

1877-1878

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From Prof. W. P. Mason

CATALOGUE

OF THE

NORTH MISSOURI

State Normal School

FIRST DISTRICT,

KIRKSVILLE, MO.

— ... —

Announcements for

1877-8.

CATALOGUE

OF THE

Missouri State Normal School,

FIRST NORMAL DISTRICT,

FOR THE SCHOOL YEAR 1876-77.

WITH

ANNOUNCEMENTS FOR SCHOOL YEAR 1877-78.

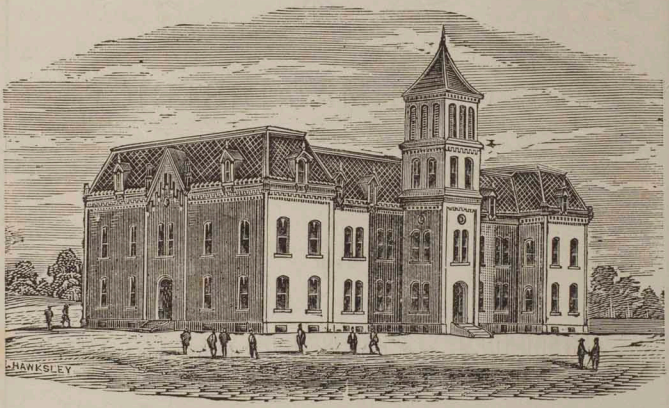
KIRKSVILLE, MO.

SAINT LOUIS:

JNO. MCKITTRICK & Co., LITHOGRAPHERS, PRINTERS AND STATIONERS.
316 and 318 N. Third Street.

CATALOGUE

THE UNIVERSITY OF CALIFORNIA



CHANKSLEY

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 aesthetic 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 \$25.00 to \$45.00 per term.—This is the total cost for board, light, fuel, books, and incidental fee for a term of ten weeks.

Boarding costs from \$2.75 to \$3.50 per week.—This includes furnished room, light and fuel. Good homes in private families can always be secured.

Club and Self-boarding cost from \$1.00 to \$2.00 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.

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 may be needed for reference.

Our eighty 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, if possible, two weeks before the close of the preceding term.

Come for the full year.—Come for one or two terms, if it is the best you can do. But, if *possible*, come for the full year. In a year you can accomplish much.

Finish a Course.—Our two, three, and four years' courses are arranged for the benefit of students. You will find it greatly to your advantage to complete one of these courses.

We want working Students.—If you are determined to spend all your energies in the great work of education, you will find here admirable opportunities. If you seek merely *pastime* and simply the *name* student, we recommend you to seek admission to some *fashionable* school—you will find no encouragement here.

Students cordially welcomed.—The teachers and the students will welcome you to the Normal. You will find, not strangers, but a band of brothers and sisters. Our citizens will honor and respect you. They will receive you into their families, their Sunday schools, and their churches. All will contribute to make your stay with us as pleasant as possible. Confident that you will be pleased with the Normal school, you are earnestly invited to come and enjoy its advantages.

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 \$100 to \$180 will pay all necessary expenses for the school year. The utmost economy is in every way encouraged.

ALL CAN HAVE HOMES IN GOOD FAMILIES.—Students are received into nearly all the best families. Few towns of 3,000 inhabitants contain so much good society as Kirksville.

THE CLIMATE IS HEALTHY AND BRACING.—In no country do students enjoy more vigorous health.

THE STUDENTS ARE THE VERY BEST.—Nine-tenths come from the rural districts and are dependent on their own exertions. Character, scholarship, and teaching power are the shining characteristics of the grand army, and the goal for which our students strive.

THE LARGE ATTENDANCE GIVES DECIDED ADVANTAGES.—Numbers give enthusiasm and furnish material for close classification. With an annual attendance of more than 600 students we are able to sustain 80 daily recitations; hence all students find classes suited to their 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. The gain over old routine and cumbersome methods is immense.

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.

OUR STUDENTS ARE TRAINED FOR TEACHERS.—This is accomplished both by theory and 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.

CATALOGUES WILL BE SENT FREE.—Address a postal card to Pres't J. Baldwin, Kirksville, Mo.

BOARD OF REGENTS.

R. D. SHANNON, STATE SUP'T, - - - - Jefferson City.
 JOHN M. OLDHAM, PRESIDENT, - - - - Kirksville.
 ANDREW ELLISON, SECRETARY, - - - - Kirksville.
 J. M. MCKIM, - - - - Newark.
 A. M. ALEXANDER, - - - - Paris.
 J. D. VINCEL, - - - - Mexico.
 W. B. HAYS, - - - - Lancaster.

TREASURER.

W. T. BAIRD, - - - - Kirksville.

CALENDAR.

ELEVENTH SCHOOL YEAR, 1877-78.

BEGINS.		ENDS.
September 11,	- - - FIRST TERM, - - -	November 15.
November 20,	- - - SECOND TERM, - - -	January 31.
February 5,	- - - THIRD TERM, - - -	April 11.
April 16,	- - - FOURTH TERM, - - -	June 20.

ANNOUNCEMENTS.

Eleventh School Year opens September 11, 1877.
 Vacation, from December 20, 1877, to January 2, 1878.
 Annual Examination, June 17, 18 and 19, 1878.
 Examination of Graduating Classes, June 17, 18 and 19, 1878.
 Alumni Entertainment, evening of June 17, 1878.
 Annual Address, Evening of June 18, 1878.
 Commencement, June 19 and 20, 1878.
 Reunion, evening of June 20, 1878.
 Twelfth School Year opens September 10, 1878.
 Society Entertainment during the week preceding commencement.

FACULTY OF 1876-77.

(See below)

J. BALDWIN, PRESIDENT.

Professional Department.

W. P. NASON, VICE-PRESIDENT.

English Language and Literature.

B. S. POTTER.

Mathematics, Pure and Applied.

C. H. DUTCHER.

Natural Science.

MISS M. T. HENDERSON, PRECEPTRESS.

Latin, Botany, and Physical Geography.

J. U. BARNARD.

Elocution, and Assistant in English Language and Literature.

G. W. KRALL.

Arithmetic, and Assistant in Higher Mathematics.

Miss _____

Training Department.

MISS HELEN E. SWAIN.

Drawing, Geography and Penmanship.

J. W. SHRYOCK.

Vocal and Instrumental Music.

ASSISTANT TEACHERS.

Members of the Graduating Classes.

Faculty for 1877-78 given in Catalogue for 1878-79

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., Bloomfield, Ia.

1876.

BARNARD, J. U., Kirksville, Mo. CLOYD, THOMAS, Curran, Ills.
BIGGER, C. W., Bloomington, Ia. WHITE, J. M., Louisiana, Mo.

1877.

