

#1.

1878-1879

12.

From Prof. W. P. Mason

CATALOGUE

OF THE

NORTH MISSOURI

State Normal School,

FIRST DISTRICT,

KIRKSVILLE, MO.



Announcements for

1878-9.

CATALOGUE

OF THE

MISSOURI

STATE NORMAL SCHOOL,

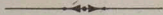
FIRST NORMAL DISTRICT,

FOR THE SCHOOL YEAR 1877-78,

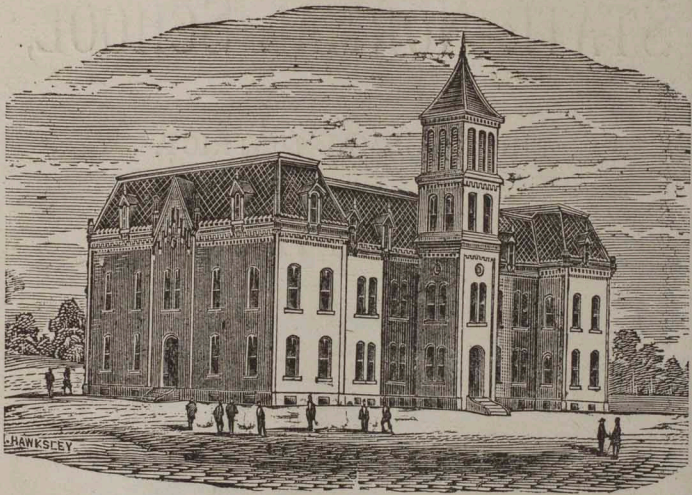
WITH

ANNOUNCEMENTS FOR SCHOOL YEAR 1878-79,

KIRKSVILLE, MO.



OSKALOOSA, IOWA :
CLAPP & DRAKE, BOOK AND JOB PRINTERS.
1878.



HANKSLEY

Building and Grounds.

The building was completed for use about the 15th of January, 1873, and was dedicated on the 13th of February following. The cost of building, grounds, furniture, apparatus and library will exceed \$150,000. About eight hundred students can be accommodated.

The building is 180 feet in length, and 90 feet in width, with four working stories, embracing forty-two rooms. The exterior is grand and imposing, and the interior is conveniently and compactly arranged. It is amply heated by hot-water heating apparatus, which is admirably adapted to the purpose for which it was intended.

All movements of the school are regulated by electric bells, rung by a programme clock.

The teachers and the students enjoy vigorous health and exuberant spirits to an extent rarely experienced in school life.

The grounds, embracing fifteen acres, promise superior advantages for æsthetic and gymnastic purposes. 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 for the beautiful in nature and art as shall find practical expression wherever he may be called upon to labor. The work of ornamentation is due to the voluntary contributions of money and labor by Faculty and students, and the generous donations of other friends.

Important to Students.

Expenses from \$20.00 to \$45.00 per term.—The total cost for board, light, fuel, books, and incidental fee for a term of ten weeks varies as above.

Boarding costs from \$2.75 to \$3.25 per week.—This includes furnished rooms, light and fuel. Good homes in private families can always be secured at the above rates.

Club- and self-boarding cost from \$1.00 to \$1.50 per week.—For this purpose either furnished or unfurnished rooms can always be secured at reasonable rates. Many of our best students board themselves, or board in small clubs.

Tuition free; Incidental fee, \$5.00 per term.—Incidental fee for the last half of a term is \$2.50. 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. Persons entering during the last two weeks of a term must procure permits for the succeeding term. In no case will the incidental fee be refunded after a permit has been recorded.

Books at from 10 to 25 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.—Fourteen is the minimum age for admission. The applicant must have a fair knowledge of Reading, Spelling, the use of Language, Descriptive Geography, and of Arithmetic as far as percentage.

Our 80 daily Recitations accommodate all.—Students prepared to enter however advanced or however backward, will find classes to suit them.

Students can enter at any time; but all are urged to be present at the beginning of the year, or as soon thereafter as possible. Enter at the beginning of a term, or two weeks before the close of the preceding term. If at all possible come for the full year.

Course of Study.—Our two, three and four years' courses are arranged for the benefit of students. Thorough scholarship and the best professional training are the cardinal features of the course.

BEGINS.	CALENDAR FOR 1878-79.		ENDS.
September 10,	- - -	FIRST TERM, - - -	November 14.
November 19,	- - -	SECOND TERM, - - -	January 30.
February 4,	- - -	THIRD TERM, - - -	April 10.
April 15,	- - -	FOURTH TERM, - - -	June 19.

Catalogues will be sent free.—Address a postal card to President J. Baldwin, Kirksville, Mo.

Advantages Claimed.

We may be pardoned for calling attention to some of the advantages enjoyed by the students of this institution.

The Expenses are remarkably light.—From \$80.00 to \$180.00 will pay all necessary expenses for the school year. The utmost economy is in every way encouraged.

All can have homes in good families.—Nearly all the best families receive students as boarders. Students are welcomed to the home circle, the Sunday school and the church. Few towns of 3,000 inhabitants contain so much good society as Kirksville.

The Climate is healthy and bracing.—In no locality do students enjoy more vigorous health.

A most worthy class of Students.—Nearly nine-tenths come from the rural districts, and most are dependent on their own exertions. Character, scholarship, teaching power and a successful life work are the goal for which our students strive. In such an army, drones, triflers and dissipated persons find no place.

The large attendance gives decided Advantages.—Numbers give enthusiasm and furnish material for close classification. With an annual attendance of about 600 students we are able to sustain 80 daily recitations; hence all students find classes suited to their several degrees of advancement.

The Work is practical.—Solid culture, which is the basis of the truly practical, is best secured by the mastery of such branches as most thoroughly prepare the student for life's duties. We invite special attention to this feature of our course of study.

Good Methods of Teaching are a great Advantage.—The educational results worked out by the thought and experience of the ages are here presented in theory and embodied in practice.

Much Time is Saved.—Our students are strong men and women with high aims and determined purposes. Students are not kept back by idle and indifferent classmates. Each day is marked by decided advancement.

Our Students are Trained for Teachers.—This is accomplished by theory, by example, and by practice. To those preparing to teach, such training is invaluable.

Good Positions are Secured.—Many teachers of large experience come here to better qualify themselves for their work. We have constant applications from School Boards for good teachers. Thus we are enabled to furnish good teachers with good positions and good positions with good teachers.

Board of Regents.

R. D. SHANNON, STATE SUPERINTENDENT,	Jefferson City.
JOHN M. OLDHAM, PRESIDENT,	Kirksville.
ANDREW ELLISON, SECRETARY,	Kirksville.
J. M. McKIM,	Newark.
A. M. ALEXANDER,	Paris.
W. B. HAYS,	Lancaster.
BEN. ELI GUTHRIE,	Macon.

TREASURER,

W. T. BAIRD,	Kirksville.
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Calendar.

TWELFTH SCHOOL YEAR, 1877-78.

BEGINS.		FIRST TERM,		ENDS.
September 10,	- - -	- - -	- - -	November 14.
November 19,	- - -	- - -	- - -	January 30.
February 4,	- - -	- - -	- - -	April 10.
April 15,	- - -	- - -	- - -	June 19.

Announcements.

- Twelfth School Year opens September 10, 1878.
Vacation, from December 19, 1878, to December 31, 1878.
Annual Examination, June 16, 17 and 18, 1879.
Examination of Graduating Classes, June 16, 17 and 18, 1879.
Alumni Entertainment, evening of June 16, 1879.
Annual Address, evening of June 17, 1879.
Commencement, June 18 and 19, 1879.
Reunion, evening of June 19, 1879.
Thirteenth School Year opens September 9, 1879.
Society Entertainments during the week preceding commencement.
Catalogue issued each year, June 1st.

Faculty of 1877-78.

J. BALDWIN, PRESIDENT.

PROFESSIONAL DEPARTMENT.

W. P. NASON, VICE-PRESIDENT.

ENGLISH LANGUAGE AND LITERATURE.

B. S. POTTER.

MATHEMATICS, PURE AND APPLIED.

T. BERRY SMITH.

NATURAL SCIENCE AND LATIN.

MISS M. T. HENDERSON, PRECEPTRESS.

GEOGRAPHY, PENMANSHIP AND DRAWING, AND ASSISTANT IN NATURAL SCIENCE.

J. U. BARNARD.

ELOCUTION, AND ASSISTANT IN ENGLISH LANGUAGE AND LITERATURE.

G. W. KRALL.

PHYSIOLOGY, AND ASSISTANT IN MATHEMATICS.

MISS _____

TRAINING DEPARTMENT.

J. W. SHRYOCK.

VOCAL AND INSTRUMENTAL MUSIC.

ASSISTANT TEACHERS.

MEMBERS OF THE GRADUATING CLASSES.

Faculty for 1878-79 not given in Catalogues.

Alumni of N. M. State Normal School.

POST-GRADUATES.

DEGREE—MASTER OF ARTS AND PROFESSIONAL TEACHER.

1874.

DAVIS, O. P., La Plata, Mo.

1875.

COLEMAN, W. E., Liberty, Mo. DAUGHTERS, C. B., Troy, Kas.
DOYLE, W. U., Novelty, Mo. STEVENS, J. C., Bonaparte, Ia.

1876.

