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1885-86.

From Prof. W. P. Mason

MISSOURI STATE



NORMAL SCHOOL,

OF THE FIRST DISTRICT,



KIRKSVILLE, MISSOURI.

Announcements for

1886-87

»NINETEENTH«

ANNUAL *CATALOGUE

OF THE

»MISSOURI«

STATE NORMAL SCHOOL,

»FIRST *NORMAL *DISTRICT.«

FOR THE SCHOOL YEAR 1885--86.

WITH

ANNOUNCEMENTS FOR SCHOOL YEAR 1886--87.

»KIRKSVILLE.«

MISSOURI.

*FACULTY*OF*1885--86.*



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

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

J. I. NELSON,
Mathematics.

LIBBIE K. MILLER,
Assistant in Several Departments.

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 ✧ 1886-87 ✧



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

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

J. I. NELSON,
Mathematics.

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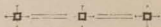
S. AUGUSTA JAYNE,
Principal of Training and Model School.

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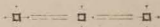
»BOARD * OF * REGENTS.«

CAMPBELL, T. C.....	Kirksville
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
T. C. CAMPBELL.....	Kirksville

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.
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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
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*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)
Emmir S

Cloyd, Thomas
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

CLASS OF 1880.

Atterberry, I F
Foster, C E
Johnson, H
Tipton, W E

Baldwin, Olivia A
Guttery, J A
Northrup, Flora
Wright, Edmonia D

Carroll, A B
Herbert, T L
Soper, S H

CLASS OF 1881.

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

CLASS OF 1882.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Allison, J O.....	New London, Mo	Holloway, J L.....	Sedalia, Mo
Bagg, Nellie.....	Kirksville, "	Jones, J W.....	Unionville, "
Conway, S A.....	Lathrop, "	Riggle, C.....	Lancaster, "
Frankland, Ida.....	Kirksville, "	Steele, R R.....	Mound City, "
Guthrie, F W.....	Guthrie, "		

CLASS OF 1883.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Erwin, J S Jr.....	Kirksville, Mo	Pemberton, J N.....	Fulton, Mo
Nelson, Aven.....	Ferguson, "	Prewitt, Mary T.....	Kirksville, "
Owen, Laura Lee.....	Clinton, "	Spencer, Lottie.....	Kirksville, "

CLASS OF 1884.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
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, "	Hovey, (Willard) Nettie.....	
Johnston, R E.....	Edina, "		Kansas City, "

CLASS OF 1885.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
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.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
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'tnut 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	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

*UNDER*GRADUATES*FOR*1886.*

ELEMENTARY*CLASS.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Austin, Mary	Carrington, Mo	Hartford, I J	Queen City, "
Benson, Maude A	Kirksville, "	Harper, B F	Carrollton, "
Barnett, E E	Cantril, Ia	Kennedy, J F	Kirksville, Mo
Banks, H L	Emerson, Mo	Marmaduke, C V	Callao, "
Bruce, H S	Brunswick, "	McCall, Morgan	Kirksville, "
Bailey, Homer	Brashear, "	Mackoy, Fannie	Sperry, "
Christie, Frank B	LaPlata, "	Patterson, Lucy E	Kirksville, "
Cornelius, Jas L	Knox City, "	Risdon, Prudie	Kirksville, "
Chancellor, Mollie	Boonville, "	Reed, Minnie	Kirksville, "
Davidson, T A	Hitt, "	Rider, C L	Clarence, "
Emert, Ida	Millard, "	Smith, Alma	Kirksville, "
Edelen, Millie	Kirksville, "	Stephens, Abbie	Kirksville, "
Edelen, Lena	Kirksville, "	Stafford, Ida	London, "
Funk, Lissie	Kirksville, "	Snodgrass, S M	Walker, "
Fee, Emeline A	Williamstown, "	Swanger, J E	Milan, "
Greenleaf, Sue	Kirksville, "	Willard, Arthur	Kirksville, "
Hartford, Wm	Queen City, "	Wilcox, Lula	Kirksville, "
Hubbard, E T	LaPlata, "	Wyatt, Kate	Economy, "
Howard, S A	Centre, "	Watkins, Mary S	Clarence, "
Howard, W E	Centre, "	Wait, W L	Kirksville, "



CATALOGUE OF STUDENTS.

For the Year 1885-86.

CLASSED FOR 1886-87.

POSTGRADUATE CLASS.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Bradley, S P.	Callaway, Mo	Phipps, L M.	Nodaway, Mo
Bradsher, A J.	Randolph, "	Porter, Stacy G.	Adair, "
Brummitt, J J.	Adair, "	Porter, W T.	Adair, "
Edwards, Jennie.	Montgomery, "	Pratt, A L.	Linn, "
Evans, Ella.	Caldwell, "	Pratt, J F.	Linn, "
Funk, Kate.	Knox, "	Price, I A.	Nodaway, "
Garrett, Nannie.	Ray, "	Pulliam, J A.	Scotland, "
Graer, Fannie.	Caldwell, "	Sanford, Paul.	Marion, "
Holiday, G M.	Taylor, Ia	Simpson, J M.	Knox, "
Johnston, Etta L.	Adair, Mo	Smith, Minnie.	Adair, "
Kennedy, A E.	Adair, "	Updyke, T J.	Adair, "
Kiggins, C M.	Knox, "	Watson, J J.	Henry, Ia
Northcutt, Mary L.	Knox, "	Wilson, J D.	Randolph, Mo