(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., Principal of High School, Novelty, Mo.
DRAKE, W. F., Principal of Graded Schools, Rockport, Mo.
MATLICK, I. N., ———, Visalia, Cal.
SMITH, J. T., ———, Butler, Mo.
STEVENS, J. C., Principal of Public School, Bloomfield, Ia.
STINE, VINCENT, Teacher, West Butte, Cal.
STURGES, SELDEN, Principal City Schools, San Francisco, Cal.

1873.

BIGGER, C. W., Teacher of Mathematics, Normal School, Bloomington, Ia.
COLEMAN, W. E., Principal of Graded Schools, Liberty, Mo.
DAUGHTERS, C. B., Troy, Kas.

1874.

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

* Deceased.

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., Principal of High School, Paris, Mo.
 MCGHEE, J. S., Principal Graded Schools, Pierce City, Mo.
 MCPHAILL, J. S., Principal Visalia Institute, Cal.
 ORR, A. R., “ “ “ “
 PRIMM, F. P., Principal Graded Schools, Portersville, Cal.
 ROE, LIZZIE A., Teacher, Leesville, Cal.
 THOMAS, C. W., Principal Public Schools, Shelbina, Mo.
 WESCOTT, ALTA, ———, 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, Piedmont, Mo.
 CALLAWAY, SALLIE C., Waverly, Lafayette Co., Mo.
 FERRILL, W. C., Principal Schools, Bentonville, Ark.
 HENRY, N. B., Principal Schools, Oak Ridge, Mo.
 HARPHAM, E. L., Havana, Mason County, Ills.
 LARKINS, E. O., Teacher, ———, Cal.
 OLDHAM, ADDIE, Teacher Graded Schools, Hannibal, Mo.
 PHELPS, LOWE, Teacher in Normal School, Moulton, Iowa.
 RUTHERFORD, H. C., Huntsville, Randolph county, Mo.
 *SMOOTE, MINNIE, Gallatin, Mo.
 THOMPSON, MAGGIE, Teacher, Oak Ridge, Mo.
 THOMPSON, O. M., Teacher, Visalia, Cal.

* Deceased.

1877.

(Names will be inserted in our next catalogue.)

UNDER-GRADUATES FOR 1877.

THREE YEARS' COURSE.

DEGREE—*Bachelor of Scientific Didactics.*

(Names will be inserted in our next catalogue.)

TWO YEARS' COURSE.

DEGREE—*Bachelor of Elementary Didactics.*

(Names will be inserted in our next catalogue.)

CATALOGUE OF STUDENTS,

FOR THE YEAR 1876-77.

FOURTH YEAR—CLASS A.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Briggs, J. Cook.....	Spencerburg.	Kirk, J. R.....	Bethany.
Baldwin, Ollie.....	Kirksville.	Mercer, J. S.....	Kirksville.
Baldwin, Annie.....	Kirksville.	Mitchell, G. A.....	Kirksville.
Coates, L. B.....	Liberty.	Moreland, S. W.....	Holt Station.
Callaway, Portie.....	Waverly.	Mathews, T. W.....	Holden.
Carothers, Ella.....	Clarence.	Sublette, G. W.....	Sublette.
Cumberlin, Irene.....	Seymour, Ia.	Northrup, Flora.....	Kirksville.
Dooley, J. C.....	Bloomfield, Ia.	Oldham, W. D.....	Kirksville.
Dysart, Annie.....	St. Joe.	Petty, V. C.....	Jacksonville.
Eberts, J. E.....	Plattsburg.	Seward, R. V.....	Hardin.
Ebaugh, Chas. L.....	Middletown.	Sublette, G. W.....	Sublette.
Ellis, S. D.....	Youngs Creek.	Trotter, D. W.....	Kirksville.
Erwin, Andrew.....	Kirksville.	Vaughn, W. H.....	Paris.
Gilstrap, Serelda.....	La Plata.	Walker, E. H.....	Hamilton.
Hollopeter, E. E.....	Fostonia, O.	Walker, J. C.....	Lancaster.
Hubbell, R. E.....	Abingdon, Ia.	Wharton, Z. F.....	Keosauqua, Ia.
Hurst, G. P.....	Milan.	Wright, Edmonia.....	Salisbury.
Knox, R.....	Clifton Hill.		

THIRD YEAR—CLASS B.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Auten, A. C.....	Cameron.	Kemble, P. H.....	Benbow.
Alford, Nannie.....	Vandalia.	Knight, Emma.....	Greentop.
Baldwin, Cora.....	Kirksville.	Lewis, Scott.....	Paynesville.
Cupp, J. H.....	Kirksville.	Lipscomb, Jennie.....	Moberly.
Cheatham, S. V.....	Moselle.	Martin, Bella.....	Mendon.
Carroll, A. B.....	Troy, Ia.	McDaniel, G.....	Savannah.
Chandler, Allie M.....	Sublette.	McReynolds, Nannie.....	Waverly.
Douglass, F. M.....	Kirksville.	Nason, J. C.....	Kirksville.
Dinsmoor, S.....	Kirksville.	Oldham, Ralph.....	Kirksville.
Drain, J. N.....	Macon.	Pickett, J. W.....	Plattsburg.
Duffield, Bessie.....	Kirksville.	Pace, Nannie.....	Kirksville.
Fowler, Georgia Ann.....	Foristel.	Pope, J. R.....	Plattsburg.
Griffith, C. G.....	Renick.	Ratekin, P. E.....	St. Aubert.
Guthrie, F. W.....	Guthrie.	Robbins, Addie.....	Buttsville.
Guttery, W. D.....	New York, Ia.	Richey, Jennie.....	Kirksville.
Gregg, Ada.....	Cedar City.	Sames, Katie.....	Sturgeon.
Gooding, Sallie.....	Atlanta.	Shank, W. H.....	Clayton, Ills.
Howell, W. J.....	Friendship, N. Y.	Sturgeon, Maggie.....	Middletown.
Hopkins, S. N.....	Bonaparte, Iowa.	Thompson, Nannie.....	Kirksville.
Harvey, Flora B.....	Meadville.	Trice, C. W.....	Plattsburg.
Harpham, Flora E.....	Havana, Ills.	Tipton, W. E.....	Queen City.
Holloway, Mollie.....	Malta Bend.	Wood, E.....	Kirksville.
Ham, Jennie.....	Centralia.	Willingham, G. D.....	Keytesville.
Holloway, W. R.....	Kirksville.	Wolcott, S. S.....	Bedford, Ia.
Hall, Manlove.....	Island City.	Wright, Lulu.....	Princeton.

