

✧MISSOURI✧

STATE ✧ NORMAL ✧ SCHOOL

OF THE FIRST DISTRICT,

KIRKSVILLE, MISSOURI,

1889-90.

*Announcements for*

*1890-91*



TWENTY-THIRD

Annual Catalogue

—OF THE—

✻·Missouri State Normal School·✻

FIRST NORMAL DISTRICT.

FOR THE SCHOOL YEAR 1889-90,

—WITH—

Announcements for School Year 1890-91.

KIRKSVILLE, MISSOURI.

# Faculty of 1889-90.

---

J. P. BLANTON, A. M.,

*Professional Department.*

W. F. DANN, A. M.,

*English Language and Literature.*

J. I. NELSON, A. M.,

*Mathematics and Chemistry.*

CHARLES S. SHELDON, B. S.,

*Natural Science.*

B. P. GENTRY,

*Latin.*

ERMINE OWEN,

*Geography, History and Elocution.*

J. T. MUIR, A. M.,

*Methods and Music.*

MARGUERITE PUMPHREY, B. S. D.,

*Principal Model School,*

MARY T. PREWITT, B. S. D.,

*Assistant in Mathematics.*

CHAS. E. ROSS,

*Drawing, Penmanship, Book-keeping and Calisthenics.*

F. A. SWANGER, B. S. D.,

*Physics, and Assistant in English Department.*

CLARA FIGGE,

*Teacher of Pianoforte.*

# Faculty of 1890-91.

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J. P. BLANTON, A. M.,

*Professional Department.*

W. F. DANN, A. M.,

*English Language and Literature.*

J. I. NELSON, A. M.,

*Mathematics and Chemistry.*

CHARLES S. SHELDON, B. S.,

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B. P. GENTRY,

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J. T. MUIR, A. M.,

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MARGUERITE PUMPHREY, B. S. D.,

*Principal Model School.*

MARY T. PREWITT, B. S. D.,

*Assistant in Mathematics.*

CHAS. E. ROSS,

*Drawing, Penmanship, Book-keeping and Callisthenics.*

EDGAR S. PLACE,

*Vocal Music and Assistant in Several Departments.*

F. A. SWANGER, B. S. D.,

*Physics and Assistant in English Department.*

CLARA FIGGE,

*Teacher of Pianoforte.*

## BOARD OF REGENTS.

---

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

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## OFFICERS OF BOARD.

---

J. S. ERWIN.....	President
SUMNER BOYNTON.....	Vice-President
ANDREW ELLISON.....	Secretary
W. T. BAIRD.....	Treasurer

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## EXECUTIVE COMMITTEE.

---

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

※—ALUMNI—※  
—OF—

## Missouri State Normal School, First District.

## POST-GRADUATES.

## DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

CONFERRED JUNE, 1875.

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

CONFERRED JUNE, 1876.

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

CONFERRED JUNE, 1878.

Chandler, J. F.	Oldham, Ada C.	Thomas, C. W.
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CONFERRED JUNE, 1879.

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

CONFERRED JUNE, 1880.

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

CONFERRED JUNE, 1881.

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

CONFERRED JUNE, 1882.

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

CONFERRED JUNE, 1883.

Cox, T. S.	Foster, C. E.	Holloway, W. R.
Corley (Sharp), Lulu B.		

CONFERRED JUNE, 1884.

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

CONFERRED JUNE, 1885.

Baldwin, Cora B.	Sturges, Selden.
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CONFERRED JUNE, 1888.

Long, H. C.
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CONFERRED JUNE, 1889.

Nelson, Aven.
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# Graduates.

## DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

### CLASS OF 1872.

Davis, O. P.	Doyle, W. N.	Drake, W. F.
Matlick, I. N.	Smith, J. T.	Stevens, J. C.
Stine, Vincent.	Sturges, Selden.	

### CLASS OF 1873.

Bigger, C. W.	Coleman, W. E.	Daughters, C. B.
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### CLASS OF 1874.

Baker, W. H.	Barnard, J. U.	Cloyd, Thomas.
Cullison, G. W.	Forsythe, Sue.	Bosworth, (Lester), Julia.
McReynolds (Halliburton)	*Hannah (Thompson),	White, J. M.
Helen M.	Emma S.	

### CLASS OF 1875.

Bradley, J. R.	Burton, Jennie.	Hardin, B. T.
Iles, R. S.	Jamison, A. H.	McGhee, J. S.
McPhail, J. S.	Orr, A. R.	Primm, F. P.
Carpenter, (Roe), Lizzie.	Thomas, C. W.	McLaury (Westcott), Alta Z.

### CLASS OF 1876.

Barton, John.	Larkins, (Callaway) Sallie C.	Carrington, W. T.
Chandler, J. F.	Ferrill, W. B.	Harpam, E. S.
Henry, N. B.	Larkins, E. O.	Oldham, Ada C.
Murdy (Pheps), Iowa.	Rutherford, H. C.	*Smoot, Minnie.
Henry (Thompson), Lucretia.	Thompson, O. M.	

### CLASS OF 1877.

Dunnegan (Carother), Ella.	Cumberlin, Irene.	Thomas (Gilstrap), Serelda.
Hollipeter, E. E.	Oldham, W. D.	Seward, R. V.
Vaughn, W. H.	Walker, E. H.	

### CLASS OF 1878.

Sublette (Baldwin), Anna.	Dooly, J. C.	Ebaugh, Chas. L.
*Ellis, S. D.	*Fink, H. A.	Hall, Manlove.
Hubbell, Rebecca E.	Kirk, J. R.	McGarry, H.
*Polley, C. M.	Sublette, G. W.	Sublette, Thos. E.

### CLASS OF 1879.

Baker, W. B.	Baldwin, Cora B.	Daman, A. O.
Dysart, Annie.	Green, Addie M.	Knox, Rice.
Oldham, R. E.	Perham, C. P.	Smith, G. A.
Warner, A. B.	Wharton, Z. F.	

\*Deceased.

