dakota: New Code Section 15, 1303 and Section 15, 1306.

The program held on June 15, 1933 was especially significant in the history of the college. It included the unveiling of portraits of two men who were highly instrumental in the founding of the college, and of the christening of McFarland Auditorium named for the president. Hon. R. M. Rishworth presided during the naming of the auditorium, and W. D. Allen of the Training School made the presentation of the name.<sup>1</sup>

Announcement of the opening of the Hall of Fame was made by Charlotte Davis.

During the introduction of the guests, Mr. Ramstad was presented by President McFarland. Garfield Nordrum, of the Class of 1933, presented the portrait of the donor, for the "Beaver" Staff. Presentation of the portrait of Hon. J. Devine was made by Francis Winkler, Class of 1932. Ladies of the Pan Hellenic Council unveiled the portraits after which President McFarland made an acceptance speech.

Misses Elsie J. Cook, Hazel McCulloch, Julia McDonough, and Hulda Winsted, all members of the faculty at the founding of the school, were honored also.<sup>2</sup>

Soundly established during its formative years, the financially lean thirties could not cripple the progress of Minot State Teachers College. Under the guidance of the scholarly George A. McFarland, the college continued to grow. Then came the loss of its dear president on June 15, 1938. Charles E. Scott, supervisor of the Training School, served as acting president from June, 1938, until August 15, 1938.

---

<sup>1</sup>Ward County Independent, (June 16, 1933).

<sup>2</sup>Ibid.

### President Swain's Administration

Members of the Minot Service Clubs and the Minot Association of Commerce formed a good-sized part of the assemblage who met at McFarland Auditorium at 10 o'clock on Friday, August 15, 1938, for the inauguration of Carl C. Swain as fourth president of the institution. Judge J. D. Harris of Bismarck, member of the Board of Administration, formally inducted President Swain into office.

It was an imposing scene as the college and university members of the faculty, clad in cap and gown, marched down the aisle to the stage, as the college orchestra, conducted by Professor Arturo Petrucci, played the Processional. Professor Harry B. Welliver at the organ played two numbers. The Invocation was given by Rev. N. Everett Hanson, pastor of Vincent Methodist Church, Minot.

The student concert choir, conducted by Professor Robert Taylor, sang "Praise the Lord." Dr. Arthur G. Crane, president of Wyoming University and first president of Minot Normal School, gave the inaugural address. The subject of the address was "Carrying On." Dr. Crane greeted President Swain as author, lecturer, administrator and teacher, and an experienced leader conversant with the functions and problems of a teachers' college.

President Swain gave a forceful address. He concluded with a motto for the college:

"Founded in faith that man is enabled by understanding;

Dedicated to the advancement of learning and the search  
for truth;

Devoted to the instructions of youth and the welfare of  
the state."



After the ceremony, the guests were taken for an auto ride about the city and a launch ride up the "Murmuring Mouse" in George Bissell's fleet.

A banquet was given in the evening at the First Lutheran dining room. Covers were laid for 300. Music was given by the college orchestra, directed by Professor Petrucci, and a vocal solo by Professor Robert Taylor. Addresses were given by Governor Wm. E. Langer of North Dakota, Dr. A. G. Crane of the University of Wyoming, and President Swain. J. D. Harris and R. A. Kinser represented the State Board of Administration. Mrs. Swain and Mrs. McFarland were presented.

Many of the speakers referred to their long friendship with the late Dr. McFarland. There were frequent references to the fine work done by President Swain during the many years he was in charge of Mayville College and Mrs. Swain was praised for the interest she had taken in club and church activities in Mayville.<sup>1</sup>

Then came the forties. The responsibilities placed upon the college during World War II greatly surpassed the demands of the previous war. Under Dr. Swain's masterful direction, Minot State Teachers College served the nation in war as well as in peace.

During the spring of 1943, the Navy Department designated some 130 colleges and universities throughout the country as centers of training for officer candidates in the Navy. The Minot State Teachers College was

---

<sup>1</sup>Ward County Independent, (November 24, 1938).



one of the colleges chosen in the district known as Chicago Region. Between July 1, 1943 and November 1, 1945, over 1000 men were assigned to the college by the Navy. For one whole year, both the Navy V5 and Navy V12 Programs were operated simultaneously here. Both dormitories were used in housing the men who were fed at Pioneer Hall. In competition with other colleges, Minot students maintained a very fine record and thus indicated that a splendid job was done by the college faculty. The achievement rating based on tests given these students by government officials placed Minot State Teachers College third, having been outperformed only by St. Thomas and the University of Wisconsin.<sup>1</sup>

Expansion of the work at the college to include the A. B. Degree and the accrediting of the institution by the North Central Association of Colleges and Secondary Schools are changes of major significance which took place in 1947.<sup>2</sup>

Another event which doubtless will have far reaching effects upon the welfare of the college was the formation of the Minot State Teachers College Foundation. This is a permanent non-profit organization. Its purpose is the solicitation of gifts and bequests for the benefit of the students of the college.<sup>3</sup> A charter issued by the office of Secretary of State, Bismarck, North Dakota, is the first of its kind to be issued to a state institution in North Dakota.<sup>4</sup>

---

<sup>1</sup>Red and Green, Vol 25, No. 11, (April 1, 1947).

<sup>2</sup>Bulletin of State Teachers College, Minot, North Dakota, Catalog 48, (1948).

<sup>3</sup>Supplement to Bulletin, STC., Minot, Series 2, No. 57, (February, 1947).

<sup>4</sup>Minot Daily News, (July 17, 1947), p. 1.

Registrar Jenkins has been credited with doing much of the work leading to the Foundation, and he also was active in promoting activities for two concerts given by the United States Marine Band, the proceeds of which were to be used by the Foundation. The concerts were sponsored by The Minot Daily News. On October 27, 1947, a check for \$2,729.15 was turned over to H. H. Westlie, Treasurer, as a result of this entertainment.<sup>1</sup>

### Conclusion

*ONE HUNDRED*  
Thirty-five years, the life of Minot State Teachers College, has proven the wisdom of the early citizens who overcame many obstacles and founded this institution.

*fully and continuously met its objectives AS A COLLEGE FOR LEACHER EDUCATION AS ITS ORIGINAL PURPOSE IN THE CONSTITUTION OF THE STATE OF NORTH DAKOTA*  
It has lived up to its motto, "Service First," and filled a need for the young people in a *EASTERN* northwestern region of the state.

A comparison of that first year with the present one will serve to show the marvelous development and give some quantitative index of that service (Table 1).

Table 1

Comparison of Enrollment,  
Number of Faculty Members,  
and Volumes in Library

	<u>1913</u>	<u>1947</u>
College Enrollment	99	757
Training School	134	536
Faculty	10	58
Volumes in Library	A few	22,749

<sup>1</sup>Minot Daily News, (October 27, 1947), p. 1.

Table 2

Comparison of Curriculum  
for the Years  
1913-14 and 1947-48

<sup>1887-90</sup> <u>1913-14</u> <sup>1</sup>	<sup>1931-32</sup> <u>1947-48</u> <sup>2</sup>	<sup>1983-84</sup>
1. Ten and One-Half Months' Course for Rural Teachers	1. Rural Curricula	REVIEW COURSE - 6 MONTHS ELEM. COURSE FOR H.S. GRADS.
2. Four-Year Elementary Course for Eighth Grade Graduates	2. Two-Year Standard	
3. Five-Year Advanced Course for Eighth Grade Graduates	3. Junior College	
4. One-Year Elementary Course for High School Graduates	4. B. A. in Education	
5. Two-Year Advanced Course for High School Graduates	5. B. S. in Education	
	6. B. A.--Liberal Arts	

Table 3

Enrollment  
for  
Fall Term, 1947<sup>83</sup>

Freshmen	337
Sophomores	233
Juniors	75
Seniors	62
Unclassified	11
Post Graduates	4
Total	722*

\*Includes 240 veterans

<sup>1</sup>First Annual Catalog, Minot, North Dakota, Vol. I, No. 1,  
(August, 1913), p. 20.

<sup>2</sup>Bulletin of State Teachers College, Minot, North Dakota,  
Series 2, No. 50, (December, 1946).

Table 4

Services to North Dakota Youth  
(Including War Services)

---

Certificates Granted	
Forty-Eight Hour Rurals	179
Sixty-Hour Rurals	381
Elementary Certificates	1140
Diplomas Granted	
Standards	4188
Degrees in Education Granted	
B. A. Degree in Education	459
B. S. Degree in Education	527
Other Degrees Granted	
B. A. Degree in Liberal Arts	8
Special Certificates Awarded	
Art, Music, Commerce, Industrial Arts	320
War Services	
Nurses	556
Navy V5	754
Navy V12	900
Post-War Services	
Veterans	719
Additional Services	
Refresher Courses	450
Training School	
High School Graduates	614

---



Who can measure the effect of these services upon the lives, the work, the happiness, the success of thousands of North Dakota young people, those who have attended the college and those who have been influenced by its standards and activities. If an institution is the lengthened shadow of a man, then northwestern North Dakota may be regarded as the lengthened shadow of an educational institution.<sup>1</sup>

Table 5 shows the growth in enrollment, by terms. It shows the effect of the depression years upon the enrollment. It also shows the number of graduates.

---

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, Series 2, No. 50, (December, 1946), p. 1.

Table 5  
College Enrollment and Graduates by Years

Year	Regular Session	Summer School		Number of Graduates				
		1st Term	2nd Term	Elemen- tary	Stan- dard	Degrees in Edu- cation B.S.-B.A.	B.A. in Liberal Arts	Grad. Total
1913-14	99	297	...	17	...	...	...	17
1914-15	201	330	...	34	...	...	...	34
1915-16	272	315	...	40	10	...	...	50
1916-17	264	278	...	35	9	...	...	44
1917-18	181	170	...	49	12	...	...	61
1918-19	191	163	...	28	15	...	...	43
1919-20	163	340	176	51	27	...	...	78
1920-21	253	542	295	68	24	...	...	92
1921-22	319	642	387	131	51	...	...	182
1922-23	422	661	422	141	93	...	...	234
1923-24	567	702	432	191	119	...	...	310
1924-25	661	742	467	224	129	...	...	353
1925-26	654	917	630	131	149	4 BA	...	284
1926-27	669	868	659	...	194	14	...	208
1927-28	735	776	645	...	261	18	...	279
1928-29	690	780	648	...	239	19	...	258
1929-30	806	857	663	...	223	36	...	259
1930-31	870	885	687	...	193	36	...	229
1931-32	853	619	...	...	228	44	...	272
1932-33	863	417	...	...	222	49	...	271
1933-34	836	388	...	...	159	57	...	216
1934-35	741	348	...	...	152	47	...	199
1935-36	641	329	...	...	113	46	...	159
1936-37	724	...	...	...	195	39	...	234
1937-38	767	381	...	...	197	50	...	247
1938-39	913	482	...	...	182	52 BS	...	234
1939-40	990	478	...	...	203	54	...	257
1940-41	903	532	...	...	179	82	...	261
1941-42	753	492	...	...	173	65	...	238
1942-43	516	452	...	...	99	60	...	159
1943-44	333	448	...	...	88	42	...	130
1944-45	286	428	...	...	70	31	...	101
1945-46	433	470	...	...	65	30	...	95
1946-47	721	524	...	...	47	54	1	102
1947-48	757	520	...	...	68	57	7	132
20,047		17,573	6,111	1,140	4,188	986	8	6,322

## CHAPTER IV

## GOVERNING BOARDS

Board of Control for Normal Schools

Just before the Minot Normal School was established, the State Legislature consolidated the Boards of Trustees of the three normal schools into one, thus really making a Board of Control for Normal Schools. This board for several years took charge of normal schools of Valley City, Mayville, and Minot. To this board may be given the credit of the wise beginning of the institution at Minot. They planned wisely and built well.