BARNARD, J. U., Kirksville, Mo. BIGGER, C. W., Buckland, Mo.
BAKER, W. H., Cal. CLOYD, THOMAS, Curran, Ill.
WHITE, J. M., Carrollton, Mo.

1878.

(Names will be inserted in our next Catalogue.)

GRADUATES.

DEGREE—BACHELOR OF ARTS AND OF DIDACTICS.

1872.

DAVIS, O. P., La Plata, Mo.
DOYLE, W. N., Co. Com'r., Principal of High School, Novelty, Mo.
DRAKE, W. F., Co. Com'r., Principal Graded Schools, Rockport.
MATLICK, I. N., —, Visalia, Cal.
SMITH, J. T., —, Butler, Mo.
STEVENS, J. C., Principal of Public School, Bonaparte, Ia.
STINE, VINCENT, Teacher, West Butte, Cal.
STURGESS, SELDEN, Principal City Schools, San Francisco, Cal.

1873.

BIGGER, C. W., Buckland, Mo.
COLEMAN, W. E., Principal of Graded Schools, Liberty, Mo.
DAUGHTERS, C. B., Troy, Kas.

1874.

BAKER, W. H., Prof. Mathematics, —, Cal.
CULLISON, G. W., Principal of Graded School, Sigourney, Ia.
BARNARD, J. U., Teacher of Elocution, State Normal, Kirksville.
CLOYD, THOMAS, Principal of Graded Schools, Curran, Ill.
FORSYTHE, MISS SUE, —, Shelbyville, Mo.
HALLIBURTON (McREYNOLDS), HELEN M., —, Carthage, Mo.
LESTER, MISS JULIA, —, Kas.
WHITE, J. M., Superintendent City Schools, Carrollton, Mo.
*THOMPSON, EMMIR S., Kirksville, Mo.

1875.

- BRADLEY, J. R., Principal Graded Schools, Mexico, Mo.
 BURTON, JENNIE, First Assistant Graded Schools, Kirksville, Mo.
 HARDIN, B. F., —, Moberly, Mo.
 ILES, R. S., Principal Graded Schools, Hiawatha, Kas.
 JAMISON, A. H., —, Carrington, Mo.
 MCGHEE, J. S., Supt. Graded Schools, California, Mo.
 MCPHAILL, J. S., Principal Visalia Normal School, Cal.
 ORR, A. R., Principal Visalia Normal School, Cal.
 PRIMM, F. P., Principal Graded Schools, Portersville, Cal.
 ROE (CARPENTER), LIZZIE A., Preceptress, College City, Cal.
 THOMAS, C. W., Oregon, Mo.
 WESCOTT (McLAURY), ALTA Z., Portlandville, N. Y.

1876.

- BARTON, JOHN, Teacher in High School, Bentonville, Ark.
 CHANDLER, J. F., Principal Graded Schools, Monroe City, Mo.
 CARRINGTON, W. T., Principal Graded School, Arrow Rock, Mo.
 CALLAWAY, SALLIE C., Teacher Graded Schools, California, Mo.
 FERRIL, W. C., —, Kansas City, Mo.
 HENRY, N. B., Principal Schools, Oak Ridge, Mo.
 HARPAM, E. L., Havana, Mason County, Ill.
 LARKINS, E. O., Teacher, Meridan, Cal.
 OLDHAM, ADDIE, Teacher in Graded School, Macon, Mo.
 PHELPS, LOWA, Teacher in Graded School, Kirksville, Mo.
 RUTHERFORD, H. C., Huntsville, Randolph county, Mo.
 *SMOOTE, MINNIE, Gallatin, Mo.
 THOMPSON (HENRY), MAGGIE, Teacher, Oak Ridge, Mo.
 THOMPSON, O. M., Teacher, Visalia, Cal.

1877.

- CUMBERLIN, IRENE, Teacher, Seymour, Ia.
 CAROTHERS, ELLA, Teacher, Kirksville, Mo.
 GILSTRAP, SERELDA, Preceptress Clay Seminary, Liberty, Mo.
 HOLLOPETER, E. E., Teacher, Ferndale, Cal.
 OLDHAM, W. D., Teacher, Salt Springs, Mo.
 SEWARD, R. V., Principal Graded School, Weaverville, Cal.
 VAUGHN, W. H., Principal Graded Schools, Shelbina, Mo.
 WALKER, E. H., Teacher, —, Cal.

1878.

(Names will be inserted in our next Catalogue.)

*Deceased.

UNDER-GRADUATES FOR 1877.

THREE YEARS' COURSE.

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

- BALDWIN, OLLIE, Kirksville, Adair county, Mo.
 CALLAWAY, PORTIE, Waverly, La Fayette county, Mo.
 COATES, L. B., Liberty, Clay county, Mo.
 DYSART, ANNIE, St. Joseph, Buchanan county, Mo.
 DOOLEY, J. C., Bloomfield, Davis county, Iowa.
 EBAUGH, CHAS. L., Middletown, Montgomery county, Mo.
 EBERTS, J. E., Plattsburg, Ray county, Mo.
 MITCHELL, G. A., Kirksville, Adair county, Mo.
 NORTHUP, FLORA, Kirksville, Adair county, Mo.
 TROTTER, D. W., Kirksville, Adair county, Mo.
 WRIGHT, EDMONIA, Salisbury, Chariton county, Mo.
 WALKER, J. C., Lancaster, Schuyler county, Mo.

TWO YEARS' COURSE.

DEGREE—BACHELOR OF ELEMENTARY DIDACTICS.

- ALFORD, NANNIE, Vandalia, Audrian county, Mo.
 CHANDLER, ALLIE M., Sublette, Adair county, Mo.
 GRIFFITH, C. G., Renick, Randolph county, Mo.
 GRIFFITH, W. W., Renick, Randolph county, Mo.
 GOODDING, SALLIE, Atlanta, Macon county, Mo.
 HOPKINS, S. N., Bonaparte, Van Buren county, Iowa.
 KNOX, R. C., Clifton Hill, Randolph county, Mo.
 KNIGHT, EMMA, Greentop, Schuyler county, Mo.
 LIPSCOMB, JENNIE, Moberly, Randolph county, Mo.
 MARTIN, BELLE, Mendon, Chariton county, Mo.
 McREYNOLDS, NANNIE, Waverly, La Fayette county, Mo.
 OLDHAM, RALPH, Kirksville, Adair county, Mo.
 PACE, NANNIE, Kirksville, Adair county, Mo.
 RICHEY, JENNIE, Kirksville, Adair county, Mo.
 RATEKIN, P. E., St. Auberts, Callaway county, Mo.
 ROBBINS, ADDIE, Buttsville, Grundy county, Mo.
 STURGEON, MAGGIE, Middletown, Montgomery county, Mo.
 TIPTON, W. E., Queen City, Schuyler county, Mo.

UNDER-GRADUATES FOR 1878.

(Names will be inserted in our next Catalogue.)

Catalogue of Students,

FOR THE YEAR 1877-78.

FOURTH YEAR—CLASS A.

NAME.	RESIDENCE.
Albritain, Wm.....	Chillicothe, Mo.
Baker, W. B.....	Linneus,
Burton, Z.....	Kirksville,
Baldwin, Cora B.....	"
Baldwin, Olivia A.....	"
Baldwin, Anna B.....	"
Cupp, J. H.....	"
Carroll, A. B.....	Troy, Ia.
Caldwell, G. M.....	New Bloomfield, Mo.
Davidson, S. F.....	Hitt,
Drain, J. W.....	Macon,
Dooley, J. C.....	Bloomfield, Ia.
Ellis, S. D.....	Youngs Creek, Mo.
Ebaugh, C. L.....	Middletown,
Fink, H. A.....	Edina,
Greene, Addie May.....	Kirksville,
Griswold, A. J.....	Linneus,

NAME.	RESIDENCE.
Hubbell, Rebecca E.....	Abingdon, Ia.
Hall, Manlove.....	Island City, Mo.
Kirk, J. R.....	Bethany,
Knox, Rice.....	Clifton Hill,
Moore, L. C.....	Sand Hill, Mo.
McGarry, H.....	Callao,
Moreland, S. W.....	Holt,
Nason, J. C.....	Kirksville,
Oldham, R. E.....	"
Orr, Allie.....	Troy Mills,
Polley, Chas. M.....	Kirksville,
Smith, G. A.....	Avola,
Sublette, Thos. E.....	Sublette,
Sublette, G. W.....	"
Thompson, J. E.....	Deer Ridge,
Tipton, W. E.....	Queen City,
Trotter, B. D.....	Kirksville,
Trice, C. W.....	Plattsburg,

THIRD YEAR—CLASS B.