## CLASS OF 1880.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Atterberry, I. F.	Baldwin, Olivia A.	Carroll, A. B.	
Foster, C. E.	Guttery, J. A.	Herbert, T. L.	
Johnson, H.	Scheurer (Northrup), Flora,	Soper, S. H.	
Tipton, W. E.	Herren, (Wright), Edmonia D.		

## CLASS OF 1881.

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

## CLASS OF 1882.

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

## CLASS OF 1883.

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

## CLASS OF 1884.

Barrow, R. W	Macon, Mo.	Long, H. C	Sioux City, Ia.
Brown, J. D.	Kirksville, "	Miller, W. H	No Man's Land, Kan.
Carroll, B. F.	Rich Hill, "	Miller, Libbie K	Kirksville, Mo.
Crookshanks, S. A.	Visalia, Cal.	Thwing (Randall) Carrie,	Arkansas City,
Mitchell (Davis) Miriam	Mound City, Mo.		Kan.
Griffith, Mary	Mound City, "	Simpson (Sharp) Mamie	Ferguson, Mo.
Grove, J. H.	Liberty, "	Swanger, F. A	Kirksville, Mo.
Holiday, J. F	New Market, Ia.	Shain, H. B.	Macon, "
Johnston, R. E.	Visalia, Cal.	Hovey (Willard) Nettie	Kansas City, "

## CLASS OF 1885:

Arnold, R. B.	Princeton, Mo.	Howell, (Finegan) Mary	Luray, Mo.
Barnard, R. E.	Rolla, "	Long (Riggs) Fannie	Sioux City, Ia.
Boyd, N. M.	Milan, "	Link, Allie.	Kirksville, Mo.
Childress, C. C.	Visalia, Cal.	Mitchell, O. M.	Kansas City, "
Dinsmoor, Silas	Columbia, Mo.	Patterson, F. M.	Jonesburg, "
Griffith, W. W.	Chillicothe, "	Roberts, Isom	Mexico, "
Grove, W. D.	Turkio, "	Steele, J. J.	Rockport, "

## CLASS OF 1886.

Bradley, S. P.	Auxvasse, Mo.	Phipps, L. M	Grant City, Mo.
Bradsher, A. J.	St. Louis, "	Porter, Stacy G	Kirksville, "
Brummitt, J. J.	Silverton, Col.	Porter, William T.	Kirksville, "
Edwards, Jennie	Middletown, Mo.	Pratt, A. L	Missouri City, "
Evans, Ella	St. Louis, "	Pratt, J. F	Hamilton
Simpson (Funk) Kate	Knox City, "	Price, I. A.	Cameron, "
Garrett, Nannie	Richmond, "	Pulliam, J. A.	Etna, "
Graer, Fannie.	Lathrop, "	Sanford, Paul	Emerson, "
Holiday, G. M.	Allerton, Ia.	Simpson, J. M	Kahoka, "
Kiggins (Johnston) Etta L.,		Fowler (Smith) Minnie.	Kirksville, "
	Glenwood Springs, Col.	Updyke, T. J.	Kirksville, "
Kennedy, A. E	Kidder, Mo.	Watson, J. J	Hillsboro, Ia.
Kiggins, C. M.	Glenwood Springs, Col.	Wilson, J. D.	Cameron, Mo.
Northeutt, Mary L.	Knox City, Mo.		

## CLASS OF 1887.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Bellamy, G.	Middletown, Mo.	Jamison, G. E.	Jefferson City, Mo.
Bell, Adaline.	Sperry, "	Key, Nannie.	Granville, "
Cornelius, Chas.	Knox City, "	Link, Eugene.	Kirksville, "
Chambliss, Mollie.	Higginsville, "	Luekey, E. D.	Ferguson, "
Edwards, W. B.	Perryville, Ky.	McCoy, C. K.	Kirksville, "
Erickson, Andrew.	Ashton, Mo.	Nason, Geo.	LaBelle, "
Fisher, G. W.	Fayette, "	Pumphrey, Maggie.	Kirksville, "
Funk, Georgia.	Kirksville, "	Plumb, Belle.	Kidder, "
Funk, Ella.	Kirksville, "	Payne, W. H.	Lathrop, "
Humphreys (Hannah) Mattie.	Gault, "	Rolofson, Ella.	Fairfax, "
Humphreys, U. G.	Gault, "	Seals, Laura.	Allerton, Ia.
Holiday, A. L.	New Market, Ia.	Thompson, Ida.	Trenton, Mo.
Holloway, W. L.	Hurdland, Mo.		

## CLASS OF 1888.

Barnett, E. E.	Miama, Mo.	Patterson, Lula.	Memphis, Mo.
Bruce, H. S.	Edina, "	Patterson, Mamie.	Memphis, "
Chancellor, Mollie.	Trenton, "	Roberts, D. L.	Vanidalia, "
Cooley, E. L.	Shelbina, "	Risdon, Prudie.	Columbia, "
Funk, Lissie.	Kirksville, "	Reed, Mollie.	Kirksville, "
Funk, Geo. R.	Hurdland, "	Reed, Minnie.	" "
Gex, Sallie.	Nevada, "	Snodgrass, S. M.	Nevada, "
Harvey, H. C.	Richmond, "	Smith, Alma.	Kirksville, "
McCall, Morgan.	Kirksville, "	Stone, Pauline C. R.	Cottleville, "
Mackoy, Fannie.	Shenandoah, Ia.	White, Eva.	Ferguson, "
McKenzie, A. L.	Lathrop, Mo.		