ADVANCED COURSE-CLASS A.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Aldridge, J T.	Appanoose, Ia	Harvey, H C.	Howard, Mo
Bellamy, G L.	Montgomery, Mo	Harvey, Lizzie B.	Adair, "
Chambliss, Mollie.	Adair, "	Iles, U G.	Adair, "
Cornelius, Chas.	Knox, "	Link, E C.	Adair, "
Dameron, C H.	Randolph, "	McCoy, C K.	Adair, "
Erickson, Andrew.	Clark, "	Nason, Geo.	Adair, "
Ernest, C N.	Adair, "	Osenbaugh, Chas M.	Adair, "
Fisher, G W.	Grundy, "	Rolofson, Ella.	Atchison, "
Gentry, Lula.	Adair, "	†Riley, J A.	Adams, Ill
Hannah, Mattie.	Adair, "	Turner, Lucy Lee.	Boone, Mo
Humphreys, U G.	Grundy, "	Thompson, Ida M.	Lewis, "

CLASS B.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Austin, Mary.	Callaway, Mo	Funk, Lissie.	Adair, Mo
Benson, Maude A.	Adair, "	Fee, Emeline A.	Lewis, "
Baughman, J S.	Davis, Ia	Greenleaf, Sue.	Adair, "
Barnett, E E.	Van Buren, "	Hartford, Wm.	Schuyler, "
Banks, H L.	Marion, Mo	Hubbard, E T.	Macon, "
Bruce, H S.	Chariton, "	Howard, S A.	Ralls, "
Bailey, Homer.	Adair, "	Howard, W E.	Ralls, "
Christie, Frank B.	Macon, "	Hartford, I J.	Schuyler, "
Cornelius, Jas L.	Knox, "	Harper, B F.	-Carroll, "
Campbell, Florence.	Adair, "	Kennedy, J F.	Adair, "
Chancellor, Mollie.	Cooper, "	LaHue, Phoebe.	St. Charles, "
Davidson, T A.	Scotland, "	Marmaduke, C V.	Macon, "
Emert, Ida.	Adair, "	McCall, M H.	Adair, "
Edelen, Millie.	Adair, "	Mackoy, Fannie.	Adair, "
Edelen, Lena.	Adair, "	Morris, E W.	Saline, "

†Suspended.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Patterson, Lucy E.	Adair, Mo	Snodgrass, S M.	Vernon, Mo
Prewitt, Maria	Howard,	Swanger, J E.	Sullivan,
Risdon, Prudie	Adair,	Willard, Arthur	Adair,
Reed, Minnie	Adair,	Wilcox, Lula	Adair,
Rider, C L	Shelby,	Wyatt, Katie	Macon,
Smith, Alma	Adair,	Watkins, Mary S.	Shelby,
Spencer, Clara B.	Adair,	Wait, W L	Adair,
Stephens, Abbie	Adair,	Welker, J A	Daviess,
Stafford, Ida	Achison,	White, Lou E.	Montgomery,

ELEMENTARY COURSE—CLASS C.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Ammerman, Clay	Adair, Mo	Littrell Mollie	Audrain Mo
Ammerman, Emma	Adair,	Luckey Nellie	Jefferson "
Ashlock, Carrie	Adair,	McPheeters Amanda	Hancock Ill
Adams, J' Q	Macon,	Mallory Lucy	Ray Mo
Bruner, C J	Adair,	Mahaffy J C	Adair "
Carter, Lula V	Adair,	Mahaffy W M	Adair "
Chubuck, Chas	Daviess,	McCoy Grace E.	Adair "
Cullen, Mary	Ralls,	McVeigh M E.	Caldwell "
Cleeton, T J	Schuyler,	McIver J R	Ray "
Dawson, Minnie	Adair,	McClelland Geo	Adair "
Drennan, T L	Adair,	Miller Gussie	Saline "
DeWitt, J W	Sullivan,	Moore W S	Callaway "
Dearing, Quintilla	Lewis,	Montgomery Anna	Grundy "
Dearing, Mary	Lewis,	Mathis Mattie	Macon "
Davis, Jennie	Adair,	Neff A J	Shelby "
Daulton, Anna	Marion,	Olinger L A	Putnam "
Ellison, Isabel	Adair,	O'Keefe Mollie	Randolph "
Eiring, Wm	Chariton,	Patterson Arthur	Adair "
Englehart, W F	Adair,	Pumphreys Maggie	Platte "
Foster, Nellie R	Pike,	Rider Anna F	Shelby "
Ford, Eunice	Sullivan,	Roberts Burgie	Boone "
Freemyer, Etta	Jackson,	Ryon W E	Adair "
Ford, Thomas B.	Grundy,	Richmond Bee	Randolph "
Flournoy, J A	Ray,	Roberts D L	Boone "
Guthrie, C P	Callaway,	Sharp Grace	Adair "
Grubbs, Lura	Adair,	Show M M	Boone "
Guthrie, S B	Callaway,	Stafford Mary	Achison "
Hall, Harvey E.	Nodaway,	Snidow Carrie	Monroe "
Harvey, Robert Lee	Adair,	Snidow Jas P.	Monroe "
Hannah, Frank W	Adair,	Settle J A	Randolph "
Hunt, Esther H	Marion,	Tipton R I	Schuyler "
Harrington Kate	Adair,	Updyke C W	Adair "
Harvey Dora F	Adair,	Wolgamott Ollie O.	Scotland "
Hollis Hattie	Adair,	Wait Tatlow	Adair "
Hyatt J E	Macon,	Whiteford John	Nodaway "
Harper A E	DeKalb,	Woods Frank T	Monroe "
Hughes J C	Sullivan,	Williams Mattie	Randolph "
Hynds T D	Adair,	Wadsworth Geneva	Saline "
Joseph Sebastian	St Clair,	Withaup Alma	Dent "
James Arthur	Ray,	Witt R D	Scotland "
Keihl H S	Franklin,	Witt J L	Scotland "
Leslie Jennie	Randolph,	White E M	Hancock Ill

CLASS D.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Ayers, Flora	Macon, Mo	Brown, Elva	Adair, Mo
Ainslie, L M	Adair,	Brown, Emma	Caldwell,