SECOND YEAR—CLASSES C AND D.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Albright, Eugene.....	New Alsace.	Ellis, J. T.....	Glasgow.
Alexander, C. P.....	Elm Grove, Ills.	Elam, L. A.....	Mendon.
Alford, J. P.....	Madisonville.	Elder, B.....	Downing.
Alvis, E.....	New Alsace.	Earhart, W. P.....	Worthington, Pa.
Allen, Carrie E.....	LaGrange, Ia.	Ely, Annie M.....	Sublette.
Arnold, W. A.....	Iceland.	Fritzlen, Thomas.....	Missouri City.
Burrus, G. N.....	New Franklin.	Fry, W. H.....	Keosauqua, Ia.
Brownlee, Walter.....	Brookfield.	Fetty, R. H.....	Kirksville.
Baird, Frank.....	Kirksville.	Flournoy, T. M.....	Millville.
Bell, G. W.....	Rocheport.	Freeman, Relda.....	Kirksville.
Bracewell, W. E.....	Allerton, Ia.	Fowler, Lizzie.....	Kirksville.
Baldwin, R. J.....	Kirksville.	Gross, J. H.....	Maple.
Baird, Conner.....	Eagle Sta., Ky.	Green, A. M.....	Terre Haute, Ind.
Burton, Zach.....	Kirksville.	Griswold, A. J.....	Linneus.
Boyles, J. M.....	Linneus.	Gallagher, M. P.....	Tipton.
Burch, S. H.....	Linneus.	Guttery, J. A.....	Bloomfield, Ia.
Brinkley, T. M.....	Linneus.	Gartin, Sarah.....	Gower, Mo.
Baker, Mary.....	Edina.	Gifford, E. L.....	Farmersville.
Barnhart, Zada.....	Kirksville.	Gifford, S. C.....	Farmersville.
Baird, Annie.....	Eagle Sta., Ky.	Griffith, Mary.....	Moberly.
Brown, Emma.....	Kirksville.	Green, Addie M.....	Kirksville.
Baughman, Libby A.,	Centreville, Ia.	Goodson, Lillie.....	Tolona.
Brown, Belle.....	Kirksville.	Good, Jubal.....	Bethany.
Burt, M. E.....	Fulton.	Giller, W. N.....	Whitehall.
Casper, W. L.....	Lancaster.	Griffith, F. L.....	Moberly.
Casebolt, J. M.....	Miami.	Griffith, W. W.....	Moberly.
Coates, W. H.....	Paradise.	Gates, W. F.....	Greentop.
Coates, J. L.....	Paradise.	Hall, W. L.....	Middlefabia.
Clarkson, W. P.....	Memphis.	Hale, W. L.....	Middlefabia.
Crawford, E.....	Burton.	Hayes, F. P.....	Lancaster.
Cottingham, T. A.....	Evansville.	Hannah, W. E.....	Cairo.
*Connley, J. L.....	Jefferson City.	Hales, J. R.....	Mt. Sterling.
Criz, C. C.....	Milton, Ia.	Harvey, J. W.....	Meadville.
Crane, B. R.....	Williamsburg.	Howell, L.....	Luray.
Catlette, J. W.....	Grandville.	Hannah, O. E.....	Moberly.
Clark, C. W.....	Florida.	Huntsman, H. M.....	Jacksonville.
Campbell, J. E.....	Hitte.	Hull, T. E.....	Fairfield, Iowa.
Cornell, Lilly S.....	Kirksville.	Hastings, D. W.....	Floris, Iowa.
Carothers, Ida.....	Clarence.	Harper, G. W.....	Lewistown.
Copeland, Laura.....	Chariton, Ia.	Harvey, Eustatia.....	Meadville.
Carothers, Emma.....	Clarence.	Hughes, Emma.....	New Salem, Ill.
Carroll, Effa.....	Louisiana.	Hutchison, Atta D.....	Jacksonville.
Day, J. A.....	Knox City.	Hutchinson, Cora.....	Marshall.
Dameron, C. S.....	Salisbury.	Hooper, Alice.....	Kirksville.
Dinsmoor, G.....	Kirksville.	Hoye, Emma.....	Kirksville.
Darrow, C.....	Kirksville.	Hoye, Hattie.....	Kirksville.
Davis, H. B.....	Mt. Sterling.	Harris, Louie.....	Kirksville.
Douden, M. S.....	Edina.	Howard, Lizzie.....	Middletown.
Daman, A. O.....	Eugene, Ia.	Iles, Alma.....	Kirksville.
DeWitt, Nannie.....	Sublette.	Iles, Mary.....	Kirksville.
Davis, A. D.....	Madison.	Iles, Lizzie.....	Kirksville.
Davis, S. M.....	Mexico.	Johnston, U. H.....	Fourche a Renault.
Erbschloe, R.....	Caledonia.	Johnston, Ernest.....	Kirksville.
Ely, D. A.....	Sublette.	Johnson, Henry.....	Linneus.
Evans, M. H.....	Grandville.	Jackson, J. W.....	Grandville.

* Suspended.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Johnson, H. W.	Middle Grove.	Primm, Mollie	Edina.
Johnson, W. S.	Potosi.	Pope, Madie	Plattsburg.
Johnston, R. E.	Greensburg.	Pickler, Laura	Kirksville.
Jamison, J. T.	Gower.	Patton, M. E.	Princeton.
Johnson, G. W.	Lexington.	Ray, A. M.	Gower.
Kirtley, F. P.	New London.	Roberts, Thomas	Moberly.
Kidd, A.	Paris.	Ross, C. E.	Kirksville.
Keller, Mattie	Lathrop.	Roberts, G. W.	Lathrop.
Kellogg, Chloe	Waukon, Iowa.	Ross, J. H.	Reform.
Kenedy, Mary	Kirksville.	Russel, Clara	Kirksville.
Laird, G. M.	Vandalia.	Ross, Eva M.	Kirksville.
Louden, R. B.	Fairfield, Iowa.	Rice, Fannie	Paris.
Lowell, A. M.	Rosendale.	Reyner, Mary E.	California.
Link, W. F.	Kirksville.	Reyner, Annie	Wilson.
Lynes, R. P.	Columbia.	Ramsey, Emma	Cedar City.
Latimer, Fannie B.	Miama.	Richey, Mollie	Kirksville.
Licht, Katy	Kirksville.	Spalding, N. F.	Sydney, Mo.
Landree, Nannie	Calao.	Street, J. A.	Linneus.
Lewis, Alice	Bethany.	Shaver, L.	Catlin, Ill.
Miller, W. H.	Kirksville.	Shire, B. W.	Unity.
Minton, I. M.	Forest City.	Snow, Herman	Blakesburg.
McLaughlen, A. J.	Greencastle.	Smith, J. M.	Kirksville.
*Musick, S. P.	Kirksville.	Sells, Mahlon	Queen City.
Miller, T. E.	Greensburg.	Sanders, Peter	Narrows.
McIver, J. R.	Vibbard.	Swartz, G. W.	Edina.
McCormick, F. D.	College Mound.	Saunders, George	Atlanta.
Meek, B. F.	Maysville.	Smith, Ella	Trenton.
Magee, R. S.	Tolona.	Smith, G. A.	Avola.
McGee, H. C.	Paris.	Steele, Ida F.	Norbourn.
Mudd, J. B.	Hitte.	Sallee, M. M.	Concord.
Megee, Wesley	Middle Grove.	Smith, Bertha	Kirksville.
Mitchel, Orpha	College Mound.	Stark, Eva	Louisiana.
Mitchel, Betty	College Mound.	Todd, J. L.	Wintersville.
Moberly, Abbie M.	Trenton.	Thompson, J. E.	Deer Ridge.
Mendenhall, J. D.	Allendale.	Thorp, William	Plattsburg.
Mendenhall, M. J.	Allendale.	Torbert, W. N.	Gentryville.
Maynard, L. Gertrude	Macon.	Talbott, J. N.	Memphis.
McGoldric, Belle	Lancaster.	Tracy, John	Memphis.
Meng, Mary	New Bloomfield.	Tutt, Susie	New London.
Nason, Willie	Kirksville.	Townsend, Fannie	Fulton.
Nutt, Isaac	Tioga, Ill.	Wright, T. J.	LaBelle.
Nichols, I.	Lester City.	Willhite, Elias	Milan.
Nichols, R. P.	Cedar City.	Welsch, J. F.	Gandville.
Nagley, Emma	Kirksville.	Walters, G. W.	Hickory, Iowa.
Nothercraft, E. B.	LaBelle.	Wallace, T.	Madisonville.
Nickell, Jennie	Sue City.	Wilkerson, J. W.	Paradise.
Newman, Sarah	Bethany.	Wilson, P.	Numa, Ia.
Ornburn, J. L.	Moberly.	Wetmore, Thomasine	Wentzville.
Orr, David	Foristel.	Wilson, Nannie	Kirksville.
Owings, W. J.	Calio.	Weed, Ida	Moberly.
Owen, George W.	Bloomington.	Williams, Alice	Moberly.
Powell, H. J.	Excelsior.	Williams, Katie	Moberly.
Paxton, J. W.	Clarksville.	Williams, Emma	Moberly.
Poling, B.	Menden, Ill.	Weeks, Grace	Quincy, Ill.
Pemberton, J. N.	Carrington.	Van Horn, L. C.	Edina.
Peters, N. B.	Calwood.	Vaughn, A. P.	Kirksville.
Price, Eugenia S.	Waco, Texas.	Zook, Gertie K.	Louisiana.