## CLASS OF 1889.

Ellison, Isabel.	Kirksville, Mo.	Nolan, Genie.	Paris, Mo.
Eiring, Wm.	Salisbury, "	Owen, Geo. H.	Lancaster, "
Heald, Fannie.	O'Fallon, "	Patterson, Lucy.	Kirksville, "
Haman, C. W.	Salem, "	Riggs, W. E.	Bethany, "
Hannah, Frank.	Kirksville, "	Woods, Ella.	Paris, "
Hubbard, E. T.	Rolla, "	Walters, W. W.	Bethany, "

## CLASS OF 1890.

Aldridge, J. T.	Bloomfield, Ia.	Heald, Nina R.	O'Fallon, Mo.
Ammerman, Emma.	Kirksville, Mo.	Harvey, Lizzie.	Kirksville, "
Bowen, C. W.	Hurdland, "	Poe, Emma.	Gower, "
Ellison, Julia B.	Kirksville, "	Richmond, Adelia.	Strother, "
Eiring, Charles.	Salisbury, "	Smith, Caddie.	Kirksville, "
Gentry, Fannie.	Kirksville, "	Trimble, Louise M.	Farmerville, "
Greenleaf, Sue.	Monroe City, "	Whiteford, John.	Guilford, Mo.
Gex, George.	Strother, "	Watson, Emily.	Dardenne, "

## UNDER-GRADUATES FOR 1890.

## ELEMENTARY CLASS.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Batchelor, W. T.	Carroll, Mo.	Harrington, Mamie	Adair, Mo.
Boyer, C. P.	St. Louis, "	Hubbard, Cassie	Adair, "
Brainerd, Lizzie	Grundy, "	Jones, Nannie	Boone, "
Blackman, Fitch	Adair, "	Kimball, Minnie M.	Audrain, "
Bell, Mary	Ralls, "	Knight, Chas. J.	Crawford, "
Bagg, Chas.	Adair, "	Moore, P. E.	Callaway, "
Cleary, Lena E.	Mercer, "	Motter, G. W.	Adair, "
Cooksey, U. S.	Grundy, "	Marr, L. D.	Clinton, "
Davis, Gincie M.	Monroe, "	McCall, Metta	Adair, "
Duffie, W. M.	Adair, "	McCarty, Louise	Shelby, "
Delano, Bertha	Grundy, "	Martin, Mary	Marion, "
Eberts, R. L.	Clinton, "	Patterson, E. S.	Adair, "
Ewing, A. Florence	Mercer, "	Poe, Nelhe	Clinton, "
Foster, Sallie	Randolph, "	Paul, C. H.	Adair, "
Foncanon, C. B.	Adair, "	Peckover, Belle	Clinton, "
Gibbons, Sara B.	" "	Sickels, Belle	Andrain, "
Ginnings, Meade	" "	Staples, Hortense	Halifax, Va.
Hunt, Laura	Platte, "	Smith, L. B.	Knox, Mo.
Heald, Lillian H.	St. Charles, "	Schooler, T. P.	Ray, "
Hammond, Katherine	Howard, "	Willis, Mary E.	Adair, "
Hunt, Anna L.	Platte, "	Western, Anna	Monroe, "
Harris, Minnie	Adair, "	Webb, Grace	Adair, "

# Catalogue of Students,

FOR THE YEAR 1889-90.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Allison, Clement	Pike, Mo.	Bell, Lizzie J	Adair, Mo.
Aldridge, J. T.	Davis, Ia.	Burnette, Maggie	Nodaway, "
Albertson, Ida	Adair, Mo.	Bohne, John C	Jefferson, "
Anderson, Kate	" "	Brothers, Claude	Callaway, "
Ashlock, Thomas	" "	Brewington, Laura	Adair, "
Adams, Lon T.	Carroll, "	Bosley, Julia	St. Louis, "
Atterberry, Cora	Macon, "	Blackwell, Fannie	Macon, "
Ashlock, Carrie	Adair, "	Buchanan, Cora	Adair, "
Ammerman, Emma	" "	Bowen, Rubie	" "
Again, Mary	Scotland, "	Burch, Robt. L	Audrain, "
Avery, C. L.	Howard, "	Bowen, C. W	Knox, "
Avery, T. W.	" "	Burton, Geo. F	Monroe, "
Ashbury, R. P.	Boone, "	Bonds, Zetta	Adair, "
Boyd, John	Audrain, "	Baker, H. G	Newton, "
Browder, John H.	Adair, "	Bush, E. F	Callaway, "
Bailey, Dora	" "	Bailey, E. T.	Monroe, "
Blackman, Frank	Sullivan, "	Bramblette, G. D.	Adair, "
Blakely, Nellie	Clark, "	Barnard, W. L.	" "
Burton, Clifford	Adair, "	Bevan, Mattie	Grundy, "
Buckalew, Emma	" "	Brown, Myrtle L.	Audrain, "
Boyd, Walter S.	Audrain, "	Baker, Maggie	Montgomery, "
Bull, Effie	Scotland, "	Brightman, F. F.	Schuyler, "
Batchelar, W. T.	Carroll, "	Boucher, Sophia	Randolph, "
Bailey, Elvida H.	Adair, "	Boyer, C. P.	St. Louis, "
Brainerd, Lizzie	Grundy, "	Bounds, Ed.	Adair, "
Bingham, J. W.	Sullivan, "	Blakely, J. D.	Chariton, "
Bell, J. Adolphus	Ralls, "	Beard, Mattie	Clark, "
Barrows, Orville	Adair, "	Brigham, Terry	Adair, "
Brown, John D.	Scotland, "	Braden, J. H.	" "
Becktol, Mary	Adair, "	Barker, Nettie	Franklin, "
Blanton, Mattie B.	" "	Brown, Sallie	Lincoln, "
Bernard, Alta	" "	Brown, A. C.	Franklin, "
Brashear, Minnie	" "	Brown, Mrs. Rebie	" "
Bell, Mary E.	Ralls, "	Culwell, J. Herman	Audrain, "
Bell, J. A.	Adair, "	Collins, Shelby M.	Putnam, "
Burt, N. R.	Callaway, "	Chappell, Hettie L.	Adair, "
Blackman, Fitch	Adair, "	Cook, Jessie	Putnam, "
Bower, E. G.	Shelby, "	Cook, Sarah	" "
Briscoe, Bertie	Lewis, "	Christy, Fannie	Clark, "
Bagg, Charles	Adair, "	Crow, Eliza	Adair, "
Briscoe, Annie	Lewis, "	Cranmer, Lucy	Livingston, "
Brown, Nettie H.	Cole, "	Cranmer, Sallie	" "
Bookout, Ida	Adair, "	Conner, Obie	Boone, "
Baird, Della	" "	Craig, Percy A.	Wilson, Kan.
Burnett, Martha	Nodaway, "	Crebs, F. R.	Adair, Mo.