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Barnard, W L.....	Adair, Mo	Lind, Anna.....	Schuyler, Mo
Billingsley, Belle.....	Carroll, "	Lewis, Flora.....	Adair, ..
Braden, John H.....	Adair, "	Linville, John.....	Adair, ..
Bradsher, Eula.....	Randolph, "	Lilly, J C.....	Randolph, ..
Croze, Addie.....	Carroll, "	Miller, Lida.....	Adair, ..
Conger, Ellen.....	Wayne, Ia	Moore, E L.....	Adair, ..
Christol Lou.....	Randolph, Mo	McCullom, Rachael D.....	Linn, ..
Carter, Ezra.....	Daviess, ..	Mills, W S.....	Adair, ..
Callaway, Wm.....	Callaway, ..	Masterson, Lizzie.....	Sangamon, Ill
Cravens, T R.....	Livingston, ..	Martin, Mollie.....	Buchanan, Mo
Carter, Walter C.....	Ralls, ..	Miller, Jennie M.....	Scotland, ..
Dodson, Alice.....	Adair, ..	McClary, J E.....	Sullivan, ..
Dinsmoor, Mattie.....	Adair, ..	Miller, James A.....	Daviess, ..
Daggs, R E.....	Scotland, ..	Naylor, Joella.....	Audrain, ..
Downing, Alice.....	..	Northcutt, Julia C.....	Knox, ..
Eberts, Creth.....	Clay, ..	Parcels, Anna B.....	Adair, ..
Eckert, Frank.....	Adair, ..	Petty, Dicy.....	Scotland, ..
Evans, C C.....	Grundy, ..	Polson, Priscilla J.....	Randolph, ..
Elliott, Ezra.....	Adair, ..	Powell, Sallie.....	Callaway, ..
Evans, Edward L.....	Macon, ..	Primm, T E.....	Knox, ..
Ford, Ella.....	Grundy, ..	Roberts, Mida.....	Carroll, ..
Forrest, R H.....	Monroe, ..	Risdon, E A.....	Adair, ..
Fisher, J R.....	Grundy, ..	Reed, Ella J.....	Audrain, ..
Gordon, Arthur.....	Scotland, ..	Rosenberger, G W.....	Scotland, ..
Goodding, Minnie.....	Macon, ..	Ryon, W A.....	Adair, ..
Glenn, Sattie.....	Adair, ..	Rowland, Sallie R.....	Randolph, ..
Genung, Nettie.....	Daviess, ..	Schaeffer, Joseph.....	Holt, ..
Gunn, Kate.....	Chariton, ..	Shell, Katie.....	Adair, ..
Gill, A M.....	Scotland, ..	Stigall, Oliver.....	Randolph, ..
Gordon, B F.....	Wayne, Ia	Selby, Lilla.....	Adair, ..
Gray, Henry.....	Chariton, Mo	Sanford, Lizzie.....	Adair, ..
Gibson, J E.....	Linn, ..	Schrock, S D.....	Linn, ..
Hutchinson, Irene M.....	St Clair, ..	Thrasher, Ollie.....	Adair, ..
Hendrix, Alice.....	Audrain, ..	Tummonds, J L.....	Adair, ..
Halley, Georgia.....	Callaway, ..	Weaver, Hattie.....	Adair, ..
Huff, J E.....	Vernon, ..	Wellborn, J A.....	Adair, ..
Hoff, J W.....	Saline, ..	Waddill, J E.....	Adair, ..
Herrington, J L.....	Jefferson, ..	Williams, S J.....	Clay, ..
Hayes, Thos A.....	Adair, ..	Wileox, W M.....	Adair, ..
Herron, Ida M.....	Adair, ..	Ward, Albert S.....	Clinton, ..
Hynds, T D.....	Adair, ..	Wileox, Viola.....	Adair, ..
Johnson, Julia A.....	Adair, ..	Waydelich, J S.....	Linn, ..
Jamison, Josie.....	Adair, ..	Wells, C C.....	Macon, ..
Jamison, Blanche.....	"	Ward, Allie.....	Clinton, ..
Jones, E R.....	Macon, ..	Williams, J C.....	Randolph, ..
Kincaid, U G.....	Grundy, ..	Williams, Sadie.....	Macon, ..
Keely, Mary.....	Grundy, ..		

CLASS E.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Adams, Ira D.....	Knox, Mo	Barrett, G M.....	Scotland, Mo
Albright, B D.....	Adair, ..	Conner, Allen.....	Adair, ..
Adams, Nannie S.....	Callaway, ..	Creamer, Ella.....	Audrain, ..
Bell, C C.....	Randolph, ..	Carpenter, W S.....	Adair, ..
Bryant, Naoma.....	Adair, ..	Carman, Anna.....	Lewis, ..
Bradshaw, Bettie.....	Adair, ..	Collett, Kate.....	Adair, ..
Bundy, Minnie.....	"	Campbell, A G.....	Putnam, ..
Beets, M J.....	"	Davis, Clara A.....	Adair, ..
Boyd, H C.....	"	Dodson, Effie.....	Adair, ..
Blackwell, Mary.....	Macon, ..	Downing, J D.....	Lincoln, ..