So successful was the scheme of a consolidated board for several institutions that, at the Fourteenth Legislative Assembly, all the existing boards were superseded by a new Board of Regents for all state educational institutions.<sup>1</sup>

State Board of Regents

The bill creating the State Board of Regents was introduced in the House of Representatives by the Commissioner of Education on February 8, 1915, and was known as House Bill No. 361. It became a law on March 5, 1915.<sup>2</sup>

It was thought that a Board of Regents having full control of these schools would tend to delocalize the institutions and make them what they truly should be--state institutions.<sup>3</sup>

---

<sup>1</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. III, No. 1, (August, 1915), p. 19.

<sup>2</sup>Public Document--No. 1, Thirteenth Annual Report to State Treasurer of North Dakota, (June, 1915), p. 867.

<sup>3</sup>Ibid., p. 866.

The new Board of Regents that assumed the reins of government July 1, 1915, consisted of the following men, all of whom had several years of experience in managing large affairs and were particularly familiar with educational matters. It was believed that, under the new board, the institution would continue to grow and increase in power and efficiency. The members of this board were:

Lewis F. Crawford	President
Frank White	Vice-President
Dr. J. D. Taylor	
Emil Scow	
J. A. Power	
Charles Brewer	Secretary <sup>1</sup>

The outgoing board that served with such faithfulness and credit consisted of:

F. A. Wilson	President
R. M. Rishworth	Vice-President
J. M. Devine	Secretary
Hugh McDonald	
H. A. Nelson	
M. L. Elken	
E. J. Taylor <sup>2</sup>	

---

<sup>1</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. III, No. 1, (August, 1915), p. 19.

<sup>2</sup>Ibid.



### Board of Administration

The Board of Regents was later replaced by the Board of Administration. The referred measure, Senate Bill No. 134, of State Laws, 1919, was voted on by the people June 26, 1919. The measure passed by a vote of 59,364 to 52,450 and the Board of Administration came into control.

The members of this board were:

George A. Totten                      Chairman

Robert J. Muir

P. M. Casey

Ex-officio Members:

Minnie J. Nielson,              State Superintendent of  
Public Instruction

John M. Hagen,                  Commissioner of Agricul-  
ture and Labor

Charles Liessiman,              Executive Secretary<sup>1</sup>

### State Board of Higher Education

During 1938 another change took place. In accordance with Section 6, Sub-section a, Article 54 of Constitutional Amendment adopted by the voters of the state in 1938, a State Board of Higher Education was formed.

This board consisted of seven members appointed, one each year, by the governor of the state, which appointment must be confirmed by the senate, to hold office for a period of seven years. The board appoints

---

<sup>1</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. 7, No. 3, (March, 1920).

a Commissioner of Higher Education who is the chief executive officer of the Board, as well as secretary of the board.

The members appointed by the governor and confirmed by the senate met in Bismarck on July 6, 1939, and proceeded to organize as provided in the amendment. These members were:

Ray Johnson	President
Mrs. Matt Crowley	Vice-President
Howard J. Henry	
Merle Kidder	
Lars O. Frederickson	
Fred Traynor	
P. J. Murphy	
R. B. Murphy	Secretary <sup>1</sup>

The Board of Higher Education has full authority over the institutions under its control with the right to prescribe, limit, or modify the courses offered at the several institutions, the work of each institution's standard systems of accounts and records.<sup>2</sup>

A guarantee was given the board that it would act with entire freedom from political restraint. The board from the outset accepted the popular mandate and in its first conference with the heads of the institutions made it clear that the administration of these institutions

---

<sup>1</sup>First Biennial Report of Board of Higher Education to Governors, Public Document 18-1939-40, (July 1, 1938-June, 1940), p. 891.

<sup>2</sup>Blue Book, (1942), p. 84.

of higher learning should go forward without fear that their acts would be subjected to any test other than that of efficiency and devotion to the higher interests of the state. This board is determined to remove the institutions of higher education from the influence of partisan politics. They have given the institutions a feeling of confidence and a sense of security.<sup>1</sup>

The members of the present State Board of Higher Education in 1948 are:

R. A. Trubey	Fargo	President	1954
Howard J. Henry	Westhope		1948
Merle Kidder	Towner		1949
A. S. Marshall	Forbes		1950
Lars O. Frederickson	Pekin		1951
F. J. Traynor	Devils Lake		1952
Roy Johnson	Casselton		1953
A. F. Arnason	Bismarck	Commissioner	
E. W. Olson <sup>2</sup>	Bismarck	Auditor	

---

<sup>1</sup>First Biennial Report of Board of Higher Education to Governor, Public Document 18-1939-40, North Dakota, (July 1, 1938-June, 1940), p. 892.

<sup>2</sup>Resigned July, 1948.

## CHAPTER V

## PRESIDENTS

The college has been fortunate in selection and permanence of its presidents. Four men have served as administrative heads with only short intervals between them. This continuity of tenure on the part of the administration has given a stability that is most valuable.

President Arthur G. Crane

1913 - 1920

Carleton College -- B. S.

Post-Graduate Student -- University of Wisconsin

Columbia University -- M. A.

University of Wyoming -- LL. D. conferred in 1946

After his graduation from Carleton College, President Crane was offered a teaching position in the schools of Rochester, Minnesota, at \$65 a month. He held out for \$75 and didn't get it. He was then hired as head of the Minto Schools at \$111 a month. Later he went to Jamestown as Superintendent of Public Schools. From Jamestown he came to Minot Normal.

In his younger days, President Crane made his living as a carpenter, and he was a good one. He earned money in this way to pay his way through school.

As president of the University of Wyoming at Laramie, which position he held for seventeen years, A. G. Crane was the highest paid official in Wyoming.



President Crane led the Minot Normal School through the strenuous period of organization. In August, 1917, he was granted a fourteen months' leave of absence. He expected to do graduate work at Teachers College, Columbia University, where he would pay special attention to normal school administration and methods of instruction.

President Crane planned to return in September, 1918; but the Surgeon General of the Army asked the Board of Regents to extend President Crane's leave of absence another year so that he might continue in war service in Washington Teachers College at Columbia University. He was commissioned a major in the army and served for one year in the rehabilitation service in the Surgeon General's Office, Washington, D. C.

Shortly after his return in 1920, President Crane resigned to become President of the State Normal School at Edinboro, Pennsylvania.

An extract from a greeting to teachers of the Northwest gives us an insight into the character of this worthy president:

The motto of our school is "Service First." Its aim has not been an institution unless that institution arose because of service well rendered. Institutionalism too often shackles higher education. May the zeal for the Minot Normal School as an institution always yield to the needs of the boys and girls of the Northwest.

A majority of you have attended some of the sessions in Minot. You have caught the great ideal of the public schools, "Service above School." You should be carrying this to your pupils. It will show itself in the exceptions you make to established rule or precedent whenever a boy or girl is in need. It will show itself in a firm demand for good work and honest grades. It will show itself in enriched curricula, in flexible programs, in community work, in adaptations to circumstances and in leadership that dares to be different for the sake of the children.

In short, it is the spirit of progress that looks clearly and honestly at today's problems, solving them

in the light of experience, but unfettered by the worship of the past. May the students of the Normal School at Minot ever retain this spirit and pass it on to their pupils.<sup>1</sup>

President Levi H. Beeler

1920 - 1922

Dr. Levi H. Beeler of Chicago succeeded to the presidency upon the resignation of Dr. Crane in August, 1920.

There was an unprecedented enrollment. Dr. Beeler met the situation in an energetic manner.

President George A. McFarland

1922 - 1938

1883	B. S.	Hiram College
1886	M. S.	Hiram College
1922	LL. D.	Fargo College
1884-1887	Superintendent of Schools, Scotland, South Dakota	
1887-1889	Secretary of Territorial Board of Education	
1889-1890	Instructor of Pedagogy, Normal School, Madison, South Dakota	
1890-1892	In business	
1892-1918	President, State Normal School, Valley City, North Dakota	
1919-1922	Superintendent of Schools, Williston, North Dakota	
1922-1938	President, Minot State Normal and State Teachers College	

---

<sup>1</sup>Quarterly Bulletin, (1920-21), p. 2.

An important milestone in the early history of the Minot State Normal School was the election of Dr. George A. McFarland as president.

Dr. McFarland was sixty-four years old when he came to Minot as president of the Normal School. He had already made a remarkable record of noble service to North Dakota in Valley City and Williston, where he headed educational institutions; yet, it was generally felt that a man of that age would probably retire in four or five years. The hope was that, by that time, the institution would be in such shape that it could be turned over to younger hands.<sup>1</sup>

But Dr. McFarland was destined to devote the most important years of his life to the Minot institution. Under his guidance, the school continued to grow in influence and service.

Dr. McFarland left his impression on this college. His fine idealism combined with a keen and practical insight into human nature and a particularly sympathetic understanding of youth made him a rare teacher and administrator. All those who came in contact with him felt it was a privilege to know him and an inspiration to work with him.<sup>2</sup>

It seems fitting that the first scholarship established on the campus of Minot State Teachers College should honor Dr. McFarland.

The following tribute was given by L. A. White, then superintendent of Minot City Schools, upon this occasion:

When for fifty-three years a man gifted and talented by nature with gifts augmented by training and experience

---

<sup>1</sup>Ward County Independent, (June 23, 1938), p. 3.

<sup>2</sup>Report of State Teachers College, Public Document 692, (July 1, 1938).



year after year with never hesitant loyalty, devotes his best self and fullest strength to the mighty cause of education, then indeed may we know that we have an unusual leader in our midst.

This greeting from Dr. McFarland to students in the 1928-29

"Beaver" is symbolic of the man:

May we all approach teaching in the spirit of General Garfield who said he felt like taking his hat off in the presence of a boy because he did not know what possibilities were buttoned up beneath his jacket.

About a month before President McFarland's death, while visiting with G. D. Colcord, he remarked:

It is with a good deal of satisfaction in the closing years of my life that I reflect on the part I have been permitted to take in education in North and South Dakota. Sometimes I feel that I have not accomplished what I had hoped, but as I look back, I recall many seemingly brilliant men with whom I have worked who left the state to accept what appeared to them and to all of us positions that afforded them much better opportunities. While some of them succeeded, a very large number of them have been forgotten, and I presume it is much better for me that I remained in this one locality all these years. At any rate, it has afforded me a great deal of satisfaction.<sup>1</sup>

Dr. McFarland ended his career in the very height of his success, just as he would have wished it to end. What a closing chapter he has written.<sup>2</sup>

---

<sup>1</sup>Ward County Independent (June 23, 1938), p. 1.

<sup>2</sup>Dr. McFarland died June 15, 1938.



President Carl C. Swain

1938 - ----

B. A.	St. Olaf's College	Minnesota
M. A.	Columbia University	New York
LL. D.	St. Olaf's College	Minnesota
Graduate Work	University of Wisconsin University of North Dakota	

Dr. Swain made a special study of:

School Administration:

Publications  
Studies in Consolidation  
Rural School Management  
Reorganization of Rural Schools

Favorite slogan: "A college need not be large but it must be great."

Dr. Carl C. Swain came to North Dakota from State Teachers College, at Cedar Falls, Iowa. He was president of Mayville State Teachers College from 1923-38, when he came to Minot to succeed the late Dr. McFarland.

How well Dr. Swain has succeeded in "Carrying On" is exemplified by the rapid growth of the college under his skillful guidance.

Dr. Swain's greeting to students gives us a deeper insight into his high educational ideals:

The State Teachers College of Minot is symbolic of the integrity and purpose of the State of North Dakota. It has no other character than that which we, the students and faculty, give to it, from one generation to another. It stands for "All the children of all the people, not for the privileged few."

It gladly welcomes men and women who are seeking after the truth, a richer, fuller life, a finer

something that cannot be measured in monetary terms by additional buildings, by an enlarged campus, or by an increased enrollment.

It represents an enrichment of life by the intangible growth which it fosters through the contact and friendship with great minds of all ages. It is a symbol of its motto, "Service First."<sup>1</sup>

---

<sup>1</sup>Beaver, Minot State Teachers College, Vol. 12, (1933), p. 8.