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Cason, Mattie E.	Carroll, Mo.	Ellison, Sam'l H.	Adair, Mo.
Cottingham, J. M.	Monroe, "	Evans, E. L.	Macon, "
Clark, W. H.	Ralls, "	Ewart, Essie	Lewis, "
Cooksey, Sherman	Grundy	Eller, W. S.	Audrain, "
Carman, Edgar	Adair, "	Eiring, Chas.	Chariton, "
Campbell, Bessie	" "	Espy, Blanche	Adair, "
Coleman, Minnie	Knox, "	Ewing, Minnie	" "
Cleary, Lena	Mercer, "	Ellison, Julia B.	" "
Conn, Neville	Callaway	Edwards, Sallie S.	St. Charles, "
Carter, Chas. F.	Schuyler, "	Eller, Vannie	Audrain, "
Carter, Annie B.	" "	Eller, Lillie	" "
Christal, Lou.	Macon, "	Edmondson, Druzilla	Adair, "
Cornelius, C. W.	Adair, "	Eagan, S. J.	Randolph, "
Crawford, Della	Macon, "	Embree, W. T.	Vernon, "
Cottingham, Nellie	Monroe, "	Eberts, R. L.	Clinton, "
Conner, Frank	Adair, "	Fredrick, Charles R.	Marion, "
Clapper, J. S.	Schuyler, "	Fisher, Dora	Grundy, "
Cox, L. M.	Macon, "	Fleet, Bessie	Chariton, "
Coffier, Jean	Andrew, "	Fox, Minnie	Sullivan, "
Clark, Nonie	Ralls, "	Faulkner, A. S.	Callaway, "
Cole, Mary	Macon, "	Finnell, J. W.	Howard, "
Clark, J. H.	Andrew, "	Fronabarger, Lizzie	Adair, "
Cole, Jennie	Adair, "	Ferguson, Anna	Callaway, "
Campbell, Nettie	" "	Frye, Sallie	Shelby, "
Conner, Allen	" "	Foncanon, Chas. B.	Adair, "
Crane, Minnie	Callaway, "	Fleming, C.	Platte, "
Cooley, C. D.	Shelby, "	Fee, H. E.	Clark, "
Dunham, Harvey J.	Clark, "	Finch, Annie	Lemoore, Cal.
Douglass, Helen	Randolph, "	Fletcher, Dora	Marion, Mo.
Davis, Clara A.	Adair, "	Fry, Leah	Adair, "
Davis, Gincie M.	Monroe, "	Foster, Sallie	Randolph, "
Delano, Bertha	Grundy, "	Gentry, Benton	Adair, "
Dearing, A. C.	Wappello, Ia.	Gentry, Tandy	Audrain, "
Dean, Z. O.	Adair, Mo.	Gates, Harry E.	Adair, "
Demint, Price	Carroll, "	Ginnings, Meade	" "
Dolan, Robt.	Adair, "	Guthrie, C. P.	Callaway, "
Dodson, B. S.	" "	Graves, Ara	Nodaway, "
Dunlap, Jessie	Grundy, "	Gates, Lelia	Adair, "
Daniel, N. J.	Shelby, "	George, May	" "
Dyer, Georgia	Boone, "	Gentry, Fannie	" "
David, Oscar	Coffey, Kan.	Greenwood, Grace	" "
Dickson, Damaris	Clark, Mo.	Giller, Thos.	Green, Ill.
Drinkard, E. M.	Macon, "	Gass, E. R.	Grundy, Mo.
Dye, W. S.	" "	George, F. F.	Adair, "
Dallen, Mary	Washington, "	Glasgow, Chas.	" "
Daugherty, J. C.	Chariton, "	Gott, Susie	Montgomery, "
Dodson, Jno. W.	Adair, "	Gex, Geo. S.	Monroe, "
Drinkard, Nannie A.	Macon, "	Gibbons, Sara B.	Adair, "
Drinkard, Mollie F.	" "	Greenleaf, Sue	Monroe, "
Douglass, Jennie	Audrain, "	Groshong, Luella	Lincoln, "
Douglass, Lou.	" "	Groshong, Achsah	" "
Davis, Alice	Adair, "	Graves, Lottie C.	Adair, "
Davis, Martha	" "	Green, Carl M.	" "
Duffie, W. M.	Hardin, Kan.	Gooch, Lewis T.	Montgomery, "
Doyle, E. O.	Randolph, Mo.	Gooch, Edward S.	" "
Ewing, Florence	Mercer, "	Gillum, John W.	Adair, "
Ehrhart, A. G.	Clark, "	Gregory, S. W.	Lewis, "
Englehart, G. E.	Adair, "	Guthrie, B. F.	Sullivan, "