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Dodson, J F.....	Putnam, Mo	McIntosh, Laura....	Montgomery, Mo
Daniels, John L.....	Macon, "	Murray, J W.....	Adair, "
Dodson, B S.....	Adair, "	Mahaffy, A D.....	Adair, "
Duffee, Warren M.....	Hardin, Ky	Mosley, Alice.....	Callaway, "
Davis, Mark.....	Callaway, Mo	Owenby, Ida.....	Adair, "
Evans, Jennie.....	Adair, "	Oxley, Jennie.....	Adair, "
Edmonson, Ella.....	Henry, "	Otto, Alice.....	Adair, "
Edmonson, Dupie.....	Henry, "	Price, Zoä.....	Nodaway, "
Foster, John.....	Platte, "	Phillips, Mary A.....	Appanoose, Ia
Foster, J P.....	Macon, "	Parcells, Frank.....	Adair, Mo
Farmer, J W.....	Macon, "	Prough, S L.....	Schuyler, "
Gluck, Carrie.....	Adair, "	Roberts, Lucy E.....	Audrain, "
Gregory, Florence.....	Pike, "	Ray, Nannie.....	Adair, "
Grimm, Libbie.....	Adair, "	Roberts, Wyatt M.....	Randolph, "
Guyer, Lillie W.....	Macon, "	Roberts, I E.....	Schuyler, "
George, Mary.....	Adair, "	Roney, Thos A.....	Ray, "
Hickman, Homer.....	Macon, "	Stover, Agnes.....	Monroe, "
Huston, C S.....	Scotland, "	Smith, Callie.....	Adair, "
Hayse, John B.....	Chariton, "	Sublette, W J.....	Adair, "
Hemphill, Nina.....	Adair, "	Snow, Lewis A.....	Daviess, "
Hyatt, J A.....	Macon, "	Smith, Samuel F.....	Adair, "
Hopkins, Stella.....	Adair, "	Sublette, Warren F.....	Adair, "
Hand, Rozella.....	Schuyler, "	Stone, Lucy.....	Livingston, "
Hollis, Nellie.....	Adair, "	Shade, Minnie.....	Adair, "
Henry, Joseph.....	Callaway, "	Shade, H.....	Adair, "
Jamison, Ewing.....	Callaway, "	Strake, J A.....	Adair, "
Kingsbury, N J.....	Howard, "	Steebe, A L.....	Andrew, "
Kennedy, Belle.....	Adair, "	Tonkinson, B H.....	Lewis, "
Kelley, J E.....	Lewis, "	Tinsman, Ida.....	Adair, "
Kibler, Jos W.....	Adair, "	Wilkes, Mollie.....	Adair, "
Lantz, Minnie.....	Adair, "	Willis, Mary.....	Adair, "
Landram, W E.....	Randolph, "	Walker, Ida.....	Adair, "
McCollum, R J.....	Linn, "		

CLASS F.

<i>Name.</i>	<i>Residence.</i>	<i>Name.</i>	<i>Residence.</i>
Abbott, Flora.....	Adair, Mo	Johnson, Ida.....	Lewis, "
Burgess, May.....	Adair, "	Lawson, Sylvester.....	Adair, "
Boyd, Walter.....	Adair, "	Linville, Robert.....	Adair, "
Baker, Frank.....	Adair, "	Landram, C E.....	Adair, "
Craighead, Luther....	Callaway, "	Landram, S C.....	Adair, "
Cunningham, Virgie.....	Adair, "	McCraery, Chas D.....	DeKalb, "
Chambliss, Robert.....	Adair, "	Murfin, Jos W.....	Adair, "
Caskey, Agnes.....	Adair, "	Morris, Emery.....	Schuyler, "
Dearing, J D.....	Lewis, "	McDonald, Allen.....	Adair, "
Dodson, W T.....	Sullivan, "	Miller, Susie.....	Adair, "
Earhart, Mollie.....	Sullivan, "	Norman, Thos.....	Audrain, "
Ellison, Julia.....	Adair, "	Northrup, Robert.....	Adair, "
Foster, Nettie.....	Macon, "	Nicholas, W R.....	Callaway, "
Fitch, Daisy.....	Adair, "	Olinger, Ella.....	Putnam, "
Gates, John M.....	Adair, "	Parks, P B.....	Chariton, "
Gordon, Lottie.....	Scotland, "	Pasley, Alice.....	Callaway, "
Gosnell, Clarence.....	Callaway, "	Romjue, Dora F.....	Macon, "
Gentry, Fannie.....	Adair, "	Swigert, Rosie.....	Adair, "
Griggs, Joe.....	Adair, "	†Swallow, Victor V....	Nodaway, "
Harlan, Finly.....	Adair, "	Shultz, Lida.....	Adair, "
Heiny, Blanche.....	Adair, "	Walker, J D.....	Adair, "

†Suspended.

⇒SUMMARY*OF*1886-87.⇒

	<i>Ladies.</i>	<i>Gents.</i>	<i>Total.</i>
Post Graduate Class.....	9	17	26
ADVANCED COURSE.			
A Class.....	7	15	22
B Class.....	24	24	48
ELEMENTARY COURSE.			
C Class.....	38	46	84
D Class.....	48	49	97
E Class.....	41	45	86
F Class.....	18	24	42
Total.....	185	220	405
Training School.....	67	59	126
Grand Total.....	252	279	531



*STATISTICS*FOR*1884--85.*

GRADUATES.

Average age of the Advanced class,.....	25 years
Average age of the Elementary class,.....	21 years, 2 months
Number in the Advanced class who will teach next year,.....	.93 per cent
Number in the Elementary class who will teach next year,.....	.80 per cent
Number in the same class who will return to school,.....	.19 per cent

OCCUPATIONS REPRESENTED.

From the farm.....	.73 per cent
Mercantile pursuits.....	.6 per cent
Professional, other than teaching.....	.4 per cent
Mechanics,.....	.6 per cent
All others,.....	.11 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,.....	.14
Total number of counties represented,.....	.52
Number of students from Missouri,.....	.450
Number of students from other States.....	.25
Number from other States pledged to teach in Missouri,.....	.25
Total number pledged to teach in Missouri,.....	.475

MISCELLANEOUS.

Total enrollment of the school,.....	.475
Number who defray their own expenses,.....	.301 (63 per cent)
Number who have taught before entering,.....	.194 (41 per cent)

ENTERED AND GRADUATED.