* Suspended.

FIRST YEAR—CLASSES E AND F.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Adkins, W. H.	Kirksville.	Crane, Cora	Greentop.
Anderson, W. A.	Roanoke.	Crowder, Eva	Dundee.
Alvis, W.	Curryville.	Dodson, J. F.	Kirksville.
Alexander, T. C.	Center.	DeReamer, Millard	Kirksville.
Aldrich, L.	Queen City.	Denham, J. F.	Cambridge.
Andrews, C. D.	Memphis.	Dodson, S. J.	Kirksville.
Adams, T. D.	Huntsville, Ill.	Dearing, Nancy	Greentop.
Adams, R. N.	Brunswick.	Dameron, Laura	Salisbury.
Banta, J. E.	Pulasko, Iowa.	Ely, Isaac	Sublette.
Banta, Alferd	Macon City.	Ely, Benjamin	Sublette.
Billington, E. A.	Kirksville.	Erwin, Joseph	Kirksville.
Bell, John	Mount Sterling.	Ely, M. J.	Sublette.
Beal, John	Ladonia.	Eshorn, W.	Lima, Ill.
Briggs, D. J.	Roanoak.	Ely, W. H.	Center.
Bull, W. W.	Memphis.	Easley, G. B.	La Plata.
Bectol, Charlie	Kirksville.	Elder, G. T.	Downing.
Bastian	Clappes Station.	Eversull, Eva	Kirksville.
Bennet, A.	Cairo.	Elam, Lida	Menden.
Brashear, B. L.	Madisonville.	Frederic, F. J.	Marion.
Brashear, J. J.	Young's Creek.	French, J. S.	Bunceton.
Berryman, L. O.	Franklin, Ill.	Frazier, M.	Center.
Brook, H.	Upton, Iowa.	Ferril, Allie M.	Kirksville.
Buckner, Edward	Highland Centre, Iowa.	Fowler, J.	Kirksville.
Brashears, J. G.	Young's Creek.	Floyd, Helen	Kirksville.
*Brooks, E. F.	New Bloomfield.	Fowler, R. S.	Kirksville.
Brightwell, W. N.	LaBelle.	Foster, Mattie R.	Kirksville.
Baird, James	Abingdon, Iowa.	Foster, Carrie	Kirksville.
Barbee, H. A.	Downing.	Funk, Alice	Kirksville.
Baker, Thomas	Salem.	Fowler, Ella A.	Kirksville.
Bailey, John S.	Ivanhoe.	Fisher, Amelia	Wilmathville.
Baker, S. J.	North Salem.	Funk, S. M.	Kirksville.
Bridges, James	Downing.	Foster, Theodosia	Kirksville.
Bowman, Anna	Rosendale.	George, J. C.	Burton.
Bourner, Fannie	Queen City.	Gilmer, G. H.	Milliard.
Bookout, Mollie	Kirksville.	Gillespie, Flora A.	Macon.
Cole, S. C.	Mill's Point.	Griggs, Ida	Kirksville.
Chadwick	Kirksville.	Halford, Cornelia	Gentryville.
Cheatham, J. W.	Moselle.	Hacksby, H.	Headland.
Carlson, G.	Kirksville.	Hardin, A. K.	Renick.
Caraham, D.	Ten-Mile.	Hale, C. S.	Grantsville.
Caldwell, S. K.	New London.	Henry, J. A.	Scottsville.
Clark, G. A.	Lathrop.	Hewitt, Eddie	Kirksville.
Croarkin, F. E.	Macon City.	Hall, L. D.	Perry.
Croarkin, I.	Macon City.	Harris, G. W.	Meadville.
Casewell, D.	North Salem.	Harris, John	Kirksville.
Connaly, M. T.	Clover Bottom.	Harp, M. K.	Lewisburg.
Cooper, A. G.	Trenton.	Halliburton, J. T.	Wilson.
Campbell, W. H.	Unionville.	Hacksby, Charlie	Headland.
Cornelison, J. F.	Padonia, Kan.	Halliburton, A. D.	Wilson.
Cornelison, R. W.	Padonia, Kan.	Hughes, Elmer	Macon City.
Chadwell, J. W.	Kirksville.	Hughes, A. M.	Clarksville.
Childress, Sadie	Middle Fabius.	Harris, Thomas	Mars.
Chadwell, Susie	Kirksville.	Holman, William	Rothville.
		Hurst, I. N.	New Haven.

