

20
21

ETW

Missouri State

Normal School

of the First District,

Kirksville, Missouri.



Announcements for
1887-88

TWENTIETH

ANNUAL CATALOGUE

OF THE

MISSOURI

STATE * NORMAL * SCHOOL,

FIRST NORMAL DISTRICT,

FOR THE SCHOOL YEAR, 1886-87,

WITH

ANNOUNCEMENTS FOR SCHOOL YEAR, 1887-88.

KIRKSVILLE, MISSOURI.

FACULTY OF 1886-87.

J. P. BLANTON, A. M., PRESIDENT,
Professional Department.

W. P. NASON, VICE-PRESIDENT,
English Language and Literature.

J. I. NELSON, A. M.,
Mathematics.

J. U. BARNARD,
Elocution, Logic and Methods.

CHARLES S. SHELDON,
Natural Science.

B. P. GENTRY,
Latin and Assistant in Mathematics.

ERMINE OWEN,
Geography and History.

MARY T. PREWITT,
Assistant in Several Departments.

CHAS. E. ROSS,
Drawing, Penmanship and Gymnastics.

S. AUGUSTA JAYNE,
Principal of Training and Model School.

MIRIAM B. SWETT,
Vocal and Instrumental Music.

ASSISTANT TEACHERS,
Members of Graduating Class.

FACULTY OF 1887-88.

J. P. BLANTON, A. M.,
Professional Department.

W. F. DANN,
English Language and Literature.

J. I. NELSON, A. M.,
Mathematics and Astronomy.

CHARLES S. SHELDON, A. M.,
Natural Science.

B. P. GENTRY,
Latin and Logic.

ERMINE OWEN,
Geography, History and Elocution.

J. T. MUIR, A. M.,
Methods and Principal Model and Training School.

MARY T. PREWITT,
Assistant in Mathematics.

CHAS. E. ROSS,
Drawing, Penmanship, Book-keeping and Calisthenics.

MIRIAM B. SWETT,
Vocal Music and Assistant in Several Departments.

F. A. SWANGER, B.S.D.,
Assistant in English Department.

BOARD OF REGENTS.

BOYNTON, SUMNER.....	Greencastle
ELLISON, ANDREW	Kirksville
ERWIN, J. S.....	Kirksville
GUTHRIE, BEN. ELI.....	Macon
HAYS, W. B.....	Lancaster
MCKIM, DR. J. M.....	Newark
COLEMAN, W. E., State Sup't of Public Schools	Jefferson City

OFFICERS OF BOARD.

BEN ELI GUTHRIE.....	President
J. S. ERWIN.....	Vice-President
ANDREW ELLISON ..	Secretary
W. T. BAIRD	Treasurer

EXECUTIVE COMMITTEE.

J. S. ERWIN	Kirksville
ANDREW ELLISON.....	Kirksville
W. B. HAYS	Lancaster

ALUMNI

—OF—

NORTH : MISSOURI : STATE : NORMAL : SCHOOL.

POST - GRADUATES.

DEGREE.— MASTER OF SCIENTIFIC DIDACTICS.

CONFERRED JUNE, 1875.

Coleman, W. E. Doyle, W. N. Daughters, C. B.
Stevens, J. C.

CONFERRED JUNE, 1876.

Barnard, J. U. Baker, W. H. Bigger, C. W.
Cloyd, Thomas White, J. M.

CONFERRED JUNE, 1878.

Chandler, J. F. Oldham, Ada C. Thomas, C. W.

CONFERRED JUNE, 1879.

Burton, Jennie Cullison, G. W. Dunnegan, (Carothers) Ella
Carrington, W. T. Henry, N. B. Henry, (Thompson) Maggie
Hollipeter, E. E. Iles, R. S. Orr, A. R.
Vaughn, W. H. Walker, E. H.

CONFERRED JUNE, 1880.

Barton, John Bosworth, (Lester) Julia Hall, Manlove
Kirk, J. R. Murdy, (Phelps) Iowa Primm, F. P.
Sublette, Thos. E. Thomas, (Gilstrap) Serelda

CONFERRED JUNE, 1881.

Dooley, J. C. *Ellis, S. D. Ebaugh, C. L.
McGarry, H. Polley, C. M. Smith, G. A.;

CONFERRED JUNE, 1882.

Carroll, A. B. Guttery, J. A. McGhee, J. S.
Matlick, I. N. Northrup, Flora Soper, S. H.
Tipton, W. E. Warner, A. B. Wright, E. Duke

CONFERRED JUNE, 1883.

Cox, T. S. Foster, C. E. Holloway, W. R.
Sharp, Lula B.

CONFERRED JUNE, 1884.

Anderson, W. B. Baldwin, Olivia Conway, S. A.
Guthrie, F. W. Riggle, Chas. Steele, R. R.

CONFERRED JUNE, 1885.

Baldwin, Cora B Sturges, Selden

*Deceased.

GRADUATES.

DEGREE.—BACHELOR OF SCIENTIFIC DIDACTICS.

CLASS OF 1872.

Davis, O. P.
Matlick, I. N.
Stine, Vincent

Doyle, W. N.
Smith, J. T.
Sturges, Selden

Drake, W. F.
Stevens, J. C.

CLASS OF 1873.

Bigger, C. W.

Coleman, W. E.

Daughters, C. B.

CLASS OF 1874.

Baker, W. H.
Cullison, G. W.
McReynolds, (Halliburton)
Helen M.

Barnard, J. U.
Forsythe, Sue
*Hannah, (Thompson)
Emma S.

Cloyd, Thomas
Bosworth, (Lester) Julia
White, J. M.

CLASS OF 1875.

Bradley, J. R.
Iles, R. S.
McPhail, J. S.
Carpenter, (Roe) Lizzie

Burton, Jennie
Jamison, A. H.
Orr, A. R.
Thomas, C. W.

Hardin, B. T.
McGhee, J. S.
Primm, F. P.
McLaury, (Westcott) Alta Z

CLASS OF 1876.

Barton, John
Chandler, J. F.
Henry, N. B.
Murdy, (Phelps) Iowa
Henry, (Thompson) Lucretia

Larkins, (Callaway)
Sallie C.
Ferril, W. C.
Larkins, E. O.
Rutherford, H. C.
Thompson, O. M.

Carrington, W. T.
Harpham, E. S.
Oldham, Ada C.
*Smoot, Minnie

CLASS OF 1877.

Dunnegan, (Carothers) Ella
Hollipeter, E. E.
Vaughn, W. H.

Cumberlin, Irene
Oldham, W. D.
Walker, E. H.

Thomas, (Gilstrap) Serelda
Seward, R. V.

CLASS OF 1878.

Sublette, (Baldwin) Anna
*Ellis, S. D.
Hubbell, Rebecca E
Polley, C. M.

Dooley, J. C.
Fink, H. A.
Kirk, J. R.
Sublette, G. W.

Ebaugh, Chas. L.
Hall, Manlove
McGarry, H.
Sublette, Thos. E.

CLASS OF 1879.

Baker, W. B.
Dysart, Annie
Oldham, R. E.
Warner, A. B.

Baldwin, Cora B.
Green, Addie M.
Perham, C. P.
Wharton, Z. F.

Daman, A. O.
Knox, Rice
Smith, G. A.

*Deceased.

CLASS OF 1880.

Atterbury, I. F.	Baldwin, Olivia A.	Carroll, A. B.
Foster, C. E.	Guttery, J. A.	Herbert, T. L.
Johnson, H.	Northrup, Flora	Soper, S. H.
Tipton, W. E.	Wright, Edmonia D	

CLASS OF 1881.

Anderson, W. B.	Cox, T. S.	McLaughlin, (Greenwood)
Hatch, E. H.	Holloway, W. R.	Ada M.
Loudon, R. B.	Mitchell, L. S.	Link, W. F.
Sallee, R. F.	Corley, (Sharp) Lula B	Sayer, D. D.

CLASS OF 1882.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Allison, J. O.	New London, Mo.	Holloway, J. L.	Sedalia, Mo.
Glaze, (Bagg) Nellie...	Wellington, Kas.	Jones, J. W.	Unionville, "
Conway, S. A.	Lathrop, Mo.	Riggle, C.	Lancaster, "
Frankland, Ida.....	Kirksville, "	Steele, R. R.	Mound City, "
Guthrie, F. W.	Guthrie, "		

CLASS OF 1883.

Erwin, J. S., Jr.	Kirksville, Mo.	Pemberton, J. N.	Fulton, Mo.
Nelson, Aven	Ferguson, "	Prewitt, Mary T.	Kirksville, "
Mitchell, (Owen) L. L.	Kansas City, "	O'Neill, (Spencer) Lottie.	Kirksville, "

CLASS OF 1884.

Barrow, R. W.	Macon City, Mo.	Long, H. C.	Salem, Mo.
Brown, J. D.	Kirksville, "	Miller, W. H.	Kirksville, "
Carroll, B. F.	Jamesport, "	Miller, Libbie K.	Kirksville, "
Crookshanks, S. A.	Warsaw, "	Randall, Carrie.	Kirksville, "
Davis, Miriam.	Princeton, "	Sharp, Mamie.	Ferguson, "
Griffith, Mary	Kirksville, "	Swanger, Frank A.	Milan, "
Grove, J. H.	Liberty, "	Shain, H. B.	Cameron, "
Holiday, J. F.	New Market, Ia.	Hovey, (Willard) Nettie.	Kansas City, "
Johnston, R. E.	Edina, Mo.		

CLASS OF 1885.

Arnold, R. B.	Trenton, Mo.	Howell, Mary.	Luray, Mo.
Barnard, R. E.	Kirksville, "	Link, Allie.	Kirksville, "
Boyd, A. M.	Kirksville, "	Mitchell, O. M.	Armstrong, "
Childress, C. C.	LaGrange, "	Patterson, F. M.	High Hill, "
Dinsmoor, Silas ...	Springfield, "	Riggs, Fannie.	Curryville, "
Griffith, W. W.	Kirksville, "	Roberts, Isom.	Mexico, "
Grove, W. D.	Greensburg, "	Steele, J. J.	Tarkio, "

CLASS OF 1886.

Bradley, S. P.	Auxvasse, Mo.	Phipps, L. M.	Meadville, Mo.
Bradsher, A. J.	Clifton Hill, "	Porter, Stacy G.	Kirksville, "
Brummitt, J. J.	Kirksville, "	Porter, W. T.	Kirksville, "
Edwards, Jennie	Middletown, "	Pratt, A. L.	Meadville, "
Evans, Ella, 2339 Ches't st.,	St. Louis, "	Pratt, J. F.	Meadville, "
Funk, Kate.	Hurdland, "	Price, I. A.	Barnard, "
Garrett, Nannie.	Lawson, "	Pulliam, J. A.	Etna, "
Graer, Fannie.	Hamilton, "	Sanford, Paul.	Emerson, "
Holiday, G. M.	New Market, Ia.	Simpson, J. M.	Knox City, "
Johnston, Etta L.	Kirksville, Mo.	Fowler, (Smith) Minnie..	Kirksville, "
Kennedy, A. E.	Kirksville, "	Updyke, T. J.	Kirksville, "
Kiggins, C. M.	Edina, "	Watson, J. J.	Hillsboro, Ia.
Northcutt, Mary L.	Knox City, "	Wilson, J. D.	Higbee, Mo.