Total number of different students enrolled,.....	.4,962
Total number of Post-Graduates,.....	.55
Total number of Alumni,.....	.145
Total number of graduates in the Elementary course,.....	.441
Total number of graduates in all the courses,.....	.738

STATISTICS FOR *1885--86.*

GRADUATES.

Average age of the Advanced class,.....	23 years
Average age of the Elementary class,.....	20 years, 5 months
Number in the Advanced class who will teach next year,.....	92 per cent
Number in the Elementary class who will teach next year,.....	84 per cent
Number in the same class who will return to school,.....	15 per cent

OCCUPATIONS REPRESENTED.

From the farm.....	75 per cent
Mercantile pursuits.....	6 per cent
Professional, other than teaching.....	5 per cent
Mechanics,.....	3 per cent
All others,.....	11 per cent

LOCALITY.

Number of counties in the First Normal District,.....	44
Number of counties in the district represented,.....	34
Number of counties outside of the district represented,.....	11
Total number of counties represented,.....	45
Number of students from Missouri,.....	399
Number of students from other States.....	14
Number from other States pledged to teach in Missouri,.....	14
Total number pledged to teach in Missouri,.....	413

MISCELLANEOUS.

Total enrollment of the school,.....	413
Number who defray their own expenses,.....	267 (64 per cent)
Number who have taught before entering,.....	146 (35 per cent)

ENTERED AND GRADUATED.

Total number of different students enrolled,.....	5,375
Total number of Post-Graduates,.....	55
Total number of Alumni,.....	171
Total number of graduates in the Elementary course,.....	481
Total number of graduates in all the courses,.....	820



COUNTIES IN THE DISTRICT REPRESENTED.

Adair, Audrain, Atchison, Boone, Chariton, Carroll, Callaway, Caldwell, Clay, Clark, DeKalb, Grundy, Holt, Howard, Knox, Livingston, Lewis Lincoln, Linn, Monroe, Marion, Macon, Nodaway, Putnam, Pike, Platte, Randolph, Ray, Ralls, Scotland, Shelby, Sullivan, Schuyler, St. Charles.

COUNTIES OUT OF DISTRICT REPRESENTED.

Cooper, Clinton, Dent, Franklin, Henry, Jefferson, Jackson, St. Clair, Saline, Wayne, Vernon.

States represented:—Missouri, Iowa, Illinois, Kentucky.

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, 1884, 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.—*White, Bartholomew, Smith, Krusi.*

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

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

ETYMOLOGY.—*Swinton.*

GEOGRAPHY.—*Eclectic, Guyot, Appleton.*

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

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

GRADED SCHOOLS AND INSTITUTES.—*Phelps.*

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

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

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

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

LATIN.—First year—Introductory Latin Book, (Harkness). Latin Reader, (Harkness), 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.—*Root, Palmer, Loomis, Shryock.*

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

PSYCHOLOGY.—*Mahan.*

NATURAL PHILOSOPHY.—*Gages, Avery.*

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

PHYSICAL GEOGRAPHY.—*Mauwy, Guyot, Cornell.*

PENMANSHIP.—*Spencer, Payson, Eclectic.*

PHILOSOPHY OF EDUCATION.—*Currie.*

READING.—*Appleton's Readers.*

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

SCHOOL ECONOMY.—*Baldwin, Wickersham Swett.*

TRIGONOMETRY.—*Greenleaf, Schuyler, Wentworth.*

ZOOLOGY.—*Tenny, Morse, Orton, 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 at the first Monday in September, to have the examinations 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 not included in the last year of the course.

Sixth.—All students must present the Treasurer's receipt for the *Incidental Fee*.

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 six classes, F E D C B A. New students may enter any one of these classes if they are prepared. But *before entering* they must stand a satisfactory examination on all the subjects below the class they wish to enter.

PROGRAMME.

The school day is divided into seven recitation periods of forty minutes each, with a period of twenty minutes for spelling and ten 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.

The shortest time in which it is possible for the majority of students to become proficient in the subjects, is allowed. And 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 90 per cent. in deportment.

Second.—They must possess sufficient maturity of mind 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 hours per day in the Model department during one-fourth year of the course in which they graduate. Proficiency in teaching will form the principal basis of recommendation for State Certificate and Diploma. (See note under programme of Second Term).

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 the Institution. The time usually required to complete the full course is four years.

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

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

I will visit each Normal School at or near the close of the school year, and hold an examination for State Certificates, and will grant Certificates to those found worthy.

W. E. COLEMAN.

POST GRADUATE COURSE.

FIRST YEAR.

Self-culture, (Blackie.)	Intuitions of the Mind.
The Child, Its Nature and Relations.	Ethics of the School.
Froebel and the Kindergarten System of Elementary Education.	History of Greece.
Ladder of Learning for Little Climbers	History of Rome.
The Paradise of Childhood.	Plutarch's Lives.
Education of the Senses.	Emerson's Essays.
Teaching, Its Ends and Means.	Longfellow.
Fitch's Lectures on Teaching.	Bryant.
	Life of Washington.

SECOND YEAR.

American Institutions.	Four Phases of Morals.
History of Public School Systems.	The Building of a Brain.
Hygiene of the School-room.	Sex in Education.
History of France.	No Sex in Education.
The Crusades.	Woman's Education and Health.
Montaigne's Essays.	School Supervision.
The French Revolution.	Principles and Practice of Teaching.
	Teacher's Hand-book.

THIRD YEAR.

American Teachers and Benefactors -of Education.	Methods of Teaching (Hoose.)
History of English People.	Outlines Science of Education.
Milton.	History of Germany.
Shakespeare.	Thirty years' War.
Tennyson.	Life of Frederick the Great.
Macauley's Essays.	Life of Luther.
The French Revolution.	Life of Pestalozzi.
	History of Philosophy.
	American Pedagogy.

Such graduates from the full course as teach successfully for three years after graduation, and complete the above course of reading, will receive the Post-graduate Degree, *Master of Scientific Didactics*.