## CHAPTER VI

## FACULTY

The first element in a great school is a body of great teachers.<sup>1</sup>

First Faculty of Minot State Normal School--1913<sup>2</sup>

A. C. Crane, B.S.	President
Wm. F. Clark, A.B., Ph. D.	Supervisor of Practice
Julia McDonough, A.B.	English
Huldah L. Winsted, A.B., A.M.	Geography and Librarian
Mrs. Amy M. Simpon	Music and Drawing
Charles W. Hammond	Agriculture and Mathematics
George Altmanne	Physical Education and History
Euula J. Miller	Principal, Model School First Primary
Isabel J. Devine, A.B.	Critic, Grades 3 and 4
Hazel McCulloch, A.B.	Critic, Grades 5 and 6
Elsie J. Cook	Critic, Grades 7 and 8
L. V. Parker, A.B.	Public Health Laboratory, Lectures on Sanitation and Bacteriology

---

<sup>1</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. 10, No. 1, (August, 1922), p. 5.

<sup>2</sup>First Annual Catalog, Minot, North Dakota, Vol. I, No. 1, (August, 1913), p. 9.

Model School Supervisors

1913 - 1948

Dr. William A. Clark	1913-1922
L. O. McAfee	1922-1923
Dr. George N. Sleight	1923-1927
Charles Scott	1927-1939
Dr. E. M. Tanruther	1939-1941
Dr. G. Holstein	1941-1944
Ben Simmons <sup>1</sup>	1944-1947
O. A. Alm, Acting Director	1947-1948

---

<sup>1</sup>Leave of Absence, 1947-48.



Minot State Teachers College Faculty

1948 - 1949

\* Fifteen years or more at Minot State Teachers College

. On leave of absence

Carl C. Swain	President	B.S., M.A., LL.D.	1938
* W. D. Allen	Sociology, Economics	B.A., M.A.	1925
O. A. Alm	Acting Director of Teacher Training Acting Director of Placement Bureau	B.A., M.S.	1947
Henrietta Anderson	Campus School Librarian	B.A.	1942
Agnes J. Beckstrom	Mathematics	B.A., M.A.	1940
* Olaf Beeman	Supervising Teacher, Grade 4	B.A., M.A.	1932
Bruce Bennett	Physical Education	A.B., M.A., Ph.D.	1947
C. S. Bjorlie	High School Principal	B.A., M.A.	1943
* Dan C. Blide	Dean of Students, Dean of Men, Industrial Arts	B.S., M.S.	1924
Marie Bruce	History, Dean of Women	B.S., M.A.	1947
Wm. F. Bublitz	Psychology	B.A., M.A., Ph.D.	1935
J. Bernard Busse	Commerce	B.A.	1942
Wm. Carmody	Journalism	B.S., M.S.	1946
* Elsie J. Cook	English	B.S., M.A.	1913
Claire Davis	Supervising Teacher, Grade 3	B.S., M.A.	1934
O. A. DeLong	Dean of Education	A.B., M.A., Ed.D.	1946
Arthur Devor	Chemistry	B.A., M.A., Ph.D.	1947

* Leila C. Ewen	Director of Rural Education	B.A., M.A.	1927
Ruth K. Norem	Supervising Teacher, Grade 5	B.A., M.A.	1942
* Millie J. Fristad	Public School Music	B.A., M.A.	1931
* Edna Gilbert	Literature and Speech	B.L., M.S.	1930
Reuben Gjerde	Supervising Teacher, High School	B.A.	1946
Lawrence H. Hahn	Band	B.A., M.A.	1946
Eva Haner	Supervising Teacher, High School		1945
* Eva M. Hartnett	Art	B.S., M.F.A.	1927
* Lester Hartnett	Dramatics	B.A., M.A.	1928
Helen Hoar	Language	A.B., M.A.	1946
Lyla Hoffine	English	B.A., M.A.	1943
Chas. A. Hoffman	Biology	B.A., M.S., Ph.D.	1935
Catharine Hoskins	Supervising Teacher, Mathematics	B.A., M.A.	1943
Ralph Hubbard	Biology	B.A., M.A.	1947
Ernest Ising	Physics	Ph.D.	1947
Mrs. Ernest Ising	German, Economics	Ph.D.	1947
Ellen Johnson	Elementary Education	B.A., M.A.	1944
Frank Kammerlohr	Physical Education	B.S.	1946
Esther Rose Knutson	Assistant Librarian	B.S.	1945
Leon Lande	Physical Education	B.A., B.S.	1946
Joyce Lund	Grade Supervising Teacher	B.S.	1946
Mrs. F. V. Lyman	Director, Dakota Hall		1939
* Hazel McCulloch	History	B.A., M.A.	1913

E. R. Manning	Industrial Arts	B.A., M.S.	1943
Eugene Matters	Music	B.A., M.A.	1947
Paschal Monk	Voice	B.S., M.Ed.	1942
Paul M. Morrison	Social Studies	B.A., M.A., Ph.D.	1947
Betsy Nokleby	College Nurse	R.N.	1946
* Grant M. Norem	Director of Personnel, Education, Psychology	B.A., M.A., Ph.D.	1929
Herbert M. Parker	Physical Education	B.A.	1947
* Olga Petersen	Supervising Teacher, High School	B.A., M.A.	1932
* Arturo Petrucci	Violin		1926
* Louise Reishus	Physical Education	B.S., M.A.	1927
Mark Rhea	Agriculture	M.A.	1947
John D. Scheffer	English	B.A., M.A., Ph.D.	1940
Earl Shearer	Geography	B.A., M.A.	1946
* Benjamin L. Simmons	Director of Teacher Training	B.S., M.S.	1930
James Stuart	Piano	Mus.B.	1946
Nellie R. Swanson	Librarian	B.A., M.A.	1939
Dorothy Treshansky	Piano	B.M., M.M.	1946
T. A. Vannatta	History, Philosophy	B.A., B.D.	1946
Eva M. Walker	Supervising Teacher, Grade 2	B.A., M.A.	1929
. Harry B. Welliver	Piano, Organ	Mus.B., Mus.M.	1935
Verna Wickham	Commerce	B.A., M.A.	1947
Irene Wood	Home Economics	B.S., M.S.	1946

Twenty Years or More of Tenure

W. D. Allen

W. D. "Doc" Allen came to Minot State Teachers College in 1925. He took over the position of principal and coach at the Model High School, a position he filled for over a decade. Upon the resignation of James Coleman in 1936, he assumed the duties of athletic director of the college. Since the retirement of Dr. Lantis in 1944, Mr. Allen has been teaching economics.

Being everybody's friend, he has endeared himself to the students and is one of the most popular faculty members.<sup>1</sup>

Mr. Allen received his B. A. from Maryville College, Tennessee, and his M. A. from Washington State College, Washington.

Dan C. Blide

Dan C. Blide, Dean of Students and Dean of Men, is the head of the Industrial Arts Department at Minot State Teachers College. During the war, Mr. Blide showed interest and gave much of his time to the various training programs, including the Civilian Pilot Training Program, Glider Training Program, Navy V5, and Navy V12 Programs. In 1938, he was placed in charge of the National Youth Administrative Program which continued for three years.

---

<sup>1</sup>Red and Green, Vol. 22, No. 14 (February 15, 1944), p. 4.



Mr. Blide received his diploma from Stout Institute in 1919 and the Bachelor of Science Degree from the same institution in 1922. In the summer of 1923, he did graduate work at Teachers College, Colorado University. Formerly he was an instructor in carpentry and building construction, Michigan School for Deaf, 1919-1920; an instructor in Junior High School, Morgan Park, Duluth, Minnesota, in 1920-21; a part-time instructor in vocational work, Menomonie, Wisconsin, 1921-22; and director of industrial arts in Minot Public Schools, 1922-24. In the summer of 1924, he joined the Minot State Teachers College staff. He is now the oldest male member of the college staff in point of years of service.<sup>1</sup>

#### Eleanor C. Bryson

Eleanor C. Bryson, head of the Home Economics Department, retired after over thirty years of service at Minot State Teachers College. Coming to Minot, upon receiving her Bachelor of Science Degree, in Home Economics, from the Illinois Institute of Technology, she established the Home Economics Department at the college. In addition to regular college classes, she taught grade classes after 1915 and high school classes after 1925. Miss Bryson traveled extensively. She toured Europe in 1933 and visited the New England states and east Central Canada. She also took post-graduate work at the Universities of Minnesota, Chicago, and Colorado.<sup>2</sup>

---

<sup>1</sup>Personal Interview.

<sup>2</sup>Red and Green, Vol. 23, No. 4, (May 23, 1945), p. 1.

Miss Bryson served as State President of the Business and Professional Women's Club and Delta Kappa Gamma.

Since her retirement, Miss Bryson makes her home in Minot. Her retirement has been interrupted by repeated calls to assist in the Home Economics Department at the college.<sup>1</sup>

#### Elsie J. Cook

When Elsie J. Cook indulges in her hobby, she writes children's plays. When at work in her regular position, she teaches in the English Department at Minot State Teachers College.

Miss Cook attended the Oshkosh, Wisconsin, public schools and Normal School and completed work for her B. A. Degree at the University of Chicago. She completed work for her M. A. Degree at the University of North Dakota. At Chicago, she took a general supervisor's course. Geography and meteorology were subjects in which she specialized.

Before coming to Minot in 1913 to teach in the public schools, Miss Cook was a member of the faculty in the James J. Hill School, St. Paul.

Miss Cook is the author of a geography workbook used extensively in rural schools. She has served on a geography committee and has helped in the formulation of a course of study for rural schools. She has made a special study of juvenile delinquency.

Miss Cook was president of the North Dakota Parent and Teachers Organization from 1925 to 1927, and, although no longer the state leader,

---

<sup>1</sup>Red and Green, Vol. 23, No. 4, (May 23, 1945), p. 1.

she continues her active interest in the work. She attended four National P. T. A. Congresses. Many P. T. A. groups throughout the state have received inspiration from her talks, as have other groups organized for civic or educational purposes. It might be stated here, too, that she is an excellent speaker, having a ready supply of wit and a friendly personality that makes her platform appearance effective.

Miss Cook is a member of the Minot Business and Professional Women's Club and a member of Phi Lambda Theta.<sup>1</sup>

#### J. W. R. H. DeLa

Mr. DeLa, formerly editor and publisher of the Drake Register at Drake, North Dakota, became a member of the staff of Minot Normal School in 1922. His genial disposition and sympathetic attitude won him many friends in community and school life.<sup>2</sup>

Mr. DeLa holds a Bachelor of Science Degree from South Dakota State College and an M. A. from the University of South Dakota. He served as Superintendent of Schools at Cogswell, North Dakota, and Balfour, North Dakota, and was an instructor and superintendent at Drake High School before coming to Minot, North Dakota, in 1922.<sup>3</sup>

---

<sup>1</sup>Blanche Lynch, "Elsie J. Cook," B. P. Women's Quarterly, Minot, North Dakota, Vol. 7, No. 2, pp. 1-2.

<sup>2</sup>Red and Green, Vol. 2, No. 2 (November 13, 1923), p. 1.

<sup>3</sup>Ibid., p. 8.

### Leila Ewen

Miss Ewen is a native of North Dakota, the daughter of a pioneer family who managed the famous Dalrymple Farm near Mayville, North Dakota, in the Red River Valley. As supervisor of the Rural Department since 1927, Miss Ewen directs teachers' programs and the rural curriculum. She spends part of her time in field work. Miss Ewen is a woman of unflagging energy and untiring zeal in her chosen field of work. Minot College is very proud of her fine record for improving rural education in North Dakota.<sup>1</sup>

Miss Ewen holds B. A. and M. A. Degrees from Columbia Teachers College, New York.