CLASS OF 1887.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Bellamy, G. L.....	Middletown, Mo.	Jamison, G. E.....	Fulton, Mo.
Bell, Adaline.....	Sperry, "	Key, Nannie.....	Granville, "
Cornelius, Chas.....	Knox City, "	Link, Eugene.....	Kirksville, "
Chambliss, Mollie.....	Higginsville, "	Luckey, E. D.....	De Soto, "
Edwards, W. B.....	Perryville, Ky.	McCoy, C. K.....	Kirksville, "
Erickson, Andrew.....	Ashton, Mo.	Nason, Geo.....	Kirksville, "
Fisher, G. W.....	Corneau, "	Pumphrey, Maggie..	Camden Point, "
Funk, Georgia.....	Kirksville, "	Plumb, Belle.....	Kidder, "
Funk, Ella.....	Kirksville, "	Payne, W. H.....	Hurdland, "
Hannah, Mattie Baird...	Kirksville, "	Rolofson, Ella.....	Fairfax, "
Humphreys, U. G.....	Gault, "	Seals, Laura.....	Kirksville, "
Holiday, A. L.....	New Market, Ia.	Thompson, Ida.....	Deer Ridge, "
Holloway, W. L.....	Hurdland, Mo.		

 UNDER-GRADUATES FOR 1887.

ELEMENTARY CLASS.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Barnard, W. L.....	Kirksville, Mo.	McCoy, Grace.....	Kirksville, Mo.
Bond, Alice.....	Graham, "	McIver, J. R.....	Vibbard, "
Burton, Jessie.....	Kirksville, "	Mallory, Lucy.....	Hardin, "
Bentley, W. H.....	Baylis, Ills.	Petree, J. E.....	Rosedale, "
Cleary, Jennie.....	Goshen, Mo.	Roberts, D. L.....	Hallsville, "
Cooley, E. L.....	Truro, Ia.	Rider, Anna.....	Clarence, "
Dawson, Minnie.....	Kirksville, Mo.	Sharp, Grace.....	Kirksville, "
Downing, Mary S.....	Saling, "	Trimble, Louise M....	Farmerville, La.
Ellison, Isabel.....	Kirksville, "	Tipton, R. I.....	Queen City, Mo.
Evans, Nellie.....	Kirksville, "	Updyke, C. W.....	Kirksville, "
Eiring, Wm.....	Salisbury, "	Whiteford, John.....	Guilford, "
Fisher, A. E.....	Trenton, "	Woods, Frank T.....	Woodlawn, "
Hannah, Frank.....	Kirksville, "	Wood, Eva.....	Kirksville, "
Hanley, Beth.....	Monticello, "	Weaver, Hattie.....	Kirksville, "
Lind, Anna.....	Greentop, "	Wheeler, Mattie.....	Vandalia, "
Lott, J. E.....	Edgerton, "	Wilcox, Viola.....	Millard, "
Luckey, Nellie.....	De Soto, "	Withaup, Alma.....	Salem, "
Miller, Lou.....	Queen City, "		

CATALOGUE OF STUDENTS

FOR THE YEAR 1886-87.

CLASSED FOR 1887-88.

POST GRADUATES' CLASS.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Bellamy, G. L.....	Montgomery, Mo.	Jamison, Geo E.....	Callaway, Mo.
Bell, Adaline.....	Adair, "	Key, Nannie.....	Monroe, "
Cornelius, Chas.....	Knox, "	Link, Eugene.....	Adair, "
Chambliss, Mollie.....	Lafayette, "	Luckey, E. D.....	Jefferson, "
Edwards, W. B.....	Boyle, Ky.	McCoy, Chas.....	Adair, "
Erickson, Andrew.....	Clarke, Mo.	Nason, Geo.....	Adair, "
Fisher, G. W.....	Grundy, "	Pumphrey, Maggie.....	Platte, "
Funk, Georgia.....	Adair, "	Plumb, Belle.....	Caldwell, "
Funk, Ella.....	Adair, "	Payne, W. H.....	Knox, "
Hannah, Mattie Baird.....	Adair, "	Rolofson, Ella.....	Atchison, "
Humphreys, U. G.....	Grundy, "	Seals, Laura.....	Adair, "
Holiday, A. L.....	Taylor, Ia.	Thompson, Ida.....	Lewis, "
Holloway, W. L.....	Knox, Mo.		

ADVANCED COURSE—CLASS A.

Barnett, E. E.....	Van Buren, Ia.	McKenzie, A. L.....	Lewis, Mo.
Bruce, H. S.....	Chariton, Mo.	Owen, Geo. H.....	Henry, "
Bailey, H. E.....	Adair, "	Patterson, Lucy.....	Adair, "
Christie, Frank B.....	Macon, "	Rison, Prudie.....	Adair, "
Chancellor, Mollie.....	Cooper, "	Reed, Minnie.....	Adair, "
Davidson, Thos. A.....	Scotland, "	Reed, Mollie.....	Adair, "
Funk, Lissie.....	Adair, "	Snodgrass, S. M.....	Vernon, "
Gentry, Lula.....	Adair, "	Smith, Alma.....	Adair, "
Hartford, I. J.....	Schuyler, "	Willard, Arthur.....	Adair, "
McCall, Morgan.....	Adair, "	Wilcox, Lula.....	Adair, "
Mackoy, Fannie.....	Adair, "	White, Eva M.....	Audrain, "
Morrison, Sudie.....	Howard, "	Wylie, Minnie.....	Jackson, "

CLASS B.

Albright, A. G.....	Ray, Mo.	McCoy, Grace.....	Adair, Mo.
Benson, Maude.....	Adair, "	McIver, J. R.....	Ray, "
Bond, L. Alice.....	Nodaway, "	Miller, Lou.....	Schuyler, "
Barnard, W. L.....	Adair, "	Mallory, Lucy.....	Ray, "
Bentley, W. H.....	Pike, Ills.	Nottingham, Laura.....	Macon, "
Burton, Jessie G.....	Adair, Mo.	Petree, J. E.....	Andrew, "
Baldwin, Mollie.....	Knox, "	Porter, Sallie.....	Knox, "
Baldwin, Maggie.....	Knox, "	Roberts, D. L.....	Boone, "
Cleary, Jennie.....	Mercer, "	Ryder, Anna.....	Shelby, "

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Cooley, E. L.....	Madison, Ia.	Rathburn, Helen M.....	Decatur, Ia.
Downing, Mary S.....	Audrain, Mo.	Sharp, Grace.....	Adair, Mo.
Dawson, Minnie.....	Adair, "	Shepler, J. N.....	Sullivan, "
Davis, Jennie.....	Adair, "	Stine, J. L.....	Schuyler, "
Ellison, Isabel.....	Adair, "	Trimble, Louise M.....	Union Parish, La.
Evans, Nellie.....	Adair, "	Tipton, R. I.....	Schuyler, Mo.
Eiring, Wm. H.....	Chariton, "	Updyke, C. W.....	Adair, "
Fisher, A. E.....	Grundy, "	Wait, Tatlow.....	Adair, "
Grimm, Emma.....	Adair, "	Whiteford, John.....	Nodaway, "
Gibson, W. E.....	Washington, "	Walton, Bettie L.....	Howard, "
Hannah, Frank.....	Adair, "	Wheeler, Mattie L.....	Audrain, "
Hanley, Lizzie.....	Lewis, "	Weaver, Hattie.....	Adair, "
Jamison, Blanche.....	Adair, "	Wood, Eva.....	Adair, "
James, Arthur.....	Ray, "	Woods, Frank T.....	Monroe, "
Lind, Anna.....	Schuyler, "	Wilcox, Viola.....	Adair, "
Lott, James E.....	Platte, "	Withaup, Alma.....	Dent, "
Luckey, Nellie.....	Jefferson, "		

ELEMENTARY COURSE—CLASS C.

Ainslie, L. M.....	Adair, Mo.	Laudram, J. E.....	Adair, Mo.
Ashlock, Carrie.....	Adair, "	Lyons, J. W.....	DeKalb, "
Ammerman, Clay.....	Adair, "	Littrell, Mollie.....	Audrain, "
Bowne, Alice.....	Audrain, "	McClung, W. E.....	Macon, "
Brunner, C. J.....	Adair, "	Miller, A. L.....	Saline, "
Banta, Clara.....	Grundy, "	Mallory, J. M.....	Daviess, "
Bogard, Flossie.....	Chariton, "	McPherin, Lizzie.....	Macon, "
Chambers, R. H.....	Andrew, "	Miller, Annie.....	Saline, "
Christal, Lou.....	Buchanan, "	McKee, W. D.....	Ray, "
Carter, E. M.....	Daviess, "	McIntosh, Laura.....	Montgomery, "
Comer, R. L.....	Callaway, "	McVeigh, Mary E.....	Caldwell, "
Creamer, Ella.....	Audrain, "	McCall, Nannie.....	Callaway, "
Chappell, Rannie.....	Clarke, "	Otto, Alice M.....	Adair, "
Conner, W. J.....	Adair, "	Patterson, Arthur.....	Adair, "
Dodson, Effie.....	Adair, "	Phillips, Ella.....	Randolph, "
Dunlap, John Wiley.....	Callaway, "	Perin, Eva.....	Schuyler, "
Darling, W. F.....	Linn, "	Petty, Dicy.....	Scotland, "
Dodson, Alice.....	Adair, "	Robertson, Lina.....	Randolph, "
Daulton, Anna.....	Marion, "	Risdon, E. A.....	Adair, "
Dearing, Quintilla.....	Knox, "	Roberts, Burgie.....	Audrain, "
Edmonson, Rowena.....	Clarke, "	Ringo, Althea.....	Adair, "
Eberts, Creth L.....	Clay, "	Radford, G. A.....	Boone, "
Ford, Ella.....	Corneau, "	Ringer, Dora.....	Chariton, "
Farmer, Frances.....	Macon, "	Smith, S. F.....	Adair, "
Glenn, Sattie.....	Adair, "	Saltmarsh, W. H.....	Macon, "
Gross, Mary C.....	Livingston, "	Show, M. M.....	Audrain, "
Grubbs, Laura.....	Dak. Ter.	Slavens, Etta.....	Adair, "
Guthrie, C. P.....	Callaway, Mo.	Smith, Arthur.....	Schuyler, "
Hastings, Eva May.....	Randolph, "	Schaeffer, Jos.....	Holt, "
Harvey, Robt. Lee.....	Adair, "	Snidow, J. P.....	Monroe, "
Herbert, T. B.....	Grundy, "	Smith, May B.....	Callaway, "
Hamilton, Warren.....	Adair, "	Smart, M. M.....	Carroll, "
Harvey, Dora.....	Adair, "	Thompson, Aria.....	Randolph, "
Hennon, J. C.....	Sullivan, "	Tinsman, Ida.....	Adair, "
Hemphill, Nina.....	Adair, "	Wolz, Maria.....	Grundy, "
Hyatt, J. E.....	Macon, "	Wittmer, Deborah.....	Schuyler, "
Holloway, Julia.....	Audrain, "	Wilcox, Cassius.....	Adair, "
Humphreys, Jas. C.....	Callaway, "	Waller, Maggie.....	Monroe, "
Kendrick, Robt. K.....	Ralls, "	Willis, Mary.....	Adair, "
Kincaid, U. G.....	Grundy, "	Witt, Delia.....	Adams, Ills.