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Guthrie, Jessie	Callaway, Mo.	Jeffries, Ida	Monroe, Mo.
Gooding, Fannie	Randolph, "	Ivie, James	Howard, "
Gunnells, Lizzie	Macon, "	Jackson, Annie	Marion, "
Gilman, Ella	Callaway, "	Jones, Nannie C.	Boone, "
Gregory, Nora	Lewis, "	Jackson, Wollie W.	Marion, "
Grigsby, Edna	Audrain, "	Jackson, Stella	Howard, "
Green, Ada	Randolph, "	Jones, R. W.	Livingston, "
Gooch, Georgia	Montgomery, "	Knight, Chas. A.	Crawford, "
Graves, Ella	Montgomery, "	Kimball, Minnie	Audrain, "
Graves, Lucy	"	Knappenberger, G. L.	Andrew, "
Green, A. L.	Randolph, "	Kellogg, Leona	Adair, "
Harrington, Mamie	Adair, "	Kenner, Geo. E.	Jefferson, "
Huffstutter, C. O.	Grundy, "	Kruckman, Lydia	Spink, S. Dak.
Harris, Geo.	Adair, "	Kaefenstein, Ettie	St. Charles, Mo.
Harrington, Chas.	"	Kaefenstein, Emma	St. Charles, "
Hamilton, Horace	Carroll, "	Kemper, J. A.	Callaway, "
Henry, Clifford	Adair, "	Kibler, J. W.	Adair, "
Hay, W. W.	Ray, "	Kimball, Ella	Audrain, "
Hennon, J. C.	Sullivan, "	Keester, I. N.	Clark, "
Hennon, A. E.	"	Link, Lewis	Adair, "
Hayes, Thomas A.	Adair, "	Linder, Emmett	"
Hamrick, Nettie	Shelby, "	Lyon, Mora	"
Hayes, Teresa	Adair, "	Linder, Maude	"
Hubbard, Maude	Macon, "	Lafin, Anna Belle	St. Louis, "
Hubbard, Cassie	Adair, "	Lee, Carrie M.	Adair, "
Harrisse, Orienne	Chariton, "	Lacy, John T.	"
Harlan, Finley	Adair, "	Lawson, Nellie	Linn, "
Hawk, J. D.	Putnam, "	Lamkin, Alta	Adair, "
Hatchett, Beatrice	Montgomery, "	Luke, Emma	Schuyler, "
Hollon, Addie	Sullivan, "	Lake, Otis W.	Audrain, "
Hawk, Dora	Putnam, "	Lemmon, Sinnie	St. Charles, "
Heiny, Blanche	Adair, "	Lewis, Chas.	Green, Ind.
Holman, Martha	"	Longley, Chas.	Callaway, Mo.
Hogan, Anna	Scotland, "	Loveless, Maude	Clark, "
Hunt, Laura	Platte, "	Lawrence, W. B.	DeKalb, "
Hunt, Anna	"	Loring, H. Y.	St. Louis, "
Hammond, Kate	Howard, "	Milliken, Jas. E.	Boone, "
Hensell, Pauline	St. Charles, "	Marmaduke, Arthur E.	Macon, "
Hensell, Fannie	St. Charles, "	Mote, M. L.	Knox, "
Harvey, Lizzie	Adair, "	McDonald, Maude	Chariton, "
Hunter, Edna	Grundy, "	May, Elvira	Livingston, "
Heald, Lillian	St. Charles, "	Martz, Emma	Adair, "
Heald, Nina	St. Charles, "	McCall, Metta May	"
Hall, James	"	McCarty, Lou S.	Shelby, "
Harris, Minnie M.	Adair, "	McClanahan, Minnie	Adair, "
Halley, Laura	Putnam, "	McDavitt, T. W.	Macon, "
Husted, W. S.	"	Mitchell, E. G.	"
Harris, Theron	Adair, "	Mahaffey, C. W.	Adair, "
Hodge, Geo. E.	Macon, "	Mathews, S. C.	"
Huffstutter, J. L.	Grundy, "	Moore, P. E.	Callaway, "
Hord, Willie	Callaway, "	McDaniel, A. C.	Clinton, "
Hord, L. R.	"	McLaughlin, Minnie	Adair, "
Hicks, W. S.	Adair, "	Motter, F. M.	"
Hodges, Bettie	Callaway, "	Myers, Annie	Putnam, "
Holman, Fannie E.	"	Mikel, Frank	Adair, "
Hatchett, Lela	Montgomery, "	McCanne, E. B.	Randolph, "
Hocker, Owen A.	Chariton, "	Miller, Pet.	Adair, "
Inglis, Della	Montgomery, "	Motter, G. W.	"

NAME.	RESIDENCE.	NAME.	RESIDENCE.
Martz, Maggie	Adair, Mo.	Phipps, J. A.	Randolph, Mo.
Morgan, Bertha	" "	Probasco, Mary E.	Marion, "
McKinney, Julian	" "	Padgett, J. A.	Callaway, "
Martin, Sadie	Monroe, "	Peckham, Minnie	Clark, "
Miller, Ida	Adair, "	Pettit, Maggie	Scotland, "
Morrison, Gilbert Wm. Robt.	Sullivan, "	Phipps, Myrtle	Randolph, "
McVicker, Lou.	Adair, "	Pulliam, Ida	Callaway, "
Mayo, Emma	Randolph, "	Phillips, Nora B.	Adair, "
Marr, L. D.	Clinton, "	Randall, Clinton L.	Macon, "
Moffett, W. E.	Scotland, "	Rose, M. Alice	Audrain, "
Matlick, W. E.	Lewis, "	Rowan, Nellie	Adair, "
Myers, S. C.	Knox, "	Ramme, Minnie	Buchanan, "
Mullins, Winfield	Putnam, "	Rogers, Delia	Putnam, "
Meals, T. B.	Monroe, "	Ross, Muey E.	Knox, "
Moffett, Mrs. Cornelia	Scotland, "	Richmond, Adella	Monroe, "
Murray, Nettie	Boone, "	Ross, Emma	Adair, "
Miller, Chas. F.	Lincoln, "	Rinehart, Edith	Knox, "
McCanne, Alice (Mrs.)	Montgomery, "	Rowland, Hollis E.	Adair, "
Mock, Minnie	Gruady, "	Reed, Chas.	Adair, "
Martin, Mary	Marion, "	Rice, J. A.	Adair, "
Martin, Jemima (Mrs.)	Pike, "	Rinehart, Geo. L.	Lewis, "
Miller, Eva	Knox, "	Ross, Allie	Adair, "
McClannahan, Phoebe	Wayne, Ia.	Ryan, Alice	St. Louis, "
Newcomb, Fannie	Adair, Mo.	Richey, Hila	Adair, "
Newby, Ida G.	Platte, "	Reed, B. A.	Clinton, "
Nighswander, Evangeline	Adair, "	Ray, Alice	Harrison, "
Norris, Jennie	Knox, "	Richmond, J.	Monroe, "
Nelson, Camille	Adair, "	Rebman, L. R.	Audrain, "
Northrup, Robt. B.	" "	Rupard, W. M.	Vernon, "
Novinger, G. B.	" "	Reed, J. A.	Clinton, "
Nulton, L. C.	Putnam, "	Reid, A. L.	Boone, "
Nichols, Walter	Randolph, "	Roney, Nellie	Ray, "
Nulton, Geo. E.	Putnam, "	Roney, Nellie	Ray, "
Nichols, Maude	Randolph, "	Reid, Mattie	Lew is, "
Nulton, Ida M.	Putnam, "	Ruggles, Grace	Monroe, "
Niday, Nora	Wayne, Ia.	Rostock, B. F.	Holt, "
Newland, Annie	Pike, Mo.	Redmon, J. H.	Adair, "
Nowlin, Fannie	Montgomery, "	Ryon, Maria	" "
Otto, Pearle	Adair, "	Rankin, Lizzie	Wayne, Ia.
Owen, Lizzie	Scotland, "	Stohrs, S. F.	Shelby, Mo.
Owen, Martha	Scotland, "	Schooling, Gratz	Sullivan, "
Oliver, J. W.	Callaway, "	Saltmarsh, W. H.	Macon, "
Owsley, Hulda	Marion, "	Stafford, Ida	Atchison, "
Petree, McDonald	Audrain, "	Smithey, Nora L.	Monroe, "
Potter, H. E.	Clay, "	Staples, Hortense	Hullifax, Va.
Petree, J. E.	Audrain, "	Stephens, Maggie	Clark, Mo.
Potter, Orange	Howard, "	Seaber, Clara	Buchanan, "
Patterson, Edwin S.	Audrain, "	Stolle, Minnie	Audrain, "
Paul, Calvin H.	Adair, "	Seaton, Minnie E.	Clinton, "
Poe, Nellie	Clinton, "	Sickles, Belle	Audrain, "
Poe, Emma	Clinton, "	Simmons, Bessie	Adair, "
Powell, Lida	Audrain, "	See, Burt	Montgomery, "
Peckover, Belle	Clinton, "	Spicer, Leslie A.	Shelby, "
Patterson, Rosa	Adair, "	Smith, C. E.	Scotland, "
Potter, G. W.	Howard, "	Schofield, Benjamin	Lewis, "
Priest, H. G.	Monroe, "	Shrik, Mary	Macon, "
Painter, Geo. W.	Shenandoah, Va.	See, Teresa	Montgomery, "
Pasley, Belle	Callaway, Mo.	Sanford, Wm	Adair, "