NAME.	RESIDENCE.
Alkire, D. S.....	Forest City, Mo.
Allen, P. C.....	Marshall,
Althouse, A. J.....	Turney,
Amsden, Minnie M.....	Scranton, Ia.
Amsden, Myra E.....	"
Albright, E.....	New Alsace, Mo.
Buckner, G. W.....	Ottumwa, Ia.
Baird, Frank.....	Kirksville, Mo.
Baird, Conner.....	Carrollton, Ky.
Brown, Emma.....	Browns Station, Mo.
Brewster, S. M.....	Bloomfield, Ia.
Coates, W. H.....	Paradise, Mo.
Catlett, J. W.....	Granville,
Clark, G. J.....	Lathrop,
Clabaugh, M.....	Tracy, Ia.
Conway, S. A.....	"
Connally, M. T.....	Clover Bottom,
Daman, A. O.....	Eugene Ia.
Evans, J. E.....	New Cambria Mo.
Flournoy, T. M.....	Millsville,

NAME.	RESIDENCE.
Fox, Jno. E.....	Kirksville,
Foster C. E.....	Corydon, Ia.
Good, Jubal.....	Bethany, Mo.
Gifford, Sylvia.....	Farmersville,
Guttery, J. A.....	Moulton, Ia.
Ham, Jennie.....	Centralia, Mo.
Howell, W. J.....	Friendship, N. Y.
Holloway, W. R.....	Kirksville, Mo.
Hes, Alma.....	"
Jones, J. W.....	Mendota,
Jones, J. A.....	Trenton,
Johnson U. H.....	Fourche Arenault,
Johnson, W. S.....	"
Jackson, Oscar.....	Troy, Ia.
Jamison, Geo.....	Carrington, Mo.
Knight, Emma.....	Kirksville,
Link, W. F.....	"
Louden, R. B.....	Fairfield, Ia.
Lipscomb, Jennie.....	Moberly, Mo.
Lyon, A. R.....	Edina,

NAME.	RESIDENCE.	NAME.	RESIDENCE.
McGee, H. C.	Paris, Mo.	Snow, Herman	Blakesburg, Ia.
McIver, J. R.	Vibbard,	Schaumberg, Lewis	Herman, Mo.
Meek, B. F.	Marysville,	Spalding, Norton F.	Sidney, Mo.
Miller, W. H.	Kirkville,	Snow, M. C.	Siam, Ia.
Minton, J. L.	Forest City,	Shire, B. W.	Unity, Mo.
McDaniels, G.	Savannah,	Smith, Bertha	Kirkville,
Montgomery, Phebe	Kirkville,	Slavens, G. T.	Ottumwa, Ia.
Owen, G. W.	Bloomington,	Taylor, James O.	Willmothville,
Price, Eugenia	Waco, Tex.	Thorp, W. T.	Plattsburg,
Probasco, J. W.	Mendota, Mo.	Todd, J. L.	Wintersville,
Pickler, Laura	Kirkville,	Thompson, Stanley	Kirkville,
Ray, A. M.	Gower,	Vaughn, A. P.	"
Richey, Mollie	Kirkville,	Williams, Katie	Moberly,
Redman, E. C.	Hassard,	Weeks, Grace N.	Quincy, Ill.
Sublette, J. Miriam	S ublette,	Wallace, T.	Madisonville, Mo.
Specking, B. J.	Washington,	Wood, E. S.	Calwood,
Stewart, J. M.	Libertyville, Ia.		

SECOND YEAR—CLASS C.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Atterbury I. F.	Stewartsville, Mo.	Griffeth, F. L.	Kirkville,
Anderson, W. B.	Edina,	Gifford, E. L.	Farmersville,
Alvis, Wm.	Curryville,	Hook, A. E.	Green Castle,
Andrews, J. M.	Memphis,	Hook, Mollie	"
Allen, L.	Hunnewell,	Hamrick, A.	Granger,
Brownlee, Walter	Brookfield,	Hays, Frank	Lancaster,
Baker, J. B.	Linneus,	Howard, Lizzie	Kirkville,
Beacock, J. S.	Lewistown,	Hutchison, Cora	Marshall,
Berger, Lillie	Mount Pleasant, Ia.	Hooper, Alice	Kirkville,
Baldwin, Rolla	Kirkville, Mo.	Hutton, J. W.	Bloomfield, Ia.
Brightwell, W. M.	La Belle,	Iles, W. E.	Kirkville, Mo.
Baughman, L.	Centerville, Ia.	Johnston, E. F.	"
Brown, B. D.	Concord, Mo.	Jamison, S. N.	Carrington,
Barke, John	Roland, Ia.	Jackson, J. B. W.	Boynton,
Bastian, M. F.	Clapper, Mo.	Justice, E. W.	Ridgely,
Caldwell, M. E.	Kidder,	Johnson, Henry	Linneus,
Casper, W. L.	Lancaster,	Johnston, R. E.	Greenburg,
Collins, A. H.	Stilesville,	Kidd, A. C.	Boonville,
Carlat, Ida	Kansas City,	Lang, Geo. A.	Hurdland,
Campbell, Rebecca	Hitt,	Lang, J. L.	"
Childress, Minnie	Fabius,	Lichty, K. L.	Kirkville,
Carothers, Ida	Kirkville,	Maynard, Gertie	"
Coates, I. L.	Paradise,	Mitchell, L. S.	"
Cullen, Lizzie	Madisonville,	Mitchell, Orpha	"
Cornell, Lillie	Kirkville,	Mitchell, Bettie	"
Dille, Albert E.	Frederic, Ia.	McGlothlan, A. W.	Hopkins,
Dowden, M. S.	Edina, Mo.	Mahon, Jennie	Fairfield, Ia.
Dinsmoor, Gordon	Kirkville,	Mentor, J. A.	Bedford, Ia.
* Davis, H. B.	Mt. Sterling, Ia.	Mitchell, E. A.	Kirkville, Mo.
Duvall, W. S.	Battsville, Mo.	Mitchell, Laura	Renick,
Doyle, S. J.	Locust Hill,	McCormick, F. D.	College Mound.
Eastman, Edith	Lepsis, Ohio.	Nelson, J. J.	Roland, Ia.
Fulton, L. R.	Winterset, Ia.	Nichols, R. P.	Cedar City, Mo.
Foreman, Jos. I.	Taylor, Mo.	Pemberton, J. N.	Carrington,
Gooch, J. R.	Linneus,	Porter, D.	Hopkins,
Grimes, T. C.	Paynesville,	Power, J. W.	Albany,
Gathright, Mary E.	Montrose,	Patterson, O. W.	Kirkville,
Griffeth, Mary E.	Kirkville,	Pool, G. E.	Centralia,

*Deceased.

NAME.	RESIDENCE.
Rowell, H.	Prospect, Mo.
Ross, A. F.	Martinsville,
Sharp, Lulu	Kirksville,
Stroke, Hiram	Coon Rapids, Ia.
Stokes, Anna	Kidder, Mo.
Schmitz, John	Dacada, Wis.
Snow, Anson	Blakesburg, Ia.

NAMES.	RESIDENCE.
Slimmer, D. W.	Libertyville, Mo.
Townsend, Fannie	Fulton,
Treadway, Mattie	Kansas City,
Thorp, V. P.	Plattsburg,
Wetmore, Thomasine	Wentzville,
Wilson, Nannie	Kirksville,

SECOND YEAR—CLASS D.

NAME.	RESIDENCE.
Allen, Otho	La Belie, Mo.
Abbott, J. L.	Sedgwick,
Arnold, W. A.	Ashland,
Bright, Amy	Greenfield Ia.
Burgess, W. H.	Williamstown, Mo.
Brashear, J. C.	Youngs Creek,
Brown, Emma	Kirksville,
Bowling, Mallie	Paris,
Brown, B. F.	Gallatin.
Blackwell, Jennie V.	Foristell,
Blackwell J. W.	"
Burton, Julia	Kirksville,
Conaway, G. W.	Hitt,
Carroll, Stella May	Louisiana,
Carroll, Gussie B.	"
Cunningham, H.	Prospect Grove,
Crawford, E.	Benton,
Cheatham, J. W.	Moselle,
Cullen, Hannah	Madisonville,
Crane, B. R.	Williamsbury,
Carothers, Emma	Kirksville,
Conner, Laura	"
Croarkin, Jno.	Narrows Creek,
Downing, W. A.	Kidderville,
Dysart, S. T.	Elmwood,
Daggs, A. J.	Upton, Ia:
Dyer, Minnie	Warrenton, Mo:
Dixon, M. L.	Locust Hill,
Dysart, Effie	College Mound,
Dodson, Jennie	Kirksville,
Erwin, Jas. P.	"
Fowler, Lizzie	"
Floyd, Helen	"
Funk, Flora H.	Hurdland,
Gill, J. W.	Granger,
Graves, Ella	Villisca, Ia,
Goodson, Lillie	Tolona, Mo.
Holiday, W. C.	Memory, Ia.
Hershey, Jas. M.	Keytesville, Mo,
Howell, L.	Luray,
Harris, Hattie	Kirksville,
Hart, Sadie M.	"
Hardin, A. K.	Reneck
Hatch, Edwin	Canton,
Hoyt, Estelle	Cameron,
Hendrex, R. C.	Rayville,