CLASS D.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Adams, J. Q.	Macon, Mo.	Hynds, S. H.	Adair, Mo.
Albright, B. D.	Ray, "	Harrington, Kate.	Adair, "
Boyd, H. C.	Adair, "	Herron, Ida.	Adair, "
Brunner, Beulah.	Macon, "	Harris, Minnie.	Adair, "
Berryman, J. W.	Macoupin, Ills.	Hayes, Thos. A.	Adair, "
Braden, J. H.	Adair, Mo.	Herring, Jos.	Callaway, "
Brainerd, Lizzie.	Grundy, "	Jeffries, Ida.	Monroe, "
Conner, Allen.	Adair, "	Jones, E. R.	Macon, "
Caskey, Agnes.	Adair, "	Kennedy, Sarah.	Adair, "
Callison, A. E.	Adair, "	Kendrick, John.	Ralls, "
Collett, Minnie.	Adair, "	Luckey, Mrs. E. D.	Jefferson, "
Clapper, Jas. S.	Schuyler, "	Miller, Gussie.	Saline, "
Cavett, S. S.	Adair, "	Morse, Bessie E.	Jefferson, "
Dinsmoor, Mattie.	Adair, "	Pettit, Maggie.	Knox, "
Delaney, Belle.	Monroe, "	Pitts, W. O.	Carroll, "
Dodson, B. S.	Adair, "	Russell, Ira.	Davis, Ia.
DeWitt, Wallace.	Sullivan, "	Roberts, Bert C.	Audrain, Mo.
Duffee, Warren M.	Hardin, Ky.	Robbins, Effie.	Carroll, "
Evans, Jennie.	Adair, Mo.	Rice, Laura.	Gentry, "
Evans, Edward L.	Macon, "	Stigall, Oliver.	Randolph, "
Edsall, Mabel.	Livingston, "	Satterfield, Mary.	Schuyler, "
Fray, Marinda.	Chariton, "	Shade, Mamie.	Adair, "
Forrest, R. H.	Monroe, "	Smiley, Frank L.	Linn, "
Gentry, Fannie.	Adair, "	Shackleford, Emma.	Shelby, "
Gray, Henry.	Chariton, "	Shelnut, Anna.	Boone, "
Gluck, Carrie.	Adair, "	Thrailkill, Eva.	Adair, "
Green, A. L.	Randolph, "	Thompson, Mary E.	Lewis, "
Haman, Carl W.	Shelby, "	Turpin, Belle.	Lewis, "
Hickman, H. V.	Macon, "	Tonkinson, B. H.	Lewis, "
Hill, G. M.	Morgan, Ills.	Williams, Sadie.	Macon, "
Harlan, Lula.	Adair, Mo.		

CLASS E.

Abercrombie, Leona.	Adair, Mo.	Huston, C. S.	Scotland, Mo.
Abbott, Flora.	Adair, "	Johnson, W. A.	Scotland, "
Austin, M. B.	Monroe, "	Jeffries, Alice.	Monroe, "
Beets, M. J.	Adair, "	Kapfer, Henry J.	Scotland, "
Barnhart, D. A.	Randolph, "	Kibler, Jos. W.	Adair, "
Baker, Frank.	Adair, "	Kemp, W. P.	Callaway, "
Bealmear, Geo. A.	Macon, "	Lightner, E. C.	Monroe, "
Bohon, A. R.	Rice, Kas.	McClelland, Geo. R.	Adair, "
Bundy, A. S.	Adair, Mo.	Moore, P. E.	Callaway, "
Brown, Cattie.	Randolph, "	Miller, J. A.	Adair, "
Beason, Mrs. Sallie.	Fremont, Wy. Ter.	McCreery, Amanda.	Monroe, "
Bush, E. F.	Callaway, Mo.	Moore, Nannie A.	Callaway, "
Cleary, Lena.	Mercer, "	McGonigle, J. I.	Adair, "
Collins, John T.	Clay, "	O'Rourke, Harry.	Knox, "
Caverly, Ora.	Pike, "	Patterson, Rosa.	Adair, "
Caldwell, Earl.	Monroe, "	Roney, Thos. A.	Ray, "
Davis, Clara.	Adair, "	Roney, Maggie.	Ray, "
Dodson, W. S.	Adair, "	Snow, L. A.	Daviess, "
Ellison, Julia B.	Adair, "	Scheurer, Martha.	Scotland, "
Fitch, Daisy.	Adair, "	Smith, Callie.	Adair, "
Foster, John P.	Macon, "	Simmons, Anna W.	Schuyler, "
Grimm, Libbie.	Adair, "	Sullinger, Linda.	Audrain, "
Green, Ada.	Randolph, "	Turner, Mary.	Audrain, "
Greening, Minnie.	Monroe, "	Turpin, Katie.	Lewis, "
Harlan, Finley.	Adair, "	White, J. C.	Boone, "

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Holiday, Minnie.....	Taylor, Ia.	Wilkes, Mollie M.	Adair, Mo.
Hurt, A. E.....	Chariton, Mo.	Walker, Ida L.....	Adair, "
Humphreys, Egbert R....	Callaway, "	Walker, Anna L....	Macon, "
Hyatt, J. A.....	Macon, "	White, Emma.....	Boone, "
Havey, Thos.....	Ralls, "	Williams, Josie....	Jefferson, "

CLASS F.

Asher, S. S.....	Grundy, Mo.	Kibler, Anna L.....	Adair, Mo.
Allen, Sallie.....	Linn, "	Kibler, Jas. M.....	Adair, "
Boyd, W. M.....	Adair, "	Lackey, Alice C.....	Adair, "
Barrett, G. M.....	Scotland, "	Landers, W. S.....	Adair, "
Burgdorff, Emma.....	Audrain, "	Linville, R. W.....	Adair, "
Bradshaw, W. T.....	Adair, "	Lawson, Sylvester.....	Adair, "
Bundy, Minnie.....	Adair, "	Morris, Emory.....	Schuyler, "
Burns, Emmitt.....	Scotland, "	Miller, Pet.....	Adair, "
Burtch, Hattie M.....	Grundy, "	Morrow, Leona V.....	Adair, "
Bostaph, W. B.....	Daviess, "	Maddox, Mollie.....	Howard, "
Capps, I. N.....	Adair, "	Martin, Birdie.....	Sangamon, Ills.
Campbell, Nora M.....	Schuyler, "	McDonald, Allan.....	Adair, Mo.
Carmen, Amy.....	Lewis, "	McIver, Sallie.....	Ray, "
Collins, Chas. A.....	Clay, "	Moore, Lucy.....	Callaway, "
Douglass, H. R.....	Audrain, "	McCall, Alice.....	Callaway, "
Droz, Peter J.....	Jefferson, Ia.	Osborne, Frank.....	Macon, "
Davis, Owen.....	Callaway, Mo.	Patterson, Carrie.....	Adair, "
Durham, Dora.....	Macon, "	Porter, Walton.....	Knox, "
Drinkard, E. M.....	Macon, "	Parcels, J. F.....	Adair, "
Doty, Augustus H.....	Daviess, "	Presson, Etta R.....	Adair, "
Doty, Belle.....	Linn, "	Parker, Jennie E.....	Adair, "
Dodson, Ella.....	Adair, "	Pitts, S. D.....	Carroll, "
Dodson, Mattie.....	Adair, "	Rinehart, Fannie.....	Knox, "
Dixon, Ida.....	Montgomery, "	Ryan, Maggie.....	Randolph, "
Davies, Minnie I.....	Norton, Kas.	Richardson, George.....	Chariton, "
Dodson, W. T.....	Sullivan, Mo.	Russell, J. L.....	Davis, Ia.
Evans, Mary.....	Grundy, "	Ryan, Mattie.....	Randolph, Mo.
Eiring, Chas.....	Chariton, "	Rupard, W. M.....	Vernon, "
Evans, Ina.....	Grundy, "	Romjue, Dora.....	Macon, "
Edwards, Laura.....	Hancock, Ills.	Riggs, Barbara.....	Boone, "
Farmer, Bud.....	Macon, Mo.	Reed, Ella J.....	Audrain, "
Farmer, John W.....	Macon, "	Shultz, Lida A.....	Adair, "
Farnsworth, Ida.....	Washington, "	Stukey, Sherman.....	Adair, "
George, Frank.....	Adair, "	Smoyer, Anna.....	Adair, "
Goulden, Oliver.....	Macon, "	Sanford, Lizzie.....	Adair, "
Griffin, Florence.....	Randolph, "	Seibert, Nelson.....	Schuyler, "
Graves, Dovie.....	Monroe, "	Townsend, Edgar E.....	Adair, "
Gordon, B. F.....	Wayne, Ia.	Thomson, Laura.....	Ray, "
Hendrickson, G. A.....	Grundy, Mo.	Van Natta, Nelson.....	Grundy, "
Holiday, Carrie.....	Taylor, Ia.	Williams, Mary.....	Adair, "
Heiney, Blanche.....	Adair, Mo.	Webb, Grace.....	Adair, "
Hurt, Martin L.....	Macon, "	Wright, Ellen.....	Caldwell, "
Holloway, W. H.....	Audrain, "	Wilkerson, Otho M.....	Callaway, "
Henry, Louis.....	Carroll, "	Wright, Stella.....	Boone, "
Hartford, W. I.....	Schuyler, "	Wise, A. C.....	Grundy, "
Hynds, Madge.....	Adair, "	Winters, Dessie M.....	Grundy, "
Irminger, Drusilla.....	Clay, "	Young, W. L.....	Adair, "
Jamison, Ewing B.....	Callaway, "	Young, David G.....	Adair, "
Johnston, Nita B.....	Adair, "		

SUMMARY OF 1887-88.

	<i>Ladies.</i>	<i>Gentlemen.</i>	<i>Total.</i>
Post Graduate Class	11	14	25
ADVANCED COURSE.			
A Class	13	11	24
B Class	31	19	50
ELEMENTARY COURSE.			
C Class	44	36	80
D Class	31	30	61
E Class	29	31	60
F Class	50	47	97
Preparatory	13	11	24
Total.....	222	199	421
Training School	65	46	111
Grand Total.....	287	245	532

STATISTICS FOR 1886-87.

GRADUATES.

Average age of the Advanced class.....	24 years
Average age of the Elementary class.....	20 years
Number in the Advanced class who will teach next year.....	92 per cent
Number in the Elementary class who will teach next year.....	70 per cent
Number in the same class who will return to school.....	28 per cent

OCCUPATIONS REPRESENTED.