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. Further information as to books and authors will be furnished on application.

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

1st. Giving thorough instruction in such branches of learning as are taught in the schools of the State, including Graded and High Schools.

2d. Giving instructions in the Theory of Teaching, including methods of study, methods of reciting, methods of instructing, and methods of governing.

3d. Training students in the Art of Teaching by practice in the Training school.

4th. Offering examples of good teaching.

CHARACTER OF A NORMAL SCHOOL.

A Normal School is a school for the professional education of teachers. It is an institution in which those who wish to become teachers learn how to do their work. The idea which lies at the basis of the Normal School is that knowing a thing and knowing how to teach that thing to others are very distinct and different facts. In all teaching there is an art different from the matter taught. It is not claimed that one having the art of teaching can teach what he does not know but it is claimed that one without the art of teaching 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 educa-

tion 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 pupils. We expect students 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 the pupils to recite without assistance from the teachers. The teacher aims to direct, encourage and stimulate the pupil.

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 their standards of good teaching, and receive advice and instruction from the Superintendent of the Model School and the teachers of the Normal School.



PROGRAM OF DAILY RECITATIONS.

FIRST TERM SEPT. 7TH, TO JAN. 27TH.

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	Preparatory.
8:25.....	Roll Call.						
9:00.....	Opening Exercises and Announcements.						
9:25.....	Latin.	Physics.	Teach.	Geometry.	Eng. Lit. American Authors.	Civ. Gov. Phys. Geog.	Music.
10:05.....	Geology.		Teach.	Rhetoric.	Drawing.		Arithmetic. Geography.
10:45.....	Spelling, Callisthenics and Rest.						
11:25.....	Methods.	Psychology and Ethics.	Teach.		Algebra.	Latin.	Grammar. Penmanship.
12:05.....	Astronomy.		Teach.	Latin.		Elocution.	Physiology. Composition.
12:45.....	Noon, Lunch and Rest.						
1:15.....	Music Ten Weeks.	Latin.	School Economy.	Methods.	El. Psychology, El. Physics.	Algebra.	Reading.
1:55.....				Zoology.			Music. Arithmetic.
2:35.....	Eng. Literature.	Solid Geometry.	History of Education Ten Weeks.		Latin.	Botany.	U. S. History.
3:05.....	Dismission.						

PROGRAM OF DAILY RECITATIONS.

SECOND TERM FEB. 1ST, TO JUNE, 16TH.

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.	Preparatory.
8:25	Roll Call.						
9:00	Opening Exercises and Announcements.						
9:25	Teach.		Teach.	Geometry.	English Lit. Amer. Authors.	Civil Gov't, Phys. Geog.	Music.
10:05	Teach.	Chemistry.	Teach.	Rhetoric.	Drawing.	Arithmetic.	Geography.
10:45	Spelling, Callisthenics and Rest.						
11:25	Teach.	Elocution, Music.	Teach.		Algebra.	Latin.	Penmanship.
12:05	Teach.	Gen. History.	Teach.	Latin.		Elocution.	Psychology. Composition.
12:45	Noon, Lunch and Rest.						
1:15	Institutes and Graded Schools.	Latin.	School Economy.	Methods.	El. Psychology and El. Physics.	Algebra.	Music. Reading.
1:55	History of Education.			Zoology.			Arithmetic.
2:35		Trigonometry and Logic.	History of Education, Ten Weeks.	Music.	Latin.	Botany.	U. S. History.
3:05	Dismissal.						

NOTE.—It will be observed that the professional work is so arranged as to give opportunity to graduates of High Schools, Academies and Colleges to complete a course in the Normal in one year, by taking examinations in the Literary Subjects, and pursuing the Professional Subjects only.

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.

INSTRUMENTAL MUSIC.

Although Instrumental music forms no part of the regular curriculum of the school, opportunities are offered for the study of Piano or Organ and Voice Culture under the best instructors at moderate cost. Miss Miriam B. Swett, of Boston, recently of Stewart's Female Seminary, Shelbyville, Ky., where she gave instruction in Instrumental music and Private Voice Culture, will give lessons in these subjects in the Normal.

Miss Swett is a graduate of the New England Conservatory of Music, Boston, Mass., and comes highly recommended.

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.

This department is just as essential to the training of teachers as the moot court and clinic are to the proper education of lawyers and physicians. In the school of practice, 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 the 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.

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.

THE PUPIL TEACHERS.

The pupil teachers while in practice are under the observation and criticism 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

pupil teachers is required of them, in order to insure efficiency in general discipline, and discretion in use of incentives to study and deportment.

Each day a meeting of the pupil 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.

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 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 rooms.
 - 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, rapidly 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.

COURSE * OF * STUDY

FOR THE

MODEL * DEPARTMENT

OF THE

STATE NORMAL SCHOOL, KIRKSVILLE, MO.

ORGANIZED NOVEMBER 13TH, 1882.



PRIMARY DEPARTMENT.

COURSE OF THREE YEARS.

FIRST YEAR—"C" CLASS.

Reading—Blackboard, Chart, First Reader, Phonic and word method combined. Special attention given to tone and expression. Words to be taught before letters. No text book required for first half year.

Spelling—By sounds, for first few weeks; by sound and names of letters afterwards. Words from reading lessons.

Number—Develop the idea by objects. Count to 100. Addition and subtraction of numbers not exceeding 10. Use objects and numeral frame. Arabic notation to 100. Roman notation to L.

Writing—First teach straight and curved lines, then small letters.

Drawing—Inventions with straight lines not exceeding 10, and dictation from copies.

Language—Careful attention given to the correct use of Language.

Oral Spelling—Color—Distinguishing and naming colors. Distinguishing Primary colors. Use charts and objects.

Human Body—Twenty Lessons. Principal parts of the body named and statement given.

Animals—Twenty of the most familiar, giving parts, names, number position and simple description of parts.