### Eva M. Valker Hartnett

Miss Valker, successor to Miss Miller as head of the Art Department, graduated from Minot High School and Minot State Teachers College. She holds a Bachelor of Science Degree from the University of Minnesota and a Master of Fine Arts Degree from the University of Oregon. Miss Valker taught in the Jamestown and Minot public schools; was art supervisor in Grand Forks and assistant art supervisor in Minneapolis schools; taught summer terms as art supervisor in Tempe, Arizona, and Minot State Teachers College before becoming a regular member of Minot State Teachers College staff in 1927.<sup>2</sup>

---

<sup>1</sup>Red and Green, Vol. 23, No. 3, (November 3, 1944), p. 1.

<sup>2</sup>Bulletin Minot State Teachers College, Series 2, No. 6, (August, 1939), p. 11.



In August, 1941, Miss Valker married Lester Hartnett, a member of the Minot State Teachers College faculty. She has continued as head of the Art Department. She is adviser of Sigma Sigma Sigma Sorority and a member of Delta Kappa Gamma and Phi Lambda Theta Societies.

Mrs. Hartnett has traveled extensively. In 1928, she spent the three summer months abroad. For the past two years, Mr. and Mrs. Hartnett have been in charge of the students' conducted tour of Eastern United States.<sup>1</sup>

#### Lester J. Hartnett

Mr. Hartnett began his college training at the State Normal School of Valley City. Here he graduated from a teacher training course and for a time busied himself as a public school teacher. However, he had early developed an interest in dramatics and after two or three terms of teaching, he enrolled in a private school of dramatics and later traveled for a time with a Shakesperian Stock Company.

The career in dramatics was cut short by the advent of World War I and enlistment for service, resulting in something like 18 months of action on foreign soil. At the close of the war, Mr. Hartnett was enrolled for a time at the University of Poitiers, in France. Returning to the United States, he accepted the superintendency of a small school system in western North Dakota. He held this position for several years, but

---

<sup>1</sup>Personal Interview.

finally succumbed to the lure of the beacon lamp of knowledge and in 1924 entered the University of North Dakota and began what proved to be an extended period of study, resulting not only in the conferring of a B. A. Degree, but also an M. A. and more than a year of advanced work in the field of speech and drama. Most of the dramatic work was done in the Department of Drama at Yale University.

Just subsequent to the completion of his work at Yale, Mr. Hartnett joined the faculty of the State Teachers College at Minot in 1928. Here his success is evidenced by the enthusiastic acceptance of his several dramatic productions, including both those under the auspices of the college and those given by other sponsors.

Despite his long hours of daily service, Mr. Hartnett has found time to be active in fraternal and service club circles. He has become an outstanding figure in the public life of the community and is held in the highest esteem by its citizens.

#### Frank W. Hicks

"Twenty-one years is a mighty long time but an enjoyable twenty-one years it has been," is the feeling expressed by Mr. Hicks who formerly was the registrar of the Minot Teachers College.

Serving fourteen years under Dr. McFarland and seven years under Dr. Swain, Mr. Hicks liked the work, but he has looked forward to the time when he and Mrs. Hicks could move into their home at Gresham, Oregon, 20 miles east of Portland. Carpenter work is a hobby of Mr. Hicks, and he plans to make many improvements on his new home. They have fruit trees and a large garden lot which will take up much of their time.

Receiving his under graduate work at Cornell University and his graduate work at the University of Chicago and the University of Washington, Mr. Hicks was head of the Education Department at Minot College from 1924 to 1942, when he assumed the duties of registrar. However, Mr. Hicks retained part of his work in the Education Department.

#### L. A. Lantis

Dr. Lantis received his B. A. Degree at Miami University in 1899, and his M. A. in 1902. He did graduate work at the University of Wisconsin, Ohio State University, and the University of Minnesota. He came to Minot from the University of Minnesota in 1923, where he was a part-time instructor in sociology. Dr. Lantis is the author of a book on rural sociology.

Upon his retirement, Dr. and Mrs. Lantis moved to Ohio to be near relatives. They were followed by the best wishes of a host of friends.

#### Hazel E. McCulloch

Miss McCulloch has given continuous service as a member of the faculty of Minot State Teachers College since its establishment. Her tireless creative efforts have been markedly instrumental in its growth. Her pleasing and gracious personality has been a constant inspiration to the many students who have been under her influence.<sup>1</sup>

---

<sup>1</sup>Beaver, Minot State Teachers College, Vol. XI, p. 2.

Miss McCulloch holds B. A. and M. A. Degrees from the University of Minnesota and has done graduate study at Colorado University and Stanford University. She was principal of the high school at Washburn, North Dakota, before coming to Minot Normal as intermediate grade critic teacher in 1913. She is now head of the History Department in the College.<sup>1</sup>

Miss McCulloch is director of alumni relations and has prepared a complete directory of all degree graduates.

#### Julia McDonough

Miss McDonough was born in Wisconsin and reared on a Minnesota farm, where, when she reached the age of nine years, she began her school work in a sod banked "little red schoolhouse." Her academic training was received at Mankato, Minnesota, Normal School. This was followed by six years of teaching in the grades. Then Miss McDonough went to the University of Minnesota for her B. A. Degree. She followed this with high school teaching and with normal training department work.

When the Minot State Normal School was launched, she came as an instructor in English. She was granted a year's leave of absence and received her M. A. Degree at Teachers College, Colorado University, in 1922.

Miss McDonough retired in 1940.

---

<sup>1</sup>Bulletin of Minot State Teachers College, Minot, North Dakota, Series 2, No. 6, (1939-40).



### Margaret Montgomery

Miss Montgomery came to Minot State Teachers College in 1924 as sixth grade critic. She received her B. A. Degree from the University of Michigan and her M. A. Degree from Colorado University. Miss Montgomery did graduate study at the University of Chicago.

Her previous wide experience included principalship of the high school in West Waterloo, Iowa; principal of Everett School, Sioux City, Iowa; county superintendent of Cherokee County, Iowa; instructor in methods, State Normal, West Liberty, West Virginia; summer training school, State Normal, Illinois; and State Teachers College, Normal, Illinois.<sup>1</sup>

Miss Montgomery retired in 1944.

### George M. Mounce

"Professor Mounce has made a distinct contribution to the up-building of our college and, in his retirement, the college is losing one of its most capable instructors," stated President Swain in announcing the resignation of George M. Mounce, on April 27, 1945. "Under the able direction of Professor Mounce, the chemistry and physics departments have been enlarged in space, capacity and equipment, much of which he constructed on his own time."

---

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, Series 2, No. 6, (August, 1939), p. 9.

When questioned about his early school days, Mr. Mounce replied, "Kentucky is my home state and no one went to school down there." Later his parents moved to Illinois and there he finished grade school in two years. He had no high school training, but he wrote a teachers' examination and taught in a country school near Springfield until he enrolled in the State Teachers College at Normal, Illinois, in 1908. By staying summers he finished the three years' course in two years. He was graduated from the University in 1912. There he taught physics in Sand Peru township from 1912 until 1922. He received his Master of Science Degree in 1923 from the University of Chicago.

At Minot College he taught physics, chemistry, and navigation under V5 and Civilian Pilot Training Corps.<sup>1</sup>

Mr. and Mrs. Mounce have two sons who served in the Navy during World War II. Upon his retirement, Mr. Mounce moved to Sand Point, Idaho, to manage a drug store which he had purchased.

#### Arturo Petrucci

Mr. Petrucci was born in Naples, Italy. He graduated from Higher School of Music, Mannheim, Germany, in 1913. He studied under Dr. J. Koachim, Berlin, before becoming a member of a traveling orchestra directed by his father.

---

<sup>1</sup>Red and Green, Vol. 23, No. 12, (April 22, 1945), p. 1.

At the age of twenty-one, he embarked for America, bringing his wife and infant daughter to visit his uncle in Mohall, North Dakota.<sup>1</sup>

In 1926, he became affiliated with Minot State Teachers College. Mr. Petrucci, director of the orchestra, is to be complimented upon the excellent interest and enthusiasm that he has created in the organization, making it the biggest and best in the history of the institution.<sup>2</sup>

#### Louise Reishus

Miss Reishus came to Minot State Teachers College in the fall of 1927. She received her Bachelor of Science Degree at Battle Creek College, Michigan. She has taken one year's leave of absence to secure her Master of Arts Degree from Colorado University.

Miss Reishus is a very active member of the college faculty, being chairman of the division of health and physical education and adviser of Delta Epsilon Phi and Lutheran students. She served as dean of women from 1942 to 1947. Miss Reishus is head of the Physical Education Department for women.<sup>3</sup>

#### Perna Marie Stine

Miss Stine graduated from State Normal University, Normal, Illinois, in 1915. She received a Bachelor of Science Degree from the

---

<sup>1</sup>Personal Interview.

<sup>2</sup>Red and Green, Vol. 5, No. 8, (January 25, 1927), p. 1.

<sup>3</sup>Red and Green, Vol. 21, No. 1, (October 21, 1942), p. 3.

same school in 1918 and a M. A. Degree from the University of Chicago in 1924. She is a member of Phi Lambda Theta.

Miss Stine served as summer school instructor at Michigan University before coming to Minot State Teachers College. She resigned in 1944, after twenty years of faithful service.<sup>1</sup>

#### Huldah Lucille Winsted

Miss Winsted was connected with the Minot State Normal School from its establishment in 1913 until 1937.

Miss Winsted was born in Sweden of Swedish, Dutch, and German ancestry. In Sweden, she attended the public schools and during her childhood, traveled extensively over the northern European countries. Her mother died when she was a month old, and at thirteen years of age she came to the United States to live with an older sister. At Red Wing, Minnesota, she entered the public schools in order to learn the English language. One year later she enrolled in Valley City Preparatory Department and, when six years later she graduated from the school, she was placed in charge of the same preparatory department she had entered a short time before.

After two years of teaching at Valley City, Miss Winsted entered the University of Minnesota. She received her B. A. and M. A. Degrees there, and then did graduate work at the University of California.

Miss Winsted traveled extensively through the United States, Canada, Mexico, and Hawaii.

---

<sup>1</sup>Red and Green, Vol. 22, No. 20, (May 24, 1944), p. 3.



Miss Winsted was interested in natural and social sciences and taught geology and geography at Minot State Teachers College. While in the college, she also served as librarian, registrar, preceptress of the dormitory, and dean of women. Several volumes of her poems have been published, some of the best of these singing the beauties of the prairies of North Dakota.

Miss Winsted served as president of the North Dakota Education Association. She is a speaker of ability and a warm and sympathetic student of human nature.<sup>1</sup>

Miss Winsted makes her home in California at the present time.

---

<sup>1</sup>Blanche Lynch, "Huldah Lucille Winsted," The Gist of It, B. P. W. Federated Quarterly, Vol. 7, No. 2 (1929), p. 12.

## CHAPTER VII

### THE CAMPUS

The Minot State Teachers College has an attractive location. The broad, sweeping campus, now comprising about seventy acres, has well laid out walks and drives and makes a strong appeal to the eye upon first approach. It has been beautified by landscape architects with a well-arranged plan of trees, shrubs, hedges, and flowers.

#### Main Building

The Main Building is a large and imposing structure. In it are located the administrative offices, classrooms, assembly hall, music studios, library, laboratories, gymnasium, museum, post office, a suite of rooms for home economics, the industrial art shops, and the print shop.<sup>1</sup>

#### Library and Reading Room

The library and reading room is located on the second floor of the Main Building. The library contains over 22,749 books and 20,000 pamphlets. More than 275 leading educational and professional periodicals, newspapers, and magazines come to the library regularly. There is a large, well-lighted main reading room. The campus school library is housed in the Campus School Building.

---

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, (1948-49).

### Pioneer Hall

Pioneer Hall was built in 1913 and was a girls' dormitory until 1939 when it was changed into a hall for men. It has a plain brick exterior but it is well arranged and attractive within.

The kitchen, cafeteria, and dining room in Pioneer Hall are thoroughly modern and complete in their equipment. Spacious halls, parlors and sun parlors, in addition to fifty airy, well-furnished rooms, have been provided for the students.