NAMES.	RESIDENCE.
Holton, Jas. V.	Prather ville,
Halliburton, A. D.	Kirksville,
Hinson, W. P.	La Belle,
Hannah, W. E.	Cairo,
Ingraham, Lizzie	Wilson,
Jones, South West	Auxvasse,
Kennedy, A. E.	Kirksville,
Kennedy, D. N.	"
Kidder, Flora	Bedford, Ia.
Kerr, B. D.	Milan, Mo.
Kel er, Mattie	Brashear,
Kirtley, Annie S.	New London,
King, H. H.	Prather ville,
Larrabee, J. A.	Filmore,
Lemen, S. P.	Lemen Station,
Lavelace, D. B.	Calwood,
Lemen, J. T.	Whiting,
Moehlenkamp, H.	St. Charles,
Minton, W. E.	Forest City,
Mills, J. C.	Lancaster,
Mitchell, Adah	Xenia, O,
McGlothlan, Mattie	Conway, Ia,
Myers, H. K.	Frazer, Mo,
McNay, C. R.	mendon, Ill.
McConkey, Bettie	Albany, Mo,
McClellan, S. A.	Granger,
McNulty, J. T.	Downington,
Nichols, W. H.	Fulton, Mo.
Otterman, W. E.	Marthasville,
Overstreet, Jas.	New Boston,
Patrick, E. C.	Paris,
Rawlins, J. I.	Avalon,
Ross, E. C.	Martinsville,
Ross, Eva M.	Kirksville,
Rogers, S. F.	Bedford, Ia.
Russell, C ara P.	Kirksville, Mo.
Rankin, Mary	"
Royer, W. C.	Lancaster,
Roberts, I.	Mexico,
Sands, J. B.	Goodrich, Kan.
Sparling, G. A.	Chicothe, Mo.
Sublette, R. H.	Sublette,
Sharp, Geo. R.	La Belle,
Simes, L. E.	Kirksville,
Sayers, D. D.	La Belle,
Thomas, W. T.	Kirksville,

NAME.	RESIDENCE.
Taylor, Alice.....	Conway, Ia.
Todd, C. C.....	Ashley, Mo.
Trussell, W. H.....	Blakesburg, Ia.
Truitt, Robt. S.....	Fulton.
Williams, M. D.....	Marysville.
Wilkinson, J. T.....	Washington,
Wilkinson, J. L.....	"
Walters, G. W.....	Hickory,

NAME.	RESIDENCE.
Weed, Ida.....	Moberly, Mo.
Watson, R. J.....	Kirksville,
Wade, G. W.....	Liberty,
Whitecotton, G. W.....	Sidney.
Wilkerson, J. W.....	Paradise,
Watts, O. J.....	Arrow Rock,
Watts, Lester.....	"

FIRST YEAR—CLASS E.

NAME.	RESIDENCE.
Armstrong, M. L.....	Edina, Mo.
Alexander, T. C.....	Centre,
Baskin, Edwin T.....	Malta Bend,
Brown, T. W.....	Pulaski,
Buckner, S. A.....	Ottumwa, Ia.
Burgess, E. B.....	Williamstown, Mo.
Brashear, J. J.....	Youngs Creek,
Brashear, J. (G.....	"
Barnes, Rosa E.....	Kirksville,
Brinkley, C. W.....	Linneus,
Butler, H. W.....	Economy,
Brook, H. D.....	Upton, Ia.
Calbreath, C. D.....	Bachelor, Mo.
Collett, Ira R.....	Kirksville,
Cox, M. F.....	New London,
Childress, Sadie.....	Fabius,
Carter, M. E.....	Kirksville,
Conner, Mattie.....	"
Corbin, Emma.....	"
Cooper, Jennie.....	North Salem,
Carlson, Gus.....	Kirksville,
Crickett, Mollie.....	Marysville,
Cox, Ella.....	Santa Fee,
Clark, E. C.....	Emerson,
Coffey, A. B.....	Sedalia,
Culp, J. C.....	Cairo,
Chadwell, Susie.....	Kirksville,
Caldwell, Mary.....	New Bloomfield,
Dowden, E. W.....	Edina,
Davis, S. C.....	Huntsville,
Denham, J. F.....	Cambridge,
Dunn, J. E.....	Salisbury,
Davidson, J. A.....	Hitt,
Downing, Mary.....	Olney,
Davis, Hannah.....	Dawn,
Eddy, J. R.....	Hickory, Ia.
Ensor, E. B.....	Graham, Mo.
Ellis, H. P.....	Troy Mills,
Erwin, J. S.....	Kirksville,
Eshorn, W.....	Linia, Ill.
Fox, W. T.....	Kirksville, Mo.
Fox, Mary E.....	"
Fulk, C. N.....	Memphis,
Fee, J. R.....	Williamstown, Mo.
Funk, Alice.....	Kirksville,
Funk, Berilla.....	Edina,

NAME.	RESIDENCE.
Fields, Daniel.....	Middle Grove, Mo.
Folwell, R. L.....	Unionville,
Gordon, G. W.....	Mound City,
Gerry, G. L.....	Lancaster,
Hartzler, D. W.....	Stiles, Ia.
Hamilton, Priscilla.....	Bee Ridge, Mo.
Harryman, W. B.....	North Salem,
Huston, Jos. L.....	Macon City,
Hill, J. P.....	Warsaw, Ill.
Hale, M. F.....	Downing, Mo.
Hannah, Jennie.....	Edina,
Hanan, O. B.....	Mt. Sterling, Ia.
Hooker, Z. F.....	Chillicothe, Mo.
Hook, J. T.....	Green Castle,
Herington, E. A.....	Lincoln,
Hulen, G. L.....	Hallsville,
Harrington, W. B.....	Linneus,
Haxby, Wm. H.....	Kirksville,
Ingram, J. E.....	Olney,
Jones, Sam. J.....	Green Castle,
James, Wm.....	Mt. Sterling, Ia.
Jaquays, B. F.....	Caloma,
Jones, A. J.....	Mendota, Mo.
James, Walter.....	Marcelline, Ill.
Jones, Jennie.....	Calao, Mo.
Jones, Mary.....	Kirksville,
James, Clara.....	New London,
Jones, John.....	New Port,
Kiggins, S. C.....	Edina,
Keene, Frank.....	Unionville,
Kemp, G. W.....	Bucklin,
Long, Corey.....	Milan,
Lay, Tishia.....	Green Castle,
Lay, Rosa.....	"
Linder, B. M.....	Kirksville,
Latham, Addie.....	"
Lowe, Henry.....	"
Millikin, J. E.....	Zirge,
McDermott, J. C.....	Wilson,
Merritt, W. L.....	Gallatin,
Matlick, S. E.....	Williamstown,
Miles, S. P.....	Kirksville,
Mason, Mary.....	"
McElvain, J. H.....	"
McCully, Arthur P.....	Macon City,
May, J. J.....	Chillicothe,

NAME.	RESIDENCE.
McConkey, George.....	Albany, Mo.
Melone, Bertie.....	Wilson,
Mitchell, Jessie B.....	Kirksville,
McGarry, M. A.....	Calao,
McQuary, Lizzie.....	Atlanta,
Marksbury, C. E.....	Emerson,
Matlock, S. C.....	Clifton Hill,
McAdams, Luella.....	Unionville, Ia.
Newton, R. D.....	Wilson, Mo.
Nichols, D. W.....	Milan,
Nichols, L. P.....	"
Nelson, Benning.....	Roland,
Oldham, Laura B.....	Kirksville,
Olfinger, L. A.....	Unionville,
Parsons, A.....	Modena,
Peterson, O. B.....	Roland, Ia.
Probasco, S. F.....	Mendota, Mo.
Parish, A. H.....	Mt. Sterling, Ia.
Patterson, H. E.....	Kirksville, Mo.
Pierce, I. T.....	Edina,
Pierce, D. S.....	Modena,
Payne, Lillie.....	"
Patterson, F. M.....	High Hill,
Ringer, J. S.....	Brunswick,
Roberts, D. A.....	New Cambria,
Richards, C. C.....	Brunswick,
Ryals, L. W.....	Calao,
Swallow, Frank.....	Milan,
Smith, Minnie J.....	Newark.
Shoemaker, G. A.....	Bernadotte, Ill.
Strode, J. J.....	"

NAME.	RESIDENCE.
Sparling, F. H.....	Chillicothe, Mo.
Sprague, Hattie.....	Ladonia,
Switzer, Estella.....	Centerville, Ia.
Spencer, Lottie.....	Kirksville, Mo.
Sublette, W. D.....	Sublette,
Smith, Alford M.....	Kirksville,
Schnable, S. W.....	Concordia,
Stephens, S. B.....	Kirksville,
Sanford, P.....	Emerson,
Sanford, S.....	"
Stephenson, J. T.....	New Cambria,
Smith, T. M.....	Prairieville,
Thomas, Clark.....	Knox City,
Tull, G. W.....	Kirksville, Mo.
Teter, S.....	Upton, Ia.
Timmons, Josiah.....	Narborne, Mo.
Voss, Maggie.....	Kirksville.
Vance, Eva.....	"
Vick, W. L.....	St. Charles,
Webb, Robt. L.....	Waverly,
Withrow, J. E.....	Linneus,
Windren, R.....	Willmathville,
Wilson, J. C.....	Cantril, Ia.
Wilson, Jas.....	La Belle, Mo.
Wilson, Don E.....	Kirksville,
Williams, Alice.....	Moberly,
West, R. L.....	New Hartford,
Wallace, Jane A.....	Madisonville,
Wall, J. O.....	Millsville,
Yocum, A. C.....	Bynumville,

FIRST YEAR—CLASS F.