* Suspended.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Hotchkiss, W. E.	Tolona.	Morey, I.	Greentop.
Hazel, S. R.	Ashland.	McLaughlin, Mina.	Greencastle.
Hale, M. F.	Downing.	More, R. O.	New Boston.
Hamrick, Artemus.	Granger.	Miller, Mollie.	Kirksville.
Houston, W. G.	Salisbury.	Martin, L.	Mt. Zion, Ia.
Halliday, Addie	Kirksville.	Martin, Occie.	Mendon.
Hollis, Annie	Kirksville.	McClelland, A. G.	Kirksville.
Hunt, Mamie M.	Moberly.	McCully, J. E.	Kingsberry.
Henthorn, Mencie.	Brunswick.	Mitchell, E. A.	Kirksville.
Harris, Hattie.	Kirksville.	McNulty, B. F.	Lancaster.
Jones, John T.	Downing.	Morey, S. M.	Queen City.
Jenkins, G. W.	La Grange, Mo.	Muir, Annie.	Memphis.
*Jayne, J. M.	Pleasant Retreat.	Norris, Robert.	Cautril, Ia.
Johnston, E. C.	Sioux City.	Nelson, C. W.	Kirksville.
Jones, J. A.	Trenton.	Nickols, D. W.	Milan.
Jordon, W. H.	Canton.	Nickell, Alice.	Sioux City.
James, Clara.	New London.	Nickell, Fannie.	Sioux City.
Jones, Susa.	Meyer's P. O.	Newkirk, Sarah A.	New Boston.
Keach, J. M.	New London.	Newkirk, Mary E.	New Boston.
Kirk, J. H.	Kirksville.	Overstreet, J.	New Boston.
Kennedy, D. N.	Kirksville.	Owens, S. P.	Jacksonville.
Kennedy, A. E.	Kirksville.	Ormiston, E. B.	Grantsville.
Kingsbury, J. A.	Fayette.	Overstreet, Elizabeth,	New Boston.
Kenton.	Norborne.	Oliver, Isa.	Liberty.
Kavanaugh, C. A.	Millville.	Owen, W. W.	Bloomington, Ia.
Kuhn, J. F.	Princeton.	Palison, T. M.	Queen City.
Kirkpatrick, Thomas,	Ottumwa, Ia.	Panabaker, Lillie.	Linderville.
Kirk, Lucy C.	Kirksville.	Porter, W. F.	Kirksville.
Kiggins, Mollie.	Kirksville.	Pring, J. R.	Cedarville, Ind.
Longfellow, E.	Kirksville.	Peters, W. J.	St. Louis.
Longfellow, D.	Kirksville.	*Patterson, T. M.	Queen City.
Lessley, A. J.	Higby.	Patton, Katie.	Kirksville.
Larrabee, Filmore.	Filmore.	Patton, B. P.	Kirksville.
Latimer, R. J.	Miami.	Patton, Lida.	Macon City.
Low, Walter.	Memphis.	Parcells, Emma.	Kirksville.
Leedom, T. P.	Lancaster.	Parcells, Sopha.	Kirksville.
Low, Harry.	Kirksville.	Pickett, Eva.	Plattsburgh.
Lacy, Cordelia.	Curryville.	Patterson, Geneve.	Kirksville.
Logan, Laura.	Bymmville.	Riggles, Charlie.	Lancaster.
Lord, Ida.	Kirksville.	Robertson, Seldon.	Miami.
Meyer, A. A.	Forest City.	Riggs, Walter.	Madison, Ind.
Murry, James.	Kirksville.	Rowland, Wm.	Bevier.
Myer, H. K.	Frazier.	Rollins, N.	Louistown.
Myer, E. S.	Frazier.	*Russell, J. E.	Jackson.
McClelland, C. J.	Kirksville.	Richmond, A. C.	Memphis.
McCully, Arthur P.	Macon City.	Reid, J. T.	Moberly.
Miller, George.	Sturgeon.	Ross, W. S.	Marietta.
Matthews, G.	Zigg.	Robertson, D. H.	Miami.
Morris, A. D.	Downing.	Richards, Lizzie.	Bevier.
Morris, J.	Burton.	Rudy, Laura.	Kirksville.
McCullum, I. J.	North Salem.	Richter, Minnie.	Kirksville.
Musick, Gressella.	Kirksville.	Reed, Sallie.	Moberly.
Mason, Mary.	Headland.	Shelly, S. T.	Memphis.
Martin, Avie.	Brazito.	Shoemaker, G. A.	Bernadotte, Ills.
Miller, Mary.	Sturgeon.	Strode, Hiriam.	Bernadotte, Ills.
Minor, Victor.	Madison.	Shibley, J. W.	Shibley's Point.

* Suspended.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Sublette, Webster..	Sublette.	Thrasher, Pirena	Brashear.
Sublette, R. H.....	Sublette.	Tucker, Kate.....	Spencerburg.
Smith, T. H.....	Kirksville.	Vick, W. L.....	St. Charles.
Smith, K. B.....	Kirksville.	Veach, Joshua.....	Trenton.
Sallee, J. E.....	Mexico.	Vance, Eva M.....	Edina.
Smith, A. M.....	Kirksville.	Wells, W. F.....	Kirksville.
Shibley, J. H.....	Shibley's Point.	White, Douglas....	Round Grove.
Shire, D. W.....	Unity.	Wilson, T. T.....	Cantrell, Ia.
Strode, Jesse....	Bernadotte, Ills.	Wilson, J. C.....	Cantrell, Ia.
Stephens, M. A.....	Louisiana.	Wells, T. H.....	Kirksville.
Stone, I. N.....	Westville.	Watson.....	Macon.
Settle, Mattie.....	Ladona.	Watson, Wm.....	Macon.
Snow, Zantha.....	Blakesburg.	Willis, A. C.....	Kirksville.
Spencer, Lottie.....	Kirksville.	Windren, R.	Wilmathville.
Sharp, Lulu.....	Kirksville.	Williams, J. B.....	Cambridge.
Sneed, Rosa.....	Louisiana.	Whitecotton, George	Sidney.
Switzer, Stella	Kirksville.	Wells, James	Paynesville.
Sprigg, Lizzie.....	Terre Haute.	White, E. G.....	Florida.
Sees, Mary.....	Brashear.	Wright, R. A.....	Salisbury.
Southerland, Etta.....	Kirksville.	Wallace, Wm.....	Madisonville.
Thomas, W. T.....	Quincy.	Wallace, Jennie A....	Madisonville.
Teter, S.....	Upton, Mo.	Wilson, Wm.....	Queen City.
Thomas, O.....	Edina.	Waller, R.....	Macon City.
Todd, Baxter.....	Madison.	Wharton, J. S.....	Pittsburg, Ia.
Thomas, Sallie E.....	Edina.	Willard, Nettie.....	Kirksville.
Tuggle, W. H.....	Barneyville.	Wilkes, Mollie.....	Kirksville.
Tull, Laura.....	Kirksville.	Wood, Laura.....	Kirksville.
Tyrrell, Sylva	Cleopatra.	Woodcock, Emma.....	Brashear.

SUMMARY.