Size—Develop the idea. Also the idea of large and small, larger and smaller, etc.

Form—Ten Lessons. To develop general idea of form, ideas of surface, faces, kinds of faces, lines, corners and edges.

Weight—Ten Lessons. Develop idea of weight. Idea of light and heavy weight as compared with bulk, as, large and heavy, small and heavy, large and light, small and light, etc., etc.

Objects—Qualities, parts, names, position, uses, etc.

Morals and Manners—As occasion may suggest or necessity require.

Music—Reading and rote singing.

Calisthenics—Frequent, varied and brief.

Friday Afternoons—Recitations by pupils. Story read by teacher to interest and instruct pupils.

SECOND YEAR—"B" CLASS.

Reading—Second Reader and selections from other books. Special attention given to tone and expression.

Spelling—By sounds and letters. Words taken from Reading lessons, and others selected by teacher, using words in sentences.

Number—Addition and subtraction. Name and use of signs. Learn and construct tables. Multiplication, last term. Arabic notation to billions. Roman notation to C C.

Writing—All small letters and capitals taught.

Drawing—Invention and dictation.

Language—To be cultivated, same as first year.

Oral Lessons—Color. Review and extend, teaching shades and combinations of colors, using paints and palette, colored water and other objects.

Place and Oral Geography.

Animals—Continue teaching their habits, characteristics and uses.

Objects, Plants and Flowers—Familiar objects, Qualities.

Form—Review and extend, teaching figures and solids.

Music—Reading and rote singing, from charts and books.

Calisthenics—Frequent and varied.

Morals and Manners—As occasion may suggest.

Recitations and Reading—Friday afternoon.

THIRD YEAR—"A" CLASS.

Reading—Third Reader. Selections from other books. Special attention to be given to the meaning of what is read, and to its correct and forcible expression. Pupils expected to become fluent and easy readers before leaving this grade. Careful drill on all the sounds of letters and combinations of letters.

Arithmetic—Four fundamental rules thoroughly drilled. Rapid combinations. Tables of Denominate Numbers developed and constantly reviewed. Develop the idea of Fractions objectively.

Geography—Primary Geography through United States. Map Drawing on blackboard and paper.

Writing—With ink in copy book.

Drawing—Invention and dictation continued.

Language—Construction of sentences. Use of capitals and punctuation. Teach to express clearly and forcibly.

Oral Lessons—Form, Color, Mammals, Birds, Fishes, Reptiles, classifications of Mammals and Birds.

Objects—Qualities.

Music—Charts and Books.

Morals and Manners.

Calisthenics.

Frequent Reviews in each subject.

Recitations, Declamations, Reading, &c—Friday afternoons.

JUNIOR DEPARTMENT.

COURSE OF THREE YEARS.

FIRST YEAR—"C" CLASS.

Reading—Fourth Reader and selections. Vocal Culture. Phonetic Analysis.

Spelling—Oral and written, daily. Meaning of words given and sentences formed. Dictation exercises. Abbreviations taught.

Arithmetic—Books. Review Fundamental Rules. Fractions, common and decimal. United States Money. Compound Numbers. Mental Arithmetic, in connection with written. Constant Review.

Geography—Primary Geography, complete reviews. Advanced Geography begun, map drawing.

Language—Taught orally, teachers using "Swinton's Language Lessons" as guide. Calisthenics—Dumb Bells.

Writing—Copy Books.

Morals and Manners.

Drawing—Inventive and dictation.

Oral Instruction—In Natural Science and miscellaneous subjects. Hooker's Child Book of Nature, (First Part). Pupils encouraged as far as possible to learn the names of trees and wild flowers found in this city and vicinity.

Zoology—(H. C. B. of Nature, Second Part.) Pupils taught to identify birds, frequenting or inhabiting this section of country, air and water, sketches of leading historical events.

Recitations, Declamations and Reading—Friday afternoons.

SECOND YEAR—"B" CLASS.

Reading—Fifth Reader. Miscellaneous selections from other sources. Vocal culture. Careful Analysis of the thought in the pieces read, followed by drill in the correct expression of it. Words and phrases of foreign languages in common use.

Spelling—Oral and written. Drill as in previous year.

Arithmetic—Percentage, Forms of bills, checks, promissory notes, etc. Mental Arithmetic in connection with written. Careful attention to neatness and accuracy in black-board exercises.

Geography—To be taught by topics, map drawing, from memory. Brief historical sketches of the places studied given orally by the teacher in connection with the lesson.

Language—Swinton's Language Lessons. Pupils use book.

Writing.

Drawing.

Music.

Calisthenics.

Oral Instruction—Physiology, Respiration, Circulation, Digestion and Laws of Health, Sound, Heat, Light, Electricity, Minerals, Metals, Metallic Ores. Pupils made acquainted with the most common of them and encouraged to make individual collections. Biographical sketches of leading men

Morals and Manners.

Recitations, Declamations and Reading—Friday afternoons.

THIRD YEAR--"A" CLASS.

Reading—Sixth Reader and selections. Vocal culture.

Spelling—New or difficult words that occur in connection with other studies. Selected words.

Arithmetic—Mental and written, completed and reviewed.

History and Geography—History of the United States with map drawing and review of the Geography of the places whose history is studied. History to be taught by topics.

Physical Geography.

Language—Analysis and parsing.

Writing.

Drawing.

Music.

Calisthenics.

Oral Instruction—Principles and Laws of Attraction. Gravitation and Motion.—Other topics of oral instruction may be introduced as occasion may suggest.

Recitations, Declamations, Readings—Friday afternoons.

⇒ SENIOR * DEPARTMENT. ⇒

FIRST YEAR--"B" CLASS.

Arithmetic—Finish Ray's Arithmetic. Mental Arithmetic.

Algebra—To Equations.