From the farm.....	73 per cent
Mercantile pursuits	8 per cent
Professional, other than teaching.....	4 per cent
Mechanics	5 per cent
All others	10 per cent

LOCALITY.

Number of counties in the First Normal District	44
Number of counties in the district represented	38
Number of counties outside of the district represented	8
Total number of counties represented.....	46
Number of students from Missouri.....	399
Number of students from other States	22
Number from other States pledged to teach in Missouri.....	22
Total number pledged to teach in Missouri	421

MISCELLANEOUS.

Total enrollment of the school.....	532
Number who defray their own expenses.....	253 (61 per cent)
Number who have taught before entering	168 (39 per cent)

ENTERED AND GRADUATED.

Total number of different students enrolled	5796
Total number of Alumni	196
Total number of graduates in the Elementary course.....	516
Total number of graduates in all the courses.....	880

COUNTIES IN THE DISTRICT REPRESENTED.

Andrew, Adair, Audrain, Atchison, Boone, Buchanan, Chariton, Callaway, Carroll, Caldwell, Clay, Clarke, DeKalb, Daviess, Grundy, Gentry, Holt, Howard, Knox, Livingston, Lewis, Linn, Mercer, Montgomery, Monroe, Marion, Macon, Nodaway, Putnam, Pike, Platte, Randolph, Ray, Ralls, Scotland, Shelby, Sullivan, and Schuyler.

COUNTIES REPRESENTED THAT ARE NOT IN THE DISTRICT.

Cooper, Dent, Henry, Jefferson, Jackson, Saline, Vernon, and Washington.

STATES REPRESENTED.

Missouri, Iowa, Illinois, Kansas, Kentucky, Louisiana, and Wyoming Ter.

TEXT BOOKS.

1. Text-books are adopted by the Board of Regents triennially, and can not be changed during the time for which they are adopted, except by the unanimous consent of the Board.

2. The Text-books adopted June, 1887, are printed in italics.

3. Students should bring all their Text-books for use as reference books.

4. Few changes are ever made, and these only when it is believed that decided advantage will result.

ARITHMETIC.—*White, Milne, Goff, Stoddard's Intellectual.*

AMERICAN LITERATURE.—*Royce.*

ALGEBRA.—*Wentworth's Elements, Ficklin, White, Schuyler.*

ASTRONOMY.—*Newcomb's, Robinson, Lockyer, Loomis.*

BOTANY.—*Gray, Youmans, Wood.*

CHEMISTRY.—*Avery, Meads, Roscoe, Norton.*

CIVIL GOVERNMENT.—*Townsend, Andrews, Shannon, Young.*

DRAWING.—*Prang, Bartholomew, Smith, Krusi.*

ELOCUTION.—*Vocal and Action-Language—Hamill, Murdock.*

ENGLISH LITERATURE.—*Swinton, Morgan, Shaw, Arnold.*

ETYMOLOGY.—*Swinton.*

GEOGRAPHY.—*Eclectic, Guyot.*

GEOLOGY.—*Dana, LeConte, Tenny, Steele.*

GENERAL HISTORY.—*Barnes, Swinton, Anderson.*

GRADED SCHOOLS AND INSTITUTES.—*Phelps, Payne.*

GEOMETRY.—*Wentworth, Ray, Schuyler, Olney.*

GRAMMAR.—*Reed and Kellogg, Green, Whitney, Hadley.*

HISTORY OF EDUCATION.—*Painter, Hailmann, Quick, Compayre.*

HISTORY OF THE UNITED STATES.—*Barnes, Ridpath, Thalheimer.*

LATIN.—First year.—Beginner's Latin Book, (*Collar and Daniel*), Grammar, (Harkness). Second year.—Caesar, Composition, (Harkness), Virgil. Third year.—Cicero, (De Senectute et De Amicitia), Composition, (Harkness), Grammar, (Harkness), Horace.

LOGIC.—*Coppee, Schuyler, Gregory, Hamilton.*

MUSIC.—*Mason, Loomis.*

METHODS OF TEACHING.—*White, Fitch, Swett, Currie.*

PSYCHOLOGY.—*Mahan.*

NATURAL PHILOSOPHY.—*Gages, Avery.*

PHYSIOLOGY.—*Hutchinson, Brown, Dalton, Carpenter.*

PHYSICAL GEOGRAPHY.—*Maury, Guyot, Cornell*

PENMANSHIP.—*Spencer, Payson, Eclectic.*

PHILOSOPHY OF EDUCATION.—*Tate.*

RHETORIC.—*Kellogg, Jameson, Hepburn, Hart.*

SCHOOL ECONOMY.—*Hughes, Baldwin, Wickersham, Swett.*

TRIGONOMETRY.—*Greenleaf, Schuyler, Wentworth.*

ZOOLOGY.—*Orton, Packard, Nicholson.*

CONDITIONS OF ADMISSION.

First.—Ladies must be at least fifteen, and gentlemen sixteen years of age.

Second.—They must possess good health, good character, and average abilities.

Third.—They must pass a satisfactory examination on Spelling, Reading, Descriptive Geography, English Grammar, and Arithmetic.

Fourth.—Students wishing to enter the school for the first time, and coming in at the beginning of the year, must present themselves at the Normal Building, at 9 o'clock, A. M., on Friday preceding the Tuesday on which the first term of the school year opens.

Fifth.—Students desiring to complete either of the courses in one year, who have not attended the school before, should be present on the first Monday in September, to be examined on the subjects of the course not included in the last year. Graduates of High Schools, Academies, and Colleges may be excused from these examinations, provided they can give satisfactory evidence of proficiency in the subjects taught, except those of the last year of the course.

Sixth.—All students must have paid the *incidental fee* and present the Treasurer's receipt therefor.

Seventh.—They must "sign a declaration of intention to follow the business of teaching in the Public Schools of the State."

Eighth.—They must sign a pledge to cheerfully comply with the regulations of the School, requiring promptitude, regularity, and proper decorum.

CLASSIFICATION.

The School is divided into eight classes, H, G, F, E, D, C, B, and A. New students may enter any one of these classes for which they are prepared. But *before entering* they must stand a satisfactory examination on all the subjects taught in the classes below that which they wish to enter.

PROGRAMME.

The school day is divided into seven recitation periods of forty minutes each, with two periods of twenty minutes each for spelling and vocal music, and ten minutes for a general exercise in calisthenics. The time of the commencement of each recitation is given at the left of the programme. From these it can be seen what each class is doing each hour of the day during each term in the year.

REGULAR AND SELECT COURSES.

No shorter time will be allowed for any to become proficient in the subjects taught than that in which it is possible for the majority of the students to do so. We earnestly advise all students, where it is possible, to pursue a regular course. With less than this, they cannot expect to be highly successful in the profession of teaching. But, if, from any cause, it is necessary for a student to pursue an irregular course, he can determine from the programme what studies he may take and avoid conflicts in the times of recitation. All students *must pursue* the regular course until they have completed the first year's work.

CONDITIONS OF GRADUATION.

First.—Candidates must possess a good moral character, and make a record of not less than 90 per cent. in department.

Second.—They must possess sufficient maturity of mind to be able to teach a common school.

Third.—They must pursue regularly all the professional studies of the course.

Fourth.—They must make a grade of not less than 75 per cent. in each branch of study in the course. Students making a grade of 90 per cent., or more, in any subject will be considered distinguished in that subject, and will be so announced.

Fifth.—Applicants for either Certificates or Diplomas must *do actual teaching* four successive hours per day, in the Model department, during one-fourth year of the course in which they graduate.

Sixth.—They must submit to the faculty, at the beginning of the second term, a thesis on some educational or literary topic.

CERTIFICATES AND DIPLOMAS.

One Certificate and two Diplomas are issued by this Institution. The time usually required to complete the full course is four years.

The *Regents' Graded Certificate* is granted to students completing the work of the Elementary Course.

The *Diploma* of the Institution, conferring the degree of "Bachelor of Scientific Didactics," is awarded to those students who complete the full course of four years.

The *Post-Graduate Diploma* will be conferred upon such graduates from the full course as teach successfully three years after graduation, and complete the course of reading below; such will receive the Post-Graduate Degree, *Master of Scientific Didactics*.

POST-GRADUATE COURSE.

FIRST YEAR.

Self-culture (Blackie).	The Paradise of Childhood.
The Child, Its Nature and Relations.	History of Greece (Grote).
Fröbel and the Kindergarten System of Elementary Education.	History of Rome (Arnold).
Ladder of Learning for Little Climbers.	Emerson's Essays.
	Life of Washington (Irving).

SECOND YEAR.

American Institutions.	Montaigne's Essays.
History of Public School Systems.	Four Phases of Morals.
Hygiene of the School-Room.	Sex in Education.
History of France (Guizot).	No Sex in Education.

THIRD YEAR.

American Teachers and Benefactors of Education.	Thirty Years' War.
History of English People.	Life of Frederick the Great.
Macaulay's Essays.	Life of Luther.
Outlines Science of Education.	Life of Pestalozzi.
	American Pedagogy.

An examination of candidates for this degree will be held at the time of the regular Commencement examinations each year. It will require an attendance of about one week. Applicants for this degree must inform the President of such intention at least one month in advance. Further information, as to books and authors, will be furnished on application.

NORMAL DIPLOMAS AND CERTIFICATES, LICENSES TO TEACH.

By virtue of the following law, enacted by the Thirty-Fourth General Assembly of the State, holders of Normal Diplomas and Certificates may teach in the public schools of the State without further examination :

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. That article three (3), chapter one hundred and fifty (150), of the Revised Statutes of Missouri, entitled "Of Normal Schools," be and the same is hereby amended by adding a new section thereto, to be numbered and known as section 7179a, which section shall read as follows :

SECTION 7179a. The normal diploma conferred upon completing a four years' course shall entitle its holder to teach school in any county in this State without further examination, until annulled by the Board of Regents or Curators granting the same, or by the County School Commissioner, or State Superintendent of Schools, for incompetency, cruelty, immorality, drunkenness, or neglect of duty, and the graded certificate now granted upon the completion of the two years' course, shall, in like manner, entitle the holder to teach the several branches of study named therein for a period of four years from the date of graduation, unless such certificate be sooner annulled by said Board, or County School Commissioner, or State Superintendent of Schools, for one or more of the causes above specified. The provisions of this section shall apply also to the Normal Department of the University of Missouri and of Lincoln Institute.

DESIGN.

The school was established and equipped as an institution to prepare teachers for the public schools of the State. It aims to prepare teachers by

First.—Giving thorough instruction in such branches of learning as are taught in the schools of the State, including Graded and High Schools.

Second.—Giving instruction in the theory of teaching, consisting of methods of study, methods of reciting, methods of instructing, and methods of governing.

Third.—Training Students in the Art of Teaching by practice in the Training School.

Fourth.—Offering examples of good teaching.

CHARACTER OF A NORMAL SCHOOL.

A Normal School is a school designed to teach students how to become efficient teachers. It is an institution in which those wishing to become teachers may learn both the subjects to be taught and how to teach them.