	LADIES.	GENTLEMEN.	TOTAL.
Fourth Year Course, - - - - -	10	23	33
Third Year Course, - - - - -	21	30	51
Second Year Course, - - - - -	84	141	225
First Year Course, - - - - -	89	194	283
Total, - - - - -	204	388	592

ATTENDANCE IN NORMAL DEPARTMENT.

YEARS.	PUPILS.	YEARS.	PUPILS.
1868—First Year	140	1873—Sixth Year	470
1869—Second “	203	1874—Seventh “	668
1870—Third “	203	1875—Eighth “	709
1871—Fourth “	321	1876—Ninth “	627
1872—Fifth “	434	1877—Tenth “

	H'rs.	Class "A."	Class "B."	Class "C."	Class "D."	Class "E."	Class "F."
FIRST TERM.							
	B.S.						
	I.	Practice Teaching.	Mol. Physies.	Rhetoric.	Physical Geography.	United States History.	Arithmetic.
	II.	Latin.	Mental Philosophy.	Elementary Physica.	Analysis.	Methods in Arithmetic.	Music.
	III.	Analytic Geometry.	Latin.	Methods of Culture.	Physiology.	Map Drawing.	Grammar.
	IV.	History of Education.	Chemistry.	Drawing.	Geometry.	Analysis.	Objective Physiology.
	V.	English Literature.	Music.	Algebra.	Music.	Objective Zoology.	Elocution.
	VI.	Zoology.	Practice Teaching.	Book-keeping.	Practice Teaching.	Algebra.	Geography.
	A.S.						
SECOND TERM.							
	B.S.						
	I.	Music.	Methods in Geometry.	Rhetoric.	Physical Geography.	United States History.	Arithmetic.
	II.	Latin.	Mental Philosophy.	Elementary Chemistry.	American Literature.	Oral Geometry.	Elocution.
	III.	Calculus.	Latin.	Music.	Physiology.	School Management.	Grammar.
	IV.	English Literature.	Chemistry.	Methods and Practice.	Algebra.	Elocution.	Drawing.
	V.	Zoology.	Practice Teaching.	Elocution.	English History.	Algebra.	Pennmanship.
	VI.	Philosophy of Education.	General History.	Geometry.	Civil Government.	Etymology.	Geography.
	A.S.						
THIRD TERM.							
	B.S.						
	I.	Practice Teaching.	Trigonometry.	Rhetoric.	Physical Geography.	United States History.	Arithmetic.
	II.	Latin.	Drawing.	Elementary Physica.	Analysis.	Methods in Arithmetic.	Music.
	III.	Astronomy.	Latin.	Methods of Culture.	Physiology.	Map Drawing.	Grammar.
	IV.	Logic.	Botany.	Drawing.	Geometry.	Analysis.	Objective Physiology.
	V.	Geology.	General History.	Algebra.	Civil Government.	Elocution.	Drawing.
	VI.	Graded and High Schools.	Moral Philosophy.	Book-keeping.	Music.	Algebra.	Geography.
	A.S.						
FOURTH TERM.							
	B.S.						
	I.	Institute.	Institute.	Rhetoric.	Physical Geography.	United States History.	Arithmetic.
	II.	Latin.	Psychology.	Elementary Chemistry.	American Literature.	Algebra.	Elocution.
	III.	Astronomy.	Latin.	Graded Schools.	Physiology.	Music.	Grammar.
	IV.	English Literature.	Botany.	Music.	Algebra.	Etymology.	Geography.
	V.	Geology.	General Physies.	Elocution.	English History.	Oral Geometry.	Pennmanship.
	VI.	Elocution.	Elocution.	Geometry.		School Management.	Oral Botany.
	A.S.						

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 Normal School. The rapid increase in numbers from year to year, is well represented by the table given on the preceding page.

The attendance is believed to be larger than that in any one department of any other collegiate institution in the West. 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. Most are dependent on their own exertions. All are workers.

The location is eminently desirable.—Kirksville is proverbial for good health. Out of so many students from a distance, but five have died while attending school, in nine 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, 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, who are intelligent, moral and enterprising. They feel proud of the Normal School, and do everything in their power to sustain it.

TEXT BOOKS.

1. *Two to four* books on each subject are presented. The text-book adopted is placed first and printed in italics.

2. *Books* cannot be changed oftener than once in three years, unless by the unanimous consent of the Regents. *Changes must be effected without cost to students.*

3. *One book* on the subject pursued will answer, but it is well to have others for reference and comparison. Students should bring with them all their text-books.

ARITHMETIC.—*Brooks, Fish, Olney, Felter, Peck.*

ALGEBRA.—*Ficklin, 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, Eastman, Rohrer, Folsom.*

CHEMISTRY.—*Youman, Barker, Cooley, Storer, Steele.*

CALCULUS.—*Olney, Peck, Docharty, Buckingham.*

CIVIL GOVERNMENT.—*Townsend, Andrews, Martin.*

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

ELOCUTION.—*Hamill, Wilson, Murdock & Russell.*

ETYMOLOGY.—*Swinton, Webb, Sargeant, Smith.*

ENGLISH LITERATURE.—*Shaw, Arnold, Hunt, Cleveland.*

FRENCH.—*Duffel's Method.*

GEOGRAPHY.—*Guyot, Cornell, Our World, Mitchell, Swinton.*

GEOLOGY.—*Dana, Tenney, Steele.*

GENERAL HISTORY.—*Swinton, Wilson, Anderson, Thalheimer.*

GRADED SCHOOLS.—*Payne, Kiddle, Wells, City Reports.*

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

GRAMMAR.—*Hadley, Greene, Clark.*

GERMAN.—*Comfort, Campbell, Ahn, Worman.*

HISTORY OF EDUCATION.—*Hahlman, Biblius, Rosenkranz.*

HISTORY OF UNITED STATES.—*Redpath, Swinton, Barnes, Scott, Butler.*

LOGIC.—*Schuyler, Coppee, Hamilton.*

LATIN.—*Harkness, Allen & Greenough, Bingham.*

MUSIC.—*Blackman & Whitmoore, Root, Mason & Co., Murray.*

MENTAL PHILOSOPHY.—*Porter, Haven, Hopkins, Hickok.*

MORAL PHILOSOPHY.—*Winslow, Hopkins, Peabody, Fairchild.*

MANNERS AND MORALS.—*Gow.*

NATURAL PHILOSOPHY.—*Norton, Steele, Johnson, Olmsted.*

PHYSIOLOGY.—*Huxley, Dalton, Cutter, Brown.*

PHYSICAL GEOGRAPHY.—*Guyot, Cornell, Houston, Maury.*

PENMANSHIP.—*Spencer, Payson, Eclectic.*

RHETORIC.—*Hepburn, Hart, Haven.*

SCHOOL MANAGEMENT.—*Holbrook, Wickersham, Hart.*

SURVEYING.—*Schuyler, Gillespie, Murray.*

TRIGONOMETRY.—*Schuyler, Ray, Olney.*

ZOOLOGY.—*Tenney, Morse, Hooker, Nicholson.*

EXPLANATIONS.