NAME.	RESIDENCE.
Anson, F.....	Corso, Mo.
Aldridge, L.....	Queen City,
Adams, Mina.....	Millport,
Andrews, J. F.....	Myers,
Blackford, Mattie A.....	Higbee,
Burrus, J. C.....	Brunswick,
Baker, W. G.....	North Salem,
Barnhart, E. B.....	Wilson,
Barnes, J. W.....	Kirksville,
Brantner, Wilda.....	"
Boyd, J. A.....	Forest City,
Britt, C. E.....	Prairieville,
Caldwell, S. K.....	New London,
Crane, Cora.....	Kirksville,
Dodson, W. A.....	"
Dinsmoor, Lavina.....	"
Dodson, J. F.....	"
Dodson, R. E.....	"
Dodson, Mollie.....	"
Davis, E. D.....	Whig Valley,
Dougherty, B. F.....	Myers,
Duncan, J. F.....	Paradise,

NAME.	RESIDENCE.
Dowdy, Oria.....	Kirksville, Mo.
England, Louella.....	Callao,
Ely, Benjamin.....	Sublette,
Ely, Martin J.....	"
Fisher, A.....	Willmathville,
Funk, Marinda S.....	Kirksville,
Funk, Sarah M.....	"
Fletcher, S. D.....	"
Gardner, L. C.....	Taylor,
Grove, Mamie.....	Kirksville,
Graves, A. H.....	Weston,
Guy, A. B.....	Upton, Ia.
Golden, Phebe.....	Hurdland, Mo.
Gibson, Emily.....	Unionville, Ia.
Henry, J. M.....	Bloomfield,
Holloway, J. R.....	Kirksville, Mo.
Halley, Sarah.....	Unionville,
Hutcheson, J. R.....	Rothville,
Hope, Robt. Lee.....	Kirksville,
Harris, T. P.....	Myers,
Jackson, Ollie.....	Unionville, Ia.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Kavanaugh, C. A.....	Millville,	Shoot, Cinderella.....	Kirksville,
Little, E.....	Floyd's Creek,	Shepherd, Annie.....	"
Motter, Jesse.....	Ninevah,	Shimmers, J. A.....	Barryville,
Motter, J. L.....	"	Sparks, Anna R.....	Olney,
Music, Ella.....	Kirksville, Mo.	Stanley, M. C.....	Rothville,
Millay, Mary.....	Linderville,	Shelton, Z. B.....	New Port,
McAdams, Nettie R.....	Unionville Ia.	Thompson, W. R.....	Mound Grove,
McCance, L. M.....	Upton,	Thrasher, Parena.....	Brashear,
Moore, W. A.....	Kirksville, Mo.	Thomas, Sallie.....	Kirksville,
Overstreet, Lizzie.....	New Boston,	Tull, W. W.....	"
Parish, Anna.....	Mt. Sterling, Ia.	Veal, J. A.....	Florisant,
Parish, E.....	"	Watson, Pettie.....	Kirksville,
Pasley, A. S.....	Calwood, Mo.	Watson, Fannie.....	"
Russell, Mary E.....	Kirksville,	Warner, A. M.....	"
Reesman, Abbie B.....	"	Willard, Nettie.....	"
Reesman, Myra, A.....	"	Willis, A. C.....	"
Rice, J. F.....	Darksville,	Watson, W. M.....	"
Ruggles, Ida M.....	Greentop,	Warfield, Jno.....	Fox Creek,

Summary.

	LADIES.	GENTLEMEN.	TOTAL.
Class "A"	7	28	35
Class "B"	21	54	75
Class "C"	31	57	88
Class "D"	35	71	106
Class "E"	41	109	150
Class "F"	37	43	80
	172	362	534

WEEKS.	Class "A."	Class "B."	Class "C."	Class "D."	Class "E."	Class "F."
FIRST TERM.						
B. S.						
I.	Latin.	Methods in Algebra and Geom.	Rhetoric.	Etymology.	Methods in Geog.	Arithmetic.
II.	English Lit.	Chemistry.	Geometry.	Music.	U. S. History.	Geography.
III.	Hist. of Education.	Drawing.	Physiology.	El. Physics.	Music.	Grammar.
IV.	History of Arts.	Psychology.		Algebra.	Meth. in Gram.	Objective Zoology and Physiology.
V.	General Geom.	Latin.	Meth. of Culture.		Meth. in Arith.	Reading.
VI.	Zoology.		Elocution.	Civil Gov.	Algebra.	Drawing.
A. S.						
SECOND TERM.						
B. S.						
I.	Music.	Elocution.	Rhetoric.	Physical Geog.	Drawing.	Arithmetic.
II.	Ed. Economy.	Chemistry.	Geometry.	Am. Literature.	U. S. History.	Geography.
III.	Eng. Literature.	Trigonometry.	Physiology.	School Managem't.	School Managem't.	Oral Geology.
IV.	Geology.	Psychology.	Music.	Algebra.	Meth. in Gram.	Penmanship.
V.	Meth. in Math.	Latin.	Art of Teaching.	Reading.	Meth. in Arith.	Grammar.
VI.	Latin.	General History.	Methods in Gram. and Hist.	Drawing.	Algebra.	Music.
A. S.						
THIRD TERM.						
B. S.						
I.	Latin.	Physics.	Rhetoric.	Etymology.	Meth. in Geog.	Arithmetic.
II.	Geology.	General History.	Geometry.		U. S. History.	Geography.
III.	Logic.	Botany.	Physiology.	El. Physics.	Music.	Grammar.
IV.		Psychology.	Meths. of Culture.	Algebra.	Meth. in Gram.	Objective Zoology and Physiology.
V.	Astronomy.	Latin.	Drawing.	Drawing.	Meth. in Arith.	Reading.
VI.	Meth. in Lang.	Music.	Elocution.	Civil Gov.	Algebra.	Drawing.
A. S.						
FOURTH TERM.						
B. S.						
I.	Elocution.		Rhetoric.	Phys. Geog.	Oral Astron.	Arithmetic.
II.	Institute.	Physics.	Physiology.	Am. Literature.	U. S. History.	Geography.
III.	Latin.	Botany.	Geometry.	School Managem't.	Drawing.	Grammar.
IV.		Moral Phil.	Music.	Algebra.	Meth. in Gram.	Oral Botany.
V.	Astronomy.	Latin.	Meth. in Lit.	Reading.	Meth. in Arith.	Music.
VI.	Meth. in Science.	Elocution.	Art of Teaching.		Algebra.	Penmanship.
A. S.						

Text-Books.

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

2. The text-books adopted are printed in italic, and those that will be recommended for adoption at the next meeting of the Board, in black letter.

3. Only one book is used as a text-book upon each subject. Others are recommended for reference. Students should bring with them all their books relating to the various subjects they will pursue, for use as reference.

4. Few changes are recommended; in these cases decided advantages will result.

- ARITHMETIC.—*Brooks, Fish, Olney, Goff, White.*
ALGEBRA.—*Ficklin, Brooks, Schuyler, Henkle, Olney.*
ANALYTICAL GEOMETRY.—*Olney, Ray, Johnson, Peck.*
ASTRONOMY.—*Loomis, Ray, Robinson, Lockyer.*
AMERICAN LITERATURE.—*Royse, Shaw, Hart, Cleveland.*
BOTANY.—*Gray, Youman, Wood.*
BOOK-KEEPING.—*Bryant & Stratton, The Accountant, Eastman, Rohrer, Folsom.*
CHEMISTRY.—*Youman, Hooker, Barker, Cooley, Storer, Steele.*
CALCULUS.—*Olney, Peck, Docharty, Buckingham.*
CIVIL GOVERNMENT.—*Townsend, Andrews, Martin.*
DRAWING.—*Krusi, White, Bartholomew, Smith.*
ELOCUTION.—*Hamil, Wilson, Murdock & Russell.*
ETYMOLOGY.—*Swinton, Webb, Sargeant, Smith.*
ENGLISH LITERATURE.—*Shaw, Arnold, Hunt, Cleveland.*
GEOGRAPHY.—*Guyot, Harper, Cornell, Swinton.*
GEOLOGY.—*Dana, Tenney, Steele, Le Conte.*
GENERAL HISTORY.—*Swinton, Wilson, Anderson, Thalheimer.*
GRADED SCHOOLS.—*Payne, Kiddle, Wells, City Reports.*
GEOMETRY.—*Ray, Wentworth, Olney, Chauvenet, Schuyler.*
GRAMMAR.—*Hadley, Reed and Kellogg, Greene, Clark.*
HISTORY OF EDUCATION.—*Hahlman, Biblius, Rosenkranz.*
HISTORY OF UNITED STATES.—*Redpath, Leeds, Swinton, Barnes, Scott, Butler.*
LOGIC.—*Schuyler, Coppee, Hamilton.*
LATIN.—*Harkness, Allen & Greenough, Bingham.*
MUSIC.—*Blackman & Whitmoore, Loomis, Root, Emerson, Palmer.*
MENTAL PHILOSOPHY.—*Porter, Haven, Hopkins, Hickok.*
MORAL PHILOSOPHY.—*Winstow, Hopkins, Peabody, Fairchild.*
NATURAL PHILOSOPHY.—*Norton, Steele, Johnson, Olmsted.*
PHYSIOLOGY.—*Huxley, Dalton, Cutter, Carpenter.*
PHYSICAL GEOGRAPHY.—*Guyot, Cornell, Houston, Maury.*
PENMANSHIP.—*Spencer, Payson, Eclectic.*
READING.—*American Educational, No. 5.*
RHETORIC.—*Hepburn, Hart, Haven.*
SCHOOL MANAGEMENT.—*Holbrook, Wickersham, Hart.*
SURVEYING.—*Schuyler, Gillespie, Murray.*
TRIGONOMETRY.—*Schuyler, Wheeler, Olney.*
ZOOLOGY.—*Tenney, Morse, Orton, Nicholson.*

EXPLANATIONS.

The revised Course of Study has been constructed in view of the most advanced thought of the age, and with special reference to fitting teachers for their great work. Thorough scholarship and the best professional training are the cardinal features of the course.