The fundamental idea of the Normal School is, that knowing a thing, and knowing how to teach that thing, are very different facts. All proper teaching involves the possession of an art, wholly different from the mere knowledge of the subject to be taught. Though it is true that, one having the art of teaching may not be able to teach what he does not know, it is not the less true that, one not having this art cannot teach what he does know.

In the language of Dr. Hart, "The mere possession of knowledge does not make one a teacher any more than the possession of powder and shot makes him a marksman." To acquire knowledge ourselves, and put others in possession of what we have acquired, are distinct and quite unlike things. The art of teaching is the one indispensable qualification of the teacher. Without this, whatever else he may have, he is no teacher. To develop teaching power, to train students in the art of teaching, is the work of the Normal School. In this school the main object of the student is to learn how to make others know what he knows. "As is the teacher, so is the school." The teacher is the most potent factor in a system of education.

A State Normal School is as necessary a part of a system of public education as the primary or the grammar school. The greatest want of the age is the want of good teachers. Nature furnishes some with special talents for teaching, a natural "aptness to teach," but professional training is essential to develop, educate, and qualify nature's material for the highest efficiency. In Normal Schools experienced educators are employed in training the young in the art of teaching. The student teacher, living and moving for weeks and months among those who have taught and look upon teaching as a profession, acquires manners and habits peculiarly helpful in future work.

MEANS EMPLOYED TO TRAIN TEACHERS.

These are: *First.*—Thorough study by the students. We expect them to study their lessons and to become familiar with hard study. They are taught that all education is and must be self-education.

Second.—Careful and critical recitation under the direction of the teacher. We expect students to recite without assistance from the teachers. The teacher aims only to direct, encourage, and stimulate the student.

Third.—The study of teaching. This includes three distinct courses of study. The first embraces the object, means, and methods of teaching, the motives of the teacher, and the methods of organizing, conducting, and governing schools. The second treats of the methods of teaching the various branches of study. The third relates to the study of the mental and moral powers, their nature and culture.

Fourth.—Practice in the Model School. All who intend to graduate, and such other students as are prepared for it, practice teaching in the Model School. They compare their work with standards of good teaching, and receive advice and instruction from the Superintendent of the Model School, and the teachers of the Normal School.

COURSE OF STUDY.

Preparatory Course.	Class H.	First Term.	}	Geography, Penmanship, Grammar, Elements of Elocution,	
				Arithmetic.	
Elementary Course.	Class G.	Sec'd Term.	}	Arithmetic (cont'd), Grammar (cont'd) Physiology, U. S.	
				History.	
	First Year.	Class F.	First Term.	}	*Civil Government, *Physical Geography, Elocution,
					Algebra, Botany, Book-keeping (optional).
	Class E.	Sec'd Term.	}	Drawing, English Literature (American Authors), Algebra,	
				*Elements of Psychology, *Elements of Physics, Latin.	
Second Year.	Class D.	First Term.	}	Rhetoric, Geometry, Latin, Zoölogy, Methods.	
				Class C.	Sec'd Term.
				*Teaching in Model School four successive hours.	

NOTE. — Each of the above classes is re-organized at the beginning of the second term. See Programme.

Advanced Course.	Third Year.	Class B.	First Term.	}	Physics, Psychology, *Ethics, Latin, Solid Geometry,
					Chemistry, *Elocution, Gen. History, Latin, *Trigonometry,
Fourth Yr.	Class A.	Sec'd Term.	}	*Logic.	
				Latin, Geology, Methods, Astronomy, Eng. Literature.	
				}	Institutes and Graded Schools, History of Education, Latin,
					*Teaching in Model School four successive hours.
					*Review of Common School branches.

Etymology, Orthography, Calisthenics, and Vocal Music are General Exercises, and will continue during the whole course. See Programme on next page.

* Those studies marked with a star will continue ten weeks only, the others twenty weeks.

PROGRAMME OF DAILY RECITATIONS.

FIRST TERM SEPT. 6th TO JAN. 31st.

Advanced Course.

Elementary Course.

Preparatory Course.

HOURS.	CLASS A. Fourth Year.	CLASS B. Third Year.	CLASS C. Second Year.	CLASS D. Second Year.	CLASS E. First Year.	CLASS F. First Year.	CLASS G.	CLASS H.	
8 : 25	Roll Call.								
8 : 40	Opening Exercises and Announcements.								
9 : 00		Physics.	The Elementary Graduating Class will observe and teach in the Model School four successive hours for ten weeks.	Rhetoric.	Drawing.	Civil Gov't., Phys. Geog.	Arithmetic.		
9 : 40	Geology.			Geometry.	English Lit. American Authors.	Book-keeping. (Optional.)		Geography.	
10 : 20	Spelling, Calisthenics and Rest.								
11 : 00		Psychology and Ethics.				Algebra.		Grammar.	Penmanship.
11 : 40	Astronomy.				Latin.		Elocution.	Physiology.	Grammar.
12 : 20	Noon Lunch and Rest.								
12 : 50	Methods.	Latin.	School Economy.	Zoology.	El Psychol. El. Physics.	Algebra.			
1 : 30	*Twenty minutes will be devoted to Vocal Music by the whole school.								
1 : 50	English Lit.			Methods.	Latin.		U. S. History.	Arithmetic.	
2 : 20	Latin.	Solid Geometry.	History of Education.			Botany.		Elements of Elocution.	
3 : 10	Dismission.								

*The whole school will be carefully graded for Vocal Music, and each grade will recite every day.

NOTE. — It will be observed that only one year of Latin is required in the Elementary Course, one-half year having been removed to the Advanced Course.

PROGRAMME OF DAILY RECITATIONS.

SECOND TERM, FEB. 1st TO JUNE 15th.

Advanced Course.

Elementary Course.

Preparatory Course.

HOURS.	CLASS A. Fourth Year.	CLASS B. Third Year.	CLASS C. Second Year.	CLASS D. Second Year.	CLASS E. First Year.	CLASS F. First Year.	CLASSG.	CLASS H.	
8:25	Roll Call.								
8:40	Opening Exercises and Announcements.								
9:00	The Advanced Graduating Class will teach in the Model School four successive hours for ten weeks.		The Elementary Graduating Class will observe and teach in the Model School, four successive hours for ten weeks.	Rhetoric.	Drawing.	Civ. Gov. Phys. Geog.	Arithmetic.		
9:40		Chemistry.		Geometry.	English Lit. American Authors.	Book-keeping. (Optional).		Geography.	
10:20		Spelling.		Calisthenics	and Rest.				
11:00		Elocution.			Algebra.		Grammar.	Penmanship.	
11:40		Gen. History.			Latin.		Elocution.	Physiology.	Grammar.
12:20	Noon Lunch and Rest.								
12:50	Institutes and Graded Schools.	Latin.	School Economy.	Zoology.	El. Psychol. El. Physics.	Algebra.		Elements of Elocution.	
1:30	*Twenty minutes will be devoted to Vocal Music, by the whole school.								
1:50	History of Education.			Methods.	Latin.		U. S. History.	Arithmetic.	
2:30	Latin.	Trigonometry and Logic.	History of Education.			Botany.			
3:10	Dismission.								

OF THE FIRST DISTRICT.

21

*The whole school will be carefully graded for Vocal Music, and each grade will recite every day.

NOTE.—No student will be permitted to take more studies, in any Class, than are allowed according to the program, except by permission of the Faculty.

VOCAL MUSIC.

As may be seen from the course of study, Vocal music has a large place in the curriculum of the School, and not only is it recommended, but *required*, that all graduates have sufficient knowledge of the elements of the subject, and the Theory and Practice of teaching it, to enable them to teach the same successfully in the Public Schools of the State.

The importance given to this subject is only proportionate to its real value. Not only does singing rank deservedly high among the arts, being second to none in the wide reach of its capacity to impart pleasure, but the training of the voice in the assiduous study and practice of vocal music does much to cultivate it with reference to other uses.

All human history goes to show that vocal music has always held a very high place in the appreciation of the race. This appreciation has not only not lost its strength, but has grown stronger with the growth of civilization. It is not contemplated that *thorough training* of the voice can be given in the Normal course, but it is hoped that students will both form a taste for Vocal music, and become thoroughly grounded in the elements, and be able to teach it, both in Theory and Practice.

It is, also, believed that assiduous practice with reference to controlling and modulating the voice will be found highly beneficial in speaking, as well as in conversation, and will be a substantial aid to the student in mastering the art of elocution.

INSTRUMENTAL MUSIC.

Although Instrumental music forms no part of the regular curriculum of the school, opportunities are offered for the study of Piano, Organ, and Voice Culture under the best instructors at moderate cost.

MODEL AND TRAINING SCHOOL.

The *Model Department* was established November 13th, 1882, in order that there might be a school, in connection with the Normal School, exhibiting the best methods of classification, teaching, and discipline, which the students could visit and observe, take part in as instructors, and put in practice the methods they have studied. Continued experience with the Model School adds to the appreciation of it as a feature of the Normal School. It is found, by both teachers and students of the Normal School, that it serves, to the fullest, the purpose for which it was designed.

In all other callings and professions, it has always been held that practice was not in anywise less important than a thorough understanding of the theory, in order to be master of them. Indeed, in many callings, especially in the mechanic arts, practice has customarily been elevated to a prominence so far above theory, that it has been held, that to serve an apprenticeship in the practice was sufficient training.

In the learned professions such a relation could not, in the nature of the case, be sustained between theory and practice; but yet the *servng of an apprenticeship* in the actual practice in every learned profession, in connection with study, has come to be more and more regarded as an absolutely indispensable part of the necessary training.

The moot court of the lawyer, and the clinic of the physician, are neither of more vital importance to those professions than the School of Practice to the Normal student; yet the school of medicine, or of law, that undertook to turn out students thoroughly equipped for practice in actual business in its calling without having supplied this means of learning from example as well as precept; of combining theory with practice; would fail utterly of patronage.

In the School of Practice, or Model School, members of the graduating classes are required to teach under the careful criticism of experienced teachers, and no one is graduated or licensed to teach in the schools of the State who does not satisfactorily stand this practical test of fitness for the work.

It is intended that the course of study in the different classes in the school shall furnish the means of practical illustration of the methods of teaching, which should be familiar to every true teacher, whether filling a position in a Primary, Intermediate, or High School.

The influence of such a school, on the minds of students about to go out as teachers, is certainly very great, and none can fail to see that an opportunity for improvement in the art of teaching is offered, such as is furnished by no other instrumentality.

Indeed, increased experience with the Model School has so fully demonstrated its value, that, as far as possible, it will hereafter be made even more prominent than it has been, as a factor in the creation of teachers. Certainly, no less practice in the teaching of this school will hereafter be exacted of those about to graduate, but, if feasible, and found advisable, even more. The greater the experience of Normal teachers, the more they discover that it is at least as easy, if not easier, to instruct students in the subjects they will teach, than to teach them the art of teaching,

Mere listening to recitations, correcting exercises, and appointing lessons, are no longer looked upon as the only duties of a teacher. Education, viewed in its true light, of *leading the mind out*, of training the intellectual powers to correct habits of thought and study, as well as the proper control and training of pupils in morals and deportment, are now, in the broader view of the subject, regarded as the equally important functions of the skilled teacher. It is not within the power of the Normal teacher to give a correct understanding of these subjects through mere theoretical teaching of them. The example is of greater weight than the precept.