It gives us special pleasure to submit our revised Course of Study, 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, after having completed the studies of the first year.

Programme arranged for Six Daily Recitations.—Each student is expected to take three or four studies, and one or more drills. 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.—Students completing either course receive diplomas with appropriate degrees. 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 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.

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 per centage.

Elementary and Advanced Courses.—The Elementary Course includes the work of the first and second years. Before graduation in this course, the student must have had at least two terms' 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.

First Year's Course.—Every 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.

Two Years' Diploma.—This diploma will be conferred upon such students as complete the Elementary Course, and show good ability to teach. With this diploma is conferred the degree, "Bachelor of Elementary Didactics."

Three Years' Diploma.—This diploma, with an appropriate degree, will be conferred upon students completing the three years' course.

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

The Alumni.—The graduates of the complete course are recognized as the *Alumni* of the Institution. Under-graduates generally give a high degree of satisfaction; but the culture and training of the complete course is found necessary to fit teachers for the best positions. The Alumni give an annual entertainment during Commencement week.

Recommendations.—Any student may be furnished a certificate of attendance, but no member of the faculty is permitted to sign any recommendation, except upon application of school officers.

The Examining Committee, consisting of the State Superintendent, and the Presidents of the Mo. State Normal Schools, will spend the last week of the third term, in a thorough oral and written examination of the graduating classes. 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 be permitted to graduate unless recommended by the committee.

Post-Graduate Course.—This course may be completed by teachers in two years, and not interfere with regular work ; or, by remaining in the institution and devoting his entire time, an alumnus may complete the course in a single year. The following work, or its equivalent will be required :

1. *Professional.*—School systems, Educational methods, and special preparation for some chosen department. (School Reports, Educational Journals, latest works on education, and works treating of the special department chosen.)

2. *Literature and History.*—Elements of Criticism, and History of America and England. (Kames, Bancroft, Hume and Macaulay.)

3. *Mathematics.*—Modern Geometry, and Philosophy of Mathematics. (Olney and Bledsoe.)

4. *Natural Science.*—Advanced Botany and Entomology. (Gray's Systematic Botany, Packard on Insects.)

5. *Latin and Philology.*—Tacitus and March's Philological Study of the English Language.

6. *Ruskin's Works on Art.*

The Examination of Post-Graduates.—Applicants for post-graduate degrees must be present during the closing week of the school year, and must pass a satisfactory examination in the prescribed course, or its equivalent, before the examining committee and the faculty.

Post-Graduate Diploma and Degree.—Diplomas, with the degree of Master of Arts and Professional Teacher, will be granted to such graduates as complete the prescribed course, and manifest decided teaching ability. No one will be granted this diploma who has not successfully taught in schools of a higher grade.

Objects of the Post-Graduate Course.—These are to stimulate graduates to continuous and well-directed effort, and to fit teachers for special positions. The demand for *accomplished* teachers is constant and increasing. From all sections come requests for a "first-class Primary teacher," "first-class Drawing teacher," "first-class Principal," "first class teacher of Natural Science or Mathematics," etc., etc. To fit teachers to meet these demands is the leading object of this course.

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.
5. Department of Ancient and Modern Languages.
6. Department of Geography, Drawing and Penmanship.
7. Department of Reading and Elocution.
8. Department of Vocal and Instrumental Music.
9. 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 embraces: "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: "Methods of Culture," "Practice Teaching" and "Graded Schools." Methods of culture are based on an oral course in mental philosophy. 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. Pupil teachers conduct recitations under this supervision, and in this way reach a high degree of skill.
4. Nearly all teach several terms before graduating.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, AND HISTORY.

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

Composition and Grammar.—One year is devoted to composition and grammar. The knowledge of the practical principles of language is developed from the written and oral productions of the student.

Etymology.—Word analysis receives special attention. The analysis, derivation, formation, history and definition of words are considered.

Rhetoric.—Rhetoric is practiced as an art, as well as studied as a science.

English Literature.—The history of literature is studied and the works of some of the best authors are carefully compared, analyzed, and criticised.

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. Literature is one of the most interesting and important studies of any course, and should occupy at least as much of the student's time as mathematics or natural science.

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.

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.

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

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.

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.

The course of study in this department is as complete as in any other department in the Normal.

The importance of these studies, as a part of the system of education, cannot be over-valued. They are in many respects our best educational means. They lead to close and accurate observation, to the habit of looking beyond the object to the thought of the all-controlling Intelligence.

The elementary principles, and more obvious facts of these sciences, are intimately associated with our every-day experience. These principles find such important applications in the useful arts that no one ignorant of them can be considered practically educated.

Physiology.—In the first year's course one term is devoted to the study of Elementary Physiology. During the second year two terms, with daily recitations, are devoted to the study of Physiology, Anatomy

and Hygiene. While each student is expected to become familiar with the Anatomy and Physiology of each great Apparatus of the human system, special attention is given to Hygiene, both in lecture and recitation. The false theories of the nature and causes of disease, as held in early ages, are discarded, and the subject presented as the "art of preserving health."

Physical Geography.—This subject, as far as time and the advancement of the pupils will allow, is treated as the Science of the Earth, considered as a great individual organization. Special attention is given to the course of the winds, the laws of distribution of heat and rain, and the consequent distribution of life on the earth, both animal and vegetable.

Chemistry.—This subject is begun in the Elementary Course, where one term is devoted to the nomenclature of the science, to the properties of the most common elements, with daily experiments and practical illustrations.

Two terms in the Advanced Course are spent in the study of Theoretical and Practical Chemistry, with more careful and extended experiments. Also an outline of the subject of qualitative analysis, with practical illustrations, is furnished in this connection.

The Compound Blowpipe and one of Browning's Chemical Spectroscopes are among the valuable additions recently made to our apparatus.

Botany.—In addition to one term of Botany 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.—During the two terms spent in the study of this subject each student is expected to become familiar with all the more important principles and facts of the science. Dynamical Geology is discussed in connection with Historical Geology, and Mineralogy is studied in connection with Lithological Geology.

A valuable oxy-hydrogen Microscope and Stereopticon recently received, and the many valuable specimens of minerals and fossils that have been added to the museum during the past year, give greatly increased facilities for illustrations in the various branches of the department.

DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

In this department it is the design to arrange the course throughout with a view to a strictly methodical and progressive development of the mind.

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, comparison 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.

Greek.—To prepare such of our students as may desire to enter a university, and to meet the wants of those expecting to teach in High Schools, a class in Greek is usually organized.

Modern Languages.—French and German are included. To obtain the culture and means of enjoyment derived from a knowledge of the living languages, French and German, spoken so largely throughout Europe, and abounding in so rich and varied a literature, are recommended and taught when desired. It is the design as soon as practicable to provide complete courses in these languages.