An appropriation of \$50,000 was made by the 1911 Legislative Assembly for the erection of this building.<sup>1</sup>

### Dakota Hall

The Legislative Assembly having legalized the formation of institutional holding associations, in 1930 a group of nine members was organized and the construction of Dakota Hall was begun. It was completed and occupied during the fall of 1931. There are accommodations for 137 girls. It provides room for an office, for preceptress, a room for the housekeeper, and a library. It is made of pressed brick and is very modern and convenient.<sup>2</sup>

### Heating Plant

The central heating plant is located so that it can readily heat all buildings on the grounds, getting water return by gravity. This makes

---

<sup>1</sup>Laws of North Dakota, Wallin Bill, S. B. No. 27, (1911), Chapter 22, p. 25.

<sup>2</sup>Thirteenth and Fourteenth Annual Report to the Board of Administration, p. 262.

heating more economical than when pumping is required for return condensation. Provisions are made for additional boiler room without much expense. The \$4,000 appropriated for a smoke stack proved ample for its construction. An appropriation of \$35,000 for a boiler was increased by 45 per cent of funds by P. W. A. This combined sum made it possible to install a large modern boiler, a water softener plant, and make extensive repairs in the power house.<sup>1</sup>

The heating plant is an attractive building and is constructed of brick similar to Main building. It was completely demolished by a tornado in 1913 and had to be rebuilt.<sup>2</sup>

#### Student Union

This beautiful building is a distinctive addition to the campus. It was a resident N. Y. A. project. The government supplied \$3,000 worth of new material and all necessary labor. Through donations from faculty, alumni, and students, the sponsors' share of materials was provided. The taxpayers of the state have not directly contributed any money toward the project. This building stands as a new and forward looking achievement in modern education.<sup>3</sup>

#### President's Residence

The attractive home for the president was completed in December, 1941. It was constructed in cooperation with N. Y. A. and W. P. A.

---

<sup>1</sup>First Biennial Report to Board of Higher Education, p. 115.

<sup>2</sup>G. D. Colcord in personal interview on May 22, 1947.

<sup>3</sup>Biennial Report to Board of Higher Education, Pub. Doc. 18, (1938-1940), p. 1001.



The sum of \$6,731.44 was borrowed to buy lumber and other materials to match the contribution of the two federal agencies. Rentals are used to liquidate this indebtedness.

#### The Campus School

This school has twice changed its name. It was originally known as the Model School, then the Training School, and now by the preferred title of the Campus School.

The Campus School is a three-story brick building well planned for a college training and laboratory school. This building greatly increases the facilities provided by original Harrison School Building which is still in use.

At the time the contracts were let for the new building, in 1930, neither the president nor the board noticed that the architect's plans did not provide for electric or heating connections between the building and the power plant. This item, therefore, became an extra. Burying the pipe connections was such a large percentage of the cost of constructing the tunnel that the latter plan was adopted and a tunnel constructed leading from the power plant to Main Building and the Campus School.

The tunnel is 1300 feet long, 7 1/2 feet high, and 4 1/2 feet wide. This tunnel carries all service wires and water pipes. Teachers and students pass through without exposure to weather. This is an important consideration when one remembers that every student in the Campus School must make one or two trips daily to Main Building classes. This tunnel

has proved to be a great convenience, also for the maintenance of electrical and mechanical equipment.<sup>1</sup>

### Athletic Park

Back of the Harrison Building and the Campus School is the Athletic Park at the northwest corner of the campus. During the summer of 1930, members of the faculty, students, citizens, and alumni formed an Athletic Association for the purpose of promoting the welfare of athletics and supporting the director of that department.

Through the efforts of this organization, the athletic field has been completely fenced and has a fine lighting system for evening games. Tracks have been graded and bleachers for seating about one thousand people have been erected.<sup>2</sup>

### Veterans' Housing Facilities

Veterans' housing units for thirty-seven families have recently been completed. They are conveniently located on the main campus.

### New Buildings

At the last session of the legislature, \$390,000 was appropriated for the new health and education building, for the improvement of the power plant, and for the reconversion of the electric light plant from direct current to alternating current. Plans are now under way for the erection of the new buildings.

---

<sup>1</sup>Thirteenth and Fourteenth Annual Report to Board of Administration, Published Document 37.

<sup>2</sup>Bulletin of State Teachers College, Minot, North Dakota, Vol. XX, No. 4, (June, 1935), p. 13.

The new health and physical education building, according to an architect's conception, will be one of the finest in the state. It will seat approximately 5,000 persons and will provide ample space for a first-class athletic program at the college.<sup>1</sup>

---

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, Catalog No. 1948-49.

## CHAPTER VIII

## CURRICULAR OFFERINGS

Original Curricular Offerings

The Board of Control for Normal Schools stipulated the following curriculum for the State Normal School at Minot, North Dakota, upon its organization:

## The Curricula

889 1890  
1913 - 1914

- Two-yr. Elementary*
- DSC 1. Ten and One-Half Months' Course for Rural Teachers
- DSC 2. Four-Year Elementary Course for Eighth Grade Graduates
- DSC 3. Five-Year Advanced Course for Eighth Grade Graduates
- DSC 4. One-Year Elementary Course for High School Graduates
- DSC 5. Two-Year Advanced Course for High School Graduates

Entrance Requirements

Candidates for admission to the Normal School should be physically, mentally, and morally sound.

Those holding certificates and eighth grade graduates were admitted without examination.

A credit was one subject reciting daily for one term.<sup>1</sup>

No diploma was granted for less than nine month's residence study.

---

<sup>1</sup>First Annual Catalog, Vol. I, No. 1, Minot, North Dakota, (August, 1913), p. 20.



Table 6 -

Ten and One-Half Months' Rural Course<sup>1</sup>

	<u>Credits</u>		<u>Credits*</u>
Grammar	2	Singing	1
Reading	1	American History	2
Spelling	1	Observation and	
Arithmetic	2	Practice	1
Elementary Agriculture	2	Physiology and	
Elementary Pedagogy	2	Hygiene	2
Penmanship	1	Political Geography	1
Drawing	1	Civics	1
		Gymnastics	3

\*Total credits for the course = 23

Two additional terms in Agriculture were given in place of Manual training and Domestic Science for which there was at that time no equipment.

The Rural School Course entitled the holder to a second grade elementary certificate valid for two years in the county where it was recorded by the County Superintendent.

---

<sup>1</sup>First Annual Catalog, Vol. I, No. 1, Minot, North Dakota, (August, 1913), p. 20.

DSC  
3-YR. 2/24/15  
1-YR. ADVANCED  
COURSE } H. 16

Table 7

The Four-Year Elementary Course  
for Eighth Grade Graduates<sup>1</sup>

<u>First Year</u>			
	<u>Credits</u>		<u>Credits</u>
Grammar	2	Political Geography	1
Reading	1	Physical Geography	1
Literature for Common School	2	Commercial Geography	1
Elementary Agriculture	3	Gymnastics	3
Spelling and Penmanship	1	Total	15
<u>Second Year</u>			
English Composition	2	Drawing	3
Rhetoric	1	American History	2
Algebra	3	Civics	1
American History	2	Zoology or Botany	2
Physiology and Hygiene	1	Total	17
<u>Third Year</u>			
Plane Geometry	3	Physics	3
General History	3	Psychology	3
Electives*	3	Total	15
<u>Fourth Year</u>			
History of Education	1	Philosophy of Educ.	1
School Management Laboratory	1	General Methods	1
Method Review of Arithmetic	1	Special Methods	1
Method Review of History	1	Observation & Practice	3
Method Review of Geography	1	Electives*	3
Method Review of Grammar	1	Total	15

\*For the year of 1913-14, the electives were chosen from English Literature, Advanced Agriculture, or Social Science.

<sup>1</sup>Ibid.

Table 8

The Five-Year Advanced Course  
for Eighth Grade Graduates<sup>1</sup>

This course consisted of the same required subjects and the same elective choices in the same arrangement as for the Four-Year Course, together with 12 credits chosen as follows:

Six credits from the following subjects:\*

Advanced American History	3
Advanced English Literature and Composition	3
Advanced Algebra	3
Philosophy--Ethics, Aesthetics, and General	3
Psychology--Genetic, Social, and Comparative	3
School Administration, Local, State, National, and Foreign	3

\*The above list of subjects for 1913-14 will be increased in later years until it offers the same choices as the older schools.

Table 9

One-Year Elementary Course for  
High School Graduates

	<u>Credits</u>		<u>Credits</u>
Psychology	3	General Methods	1
Review Method of Arithmetic	1	Special Methods	1
Review Method of History	1	Observation & Practice	3
Review Method of Geography	1	School Management & Law	1
Review Method of Grammar	1	History of Education	2
		Total	<u>15</u>

<sup>1</sup>Ibid., p. 21.

The Elementary Diploma entitles the holder to a second grade professional certificate valid for two years after nine months of successful teaching, renewable for five years and afterward at the discretion of the board.

*DSC*  
Two-Year Advanced Course for High School Graduates

The first year of this course included the same subjects as were required in the one-year course, together with 12 electives chosen from the same lists and with the same restrictions as in the five-year advanced course. Anyone starting on this course could make any reasonable arrangement of the required subjects and electives during the two years which would be best suited to the student's special needs preparatory to teaching in Junior High School or as a foundation for Senior High School teaching, except that the subjects would only be offered in the terms indicated. The total requirements for this course were 96 credits.

The advanced diploma was valid for two years and after nine months of successful teaching experience, the holder was entitled to a certificate valid for life.<sup>1</sup>

Changes in Curriculum

In 1915 the State Board of Regents, following the recommendations of the recent educational survey of the state, recommended some changes in curriculum of the state normal schools. With the development of high

---

<sup>1</sup>Ibid., p. 21.



schools and the increase in the number of high school graduates, it was not necessary for the normal schools to encourage the work in high school subjects.<sup>1</sup>

Courses in Home Economics and Manual Training were introduced at Minot Normal School in 1915.<sup>2</sup>

Table 10

*DSC*  
Offerings in Home Economics  
and Domestic Science

<u>First Year</u>	<u>Second Year</u>
Cooking I	Cooking II
Sewing and Textiles I	Sewing II
Household Management I	Sanitation and Home Nursing

*DSC*  
*AGRICULTURE*  
*dropped 1921*  
Manual Training

A full year's course in bench work and mechanical drawing was offered--one-half time given to each subject. Manual Training is now included in Industrial Arts.

Until the close of the school year, 1921-22, fully forty per cent of the institution's work had been of high school grade. The remainder of the school was divided between the elementary course of one year and the standard curriculum of two years.

---

<sup>1</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. 5, No. 1, (1917-18), p. 20

<sup>2</sup>Ibid., p. 48.

### High School Work Dropped

<sup>1921</sup> By 1929 the complete high school work of four high school grades had been taken over by the training school.<sup>1</sup>

### Special Certificates

Students pursuing advanced two-year curriculum after 1924 could by selecting at least 36 quarter hour credits in a special subject, such as music, drawing, primary work, physical education, or home economics and manual training, secure a special certificate to teach these subjects as well as an advanced diploma valid for life after nine months of successful teaching.<sup>2</sup>

### B. A. Degree in Education

<sup>1921</sup> In 1924, the legislature authorized the college, through its governing board, to expand its work by offering four years of college work and giving the Bachelor of Arts Degree in Education.

Completion of degree curriculum gives one the degree of Bachelor of Arts in Education and a first grade professional certificate which becomes valid for life after nine months of successful teaching experience.

### College Named

The constitutional title of this institution is "The State Normal School at Minot," but the law authorizes the State Board of Administration to grant college functions to the state normal schools in certain cases.

---

<sup>1</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol XVI, No. 4, p. 55.

<sup>2</sup>Quarterly Bulletin of State Normal School, Minot, North Dakota, Vol. XI, No. 4, (1924-25), p. 53.

The Board has authorized this school to extend its work to a full four-year college curriculum and to grant the degree of Bachelor of Arts in Education. Hence the official title no longer describes the institution. It has been decided that the name should now be "The State Teachers College of Minot," and steps are being taken to ask the people of the state to change the name of the State Normal Schools so as to more accurately describe the work of these institutions.<sup>1</sup> So far no such legal steps have been taken.