NAME	RESIDENCE	NAME	RESIDENCE
Springer, D. B.	VanBuren, Ia.	Wilcox, C. M.	Adair, Mo
Stafford, John	Atchison, Mo.	Wheeler, Claude M.	Carroll, "
Sanford, Nannie	Adair "	Williams, J. W.	Adair, "
Smith, Eva	Howard, "	Wright, J. William	Chariton, "
Sims, Myrtle	Jackson, "	Wickles, E. C.	Putnam, "
Shaver, Della	Adair, "	Wilson, Katie	Nodaway, "
Stigall, May	Randolph, "	Workman, Nannie	Adair, "
Smoyer, Grace	Adair, "	Western, Anna	Monroe, "
Schultz, Lida A.	Adair, "	Webdell, Charles W.	Shelby, "
Smith, Caddie	Adair, "	Wash, Joseph	Lewis, "
Sharp, Virginia Lee	Adair, "	Wells, Stella	Macon, "
Stewart, Mollie L.	Adair, Mo.	Webb, Grace	Adair, "
Snoddy, J. E.	Chariton, Mo.	Wash, Alice	Lewis, "
Shaver, John S.	Scotland, Mo.	Whiteford, John	Nodaway, "
Staleup, Frank	Shelby, "	Weatherly, J. E.	Chariton, "
Stohr, G. F.	" "	Webster, Charles	Grundy, "
Stephenson, Schuyler	Grundy, "	Wilhite, Nora E.	Sullivan, "
Shelton, T. C.	Adair, "	Wolgammott, Jennie	Adair, "
Suggett, S. P.	Callaway, "	Wolgammott, Grace	Adair, "
Stephens, Peyton	Callaway, "	Watson, Emily A.	St. Charles, "
Smith, L. B.	Knox, "	Weayer, Ollie	Adair, "
Sparks, Wm	Schuyler, "	Willis, Mary E.	Adair, "
Shewey, G. D.	Clinton, "	Wilhite, A. J.	Sullivan, "
Sitton, M. W.	Lincoln, "	Wait, Ora D.	Adair, "
Stigall, Nora Belle	Randolph, "	Willoughby, Jessie	Macon, Mo.
Shelton, Mary	Saline, Mo.	Witten, Tompie	Grundy, Mo.
Schooler, T. P.	Ray, "	Willis, Alice	Grundy, "
Thompson, W. C.	Sullivan, "	Wirt, (Mrs.) Alice	Randolph, "
Turner, Henry P.	Adair, "	Wood, J. W.	Howard, "
Turner, W. B.	" "	Webber, O. H.	Macon, "
Tate, R. S.	Macon, "	Wood, L. M.	Shelby, "
Tall, J. S.	Clark, "	White, Thos.	Adair, "
Tapley, Mattie	Pike, "	Warfield, W. H.	Macon, "
Trimble, Louise M.	Union Parish, La.	Wolf, Fredrick W.	Macon, "
Tonkinson, John	Lewis, Mo.	Witt, R. D.	Scotland, "
Taylor, Britt P.	Callaway, Mo.	Winters, Chas.	Grundy, "
Tate, Sue	Macon, "	Watson, Sophia C.	St. Charles, "
Van Horne, Nellie	Grundy, "	Winters, Dessie	Grundy, "
Van Meter, Lena	Lewis, "	Wilson, Ruth	Montgomery, "
Van Horn, James	Grundy, "	Young, C. G.	Adair, "
Vincill, G. E.	" "	Zaerr, Joseph	Schuyler, "

## STUDENT TEACHERS IN THE MODEL SCHOOL.

The following is a list of the students who have taught in the Model School, the past session, with the number of hours each has taught and observed.