The student teachers are, therefore, under the observation and criticism, while in practice, of the Principal of the Model School, or some other member of the Faculty. A regular system of grading daily the classes under the charge of the student teachers is required of them, in order to insure efficiency in general discipline, and discretion in the use of incentives to study and deportment.

Each day a meeting of the student teachers is held by the Principal of the Model School, when the criticisms of the day are read and profitably discussed, practical methods illustrated, and the work for the next day arranged.

LOCAL SCHOOL.

The School of Practice, or Training School, is *necessarily* a local school, as it is composed almost entirely of small children. It was not established for the convenience of the people of Kirksville, whose school taxes have in no wise been affected thereby, but because it is just as necessary an instrument of a Normal School as a library, laboratory, or gymnasium. Those who enjoy the advantages

of this school, both as *pupils* and *teachers*, pay for them, and its maintenance costs the *State* nothing except the rooms used.

Such is, and has been, up to the present time, the fact with reference to the Model School. But if it *is* the fact, and it cannot be gainsaid, in the light of continued experience, that this school of practice is as indispensable to the successful carrying out of the intent of the Normal School, as any other feature of it, then the existence of the Model School should certainly not be left to the precarious means by which it has thus far stood.

It is uncontrovertibly established that the practice afforded in this school is as necessary to the prospective teacher, as the knowledge of the subjects he will teach. Then it should be as incumbent upon the State to furnish the means for supplying the *school of practice, as that of instruction and theory*. While the citizens of Kirksville have, up to this time, sent their children to the Model School, paying for that privilege, as well as contributing, by tax, to the support of the public schools, it can hardly be hoped that they will long continue to do so.

In order, then, that the Model School may be able to offer, at least, equal advantages with those of the public schools; and in order that the work of the Normal School may, in no sense, be in vain, but be a harmonious whole; that the generous appropriation now made for its support may be most thoroughly efficient for its noble purpose, the Model School should be made *entirely free*, and the whole cost of its maintenance borne by the State. This cost is altogether insignificant in comparison with the value of results attained.

CRITICISM LESSONS.

Several times a week, classes from the Model School are taught by members of the Method classes of the Normal, in the presence of the class, the Principal of the Model Department, and other members of the Faculty.

This exercise is, as far as possible, a sample of an ordinary recitation, or, if allowed to differ from that, it is in order to illustrate more fully some principle or method considered important. At the close of the lesson the class is dismissed, and the method and manner of the teacher are fully and freely discussed by all present, faults pointed out and improvements suggested. In these discussions many principles are set forth and illustrated, and thus fixed in the minds of the students.

If objections arise in the minds of any, they have an opportunity to present them, and if unfounded they are satisfactorily answered, so that everything proposed is tried by the most natural tests.

It will be seen that in these exercises and discussions the advantages of both theory and practice are combined in a most desirable and efficient manner, and the general principles are better appreciated and remembered.

As the purpose of the Normal School is to prepare teachers for their work, and as "no teaching can be effectual that is not supplemented by training," it is required of students that they avail themselves of this opportunity for strictly professional work.

DIRECTIONS TO STUDENT TEACHERS IN THE MODEL SCHOOL.

- A.** Require and secure—
- 1—Good conduct in class room.
 - 2—Quiet and orderly movements in passing to and from class room.
 - 3—Erect position of pupils.
 - 4—Promptness and accuracy.
 - 5—Neatness of blackboard work.
- B.**
- 1—Make a careful preparation for each lesson, including both matter and method of the recitation.
 - 2—Stand before the class.
 - 3—Request rather than command.
 - 4—Ask definite questions and give positive directions.
 - 5—Show pupils how to study and how to recite.
 - 6—Be energetic, thorough, firm, exact, clear, and efficient.
- C.** *Cautions*—Guard against much talking, dependence on the text book, scolding, and fault-finding.
- D.** Strive to secure—
- 1—Thorough study, clear recitation, a lively interest, close attention, rapid progress.
 - 2—Use visible illustrations and illustrative objects as much as you can with profit.
 - 3—Keep the recitation room in good order.

READING.

- 1—Require pupils to sit and stand erect.
- 2—Have a short preliminary drill in vocal sounds, phonetic spelling, exercises in articulation, pitch, force, and rate.
- 3—Give frequent examples of good reading.
- 4—Require pupils to understand both the meaning of the words and the thought of the reading lesson.
- 5—Require pupils to read naturally and with pure tone.
- 6—Have variety in manner and method.
- 7—Let pupils bring choice extracts from books, papers, and magazines, and read them in class.

SPELLING.

- 1—Use the written spelling method.
- 2—Pronounce each word distinctly and but once.
- 3—Require the writing to be neat and plain.
- 4—Have missed words re-written at each lesson.
- 5—Review misspelled words daily.
- 6—Keep a list of missed words and use them at reviews.

GEOGRAPHY.

- 1—Have a map before the class.
- 2—Have the pupils draw maps on the board.
- 3—Have the lesson written on the board by part of the class.
- 4—Have the lesson recited by topics, and without questions.
- 5—Use the globe, objects, and pictures for illustrations.
- 6—Drill upon the pronunciation and spelling of the difficult names.

GRAMMAR.

- 1—Have all definitions illustrated by original examples.
- 2—Keep blackboard in use.
- 3—Dwell on new points until well understood.
- 4—Practice writing sentences, abstracts, correspondence, etc.
- 5—Dwell on common errors.

ARITHMETIC.

- 1—Have much blackboard work.
- 2—Aim at accuracy and neatness first, rapidity next.
- 3—Aim to secure intense mental action.
- 4—Give original examples as tests.
- 5—Require definite and logical explanation and analysis.
- 6—Let pupils acquire ability to perform the operation before drilling on rules and explanations.

HISTORY OF NORMAL SCHOOLS.

The first Normal School of which we have any accurate account, was founded in 1681, by the Abbe de la Salle, canon of the Cathedral, at Rheims.

In 1687, Francke, one of Germany's most illustrious educators, established a teachers' class, composed of poor students, who paid for their tuition by assisting him in his work of instruction. In 1704, he selected from his class twelve teachers, who were trained by him for two years, and who exhibited such an aptness to teach that the school, through them, became famous, hundreds coming to it to study his improved methods.

Hecker, a pupil of Francke, established a training school at Stettin, in 1735, and another in Berlin, in 1748. Frederick the Great, under whose patronage he worked, established a special training of teachers, thus laying the foundation of a thorough professional training, as indispensable to the teacher as the hospital to the inexperienced physician.

Gradually, the system spread over the greater part of Europe, and, since 1843, has been introduced into the remaining countries of Europe, into North and South America, into British India, and Japan. The number reported in 1875 is as follows: Italy, 115; Prussia, 101; other German States, 73; England, 41; Belgium, 33; Switzerland, 32; British India, 104, and the rest in proportion.

NORMAL SCHOOLS IN THE UNITED STATES.

Massachusetts established the first Normal School in the United States, the Prussian system having been made familiar to the people of New England by Rev. Charles Brooks, who had become so deeply interested in the system that he resolved to investigate it for himself, and went to Europe for that purpose.

After his return, he spent several years endeavoring to disseminate his ideas concerning the importance of Normal Schools, and succeeded in enlisting in the cause many able men, among whom were Horace Mann, John Quincy Adams, and Daniel Webster. Finally, the legislature of Massachusetts established a State Board of Education, with Horace Mann as Secretary, and made an appropriation to establish two Normal Schools.

In 1834, the Public School Society, of the City of New York, founded a Saturday Normal School, but this was only a High School, in which the elementary branches were taught.

In 1823, a Normal School of a private character was opened by S. R. Hall, but it was not until 1839 that the first Normal School was established at Lexington, Mass., under the principalship of Cyrus Pierce.

Since 1840, these schools have been growing in number and influence, until, at the present time, there are one hundred and fifty-six, of which Pennsylvania has 12; Ohio, 12; Missouri, 5; Illinois, 8; Massachusetts, 7; Tennessee, 7; New York, 9; West Virginia, 9; and Wisconsin, 5. They employ one thousand two hundred and twenty-seven instructors, and enroll thirty-nine thousand six hundred and sixty-nine students.

HISTORY OF THE STATE NORMAL SCHOOL.

FIRST DISTRICT, KIRKSVILLE, MO.

In 1870, the Legislature made provision for two State Normal Schools, one to be located north and the other south of the Missouri River. The school for the First Normal District was located at Kirksville, and opened, as a state institution, January 2, 1871.

Adair county voted \$100,000 to secure the location of the school, with the understanding that the State would defray all other expenses and keep the school in running order. The Legislature has made annual appropriations for the support of the school, in amounts ranging from \$5,000, the first year, to \$12,500, at the present time.

To the energy and enthusiasm of Prof. J. Baldwin, the first President of the school, now of the Sam Houston Normal School, Huntsville, Texas, more than to any other one person, is due the credit of the establishment of the State Normal School of the First District, at Kirksville. He, assisted by Prof. W. P. Nason, Supt. J. M. Greenwood, of Kansas City, and others, had conducted, with decided success, a private Normal School, at Kirksville, for three and one-half years, prior to the action of the Legislature providing for the State Normals, and such was the reputation that it had acquired during the time, that the authorities adopted it as the State Normal School for the district without change in the Faculty, or course

of study. Not only is the credit of locating the school, in probably the most accessible place for the greatest number of people of North Missouri, due to Prof. Baldwin, but his zeal and enthusiasm in the cause of education gave an impulse to our public schools which will be felt in the State long after he has filled an honored grave.

MISCELLANEOUS.

DISCIPLINE.

First.—A Normal School is in a high sense a model school. Here the art of school management is embodied in practice, and taught by example as well as by theory.

Second.—Our students are to be teachers. Each one is expected to act as he will wish his pupils to act. Conduct is viewed from the standpoint of both teacher and pupil.

Third.—The true principle of school government—that authority is vested in the Faculty, and not in the pupil—will be strictly adhered to.

Fourth.—Students found to be disorderly, or indolent, will be peremptorily dismissed. Such students are not the material out of which to make teachers.

MEDALS.

REGENTS' PRIZE MEDAL.—For the delivery of the best original oration, the Local Board of Regents award a \$20 gold medal. Contestants confined to the three and four years' classes, and to be selected by the Literary Societies, subject to the approval of the Faculty. The number of contestants is determined by the Faculty.

THE GOBEN PRIZE MEDAL.—For the best essay, Dr. G. A. Goben will award a \$20 gold medal. The conditions of the contest will be announced at the beginning of the session of 1887-8.

WM. T. BAIRD PRIZE MEDAL.—For the best declamation, Mr. Wm. T. Baird, Treasurer of the Board of Regents, will award a \$15 gold medal. Contestants confined to the two years' class, and to be selected by the Literary Societies, subject to the approval of the Faculty. The number of contestants is determined by the Faculty.

MORAL INFLUENCE.

Most of the Protestant denominations of the West are represented here. Their Sunday schools and churches extend a cordial welcome to the students. The students board in the families of our best citizens.