DSC P. 5, 16  
Admission Requirements for College

Candidates for admission to the college should be physically, mentally, and morally sound.

Graduation from a four-year classified school or sixteen high school units as shown by certificate from the state department of education are required for entrance to the two-year normal school curriculum or the four-year degree course. Eighth grade graduates may enter the ninth grade of the training school.

The school year 1926-27 regulation stated that a student having eight high school units could enter a regular high school course as conducted by the college.<sup>2</sup>

---

<sup>1</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. XVI, No. 4, (June, 1929) inside cover of bulletin.

<sup>2</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. XIII, No. 4, (June, 1926), p. 51.

### Elementary Course Dropped

The <sup>TWO</sup> one-year elementary course long offered by North Dakota normal schools was dropped the first of January, 1926. It is now the <sup>1921</sup> ~~FOUR-YEAR DEGREE CURRICULUM~~ first year's work in the college. It is provided that students who complete the first year of college work will be granted, by the superintendent of public instruction, a first grade elementary certificate.<sup>1</sup> No diploma is granted for the present course.

### Junior College

Upon the completion of this curriculum, the student will receive a Junior College diploma. This is not to be confused with the Two-Year Standard Curriculum. The student who completes the Junior College Curriculum does not receive a certificate to teach.<sup>2</sup>

The purpose of the Junior College is to provide a general or professional education for those who plan to transfer to other colleges at the end of two years, and it also provides a terminal education for those who do not plan to attend college longer than two years. The Junior College diploma has been granted since 1935.<sup>1931</sup>

---

<sup>1</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. XVI, No. 4, (June, 1929), p. 54.

<sup>2</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. XXII, No. 4, (1935-36), p. 59.



DSC  
OK

Table 11

Junior College Basic Course <sup>1</sup>

1. A total of 102 quarter hours of credit shall be earned by the student.
2. Forty-two of the total number of credits shall be distributed as follows:

A. English	12 Quarter Hours
B. Social Studies	12 " "
C. Science or Mathematics	12 " "
D. Physical Education	6 " "
	<u>42</u> Quarter Hours

3. Sixty quarter hours of credit shall be elective.

It is recommended that electives be so chosen as to complete a sequence of 24 quarter hours in one field.

Pre-Journalism  
 Pre-Law  
 Pre-Commerce  
 Pre-Engineering  
 Pre-Agriculture  
 Pre-Medicine  
 Pre-Dental  
 Pre-Nursing  
 Pre-Home Economics  
 Secretarial Course  
 Hospital Laboratory Technician  
 Industrial Arts

OMIT-

In 1946 a two-year course for Hospital Laboratory Technicians was offered for the first time. Scientific courses for nurses were offered also. The college is affiliated with the St. Joseph's Hospital, Minot, North Dakota; Trinity Hospital, Minot, North Dakota; and Good Samaritan Hospital, Rugby, North Dakota.

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, Series 2, No. 50, (December, 1946), p. 11.

### The Degree Curriculum in Liberal Arts

In 1946, the State Board of Higher Education authorized the institution to change its professional degree to Bachelor of Science in Education and to offer the straight B. A. Degree to students who were interested in fields other than teacher education.<sup>1</sup>

The Liberal Arts Curriculum is recommended for those who wish a thorough general education but who do not plan on going into teaching. In the last two years of this curriculum, the student has the opportunity to specialize toward whatever vocational or cultural objective he may desire. The curriculum in liberal arts is shown in Table 12.

Table 12

#### The Liberal Arts Curriculum

	<u>Course Numbers</u>	<u>Quarter Hours</u>
I. Required Courses		
History	111, 112, 113	12
English	101, 102	8
Foreign Language		24
Health	105	4
Psychology	101	4
Literature	223	4
Speech	241	4
Physical Education	101, 102, 103	3
Physical Education	201, 202, 203	3
Freshman Orientation		0
Sociology	234	4
Economics	238	4
Government	200	4
Science		12
Literature	350 or above	4
Fine Arts		8
II. Major - A minimum of		44
III. Minor - A minimum of		24
IV. Free electives to make a total of		198

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, Catalog Number 1948-49, p. 11.

REPLACES 2-YR. 5/15M COURSE

### Degree Curriculum for Elementary School Teachers

The four-year curriculum for elementary teachers is recommended strongly for all students who wish to teach in any of the grades from one through six or eight in city and town school systems. The courses offered elementary school teachers are listed in Table 13.

Table 13

#### The Degree Curriculum for Elementary School Teachers

	<u>Quarter Hours</u>
I. Academic Group	
A. English	
1. Freshman Composition (101-102)	8
2. Literature for Children (227)	4
3. Fundamentals of Speech (241)	4
4. Advanced English (Above 350)	4
B. Social Studies	
1. Principles of Geography (101)	4
2. Political Science (200)	4
3. Health (105)	4
4. American History (221-222)	8
5. Introduction to Sociology (234)	4
C. Science	
1. General Biology (110-111-112)	12
Total Hours in Group	56
II. Semi-Academic and Professional Group	
1. Public School Music (101)	4
2. Public School Art (101)	4
3. Arithmetic for Teachers (201)	4
Total Hours in Group	12
III. Professional Group	
A. Education and Psychology	
1. General Psychology (101)	4
2. Child Growth and Development (211)	4
3. Methods in Language Arts (Ed. 221)	2
4. Methods in the Social Studies (Ed. 223)	2
5. Teaching of Reading in Grades 1-6 (Ed. 229)	4
6. Measurement and Evaluation (Ed. 233)	4
7. The Elementary School (Ed. 327)	4
8. The Elementary Curriculum (Ed. 417)	4
9. Techniques & Methods in Elem. Teaching (419)	4
10. Directed Teaching in Elementary School	8
11. Fundamentals in Education (458)	1
Total Hours in Group	41

Table 13 (Continued)

The Degree Curriculum  
for Elementary School Teachers

	<u>Quarter Hours</u>
IV. Major - minimum	36 <del>44</del>
V. Minor - minimum	24
VI. Physical Education - minimum	6
VII. Free electives to make a total of	192 198

Table 14

The Degree Curriculum  
for High School Teachers

	<u>Quarter Hours</u>
I. Academic Group	
A. English	
1. Freshman Composition (101-102)	8
2. Introduction to Literature (223)	4
3. Fundamentals of Speech	4
4. Advanced Literature (Above 350)	4
B. Social Studies	
1. General Economics (238)	4
2. Economic Problems (240)	4
3. Principles of Geography (101)	4
4. American Government (Pol. Sci. 200)	4
5. Health (105)	4
6. American History (221-222)	8
7. Introduction to Sociology (234)	4
C. Science	
1. Biology (110-111-112) or	
2. Chemistry (131-132-133) or	
3. Physics (141-142-143)	12
Total Hours in Group	64
II. Professional Group	
A. Education and Psychology	
1. General Psychology (101)	4
2. Psychology of Learning and Counseling (314)	4
3. Measurement and Evaluation (Ed. 325)	4
4. The Secondary School (Ed. 329)	4
5. The Secondary Curriculum (Ed. 415)	4
6. Directed Student Teaching in the Secondary School (Ed. 412-413)	8



Table 14 (Continued)

The Degree Curriculum  
for High School Teachers

---

	<u>Quarter Hours</u>
7. Principles and Techniques of Teaching Secondary School (Ed. 421)	4
8. Fundamentals in Education (458)	<u>1</u>
Total Hours in Group	33
III. Major - minimum	36 <del>44</del>
IV. Minor - minimum	24
V. Physical Education - minimum	6
VI. Free electives to make a total of	198 <del>192</del>

---

The Extension Division

The Extension Division is a member of the Teachers College Extension Association. This association is a national organization which sets standards to conform with the recommendation of Teachers Colleges.

The services of the Extension Division include lectures and addresses, consultative services, in-service education of elementary teachers, study center class work and correspondence work.<sup>1</sup>

Not more than one-eighth of any curriculum may be done by correspondence.<sup>2</sup>

Speech Clinic

The Speech Clinic serves all students. Every one is required to make a short recording when he enters college. If the student reveals poor

---

<sup>1</sup>Bulletin of State Teachers College, Minot, North Dakota, (1948-49), p. 49.

<sup>2</sup>Fourteenth Annual Catalog, Vol. XIII, No. 4, (June, 1926), p. 57.

articulation, faulty use of voice, foreign accent, lisping, nasality, stuttering or any other speech defect, he is given an opportunity to overcome his handicap either in small group lessons or by individual instruction. This remedial instruction is given without credit and without extra charge. It is a special personal service which the college renders in order to help each student, regardless of his handicap upon arrival, to achieve the standard of clear and fluent speech required for graduation.

## CHAPTER IX

### EXTRA-CURRICULAR INTERESTS AND ACTIVITIES

Extra-Curricular activities play an important part in the life of the school. Aside from the interest they create, they advance loyalty and friendship among the student body and uphold the school traditions. Minot State Teachers College has its share of these organizations. A complete discussion of each of these activities would prove to be too lengthy for this study.

#### Student Interests

##### Student Government

All registered college students belong to the student association which provides for direct popular government in matters pertaining to student affairs. Joint committees of students and faculty members, on which students equal or outnumber faculty members, control the student union, the student publications, and other matters pertaining to student life. Each student automatically belongs to this association which represents an earnest attempt on the part of the college to put the principles of democracy into practice.

### Convocations

There is one regular convocation each week, usually on Wednesday at 10 a.m. A faculty member appointed by the college and students appointed by the Student Association determine the type of program for these convocations.

### The College Entertainment Program

An outstanding program of entertainments and lectures is a significant part of the all-college educational program. Exceptional entertainments of high quality are obtained. The college also cooperates with the Schumann Club in bringing to the campus artists that the college could not afford to pay for alone.

### Student Publications

Students of the college publish the Red and Green, a bi-weekly newspaper, and the Beaver, the college annual. Students thus secure practical training for directing journalistic activities in the public schools.

### Student Loan Funds

For the purpose of aiding students who might otherwise be compelled to abandon their work in the college, certain loan funds have been established by the state and by friends of the college and young people who attend it. These funds are available to students who are within a year of graduation from either the Degree Curriculum or the Standard Curriculum.



### Third District Federated Women's Fund Club

A valuable aid to school is the fund founded and fostered by the Federated Women's Clubs of the Third District of North Dakota. This fund now amounts to \$5,521.07.

### The State Fund

In 1916 the State Legislative Assembly established a fund of \$1,000 to be controlled by a committee of the faculty and loaned in small amounts to deserving students. This fund now amounts to \$1,773.16.

### The Kiwanis Fund

The Kiwanis Club of Minot established a loan in the name of the club by a donation of \$300 and has adopted a constructive policy for increasing this fund from time to time. The Kiwanis Fund now amounts to \$616.58.

### The Business Girls' Fund

The Business Girls' Club of Minot has established a loan in the name of the club by a donation of \$100. Though limited in their funds, they want to do something for others in the spirit of service. The fund now amounts to \$150.44.

### The College Fund

This fund was established by donations from the college. It now amounts to \$258.40.

### The Eastern Star Fund

Venus Chapter Number 14 of the Eastern Star of Minot created a fund by the donation of \$210. This fund now amounts to \$284.92.

### The Mu Sigma Tau Fund

This fund was established by Mu Sigma Tau fraternity by a donation of \$95.35. It is increased by a yearly contribution from a variety night program. The fund now amounts to \$585.75.

### The Newman Club Fund

This fund was established by the Newman Club to aid Catholic students. It now amounts to \$151.70.

### The George A. McFarland Memorial Loan Fund

Through the generosity of the Minot Rotary Club, this fund was established in the amount of \$1,000 and is available to worthy students. Dr. McFarland was an honored member of the Minot Rotary Club for many years. This fund now amounts to \$1,430.59.

The combined totals of all the various student loan funds now amount to over \$10,000.