## FIRST CLASS.

NAMES OF PUPILS.	Hours Taught.	Hours Observed.
Aldridge, J. T.	2	1
Ammerman, E.	4	
Ashlock, Carrie	4	
Bowen, C. W.	3	1
Ellison, Julia	3	2
Eiring, Chas.	2	2
Gentry, Fannie	4	
Greenleaf, Sue	4	2
Gex, George	3	1
Heald, Nina	3	
Harvey, Lizzie	1	
Poe, Emma	4	
Richmond, Dee	3	1
Smith, Caddie	4	
Trimble, Louise	1	3
Whitford, Jno	3	
Watson, Emily	2	2
Loring, H. Y.	2	1

NOTE.—Those who have completed the full course of teaching belong to the first class; those who have completed the teaching of the two years' course belong to the second class. In order to complete either course, each student is required to teach or observe four hours for a term of ten weeks, or its equivalent. Four experienced teachers were excused from a part of the work

## SECOND CLASS.

NAMES OF PUPILS.	Hours Taught.	Hours Observed.
Bectol, Mary	5	
Batchelor, W. T.	3	1
Blackman, Fitch	3	1
Brainerd, Lizzie	5	
Burton, J. C.	3	1
Bagg, Chas	2	2
Bell, Mary	2	3
Boyer, C. P.	2	
Cleary, Lena	4	
Cooksey, Sherman	3	
Duffie, W. M.	3	
Davis, Gincie	4	
Delano, Bertha	3	1
Eberts, R. L.	3	
Ewing, Florence.	2	3
Foncanon, C. B.	4	
Foster, Sallie	3	1
Gibbons, Sara	4	
Ginnings, Meade	3	1
Hunt, Laura	4	
Hunt, Anna	3	1
Heald, Lillian	4	
Hammond, Kate	4	
Harris, Minnie	4	
Harrington, Mamie	4	1
Hubbard, Cassie	3	1
Jeffries, Ida	4	
Jones, Nannie	4	1
Kimball, Minnie	5	
Knight, Chas	4	
Marr, L. D.	3	
Moore, P. E.	4	
McCall, Mettie	4	
Motter, G. W.	2	2
McCarty, Lou	5	
Martin, Mary	3	1
Patterson, E. S.	4	
Poe, Nellie	2	2
Paul, C. H.	3	1
Peckover, Belle	4	
Sickles, Belle	3	1
Staples, Hortense	2	2
Webb, Grace	2	2
Western, Anna	3	2
Willis, Mary	4	

NOTE.—Five experienced teachers were excused from part of the work.

## SUMMARY OF 1889-90.

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	<i>Ladies.</i>	<i>Gentlemen.</i>	<i>Total.</i>
Enrollment .....	281.	239.	520
Training School .....	45.	55.	100
Grand Total .....	326.	294.	620

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## STATISTICS FOR 1889-90.

## GRADUATES.

Average age of Advanced class .....	22 years
Average age of the Elementary class .....	23 1-2 years
Number in Advanced class who will teach next year .....	94 per cent
Number in the Elementary class who will teach next year .....	82 per cent
Number in the same class who will return to school .....	18 per cent

## OCCUPATIONS REPRESENTED.

From the farm .....	78 per cent
Mercantile pursuits .....	6 per cent
Professional, other than teaching .....	5 per cent
Mechanics .....	4 per cent
All others .....	7 per cent

## LOCALITY.

Number of counties in First Normal District .....	44
Number of counties in the district represented .....	39
Number of counties outside of the district represented .....	7
Total number of counties represented .....	46
Number of students from Missouri .....	507
Number of students from other states .....	13
Number from other states pledged to teach in Missouri .....	13
Total number pledged to teach in Missouri .....	520

## MISCELLANEOUS.

Total enrollment of school .....	620
Number who defray their own expenses .....	398 (57 per cent)
Number who have taught before entering .....	195 (37 1-2 per cent)
Total number who have attended a Normal School prior to this session . . .	234 (46 per cent)
Native Missourians in attendance .....	436 (84 per cent)

Total number in attendance half the year or more .....	435 (84 per cent)
Total number of months taught in public schools before entering Normal .....	3129
Average number of months taught by each student more than .....	6
Average age of all students enrolled .....	over 21 years

### ENTERED AND GRADUATED.

Total number of different students enrolled .....	6659
Total number of Alumni .....	244
Total number of graduates in the Elementary course .....	658
Total number of graduates in all the courses .....	1069

### COUNTIES IN THE DISTRICT REPRESENTED.

Adair, Atchison, Audrain, Andrew, Boone, Buchanan, Clay, Chariton, Callaway, Clark, Carroll, Clinton, DeKalb, Grundy, Holt, Howard, Harrison, Jackson, Knox, Linn, Lewis, Lincoln, Livingston, Montgomery, Monroe, Marion, Macon, Mercer, Nodaway, Putnam, Pike, Platte, Ralls, Ray, Randolph, St. Charles, Sullivan, Scotland, Shelby, Schuyler. All the counties in the District are represented except Caldwell, Davies, Gentry, Warren and Worth.

### COUNTIES REPRESENTED THAT ARE NOT IN THE DISTRICT.

Cole, Crawford, Franklin, Newton, St. Louis, Vernon, Washington.

### STATES REPRESENTED.

Missouri, Iowa, Illinois, Indiana, Kansas, Kentucky, Louisiana, South Dakota.

### TEXT-BOOKS.

1. Text-books are adopted by the Board of Regents triennially, and can not be changed during the time for which they are adopted, except by the unanimous consent of the Board.
2. The text-books adopted in June, 1887, are printed in italics.
3. Students should bring all their text-books for use as reference books.
4. Few changes are ever made, and these only when it is believed that decided advantage will result.