The Students are divided into Six Classes.—The first year embraces classes "F" and "E;" the second year, classes "D" and "C;" the third year, class "B;" and the fourth year class "A." Classes "C," "D," "E," and "F," are organized at the beginning and the middle of the year; classes "A" and "B," only at the beginning of the year.

Students are assigned to Classes after an Examination.—Each is assigned to the class which his attainments entitle him to enter. By special permission students may pursue a select course, but only after having completed the studies of the first year.

Programmes arranged for Six Daily Recitations.—Each student is expected to take three studies, and one or more drills. The drills are the professional work of the Elementary Course, the oral and objective work in the sciences, elocution, drawing and penmanship. All recitations are forty minutes in length, and a rest of ten minutes is given after each for recreation and change of classes.

The order of Recitations is given in the Programme.—From this the student can determine, not only the studies taken each term, but also the order of his recitations. If, from any cause, it becomes necessary for the student to pursue an irregular course, he can determine at once from the programme what studies he may take, and avoid a conflict in the time of recitation.

An Elementary and an Advanced Course are Provided.—The Elementary Course includes the work of the first and second years. Before completing this course, the student must have had at least two terms of successful experience in teaching. The Advanced Course includes the work of the third and fourth years. Before graduation in this course, the student must have had at least one year's successful experience in teaching. The necessary experience may be acquired in the practice department of the school.

First Year's Course.—Each student is held responsible for the work in the first year of the course, until thoroughly proficient in the branches of study, and skilled in their presentation. Every possible means is used to render students proficient in the common branches before permitting them to study the higher branches.

Elementary Certificate.—This certificate is given to such students as complete the Elementary Course, and show good ability to teach. It corresponds to the Elementary diploma of the Normal Schools of New York, Pennsylvania, California and other States, and is intended to have all the force of such diploma.

Advanced Certificate.—This certificate is granted to such students as complete the three years' course, and manifest decided teaching ability.

Diploma.—The diploma is conferred upon such as complete the Advanced Course. The degree "Bachelor of Arts and of Didactics" is attested by this diploma.

Post-Graduate Diploma and Degree.—The Diploma, with the degree Master of Arts and Professional Teacher, is granted to such alumni of two year's standing as give unmistakable evidence of decided success in teaching and advance in scholarship. Applicants for the post-graduate degree must be present during the closing week of the school.

State Certificate.—All graduates receive a State certificate from the State Superintendent.

The Examining Committee, consisting of the State Superintendent, and the Presidents of the several Missouri State Normal Schools, will thoroughly examine the applicants for the Elementary certificate and the diplomas. The examinations will be both oral and written. No student will be permitted to go before the committee unless recommended by two-thirds of the members of the faculty, and no student will

receive a certificate or a diploma unless recommended by the examining committee. All elementary certificates and diplomas are signed by the faculty, the members of the examining committee, and the President and Secretary of the Board of Regents.

Thesis.—Each applicant for a certificate or diploma is required to read before the faculty, at the beginning of the fourth term, a thesis upon some educational or literary topic.

Normal Teachers.—All applicants for diplomas must be over eighteen years of age, if gentlemen, and over sixteen, if ladies. A student must attend one year before receiving a diploma, and must be present during Commencement week.

Teachers who receive certificates and diplomas will be recognized as Normal Teachers. School officers should carefully examine these testimonials. They are not conferred as compliments, but as the conviction of each signer that the recipient possesses the natural and acquired abilities to teach and govern his school.

Recommendations.—Any student may be furnished a certificate of attendance and standing, but no member of the faculty is permitted to sign any recommendation, except upon application of school officers or other persons desiring teachers. Regular certificates and diplomas are the best possible recommendations.

Terms of Admission.—Fourteen is the minimum age for admission. The student must have a fair knowledge of Reading, Spelling, the use of Language, descriptive Geography, and of Arithmetic as far as Percentage.

DEPARTMENTS OF INSTRUCTION

1. Professional Department.
2. Department of English Language and Literature.
3. Department of Pure and Applied Mathematics.
4. Department of Natural Science and Latin.
5. Department of Geography, Drawing and Penmanship.
6. Department of Reading and Elocution.
7. Department of Vocal and Instrumental Music.
8. Department of Practice Teaching.

Each department is well organized, and the means of thorough culture are amply provided.

While the one central idea—the education of teachers—is incorporated into every nerve and fiber of its work, it is the aim of the Normal School to be as complete in all its appointments as the college. This is a necessity, as few normal graduates ever enter other schools. The teacher requires the highest culture.

PROFESSIONAL DEPARTMENT.

The Professional Course extends through four years; but, by devoting his entire time to professional work, a teacher with the necessary scholarship, may complete this course in a single year. As a means of culture, and of preparation for the practical duties of life, the completion of the course in this department is an education within itself.

The First Year's Work includes: "How to maintain Vigorous Health," "How to Study," "How to Recite," "How to Organize and Govern a Country School," and "How to Teach the Common Branches." The elevation of country schools is the grandest work of the age, and is the peculiar mission of the Normal School.

The Second Year's Work includes: "School Management," "Methods of Culture," and "Art of Teaching." Methods of culture are based on an oral course in Psychology.

Educational principles are evolved, and these are made the basis of the art of teaching. Teachers are fitted to take charge of primary and grammar school departments of graded schools, and of the best country schools.

The Third Year is devoted to the thorough study of Psychology, and methods of cultivating every power of the soul. While good use is made of the best books on mental and moral philosophy, much of the instruction is necessarily oral. It is left for the future to produce works on these subjects prepared from the educational standpoint. The value of the third year's work to student teachers cannot be estimated. It opens up to them a new world, and revolutionizes their modes of thought. Here is laid the solid foundation for the science of education, and for artistic teaching. Teachers are prepared during this year to work in graded and high schools.

The Work of the Fourth Year is directed to fitting teachers for the best positions, such as principals, assistants, professors and county superintendents. The teachers of this grade are prepared to discuss philosophically the great educational questions. The history of education, the philosophy of education, the graded and high school work, the superintendency and institute work, engage special attention.

Practice Teaching.—Theory is silver; practice is gold; correct theory embodied in correct practice is diamond. Actual practice is found to be essential in educating teachers. This is secured in various ways:

1. Largely in the Professional Course.
2. Before graduating in any course, the student is required to take charge of a class for at least two terms.
3. Each professor gives instruction in methods of teaching the branches in his department, and pupil teachers conduct recitations under his supervision. In this way they reach a high degree of skill.
4. Nearly all teach several terms before graduating. The public schools of the State are our real practice schools.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE AND HISTORY.

Thorough, practical, and systematic instruction is given in this department.

Language and Grammar.—An entire year is given to Language and Grammar. The student is taught to com-

municate his thoughts correctly, forcibly and elegantly, as well as to analyze the thoughts of others.

During the last two terms of the year, the student is required to study methods; to look at the subject from the teacher's standpoint. Thus the student teacher is enabled not only to gain a thorough knowledge of this subject, but in addition he is prepared to give skillful instruction to others in the principles and use of language.

Rhetoric.—Two terms are devoted to the study of Rhetoric. The student is required to put his knowledge into practice, as he progresses, by writing upon subjects suited to and illustrative of the work done in class.

The "A" class pursues this study for one term, during which the different methods of presenting the subject are discussed. Rhetoric is here treated as a science, as well as an art.

English Literature.—The history of English Literature is studied, and some of the works from this most wonderful and ever-increasing field of research are carefully compared, analyzed and criticised. Literature is one of the most important and interesting studies of any course, and should occupy at least as much of the student's time as mathematics or natural science.

History.—The history of our own country is taken up first, and is followed by that of England, and then outlines of general history. How to study and how to teach the branches of this department are kept before the student.

DEPARTMENT OF MATHEMATICS.

In the arrangement of the course of study for the Department of Mathematics, great care has been exercised to make it such as will afford the highest culture, and will best prepare the student for teaching the several subjects pursued. The course is as full and complete as in the best American colleges, and all applicants for graduation from the institution are strictly held to its thorough completion.

Pure Mathematics.—It is the constant aim to make every student so familiar with the principles of each subject that he may readily apply them in their practical relations. Miscellaneous exercises, selected or original, are constantly introduced in such a manner as to test the student's knowledge of the subject under consideration, to point out his deficiencies, and to create a love of the science for its own sake.

Arithmetic.—As every teacher in our public schools is

required to teach arithmetic, we devote special attention and much time to the subject. In the "F" class the subject is thoroughly studied from the standpoint of the student. In the "E" class the subject is reviewed from the standpoint of the teacher. The reason "why" and not the rule is required in explanation. The rule is made by the student and not the student by the rule.

Applied Mathematics.—Provision is made in the course for the study of Surveying, Civil Engineering, Physics and Astronomy. In each of these the aim is to make the student as thoroughly acquainted, both with the theory and the practice in the respective branches, as is possible with the appliances at command.

Surveying.—The classes in surveying have the use of a Gunter's Chain, and one of Gurley & Sons' best Vernier Compasses.

Physics.—Special attention is given to Physics, both in its experimental and mathematical relations. By the frequent use of apparatus, and the constant introduction of questions and problems relating to our every-day surroundings, the student is expected to become so familiar with the subject that he will teach the Natural Philosophy of our common schools with greatly increased enthusiasm and thoroughness.