## Scholarships

### The George A. McFarland Scholarship

A committee of the faculty, aided by former friends and students, has established a college scholarship fund in memory of George A. McFarland, former president of the college. Contributions have ranged from one dollar upward, and the committee hopes to build a fund, the annual income from which will support one college student wholly or in part. Beneficiaries of the fund have been selected on the basis of scholarship, citizenship, loyalty to the institution, and promise to the community.

## Honorary Societies

### Honor Society

The Honor Society is composed of young college men and women who have reached high scholastic attainments for two successive terms. Grades of at least 2.25 must be maintained, but scholarship alone does not assure a student of membership. Personal character, type of citizenship, and attitude toward his community and the institution in general are considered before a student is recommended for honors.<sup>1</sup>

### Phi Sigma Pi, Phi Chapter

Phi Sigma Pi is a professional educational fraternity for men. The fraternity is founded upon the basis of high scholarship. It has as its chief aim the advancing of educational ideals and professional growth.

-----

<sup>1</sup> Bulletin of the State Teachers College, Minot, North Dakota, Catalog Number 1947-48, p. 20.

### High School Senior Day

Each spring about the last of April, the college sponsors a High School Senior Day for several hundred students about to be graduated from high schools in northwest North Dakota. Invitations are sent to each of the high schools in the northwestern section of the state.

The day's events include a special convocation in McFarland Auditorium, tours of the campus, luncheon in Pioneer Hall Cafeteria, entertainment by campus groups, a social hour and dancing in the Student Union, and usually some special athletic event. The program is intended to allow high school seniors the chance to explore college life and its opportunities first hand.<sup>1</sup>

### Music

The college is interested in training teachers of music for the public schools, and maintains that probably the most important part of that training is the actual study and performance of music through the various media. In addition to class work in music theory and music education, the division of music offers individual instruction in piano, voice, violin, organ, and instruments of the band and orchestra by a staff of highly trained teachers.

---

<sup>1</sup>Ibid., p. 21.



COLLEGE CHOIR ORGANIZATION  
P. 46

### Chorus

The mixed chorus of the college is open to all college students who have a desire to sing and who can meet the elementary requirements of good singing. The group exists as a training medium for teachers and also for the purpose of presenting public concerts in which the best in choral literature is used.<sup>1</sup>

### Orchestra

Orchestral music is one of the most satisfying forms of musical art. Because of the importance of the orchestras and because there has been a tendency to neglect this important musical group in the smaller schools, the college places considerable support behind this organization, not only as a concert medium, but also as a training factor for future teachers. All college students who are sufficiently advanced to play moderately easy music are eligible for the orchestra.<sup>2</sup>

### Band

The college band has two functions: to maintain a concert band of symphonic proportions for the purpose of recitals and to sponsor a pep band for appearances at athletic functions. Both bands are essentially a unit. The band is maintained both as a training group for future teachers

---

<sup>1</sup>Ibid., p. 19.

<sup>2</sup>Ibid., p. 19.

and as a performing organization. All college students, whether music majors or not, are eligible for membership in the band, if they can meet the requirements of previous training and experience. The college owns practically all the larger and more unusual instruments. These are available to students interested.<sup>1</sup>

#### Mendelssohn Club

This is a student music organization federated with the National Federation of Music Clubs and is composed of students interested in hearing, studying, and making fine music. This club cooperates with the Schumann Club by providing ushers for the annual concert.<sup>2</sup>

#### Athletics

The Minot State Teachers College is a member of the North Dakota Intercollegiate Athletic Conference and its teams are making good records in football, basketball, and track. The college encourages true sportsmanship and desires to have its students enjoy every opportunity for physical development. To attain these objectives, it sponsors an intramural program which consists of volleyball, tennis, softball, archery, and basketball. The athletic program is organized for women as well as for men.<sup>3</sup>

---

<sup>1</sup>Ibid., p. 19.

<sup>2</sup>Ibid., p. 19.

<sup>3</sup>Ibid., p. 17.

### Lettermen's Club

This club is composed of all men who win the official "N. D." It is one of the most active organizations of the college.<sup>1</sup>

### Women's Athletic Association

The Women's Athletic Association has as its objective "Sports For All." Under its supervision, sports of all kinds are enjoyed, and recognition is given for active participation in all wholesome recreation. Basketball, tennis, archery, volleyball, softball, dancing, and other minor sports are organized. The Association sponsors many all-student parties for girls. Membership in the W. A. A. is open to all college women interested in recreational activities.<sup>2</sup>

### Mecca For Pep

"Mecca for Pep" is the athletic organization in which membership is open to all girls in the school. The purpose is to promote the all-round physical development of its members. The organization has built and equipped a comfortable roomy cabin in a beautiful piece of woods of five or six acres on the Mouse River near Minot. This is used for camping and picnics.

---

<sup>1</sup>Ibid., p. 20.

<sup>2</sup>Ibid., p. 20.

### Religious Organizations

The students and faculty members are urged to participate in young people's work and other activities sponsored by the respective churches. The pastors and their staffs in Minot give liberally of their time and thought in counseling students and assisting them in their personal religious problems and development.

#### Church Night

By arrangement with the Ministerial Association of Minot, one evening each week has been set aside as "Church Night." On this evening no other college events are scheduled.<sup>1</sup>

#### Young Women's Christian Association

This organization is open to all women in the college. Regular meetings are held and a number of social events sponsored. The meetings are devotional in character and aim to promote Christian living. The organization is affiliated with the National Young Women's Christian Association.<sup>2</sup> It was organized in 1915.

#### Young Men's Christian Association

Membership in the Young Men's Christian Association is open to all men of the college. It was organized in 1925, and its purpose is to promote

---

<sup>1</sup>Ibid., p. 17.

<sup>2</sup>Ibid., p. 20.



the best interests of the student through the study of problems of the individual in his religious, social, and intellectual life.<sup>1</sup>

#### The Newman Club

This club is open to all Catholic students of the college. It was founded in 1915 with Rev. J. J. Raith of St. Leo's Church, as advisor. It was then known as the Catholic Students Organization (C. S. A.). In 1931 the name was changed to The Newman Club.<sup>2</sup>

#### Lutheran Students' Association

This group is a member of the Lutheran Students' Association of America. It is social and religious in character and pursues a definite program of Christian fellowship for its members. This is one of the largest organizations on the campus and is the most recently organized.<sup>3</sup>

#### Literary Societies

##### Vestalian Society

The Vestalian Society was formed in 1915 for girls.

---

<sup>1</sup>Fourteenth Annual Catalog, State Teachers College, Minot, North Dakota, Vol. XIII, No. 4, (1926-27), p. 24.

<sup>2</sup>Eighth Annual Catalog, (1920-21), p. 22.

<sup>3</sup>Bulletin of State Teachers College, Minot, North Dakota, Catalog Number 1947-48, p. 20.

### Webster Debating Club

The Webster Debating Club for boys, which was organized in 1915, has been replaced by Dramatics, Campus Players, Alpha Psi Omega Theta, and Forensic Societies.

### Dramatics

By means of an excellent stage and full equipment, the college is well prepared for dramatic activity. Students with interest or talent in dramatics have the opportunity of joining the Campus Players, an organization which fosters participation in skits, one-act plays and longer plays. This activity allows the opportunity for special work in acting, directing, make-up, and building of scenery. Membership in Alpha Psi Omega, national honorary dramatic society, is open to more advanced dramatic students.

### Campus Players

Campus Players is a local organization for building new and experienced dramatic talent. The qualifications and restrictions for membership are rather broad and the organization is used for the purpose of adding and creating membership for Alpha Psi Omega, the national fraternity. The two organizations are distinctly separate.<sup>1</sup>

---

<sup>1</sup>Ibid., p. 19.

### Alpha Psi Omega, Theta Chapter

This is a national honorary dramatic fraternity for students who have proved themselves proficient in the field of dramatics. Membership is open to students and alumni who have had advanced experience in acting or backstage routine.

### Forensics

Students who are interested in debate, oratory, or other forms of public speaking have the opportunity of participating in a variety of forensic activities at the college. Members of the debate squad make several trips annually to take part in debate tournaments on campuses in North Dakota and in adjoining states. Orators and extempore speakers frequently bring home prizes from the contests of the North Dakota Inter-collegiate Forensic Association.

### Social Life

A wholesome and interesting social life is a campus necessity. The college encourages the kind of social life which makes a contribution to the culture of the students by stimulating good taste in social affairs. A reasonable supervision over the social life of the student body is adequately represented on all committees having to do with student life. The social groups on the campus are six in number, three sororities and three fraternities. The number of members in residence varies somewhat, but it is usually relatively small. The size of the groups allows for close friendships and gives an added interest to the social functions which are held at stated times during the year. Reunions with the alumni are planned

regularly and they provide one more incentive for returning to the college campus.<sup>1</sup>

The Minot State Teachers College fraternities are: Alpha Kappa Delta, Mu Sigma Tau, and Phi Sigma Pi.

#### Alpha Kappa Delta

This organization, the oldest among the fraternities and sororities on the campus, was developed from the group known as Kota Klub. The Kota Klub was a literary society formed in 1923. Three years later it became the Kota Klub Fraternity. More recently the fraternity became known as Alpha Kappa Delta. This fraternity holds weekly meetings.<sup>2</sup>

#### Mu Sigma Tau

The second group of young men to be organized on the campus, Mu Sigma Tau, makes a real contribution to college life. Its meetings are held weekly.<sup>3</sup>

#### Phi Sigma Pi

The Phi Chapter of the Phi Sigma Pi is a professional educational fraternity for men. The fraternity is founded upon the basis of high scholarship and has for its chief aim the advancing of educational ideals and professional growth.

---

<sup>1</sup>Ibid., p. 20.

<sup>2</sup>Ibid., p. 20.

<sup>3</sup>Ibid., p. 20.



The Minot State Teachers College Sororities are: Alpha Sigma Tau, Sigma Sigma Sigma, and Beta Theta.

#### Alpha Sigma Tau

This organization is a member of the American Educational Sororities. Its purpose is to promote the ethical, cultural, and social development of its members.<sup>1</sup>

#### Sigma Sigma Sigma

This sorority is a member of the Association of Educational Sororities. It has for its purpose the promotion of high scholarship, morality, spirituality, and the development of social techniques, as well as the establishment of a perpetual bond of friendship. They hold weekly meetings.<sup>2</sup>

#### Beta Theta

Beta Theta was founded in 1928. It is finding a place for itself on the campus among the older organizations. The young women who make up its membership are interested in promoting good scholarship and a high type of citizenship. Enough social life is added to give zest to the year at college.<sup>3</sup>

---

<sup>1</sup>Ibid., p. 20.

<sup>2</sup>Ibid., p. 21.

<sup>3</sup>Quarterly Bulletin of State Teachers College, Minot, North Dakota, Vol. XV, No. 4, (June, 1928), p. 22

### Miscellaneous

#### Country Life Club

The purpose of this club is to promote the professional and social interests of the rural group. Students actively participate in conducting regular business meetings, applying parliamentary procedure. Special attention is given to program making and various activities that may assist the prospective teacher in becoming a community leader. County superintendents are invited to club meetings to discuss problems of rural teaching and thus assist teachers in making adjustments to their new field of work. The club sponsors an all-school party and several coffee parties during the school year.<sup>1</sup>

#### Home Economics Club

This is an organization open to any woman student in the college who is interested in home economics. The meetings are devoted to handcraft, knitting, crocheting, leathercraft, and other types of handwork. This club was organized October 27, 1927.<sup>2</sup>

#### The Daubers

This is a society whose object is the promotion of the art knowledge and skill of its members. The club holds regular meetings, conducts exhibits,

---

<sup>1</sup>Ibid., p. 19.

<sup>2</sup>Beaver, (1933), p. 8.

practices and criticizes art, and conducts discussions of art subjects. This club was organized in 1927.