Language—Analysis and Parsing; Composition.

Latin—Introductory Latin Book, (Harkness.)

Spelling—New and difficult words that occur in connection with other subjects.

Reading—Selections, Vocal culture.

Penmanship.

Drawing.

Vocal Music.

Calisthenics.

Oral Instruction—Botany, Physical Geography.

SECOND YEAR--"A" CLASS.

Arithmetic—Higher Arithmetic.

Algebra.

Physical Geography.

Latin—Reader, Grammar (Harkness).

Reading and Spelling.

Penmanship.

Drawing.

Vocal Music.

Calisthenics.

Oral Instruction—Botany, Natural Philosophy.

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, 131; 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 2d, 1871.

A dair 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 \$10,000 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 pupils—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 to be determined by the Faculty. The following are the names of the representatives in the last contest:

C. M. KIGGINS, Zetosophian Society,—*"The Industrial War."*

A. J. BRADSHER, Philomathean Society,—*"Socialism."*

L. M. PHIPPS, Senior Society,—*"The Printing Press."*

(Prize awarded to L. M. Phipps.)

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. Number of contestants de-

terminated by the Faculty. Following are the names of the representatives in the last contest:

LURA GRUBBS, Zetosophian Society,—*“The Pioneer’s Cottage.”*

ALMA SMITH, Philomathean Society,—*“Hiawatha’s Wooing.”*

MAUDE BENSON, Senior Society,—*“Bridge of Sighs.”*

MOLLIE CHANCELLOR, Zetosophian Society,—*“Jane Conquest.”*

GRACE SHARP, Philomathean Society,—*“The High Tide, or The Bells of Enderly.”*

FANNIE K. MACKOY, Senior Society,—*“Dramatic Elocution.”*

(Prize awarded to Miss Alma Smith.)

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.

LECTURES.

Recognizing that the lecture has come to be one of the potent means of education, no effort has been spared to secure the services of able lecturers. Six lectures of the highest quality were given in the Normal Chapel during the past session.

LIBRARIES.

Three Libraries have been commenced:

1. A general library, which contains a considerable number of standard works of science, the poets, biography, fiction, general literature and history.

About 100 volumes have been added to this library during the past year.

2. A reference library, in which are kept various kinds of reports, encyclopedias, dictionaries and text-books.

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. There will be no effort spared to increase these libraries till they shall reach an importance 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 calculated to form a correct taste and give acquaintance with a few of the best authors:

A.		C.	
Undine.....		Conquest of Mexico.....	Prescott
Ancient Mariner.....	Coleridge	Our Old Home.....	Hawthorne
Life of Oliver Cromwell.....	Lamartine	Conquest of Grenada.....	Irving
Tom Brown at Oxford.....	Hughes	Venetian Days.....	Howells
Student's Gibbon.....	Liddle	D.	
David Copperfield.....	Dickens	Ivanhoe.....	Scott
Life of Macaulay.....	Trevelyn	Lady of the Lake.....	Scott
Marmion.....	Scott	Evangeline.....	Longfellow
My School and Schoolmasters.....	Miller	Scarlet Letter.....	Hawthorne
B.		E.	
Life of Joan of Arc.....	Michelet	Life of Columbus.....	Irving
Short history of English People.....	Green	Views Afoot.....	Taylor
The Newcomes.....	Thackery	Life of Hannibal.....	T. Arnold
Life of Goldsmith.....	Irving	Sketch Book.....	Irving
French Revolution.....	Carlyle	F.	
Jane Eyre.....	Bronte	Life of Benjamin Franklin.....	
Merchant of Venice.....	Shakespeare	Tom Brown at Rugby.....	Hughes
The Chinese.....	Martin	Vicar of Wakefield.....	Goldsmith

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 several 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 and post-graduates 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 of the Faculty. The work of the societies and rhetorical classes is a part of the regular school duties.

SOCIETY ENTERTAINMENTS.

Inter-Society Entertainment—Senior and Zetosophian Societies,—February 22d, 1887.

Philomathean Society Entertainment, June 11th, 1887.

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.

School boards are cautioned against persons who attend the Normal School merely 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 Normal methods.

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 unemployed time with us as they can thus use pleasantly and profitably. They will be welcome for a day, a week, a year.

LOCATION.

The location is very desirable. Kirksville is proverbial for good health. Railroad facilities and 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 3,000 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 judiciously and economically 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 pub-

lish 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 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 that 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 consist 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 shrinking 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 lesson 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 Friday preceding.

BOARDING costs from \$3.00 to \$3.25 per week. This includes furnished rooms, lights and fuel. Good homes in private families can always be secured at the above rates.

YOUNG LADIES AND YOUNG GENTLEMEN WILL NOT BE PERMITTED TO BOARD AT THE SAME HOUSE, EXCEPT WITH RELATIVES OF BOTH!

CLUB BOARDING costs about \$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.

TUITION IN MODEL SCHOOL.—The tuition in the Model School is \$2.00 for half term of ten weeks; \$4.00 for full term of twenty weeks.

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 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.

TWENTIETH SCHOOL YEAR, 1886-'87.

<i>Begins.</i>		<i>Ends.</i>
September 7th.....	First Term.....	January 27th.
February 1st.....	Second Term.....	June 16th.

ANNOUNCEMENTS.

- Twentieth school year opens September 7, 1886.
- Vacation from December 21, 1886, to January 4, 1887.
- Inter-Society Entertainment by the Senior and Zetosophian Societies on the evening of February 22, 1887.
- Philomathean Society Entertainment, June 11, 1887.
- Baccalaureate Sermon, June 12, 1887.
- Alumni Entertainment, evening of June 14, 1887.
- Orations and Essays by representatives of Elementary Class, June 15, '87.
- Annual Address, evening of June 15, 1887.
- Commencement, June 16, 1887.
- Annual Reunion, evening of June 16, 1887.