Astronomy.—To Descriptive and Spherical Astronomy, as much time is given as will be found devoted to it in the general course of study of a college or university.

DEPARTMENT OF NATURAL SCIENCE AND LATIN.

The study of the Natural Sciences has been too much neglected in our common schools. Many an earnest teacher faithfully imparts instruction in figures, language, &c., and yet knows not the use of that most efficient means of culture which is around about everywhere.

What more easy in the rural districts than to bring in the flowers and leaves, the insects and shells, the rocks and fossils, and to instruct the children in the grand and beautiful, yet so simple harmonies of nature? And yet, how neglected! It is our aim to awaken a living interest in Nature, her manifold forms, and her myriad beauties, and at the same time to seek and find among them all the undeniable evidences of an all-controlling Intelligence.

Objective and Oral Work.—As an Elementary Course, to begin with Nature, and in a simple and yet system-

atic way unfold the animal kingdom until we reach Man; then take up the study of man and spend a few weeks in Elementary Physiology and Hygiene.

A similar course is pursued in Botany, Geology and Astronomy.

Physiology.—Two terms are spent in the study of Physiology. The essential structure of each organ is held prominently before the pupil's mind, while the essence of each vital process is made the focus around which accessory functions centre. The living body is the subject of study, not the book. Progress in the study is indicated by clear physiological ideas and not book recitations.

Physical Geography.—In this department of science the earth is treated as an organism. The natural features of the earth, its atmospherical phenomena, the laws of distribution of heat and rain, and its animal and vegetable life are fully discussed.

Chemistry.—An outline of Theoretic Chemistry and an insight into the subject of Descriptive Chemistry—including simple experiments and study of the more common elements and compounds—is given to the elementary classes.

The advanced classes take a thorough course in both Inorganic and Organic Chemistry.

Botany.—In addition to one term in the Elementary Course, daily recitations for two terms in the Advanced Course are required. Physiological, Structural and Systematic Botany are thoroughly studied. While a large number of plants are carefully analyzed, family characteristics and properties receive special attention.

Zoology.—The same time is devoted to this subject as to Botany. In the Elementary Course we endeavor to give a general idea of the Animal Kingdom, and to have the pupils become familiar with the leading facts and principles of the subject.

In the Advanced Course special attention is given to Comparative Anatomy and to classification, and the principles upon which it is based.

Geology.—In the Elementary Course of this grand study we endeavor to give an outline of the growth of our earth.

Advanced classes pursue an extensive course in Dynamic, Structural and Historic Geology.

SPECIMENS.

N. B.—We would like to suggest to our students and friends, the necessity of collections from all the fields of Nature in order to a proper study of Nature. We have shelves in our Cabinet whereon many specimens could be accommodated. So, students, during the vacation, gather up all curiosities—minerals, crystals, fossils, shells, bugs, snakes, woods, &c.,—and bring them with you in the Fall. All such donations will be credited to the donor, and the number and variety of specimens presented, together with the donor's name shall appear in our next Catalogue. *Do n't forget the Specimens.*

Latin.—To give a facility in the use of language which the mere English scholar can never attain, a condensed course in Latin has been adopted.

All who go out as graduates of the Advanced Course are expected to attain a fair knowledge of philology and the philosophy of language.

That the study of this language may be as nearly as possible like that of a living tongue, a practical, familiar knowledge of what it is in actual speech, is sought, together with a thorough and philosophical knowledge of the grammar of the language.

That this end may be attained, daily exercise is required in written and oral translations of English into Latin, as well as Latin into English.

All the later methods of teaching Latin, including that of reading at sight, comparisons of synonyms, reference to Classical History, and a complete investigation of the syntactical construction are used.

Special attention is also given to methods of teaching Latin.

DEPARTMENT OF READING AND ELOCUTION.

Instruction in this department extends through the entire course. To give control of a well-cultivated voice, and to make intelligent and forcible readers and speakers, are objects constantly kept in view. The various elements of expression are developed and presented in their relations to the different kinds of thought. In the advanced grades, special prominence is given to public speaking.

Methods in Reading.—Each recitation is intended to be an answer to the question, "How shall I teach this subject?" Besides this, instruction is given in methods by means

of special class drills and lectures. The most approved methods, with the principles upon which they are based, are presented and illustrated. To teach reading intelligently it must be taught according to scientific principles. The method, as well as the matter, must be adapted to the mind of the child.

DEPARTMENT OF GEOGRAPHY, DRAWING AND PENMANSHIP.

Geography.—All must see the importance of classified geographical knowledge. Its details are invested with a living and intelligent interest, and a practical utility.

The system of study adopted aims to impart and investigate classified, associated knowledge, so that by viewing the subject in its relations and dependencies, it may be regarded as a unit.

Two terms are devoted to the natural and philosophical consideration of the subject from the student's standpoint.

Methods in Geography.—In addition to the thorough study of this branch, one term is employed in examining the subject from the teacher's standpoint. System of study, order of the topics of geographical description, the best methods of imparting facts and exciting interest, receive particular attention.

Map-Drawing is taught in this connection, and globes, maps and other requisites to a thorough acquaintance with the subject, are employed.

Drawing is taught not only as an accomplishment but as a means of mental development. It makes a continuous demand for close and accurate observation, thus cultivating the perceptive faculties, and giving distinct ideas of form. So Drawing cultivates the imagination, stimulates reason, makes conception vivid, and by studying the laws of proportion, harmony, and symmetry elevates and refines the taste. It is also an aid to science, and is of great practical value to the teacher.

The course of study consists of Free Hand and Mathematical Drawing, Perspective and the elements of Design.

Penmanship.—The attainment of a legible and beautiful style of handwriting is one of the necessities of education. Systematic and practical instruction is given in this branch.

Book-Keeping.—A knowledge of the fundamental principles of accounts is very desirable. One term is given to

this subject. Sufficient written work is done to acquaint the pupil with the ordinary business forms.

DEPARTMENT OF VOCAL AND INSTRUMENTAL MUSIC.

Vocal Music is one of the greatest aids within the reach of the teacher. Its importance in giving pleasing variety, in aiding discipline, in fixing the attention of the pupil, in bringing healthy action to those vital organs which cannot be reached so effectually in any other way; its value in concentrating thought and cultivating quick and nice discernment; its valuable agency in securing pure tones and articulation, all demand that it should be universally taught in our schools, and that every school teacher should become a teacher of music.

Recognizing its importance in our educational system, provision has been made for a thorough and systematic course of instruction in this department.

The regular course provides for a good knowledge of the rudiments of vocal music.

Theory and Practice are combined and the work is made as practical as possible.

Attention is given to voice culture, management of the breath, enunciation, articulation, and methods of teaching in graded and ungraded schools. Any persons desiring to make a special study of Piano, Organ, Violin, Guitar, Voice Culture, Harmony, or Composition will find excellent facilities in the *North Missouri Musical Institute* now in its third year.

GENERAL CULTURE.

Libraries.—Three libraries have been commenced:

1. *A general library*, comprising about one thousand volumes, mostly choice standard works.
2. *A reference library*, the design of which is to furnish students all desirable assistance by means of encyclopædias, dictionaries and leading text-books. We hope, ultimately, to secure for this, copies of all the most important text-books published in this country and Europe.
3. *A professional library*, kept in the Principal's room, and designed to embrace all books and reports that can aid teachers in their profession.

These libraries are free to all students. Though small, we find them a great help. Frequent and valuable additions are

being made. We take special pleasure in acknowledging a donation from D. Appleton & Co. of their most valuable miscellaneous publications, amounting to \$100.

No effort will be spared to make these libraries worthy, not only of the Normal, but also of the great State of Missouri.

Reading Room.—Through the liberality of publishers we have been able to sustain a valuable reading room, in which are regularly found many of the leading current publications,—monthlies, weeklies and dailies. Our sincere thanks are due to the publishers of the following dailies furnished regularly: *St. Louis Republican*, *St. Louis Evening Post*, *Kansas City Times* and *St. Joe Gazette*.

Lectures.—It is designed to arrange each year for a course of instructive and entertaining public lectures.

Literary Societies.—There are connected with the school several literary societies. Each student is expected to become a member of one of these societies.

All the societies meet on Friday of each week and spend from half-past two o'clock till five.

The Faculty has the general supervision of the societies. The members are left free to manage the work so as to most benefit themselves.

These societies are found to be an excellent educational means, and hence are cherished by the Institution.

All students who are not working members of some one of the regular societies will be expected to spend at least one hour each Friday afternoon in rhetorical exercise, under direction of members of the Faculty.

THE PLACE AND WORK OF THE NORMAL SCHOOL.

Origin of Normal Schools.—“Normal schools do not owe their origin to some visionary scheme, such as sometimes takes the mind of the age by surprise and reigns with the tyranny of a new fashion, whose brief life forms a moment's interval between the first marvel of surprise and the subsequent tedium, but they were called into life by a public want.

“They were not a luxury in which the age allowed itself to indulge, but a necessity for the improvement of primary education; they were founded at a time when, while higher education was flourishing, the schools of the people were, to a great extent, in the hands of the ignorant and unqualified.

The refuse of other callings and professions, as a last resort, took to the teacher's chair, and it became necessary, if the common schools were not to go to wreck and ruin, to secure a supply of qualified instructors. This led to the founding of the first normal school."—*St. Louis Report*.