DEPARTMENT OF READING AND ELOCUTION.

To be able to read intelligently is an accomplishment of no small importance. In this department a thorough drill is given in the different elements of expression. The accidents and attributes of voice are studied with special reference to their relations to the different kinds of thought. The object is to give such instruction as will enable the student to express his thoughts in an easy and forcible manner.

Instruction in methods of teaching primary and advanced reading is given by means of lectures, class drills, etc.

In the advanced grades, special attention is given to public speaking. The pupils are drilled in the delivery of declamations and original orations.

The objects constantly kept in view, in the instruction, may be stated as follows: 1. To make good, practical readers and speakers. 2. To give a clear, musical tone of voice. 3. To give graceful and expressive action. 4. To make thorough and systematic *teachers* of reading.

DEPARTMENT OF GEOGRAPHY, DRAWING AND PENMANSHIP.

Geography.—A thorough knowledge of descriptive geography is indispensable. Without it a vast amount of our knowledge must be vague and uncertain. Particular attention is given to map-drawing in connection with geography. During the first term of the second year, geography is reviewed in connection with map-drawing.

Drawing.—The eye is the most direct intermedial between that which surrounds us and our recognition of its presence, hence cannot be too highly cultivated. The process of drawing necessitates observation, comparison, analysis, and is taught not so much for an accomplishment, as to cultivate the mind to receive impressions which may be relied upon, and to develop the constructive and analytical faculties. Without a knowledge of this art a teacher is unprepared to instruct a common school.

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

Penmanship is truly one of the necessities of education. A good hand-writing is almost indispensable. Thorough and systematic instruction is given in this branch.

Book-Keeping.—Such instruction is given in this subject as will enable the student to keep the books of any ordinary business. The aim is to give a practical knowledge of the general principles; no copying is done, but the student is required to write out, in due form, the different books of each set.

DEPARTMENT OF VOCAL AND INSTRUMENTAL MUSIC.

Vocal music has become a very important branch of study in all well regulated schools, and when properly used, not only contributes much toward the general culture of the pupil, but is one of the greatest aids within the reach of the teacher.

Recognizing its importance in our educational system, provision has been made, and advantages are here offered for systematic and thorough instruction in this department, such as are rarely found.

In the Normal course proper, there is a daily class drill in the rudiments of vocal music, which is free to all, and is conducted by a thorough and accomplished musician; but as the Normal School law only provides for instruction in rudimental class drill, arrangements have been made with the *North Missouri Musical Institute*, which is under the supervision of an efficient and experienced faculty, and which is both convenient and easy of access, where all who desire it may obtain a good theoretical

and practical knowledge of all the higher branches of the musical art, at an expense much below what the same advantages and instruction would cost elsewhere. The institution embraces in its curriculum, vocal and instrumental music in all its departments, including voice culture, thorough bass, harmony and musical composition.

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 encyclopedias, 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. No effort will be spared to make them 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.

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 Fridays, and spend from three o'clock to 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 of the regular societies will be required to spend at least one hour each Friday afternoon in rhetorical exercise, under direction of members of the Faculty.

THE TEACHER AND THE WORLD'S WORK.

Education is the World's work.—Emerson says, "Man is here to be educated, or no excuse can be made for his being here." Sixty centuries were necessary to prepare our race to accept this as the ultimate solution of the problem of humanity. Popular education is the child of the nineteenth century. Since 1814, the distinguishing idea of governmental administration has been the education of the people—all the people. One by one all civilized states and nations have entered upon the work. Everywhere the development of manhood is now considered pre-eminently the World's work.

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 qualified.

The Teachers wanted.—What kind of teachers do we want? How can such be secured? These are questions of paramount importance.

1. The teacher should be a good type of physical manhood.
2. The teacher should be a man among men. Our schools demand the most gifted men and women.
3. The teacher should be a person of thorough scholarship and broad culture.
4. The teacher should have sound principles, pure and noble impulses, and a stainless character.
5. The teacher should be an artist. Education is a science and teaching is an art. That the body and the mind are interdependent, that the mind is self-acting; that education is a growth; that growth is the result of well directed effort; that the self-activity of the child, stimulated and directed by the teacher results in development; etc., etc., are the eternal principles upon which the art of education rests. To understand these principles, and to be able to intelligently and skillfully apply them, is to be an educational artist. The World's great want is such artists.

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.

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.

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.

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 annually 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.

What should the Normal School be?—Only the angels can answer. The best are far from being models. It seems clear however that the Normal School of the future will have the following characteristics:

1. *As to culture*, the Normal School will be the peer of the college.
2. *As to methods*, the Normal School will be a model. The highest results reached by the best thinkers will be embodied in its practice.
3. *As to teaching*, the Normal will be a professional school, and will rank with those of theology, law and medicine.

VIEWS OF STATESMEN AND EDUCATORS.

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."

During the past winter the normal school policy was thoroughly reviewed by the several state legislatures. The result is that normal schools have been sustained with singular unanimity.

The following are some of the recent utterances upon this subject:

R. D. SHANNON, *Sup't Pub. Inst., Mo.*, says: "In 1845, Governor 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." The measure continued to be urged by superintendents and governors till 1870, when the present normal school system was established. 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.

HON. ——— WILLIAMS, *Speaker of the Missouri House of Representatives*, says: "The higher grades are necessary as well as common schools. It is impossible to keep up good common schools without good teachers and these the normal schools supply. Why is it that New England, with her circumscribed limits and sterile soil, exerts such an influence in the councils of the nation? It is because of her almost unlimited educational facilities. The West is not to blame because she does not yet afford such facilities to her children. The work of building up great educational systems is not the work of a day nor a year, but sometimes that of a century. Let us see that the West steadily progresses in this direction."

HON. ——— 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."

The Educational Weekly, (Chicago) says: "Neither teachers' institutes, normal institutes, nor any other temporary agency, can ever be made a substitute for permanent, thorough and efficient training schools. They are simply useful to those who cannot secure any greater advantages. They are useful as a means of quickening public sentiment, and of conveying general educational ideas to the young and inexperienced. But to say they are sufficient is to declare education to be below the level of the mechanical trades, and to degrade the fundamental work of forming character to that which aims to produce the commonest commodities of daily life. It is virtually to confess, indeed, that the enlightenment of the people and their preparation for citizenship are merely secondary objects of public concern. Only the most thorough and permanent measures can produce the results demanded. In substituting teachers' institutes for normal schools, the legislature of Kansas has committed a stupendous, not to say a stupid, blunder. The statesmanship that can abolish normal schools, and then vote a quarter of a million dollars for penitentiaries, it is extremely difficult to characterize."

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For Teachers, for Students, for School Officers, for Friends of Education.

—EDITED BY—

J. BALDWIN, President State Normal School, - - - Kirksville, Mo.

J. B. MERWIN, - - - - - - - - - - - - - - - St. Louis.

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