### Philosophy Club

The Philosophy Club is an organization of men and women for the purpose of free inquiry into, and discussion of, the problems of life and existence. Religion, the soul, materialism, marriage, individualism, socialism, the philosophy of art and music, and the conflicting standards of morality are discussed, both by outside speakers and by students. Any student is eligible for membership provided he is ready to follow the argument wherever it leads, without prejudice.<sup>1</sup>

---

<sup>1</sup> Bulletin of State Teachers College, Minot, North Dakota, Series 2, No. 60, (1948-49), p. 19.

MINOT NORMAL SCHOOL SONG  
(Tune: "On Wisconsin, On Wisconsin")

Minot Normal, Minot Normal,  
Best beloved of all  
Normal Schools in North Dakota  
Thee we pledge our all.  
Firm of purpose, square of shoulder,  
May we ever be  
Proud to bear our Normal Flag to  
Vic-tor-y.

To the Red and Green forever,  
Colors of the free,  
To our own beloved Normal  
True we'll ever be.  
Never stain her sacred honor,  
Never sell her name,  
But by constant high endeavor  
Spread her fame.

From the valley to the river  
Of the rolling Red,  
To the fertile plains and "Bad Lands"  
'Yond Missouri's bed;  
"Service first," our Normal slogan  
Challenging shall ring  
To our school, our Minot Normal  
Fame will bring.

--Hulda Lucile Winsted



## ALMA MATER

Hail to thee, our Alma Mater,  
Proud and mighty may you stand,  
We, your grateful sons and daughter,  
Hail you fairest in the land!

Thanks we give to our Creator  
For the men who labored here.  
Human hands as thine abettor  
Wrought our College ever dear.

Lift your voices, shout your praises,  
Let us sing in loud acclaim.  
Grant that to our Alma Mater  
We may bring enduring fame!

Words and music by  
Mr. and Mrs. Harry B. Welliver, Jr.

# DEDICATORY SPEECH

by

A. G. Crane

"This occasion is Minot Normal's day, not any individual's. It is greater than us all. Our glory is its growth, its success, its service. Many dreamers wrought their visions into its structure. Years of work preceded its final building. Joseph Devine, C. A. Johnson, Mark Chatfield, Louis B. Hanna, Walter Stockwell, and many others saw the vision before it was. Minot citizens saw it and subscribed time and money to its campaigns before reluctant legislatures. Tales of old time politics and inspired visions mingle in securing its legislation.

"Then followed a beautiful fight for the honor of donating a site. It was a merry war. At least five sites were urged upon the state by generous groups of citizens. It is not to the discredit of Minot that she wrangled some in her generous zeal, but rather to her credit that she responded with such a surfeit of gifts. One was chosen, pretested, abandoned and this one taken. Dr. Andrew Carr and Eric Ramstad were heavy donors of the present admirable site. In those early days when all we had was hope, when my own salary was protested and withheld for six months, the friends of the school were not all from Minot. The Board of Trustees of the State Normal Schools held a number of them. R. M. Rishworth of McClusky, Hermann Nelson of Ray, E. J. Taylor of Bismarck rose loyally in every clash. We fought for what we got in those days. Joseph Devine, as secretary of the Board of Trustees, never lost his early interest in the institution. Dave Dinnie was the contractor.

"The cornerstone was laid by Governor Louis B. Hanna, July 31, 1913.

"....Today we dedicate the West Wing. How often did I wish I might see the missing member rise upon its foundation until the building might face the world full panoplied and unashamed, even as the architect had dreamed. At one time only a governor's veto stood between it and reality. It is now realized and we rejoice. What other dreams were present when the plans took shape? The halls, stairways and entrance are not made large and generous without reason. The auditorium, of course, must rise and cover that temporary roof originally designed for a five-year period. Two other wings were also planned with their axes running north and south making a giant letter "E" opening towards the hills. The western one was projected for modern training school and the eastern one for a library above the gymnasium below. Between the wings and the center portion in the rear were projected skylighted one-story shops for manual arts, inexpensive of construction and convenient of access. Sites are reserved for other dormitories and the heating plant is already built for easy enlargement.

"These things will come within the life time of those honored charter members of our faculty.

"North Dakota dedicates this new building to enlightenment, to richer life, to better citizenship of her boys and girls. For them is this erected. For their service is it maintained. Who can foretell its influence? We are verily building better than we know. Investments in lives of boys and girls bring life's greatest rewards. The love of little children keeps families together in ties that death cannot break. For them we labor. This building is dedicated to the advancement of teaching, that through the public schools to which its students minister, the ideals of America may yet be realized.

"Do dreams come true? Today answers, 'Yes.' Then dream on men of Minot and of North Dakota. Dream large and beautiful visions. The future is secure for any institution which meets human needs as has Minot Normal school. Dream of an institution, double, treble--many times the size of this--a teachers' college--and when you have built the air castle, put foundations under it by application of that indomitable courage, persistence and energy for which Minot is famous. Minot and the northwest can do it."<sup>1</sup>

---

<sup>1</sup>A. G. Crane, "Formal Dedication Address, "The Red And Green," State Normal School, Minot, North Dakota, (April 1, 1924).

## VETERANS GUIDANCE PERSONNEL

J. N. Urness	Vocational Adviser, Chief, Guidance Center	B.A., M.A.
Roland J. Pepper	Sr. Training Officer	B. S.
J. H. Colton	Institutional Training Officer	A.B., Graduate Study at Columbia University, University of Chicago
Orvald J. Bjerken	Training Officer	B.S.C.
Oscar A. Gronseth	Training Officer	B.S.
Armond T. Larson	Training Officer	B.A.
Elizabeth M. Bready	Secretary	B.S.C.
Mrs. Ilma R. Kilby	Secretary	B.S.
Mrs. Alice E. Olander	Secretary	Admitted to N. Dak. Bar
Grant M. Norem	Psychometrist	B.A., M.A., Ph.D.
Wm. F. Bublitz	Psychometrist	B.A., M.A., Ph.D.



## IN MEMORIUM

May the following names be honored for all time. When our way of life was threatened and our country in great peril, they paid the supreme sacrifice.

WORLD WAR I

Henry J. Finn

Fred Otis Cooper

WORLD WAR II

This list is complete according to the best knowledge of faculty and administration at the present time:

Lt. Clarence Aaberg	Stady, N. Dak.
Lt. Donald Bennett	Bottineau, N. Dak.
Sgt. Donald Bergeron	Minot, N. Dak.
Cpl. Chalmers Brown	Sherwood, N. Dak.
Capt. Kieth Chatfield	Minot, N. Dak.
Capt. Arvid Dahl	Columbus, N. Dak.
S/Sgt. Melvin Eastwold	Ruso, N. Dak.
Lt. Howard Gad	Minot, N. Dak.
A.R.M. 3/c Donald Gillmore, Jr.	Minot, N. Dak.
Lt. Charles Grytness	Williston, N. Dak.
Cpl. Edward Hagen	Minot, N. Dak.
Lt. Robert Haley	Minot, N. Dak.
Lt. Harold Haugstad	Columbus, N. Dak.
Major James Howard	Minot, N. Dak.
Pvt. Romaine Howe	Minot, N. Dak.
Ensign Norman Hunsaid	Underwood, N. Dak.
Cpl. Kenneth Johnston	Columbus, N. Dak.
Lt. Ralph Kankovsky	Wilton, N. Dak.
Lt. Harvey Kivi	Belden, N. Dak.
Sgt. Oscar Lystand	Minot, N. Dak.
Lt. John T. Opsvig	Minot, N. Dak.
A/S Jack Peterson	Seattle, Wash.
Lt. George Maurice Reinholdt	Sawyer, N. Dak.
Lt. Walter Romine	Minot, N. Dak.
Capt. Donald Swenson	Carpio, N. Dak.
Lt. Kenneth Thompson	Deep, N. Dak.
Sgt. Roy Torkelson	Kenmare, N. Dak.
Sgt. Milton Underdahl	Minot, N. Dak.
Pvt. Sheldon Underdahl	Minot, N. Dak.
A/C Martin Vangness	Carpio, N. Dak.
A/C James Watts	Harmony, Minn.
Cpl. Walter Wildgrube	Minot, N. Dak.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

Books

- Arrowood, Charles Flinn and Eby, Frederick, The Development of Modern Education (Prentice-Hall, Inc., New York, 1934). 922 pp.
- Boone, Richard G., Education in the United States, (D. Appleton and Co., New York, 1890). 402 pp.
- Crabb, A. L., The Development of the Normal School, Fourteenth Year Book, (University of Chicago Press, Chicago).
- Davidson, Thomas, A History of Education (Charles Scribner's Sons, New York, 1900). 292 pp.
- Elsbree, Willard S., The American Teacher (The American Book Company, Chicago, 1939). 566 pp.
- Harper, Charles A., A Century of Public Teacher Education, (Hugh Birch-Horace Mann Fund for American Association of Teachers Colleges, 1939). 175 pp.
- Hollis, Andrew Phillip, The Contribution of the Oswego Normal Schools to Educational Progress in the United States (D. C. Heath and Co., Boston, 1898). 128 pp.
- Noble, Stuart G., History of American Education (Farrar and Rinehart, 1938). 440 pp.
- Suhrie, Ambrose L., Problems in Teacher Training (New York University Press, 1929). Vol. IV, 355 pp. Vol. V, 166 pp.
- Thwing, Charles Franklin, A History of Education in the United States Since the Civil War (Houghton Mifflin Co., Chicago, 1910). 348 pp.

### Laws

State of North Dakota, Compiled Laws of 1907.

State of North Dakota, Compiled Laws of 1911.

State of North Dakota, Compiled Laws of 1921.

State of North Dakota, Constitution of North Dakota.

### Catalogs and Bulletins

State Normal School of Minot, North Dakota, Annual Catalogs:

Vol. 1, No. 1, 1913; Vol. 1, No. 2, 1913;  
Vol. 3, No. 1, 1915; Vol. 5, No. 1, 1918;  
Vol. 7, No. 3, 1920; Vol. 10, No. 1, 1922;  
Vol. 12, No. 2, 1923.

State Teachers College, Minot, North Dakota, Catalogs and Bulletins: Vol. 5, No. 8, 1927; Vol. 15, No. 4, 1928; Vol. 16, No. 4, 1929; Vol. 22, No. 4, 1935; Vol. 21, No. 1, 1942; Vol. 23, No. 3, 1944; Vol. 22, No. 20, 1944; Vol. 23, No. 4, 1945; Vol. 23, No. 12, 1945; Series 2, No. 50, 1946; Series 2, No. 60, 1948.

### Annual

Beaver, Minot State Teachers College, Minot, North Dakota,  
Vol. XI, 1932; Vol. XII, 1933.

### Newspapers

Democrat (The), Official Ward County Paper, Minot, North Dakota,  
September 25, 1913.

Minot Daily News, Minot, North Dakota, August 31, 1922;  
July 17, 1947; October 27, 1947.

Red and Green, State Teachers College, Minot, North Dakota,  
April, 1924; Vol. 22, No. 14, 1944; Vol. 25,  
No. 11, 1947.

Ward County Independent, Minot, North Dakota, June 16, 1933;  
June 23, 1938; July 23, 1938; November 24, 1939.



Public Documents

State of North Dakota, First Biennial Report to Board of Administration, Minot, North Dakota, No. 21, 1915.

State of North Dakota, Thirteenth and Fourteenth Annual Report to Board of Administration, Minot State Normal School, Minot, North Dakota, No. 1, 1915.

State of North Dakota, Report of Minot State Teachers College, Minot, North Dakota, No. 692, July 1, 1938.

State of North Dakota, Second Biennial Report of Board of Higher Education to Governor, No. 18, 1939-40.

Magazines

Lounsberry, C. A., "Annual Report, State Land Department," North Dakota Magazine, Vol. 1, No. 5 (December, 1906), p. 71.

Lynch, Blanche, "Elsie J. Cook," B. P. Women's Quarterly, Minot, North Dakota, Vol. VII, No. 2 (1928), pp. 1-2.

Lynch, Blanche, "Hulda Lucille Winsted," Gist of It, Federated Quarterly, Vol. VII, No. 2 (1929), p. 12.