Normal Schools desirable.—"That it is desirable to have schools for the special preparation and training of persons who intend to become teachers in the public schools, is a proposition which is no longer disputed by any person of intelligence. The most prominent educators in the country have advised the establishment and maintenance of normal schools, and in most of the States which have organized an efficient system of public education, the normal school has been founded, encouraged, and made to do effective work."—*State Superintendent Gilmour, N. Y.*

Normal Schools a Necessity.—Schools and colleges make scholars but not teachers, preachers, lawyers, doctors, artists or generals. A few *unaided* work up to pre-eminence, but the many remain plodding imitators and fatal bunglers. In all fields of achievement, requiring skill, special instruction is required. None need such instruction more than teachers. The Normal school is an outgrowth of popular education.

Normal Schools not High Schools or Colleges.—Huxley says: "The course of study in the primary school should embrace all the branches taught in the University." All enlightened educators concur. The primary school grows into the high school, and the high school into the college. This is true educational evolution. The child asks "What is it?" The common school answers by teaching the objective phase of the various branches. The youth asks, "How is it?" The high school answers by teaching the scientific phase of the several branches. The man asks, "Why is it?" The college answers by presenting the philosophic phase of all the branches. Now the Normal School is not a high school or college. All attempts to make it such are fatal mistakes. Normal students are men and women, not children; but they must be prepared to teach children and youth and men, hence must understand all phases of the subjects taught. In the high school and college, students study subjects from the standpoint of the learner. In the Normal School each branch is examined first from the standpoint of the learner, and second from the standpoint of the instructor. Clearly then, the Normal School differs widely from the high

school and the college. The Normal School supplies a most pressing want. It does a work that never has been done and never can be done by other institutions.

The World's Great Want.—The school-room, the press, the pulpit, and the platform—these are the World's great educators. Of these stupendous agencies, the school teacher stands first. Give us efficient teachers, and they will do more to elevate our race than all other agencies combined. The World's great want is qualified teachers. The mass of our youth are dwarfed and cheated by the utterly incompetent. Of the great army of American teachers, half a million strong, not one in ten is well qualified for the work.

How to secure Efficient Teachers.—How can skillful teachers for the masses be secured?

1. The teacher's position must be made more honorable.
2. The teacher's position must be made more secure.
3. Teaching must be made more remunerative. Talent commands its price, and we must have the best talent for the school-room.
4. Teachers of every grade must be placed in the line of promotion.
5. Efficient normal schools must be provided.

When these conditions are complied with a sufficient number of the best men and women will make teaching a life work.

Arguments for Normal Schools.—The following are a few of the arguments in favor of Normal Schools.

1. The Normal School is the best agency yet devised for training teachers.
2. Normal Schools utilize the educational experience of the race.
3. Normal Schools popularize and propagate improved methods of instruction and school management.
4. Normal Schools educate teachers to the "manor born."
5. The nation supports Military Schools; the church endows Theological Seminaries; the State sustains Normal Schools.
6. Normal Schools aid all other schools. They provide better teachers for common schools, and hence more and better students for the higher institutions.
7. NORMAL SCHOOLS PAY.—Missouri spends \$5,000,000 an-

nually for educational purposes. Give us efficient teachers, and the value of every dollar spent will be tripled.

Normal Schools must be State Schools.—Law, medicine and commerce pay; hence law, medical and commercial schools may safely be left to private enterprise. War-preaching and teaching do not pay; hence, to secure officers, preachers and teachers, military, theological and normal schools must be sustained. Unless endowed, no collegiate institution can *now* be made efficient. The church, associations and individuals endow colleges. The Normal School is established for the benefit of the whole people. It is essential to the success of the public schools. It cannot long be sustained by private enterprise. It is a part of the public school system, and its support by the state is simply a necessity.

Missouri Normal Schools.—“In 1845, John C. Edwards urged upon the attention of our legislature the importance of normal training as an element in a successful system of public instruction. This was only six years after the establishment of the first normal school in America. Governor Austin King, who succeeded him, repeated the recommendation of Governor Edwards. But it was long subsequent to this time that any attempt was made to organize and establish schools for the training of teachers.

“Great Britain, France, Germany and the Netherlands, have maintained such schools for the space of nearly two generations, and after experience proved their value, increased their number and extended their facilities. Japan, in the outset of her educational enterprise evinces rare good judgment in establishing normal culture for those who are to be entrusted with the intellectual training of her youth. Nearly every State in the Union recognizes the practical advantages of normal schools and maintains them. The enlightened sentiment of the age is undivided in the recognition of the economy, the utility and the necessity of these institutions.

“The Normal Schools we have established in Missouri have not yet attained the full measure of our hopes. It would be unreasonable to expect this of them at this period of their existence. We would thus hold them accountable for not accomplishing an impossibility. But enough has been done to show the wisdom of the policy adopted. The St. Louis schools have not simply a local or State reputation, but a national; not merely a national repute, but an international celebrity. St. Louis would not dispense with her normal school, and could not afford to do so.

“The same facts and principles operating in our chief city are equally applicable to the broader field of the State. We must be thoroughly familiar with the kind and extent of preparation those whom we select to teach have had if we would not be disappointed.

“The utmost harmony, good-will and co-operation exists between our normal schools. They are mutually laboring to reach the best methods.”—*State Supt. Shannon, Mo.*

History of Normal Schools.—The history of Normal Schools is brief but brilliant. Though originated in the seventeenth century, they accomplished little for a hundred years. In fact, their great work has been done during the last half century. In this country Normal Schools are still in their infancy.

In Europe the mass of the teachers are now trained in Normal Schools. Prussia has 119 Normal Schools, Austria 118, France 95, Great Britain 48, etc. In this country 140 Normal Schools have been established. Every step forward has been a battle and a victory. The necessity for Normal Schools has ceased to be discussed by intelligent educators. What shall we make our Normal Schools? This is the living question.

Advocates for Normal Schools.—The great advocates of Normal Schools in this country were primarily Daniel Webster, Edward Everett, John Quincy Adams and Horace Mann. Adams says: “We see monarchs expending vast sums to establish normal schools. Shall we be outdone by kings?” Webster uttered these memorable words: “Normal schools are designed to elevate our common schools, and thus carry out the ideas of our Pilgrim fathers.”

Hon. Dan'l. McIntyre, of Audrain county, says: “We have come to that period in our history when the support of normal schools, universities, colleges and public schools is a part of the fixed policy of the government; it is the policy of every State; it must be the policy of the State of Missouri, or else in this race for public improvement and public instruction the State of Missouri must fall to the rear. I am willing to go before the people of the State and tell them that I voted liberally for our Public Institutions; but I am not willing to tell them that I refused to vote liberally for the support of the normal schools, because if I should so vote, I would injure the public schools, and thus bring irreparable injury to the State itself.”

President Folwell of the University of Wisconsin, says:

“In another generation for a youth to undertake the management of a school without previous normal training, will be considered a greater burlesque, than for a school boy to offer to plead in the supreme court, or take charge of an ocean steamer.”

Friends of Normal Schools.—The following classes are recognized as friends and advocates of Normal Schools:

1. All wise legislators. Because Normal Schools double the efficiency of every dollar spent for educational purposes.

2. All thoughtful friends of popular education. Because Normal Schools are the best instrumentality for the preparation of efficient teachers.

3. All wise friends of higher education, public or private. Because Normal Schools, by furnishing better teachers, tend to arouse a greater interest in education among the masses, and thus lead a far greater number to enter these higher institutions.

4. All intelligent educators. Because educational artists must be trained under master workmen.

HISTORY AND LOCATION.

At the First Session of the Missouri State Teachers' Association, held in St. Louis in 1856, the friends of education began organized efforts to secure State Normal Schools. The St. Louis Normal School for the education of female teachers for the city schools, was established in 1857, and has ever since been in successful operation. The North Missouri Normal School, at Kirksville, was established in 1867. For three-and-a-half years President J. Baldwin and an able corps of assistants conducted the school as a private enterprise. The Legislature, at its session in 1870, made provision for two State Normal Schools, one north and the other south of the Missouri river. The school for the first district was located at Kirksville, and opened as a State Normal School January 2, 1871. The State adopted the school without change in the Faculty, the course of study, or the plan of work.

Few institutions, East or West, can show a more flattering growth and prosperity than the North Missouri State Normal School. The rapid increase in numbers from year to year indicates the increasing interest felt in the preparation of better teachers.

But it is in the character and standing of our students that the progress has been most marked. It is safe to say that a better class of students can no where be found. This success has been achieved in the face of herculean difficulties. To secure the necessary means seemed a hopeless task. At every step bitter and determined opposition has had to be met. Public sentiment in Missouri was largely opposed to popular education and hence opposed to Normal Schools, the best means of elevating the common schools. From year to year, the very existence of Normal Schools is made to depend on precarious legislation. Yet it is probable that in the whole

history of education, no institutions have ever realized a more marked success than the Normal Schools of Missouri.

The location is eminently desirable.—Kirksville is proverbial for good health. Out of so many students from a distance, but six have died while attending school, in eleven years. Few cases of severe sickness have occurred. Railroad facilities are all that could be desired. The St. Louis, Kansas City & Northern 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 N. W. of St. Louis, the institution is accessible to a large and promising territory, that is rapidly growing in population and in all the elements of thrift. The location is peculiarly fortunate. Kirksville contains about 3,000 inhabitants, intelligent, moral and enterprising. The citizens feel proud of the Normal School, and do everything in their power to sustain it.

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