LIBRARIES.

Three Libraries have been begun and are in process of accumulation :

1. A general library which contains a considerable number of standard works of science, poetry, biography, fiction, general literature, and history. About fifty volumes have been added to this library during the past year. These books were purchased mainly with money raised by the efforts of members of the Faculty and the students in giving entertainments, etc.

2. A reference library, in which are kept various kinds of reports, encyclopedias, dictionaries, and text books. To this library has been added in the past year a set of Johnson's Encyclopedia.

3. A professional library, kept in the President's room, and designed to contain such books and reports as may aid teachers in their profession. These libraries are free to all students, and, though small, are found to be valuable helps. No effort will be spared to increase these libraries until they shall reach a magnitude commensurate with the needs of the school.

READING ROOM.

In addition to the above mentioned libraries, through the liberality of the publishers, many of the leading current publications, monthlies, weeklies, and dailies may be read by our students.

COURSE OF READING.

Systematic reading is more profitable than desultory. What books a student reads is as important as what branches he studies. There is a proper order to be observed in reading. Unless directed by a person of more experience than himself, a student must waste much time in learning what to read, and when to read it. Nothing is of more importance to the teacher than the habit of regular reading.

The following course is prescribed as suited to the respective classes, and selected with a view to form a correct taste and give acquaintance with a few of the best authors :

A.

Undine..... Fouque
Ancient Mariner..... Coleridge
Life of Oliver Cromwell..... Lamartine
Tom Brown at Oxford..... Hughes
Student's Gibbon..... Liddle
David Copperfield..... Dickens
Life of Macaulay..... Trevelyan
Marmion..... Scott
My School and School Masters.... Miller

B.

Life of Joan of Arc..... Michelet
Short History of English People... Green
The Newcomes..... Thackeray
Rasselas..... Jonson
Life of Goldsmith..... Irving
French Revolution..... Carlyle
Shirley..... Bronte
King Lear..... Shakespeare
The Chinese..... Martin

C.

Conquest of Mexico..... Prescott
A Fair God..... Wallace
Our Old Home..... Hawthorne
Conquest of Grenada..... Irving
Venetian Days..... Howells

D.

Ivanhoe..... Scott
Lady of the Lake..... Scott
Evangeline..... Longfellow
Scarlet Letter..... Hawthorne

E.

Life of Columbus..... Irving
Views Afoot..... Taylor
Life of Hannibal..... Arnold
Sketch Book..... Irving

F.

Life of Benjamin Franklin.....
Tom Brown at Rugby..... Hughes
Vicar of Wakefield..... Goldsmith

These books will be placed in the Reading Room for the convenience of those who may desire to pursue the course.

For the teacher, more than any one else, the habit of reading, if practiced discriminatingly, is of the very greatest importance. In a large measure the calling is such as to isolate one from free intercourse with his fellows. There is great danger of falling into ruts and narrow views and habits of thought. Reading the proper kinds of books and discussing them does much to counteract this and take the place of personal associations.

The lives of great men are fruitful of suggestions to the thoughtful reader, and are, therefore, among the most profitable subjects for reading. An intimate acquaintance with the classics is of the utmost importance in the formation of a correct style, without which any teacher will be ill prepared to teach that fundamental and all-important study, our mother tongue. In order that a sound and well grounded taste for reading may be inculcated in the prospective teachers, while in the formative process, there will be offered the following

PRIZE.

A prize of fifteen dollars, offered by the President and Secretary of the school, will be awarded to the student passing the best examination on the above prescribed course of reading at the close of the school.

LITERARY SOCIETIES.

There are connected with the school three literary societies. In these societies literary exercises, consisting of readings, declamations, essays, orations, debates, etc., are held weekly. The membership of these societies consists of the more advanced pupils of the school.

Students not belonging to any of the societies are organized into rhetorical classes, which are under the immediate supervision of members of the Faculty. The exercises of these classes are similar to those of the societies. The societies are under the supervision and control of the Faculty. The work of the societies and rhetorical classes is a part of the regular school duties.

It will be observed that these societies differ from the ordinary literary societies of colleges in that they are under the control of the Faculty and constitute a part of the regular exercises. This arrangement is adopted because it is believed that the training to be obtained thereby is of the deepest importance to the student. While the occasions are not numerous on which it may devolve upon the teacher of a common school to make public addresses, still there are some, and the ability with which he acquits himself will be a matter of importance to himself and to his school.

But, aside from public speaking, the ability to express one's self aptly and impressively is an accomplishment, without which no teacher can conduct his duties in his school with the greatest efficiency. For the sake, therefore, of being able to conduct the business of teaching with the best results, as well as to offer to their pupils an example worthy of imitation, the Normal students should avail themselves to the fullest extent of the opportunities offered in these societies for acquiring the habit of speaking creditably. Neither the opportunity nor the conditions will probably ever again be so favorable for cultivating this art.

RECOMMENDATIONS.

A certificate of attendance and standing of any student will be sent on application of any school officer ; but no member of the Faculty is permitted to sign any recommendation, except upon application of school officers or other persons desiring teachers. Certificates and diplomas are the best recommendations.

CAUTION.

It is a matter of regret that such a caution seems necessary ; but experience demonstrates that school boards and others in want of teachers should be warned against those who attend the Normal School only long enough to get their names on our records and then pass themselves off as Normal teachers. We will not be held responsible for the work of such persons, who do not attend school long enough to secure a respectable proficiency in their studies and in professional training.

Already there have been good reasons for the offering of this caution, and with the increasing reputation of the Normal Schools, and Normal students as teachers, it is likely that the efforts to trade upon such reputations will become more numerous. Nothing less should be accepted as an evidence of the fitness acquired in the school than the possession of a Normal Certificate or Diploma.

SCHOOL OFFICERS.

We invite school officers and all friends of public instruction to assist us by advising those who are earnestly striving to make themselves good teachers, to enter some of the classes of the school. It may, however, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted to become teachers of the public schools. A cordial invitation is extended to the teachers of the public schools of the State to spend as much of their time with us as they can use pleasantly and profitably. They will be welcome for a day, a week, or a year.

LOCATION.

The location is very desirable. Kirksville is proverbial for good health. Railroad facilities are all that could be desired. The Wabash, St. Louis & Pacific Railroad, with its numerous connections, and the Quincy, Missouri & Pacific Railroad, crossing at this place, render the school easy of access from every county in the district. Situated 200 miles northwest of St. Louis, the institution is accessible to a large and promising territory that is rapidly growing in population and in all of the elements of thrift. Kirksville contains about 3,500 inhabitants, intelligent, moral, and enterprising. The citizens feel proud of the Normal and do all in their power to sustain it.

BUILDINGS AND GROUNDS.

The building was completed for use January 15th, 1873, and was dedicated on the 13th of February following. The original cost of the building, grounds, furniture, apparatus, and library was \$150,000.

Through the liberality of the Thirty-Second General Assembly, an appropriation of \$15,965 was made for necessary repairs on the building, for additional apparatus in several departments, and for other necessary improvements, including a new heating apparatus, which comfortably warms the building in the coldest weather.

The money has been economically and judiciously expended, and the facilities for doing the very best work have been greatly increased thereby.

The building is 180 feet in length and 90 feet in width, with four working stories, embracing forty-two rooms. The exterior is imposing, and the interior conveniently and compactly arranged.

All movements of the school are regulated by electric bells rung by a programme clock. This is the first clock ever used by any school for this purpose. From this one the electric programme clock was patented.

The campus, embracing fifteen acres, is tastefully adorned with evergreens, shrubbery and shade trees. The entire surroundings are designed to illustrate to the students the necessary adornments of every school house, and to fill the soul with such a love of the beautiful in nature and art as shall find practical expression wherever they may be called to labor.

The work of ornamentation is due to the voluntary contributions of money and labor by the Faculty and students, and generous donations of other friends.

TO OUR STUDENTS.

We earnestly desire to keep a record of your work. By writing a brief account and sending it the first of May each year, you will enable us to publish the report in our annual catalogue, which will be sent you upon request. When you change your address please notify us.

Address, in all cases, President State Normal School.

SELECTED EXTRACTS ON EDUCATION AND SCHOOLS.

PREPARATIONS NECESSARY FOR TEACHING.

Thorough work in any calling requires thorough preparation. No one thinks of doing anything remarkably well without giving that thing unusual attention. Whenever any one distinguishes himself by a brilliant performance, it is proof positive of extra labor in preparation.

It is a fixed law of nature that cause and effect bear to each other a constant ratio. Success is the effect of preparation. It is measured by the degree of preparation. In other callings this well known truth is never questioned. No one dreams of success at the law or medicine without long and careful preparation. Why should teachers succeed without it? A teacher works upon children. A child is a complex being—part animal, part intellectual, part spiritual. The laws of its being, growth, and development are difficult to understand and more difficult to apply. He deals with children, not singly, but in masses. At school, children influence each other. They are more impulsive, more wayward, less subject to reason and right. To train a child is a task so difficult that poets, priests, prophets, sages, kings, and philosophers have failed, even with their own children.

To train a room full—to furnish the right mental and moral food and medicine—and to have it taken at the right time and in the proper manner and quantities, is the most difficult problem in the world. No natural gifts are sufficient for the work. Every teacher should study the nature of the child, the nature of the mind, the laws of its action, impulses, emotions; should learn to know its weakness and its strength.

In the work of teaching, no one has ever succeeded, and no one ever will succeed, without thorough preparation.

LESSONS.

The proper work of the Normal School is to develop the mind, give a clear comprehension of the theory of education, and teach the application of the theory in practice.

A Normal School student should differ from other students in his conduct, in his study, and in his recitation. Preparing to become a teacher and a leader, he should in conduct be manly, frank, energetic, self-reliant, having a high standard of thinking and action.

In study he should aim to master the subject from a teacher's standpoint, seeking to know the subject in all its relations, and in recitation he should try to recite so that the subject may be clear to others, rather than to show it is clear to himself.

Obedience to known truth is the King's highway to that which is still beyond us.

The firm resolve to do our duty, regardless of feeling, is the surest way to beget and foster right feeling.

It is a good thing to be great, but a greater thing to be good.

The secret of success consists in knowing what to do and how to do it, and then doing it when it should be done and as it should be done.

The wisest man may be wiser to-morrow than he is to-day.

Advancement depends upon toil and truth, upon knowing and doing.

Every man is his own worst antagonist.

The most valuable quality in education is accuracy.

No opposition can baffle the persistent man.

Youth must work in order to enjoy.

The complete mastery of one subject is better than a superficial knowledge of many.

The great difference in men consists in this: some think; others do not.

The spirit of self-help is the root of all genuine growth in the individual.

More persons are made good by exercise than by nature.

ILLUSIONS AND DELUSIONS.

To think :—

That looking on the printed page is study.

That seclusion and absolute quiet are essential to study.

That a good excuse is equivalent to a good lesson.

That knowledge is an education.

That we can make up wasted time.

That we can learn without study.

That the greatest good results from shirking duty.

That you can do wrong and not be found out.

That the fickle succeed.

That evil company will not harm *me*.

That happiness comes from our surroundings.

That I am a student because I have my name on a school register.

That because I sometimes attend social parties at home I should do the same at school.

That one can succeed in life without hard discipline in youth.

That telling is teaching.

That hearing is learning.

That intending to do is as good as doing.

That he who speaks to us of our errors is our enemy.

That the more we pull another down, the higher we rise ourselves.

That second-rate work will receive first-class pay.

That it is right for me to do what I think it wrong for others to do.

That wrong is right if many are engaged in it.

That the idle are happy.

WHAT A STUDENT SHOULD BRING WITH HIM TO THE NORMAL SCHOOL.

1. A teachable spirit.
2. A determination to work.
3. A disposition to throw his influence in favor of good order.
4. A native talent for teaching.
5. A love for study and instruction.
6. Good health, cheerful spirits, and a good character.
7. A fair knowledge of the common school studies.

In addition to the above he should take away with him :

1. Improved methods of study.
2. Quickness and accuracy of perception.
3. A taste for good reading and skill in selecting it.
4. A knowledge of the principles of education.
5. Aptness in teaching.
6. Skill in managing.
7. A thorough acquaintance with the studies pursued at the Normal School.
8. A determination to grow in knowledge.
9. A fixed resolution to engage heartily in the work of teaching
10. A small library of professional books, and a purpose to make it larger.
11. Steadfastness of purpose and power of endurance.

COUNSEL TO THOSE WHO HAVE DECIDED TO ATTEND OUR SCHOOL.

Arrange your plans to begin with the session, and be found in the assembly room the first morning of the term.

Come with the determination of giving yourself wholly to school work. Expect to meet trials, difficulties, and discouragements here, but prepare to meet them with firmness and resolution, and they will soon disappear. Remember that your progress will depend upon yourself, and that there is no more a royal road to learning here than there is elsewhere.

The chief advantage of our school is a high standard of conduct, study, and recitation, a strong incentive to earnest and faithful work, resulting from many and diligent associates, and the encouragement of kind and faithful teachers. Come prepared to share in the work and in the rewards of study, and determined to do all that a good student should do.

Do not think you can learn everything in one term. The best results come from pursuing a few studies thoroughly. While you cannot learn everything in a single term there are four things we wish you to learn, even while you are studying other studies, and these we wish you to learn the first term. They are the lessons of attention, of concentration, how to study, and how to recite.

KIND OF STUDENTS WANTED.

Our work is special. We do not offer a general academic, college, preparatory, or seminary education. We devote our whole time and energy to the training of teachers, and all our appliances have been gathered that we might offer better advantages to teachers. We invite all those who want to learn to teach, and those only. We want those who have good ability, good habits, and good purposes. We offer such our best help and encouragement. We can assist them greatly. When qualified to do good work as teachers we can help them to positions. One great public want is that of good teachers.

IMPORTANT TO STUDENTS.

ALL STUDENTS should be present on Monday preceding the opening of the term. New students must be present Thursday preceding.

BOARDING costs from \$2.50 to \$3.00 per week. This includes furnished rooms, lights, and fuel. Good homes in private families can always be secured at the above rates.

CLUB BOARDING costs from \$1.50 to \$2.00 per week. Many of our best students board in small clubs.

TUITION.—Incidental fee for half term, ten weeks, is \$5.00; for full term, twenty weeks, \$10.00. No other fees whatever are required by the institution. The payment of the incidental fee to the treasurer secures for the student a permit, which he must have recorded before entering any class. In no case will the incidental fee be refunded. A permit answers only for the half term or full term for which it is purchased.

BOOKS at from 10 to 20 per cent. off. New books needed can be purchased from dealers at these rates. Students should bring with them all their text-books, as they will be desirable for reference.

TERMS OF ADMISSION.—Fifteen is the minimum age of admission for ladies, and sixteen for gentlemen. The applicant must have a fair knowledge of Reading, Spelling, the use of Language, Descriptive Geography, and Arithmetic. If a pupil desires to enter an advanced class, he must come prepared to stand an examination in all subjects below that class.

OUR FIFTY DAILY RECITATIONS accommodate all. Students qualified for admission will find classes to suit them.

Students can enter at any time, but all are urged to enter at the beginning of the year, or as soon thereafter as possible. The middle of the year is a favorable time for entering.

COURSES OF STUDY.—We have two *regular* courses of study—a two and a four years' course, arranged with reference to thorough scholarship and the best professional training.

Catalogue containing full explanations will be sent to applicant by first mail.

CALENDAR.

TWENTY-FIRST SCHOOL YEAR, 1887-8.

Begins.

Ends.

September 6th.....	First Term.....	January 27th
January 31st	Second Term	June 15th

ANNOUNCEMENTS.

Registration and Organization Day, Monday, Sept. 5th, 1887.

Twenty-first School Year opens Tuesday, Sept. 6th, 1887.

Philomathean Literary Society Entertainment, Dec. 16th, 1887.

Vacation from Dec. 22nd, 1887, to Jan. 3d, 1888.

Senior Literary Society Entertainment, Feb. 22nd, 1888.

Zetosophian Literary Society Entertainment, June 9th, 1888.

Baccalaureate Sermon, Sunday, June 11th, 1888.

Inter-Society Declamatory Contest for the Wm. T. Baird Medal, Monday, June 12th, 1888.

Inter-Society Oratorical Contest for the Regents' Medal, Tuesday, June 13, 1888.

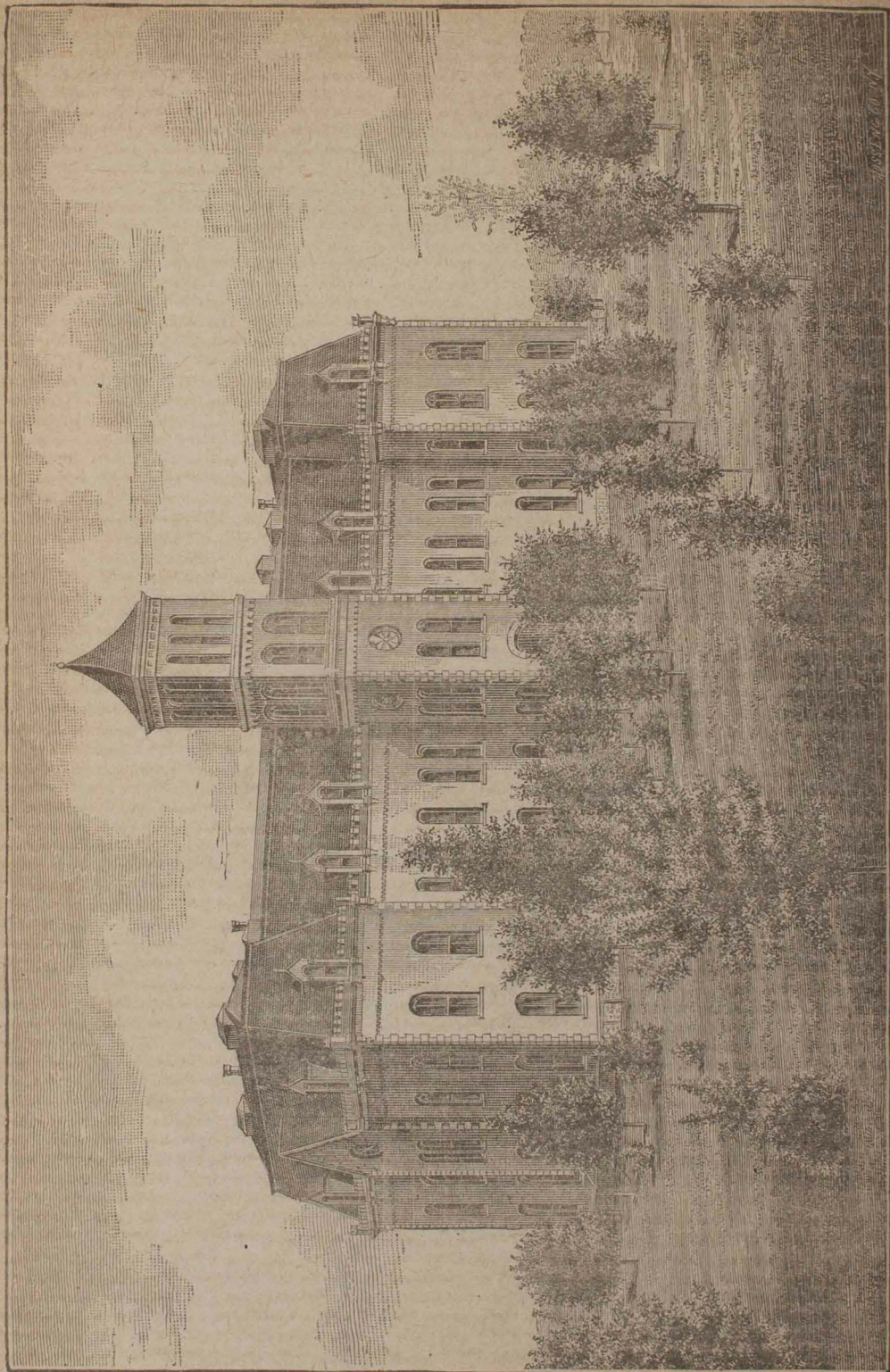
Orations and Essays, by representatives of Elementary Class, Wednesday, June 14th, 1888.

Annual Address, evening of Wednesday, June 14th, 1888.

Alumni Banquet, 9 : 30 P. M., Wednesday, June 14th, 1888.

Commencement, Thursday, June 15th, 1888.

Annual Reunion, evening of Thursday, June 15th, 1888.



PROGRAMME OF DAILY RECITATIONS.

FIRST TERM, SEPT. 4th TO JAN. 25th.

Advanced Course.

Elementary Course.

Preparatory Course.

HOURS.	CLASS A. Fourth Year.	CLASS B. Third Year.	CLASS C. Second Year.	CLASS D. Second Year.	CLASS E. First Year.	CLASS F. First Year.	CLASS G.	CLASS H.	
8:25	Roll Call.								
8:40	Opening Exercises and Announcements.								
9:00	Astronomy.		The Elementary Graduating Class will observe and teach in the Model School.	Latin.		Elocution.	Physiology.	Grammar.	
9:40	Geology.			Geometry.	English Lit. American Authors.	Bookkeeping. (Optional.)		Geography.	
10:20	Spelling, Calisthenics and Rest.								
11:00		Psychology.				Algebra.		Grammar.	Penmanship.
11:40	Methods.	Physics.			Rhetoric.	Drawing.	Civil Govern- ment. Physical Geog.	Arithmetic.	
12:20	Noon Lunch and Rest.								
12:50		Latin.	School Economy.	Zoology.	El. of Psychol. El. of Physics.	Algebra.			
1:30	*Twenty minutes will be devoted to Vocal Music by the whole school.								
1:50	English Lit.	Ethics.		Methods.	Latin.		U. S. History.	Arithmetic.	
2:30	Latin.	Solid Geometry.	History of Education.			Botany.		Elements of Elocution.	
3:10	Dismission.								

*The whole school will be carefully graded for Vocal Music, and each grade will recite every day.