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

ENGLISH LITERATURE.—(American Authors)—*Blaisdell.*

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

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

BOTANY.—*Gray, Youmans, Wood.*

CHEMISTRY.—*Mead, Roscoe, Norton.*

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

DRAWING.—*Prang, Holmes, White, Krusi.*

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

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

ETHICS.—*Alexander.*

ETYMOLOGY.—*Swinton.*

GEOGRAPHY.—*Eclectic, Guyot.*

GEOLOGY.—*LeConte, Dana.*

- GENERAL HISTORY.—*Barnes, Swinton, Anderson.*  
 GRADED SCHOOLS AND INSTITUTES.—*Phelps, Payne.*  
 GEOMETRY.—*Wentworth, Ray, Schuyler, Olney.*  
 GRAMMAR.—*Reed and Kellogg, Green, Whitney, Hadley.*  
 HISTORY OF EDUCATION.—*Painter, Hailman, Quick, Compayre.*  
 HISTORY OF THE UNITED STATES.—*Barnes, Ridpath, Seudder.*  
 LATIN.—First Year—Beginner's Latin Book, (*Collar and Daniell*). Second Year,—  
 Caesar, Composition (*Harkness*), Virgil. Third Year—Cicero (Orations), Compo-  
 sition (*Harkness*), Grammar (*Harkness*), Horace.  
 MUSIC.—*Mason, Whiting.*  
 METHODS OF TEACHING.—*White, Fitch, Swett, Currie.*  
 PSYCHOLOGY.—*Haven.*  
 NATURAL PHILOSOPHY.—*Gage, Avery.*  
 PHYSIOLOGY.—*Eclectic, Dalton, Carpenter.*  
 PHYSICAL GEOGRAPHY.—*Mauzy, Guyot, Cornell.*  
 PENMANSHIP.—*Spencer.*  
 RHETORIC.—*Genung, Hepburn, Hart, Welsh.*  
 SCHOOL ECONOMY.—*Raub, Hughes, Baldwin.*  
 TRIGONOMETRY.—*Greenleaf, Schuyler, Wentworth.*  
 ZOOLOGY.—*Holder, Packard, Nicholson.*

### CONDITIONS OF ADMISSION.

- First.*—Ladies must be at least fifteen, and gentlemen sixteen years of age.  
*Second.*—They must possess good health, good character, and average abilities.  
*Third.*—They must pass a satisfactory examination on Spelling, Reading, Descriptive Geography, English Grammar, and Arithmetic.  
*Fourth.*—Students wishing to enter the school for the first time, and coming at the beginning of the year, must present themselves at the Normal building, at 9 o'clock A. M., on Monday preceding the Tuesday on which the first term of the school year opens.  
*Fifth.*—Students desiring to complete either of the courses in one year, who have not attended the school before, should be present on the first Monday in September, to be examined on the subjects of the course not included in the last year. Graduates of High Schools, Academies, and Colleges may be excused from these examinations, provided they can give satisfactory evidence of proficiency in the subjects taught, *except those of the last year of the course.*  
*Sixth.*—All students must have paid the *incidental fee* and present the Treasurer's receipt therefor.  
*Seventh.*—They must "sign a declaration of intention to follow the business of teaching in the public schools of the State."  
*Eighth.*—They must sign a pledge to cheerfully comply with the regulations of the school, requiring promptitude, regularity, and proper decorum.

### CLASSIFICATION.

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

## PROGRAMME.

The school day is divided into seven recitation periods of 40 minutes each, with periods of twenty minutes for spelling and ten minutes for a general exercise in calisthenics. The time of the commencement of each recitation is given at the left of the programme on pages 24 and 25 of this catalogue. From these it can be seen what each class is doing each hour of the day during each term in the year.

## REGULAR AND SELECT COURSE.

We earnestly advise all students, when it is possible, to pursue a regular course. With less than this, they can not expect to be highly successful in the profession of teaching; but if, from any cause, it may be necessary for a student to pursue an irregular course, he can determine from the programme what studies he may take and avoid conflict in time of recitation. All students *must pursue* the regular course until they have completed the first year's work, except such as hold teachers' certificates or pass a satisfactory examination on these subjects.

## CONDITIONS OF GRADUATION.

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

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

*Third.*—They pursue regularly all the professional studies of the course in which they wish to graduate.

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

*Fifth.*—Applicants for either Certificates or Diplomas must *do actual teaching* four hours per day for ten weeks, or its equivalent, in the Model School, during the last year of the course in which they graduate.

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

## CERTIFICATES AND DIPLOMAS.

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

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

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

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

## POST-GRADUATE COURSE.

## FIRST YEAR.

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

## SECOND YEAR.

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

## THIRD YEAR.

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

An Examination of candidates for this degree will be held at the time of the regular Commencement examinations each year. It will require an attendance of about one week.

Applicants for this degree must inform the President of such intention at least one month in advance. Further information as to books and authors will be furnished on application.

## NORMAL DIPLOMAS AND CERTIFICATES, LICENSES TO TEACH.

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

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

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

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

## DESIGN.

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

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

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

*Third.*—Training students in the art of teaching, by practice in the Training School.

*Fourth.*—Offering examples of good teaching.

## CHARACTER OF A NORMAL SCHOOL.

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

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

In the language of Dr. Hart, "The mere possession of knowledge does not make one a teacher any more than the possession of powder and shot makes one a marksman." To acquire knowledge ourselves, and put others in possession of what we have acquired, are distinct things. The art of teaching is the one indispensable qualification of the teacher. Without this, whatever else he may have, he is no teacher. To develop teaching power, to train students in the art of teaching, is the work of the Normal School.

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

## MEANS EMPLOYED TO TRAIN TEACHERS.

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

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

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

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

## COURSE OF STUDY.

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

NOTE.—Each of the above classes is reorganized at the beginning of the second term. See programme.

Advanced Course.	}	Third Year.	Class B.	First Term.	{	Physics, Psychology, Gen. History, Latin, Solid Geometry.
				Sec'd Term.	{	Chemistry, *Elocution, *Gen. History, Latin, *Trigonometry, *Surveying, *Ethics.
Fourth Year.	}	Class A.	First Term.	{	Latin, Methods, Teaching in Model School, Astronomy, English Literature, Music.	
			Sec'd Term.	{	Institutes and Graded Schools, History of Education, Latin, Teaching in Model School, Geology, English Literature.	

Etymology, Orthography, and Calisthenics are general exercises, and will continue during the whole course, or until satisfactory proficiency is attained.

Extra classes will be organized in Vocal Music as occasion may require. See programme on next page.

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

## THE PARCELL PRIZE MEDAL.

Mr. H. G. Parcell, of Kirksville, Mo., will award a twenty dollar gold medal to the student presenting the best essay. The conditions of the contest to be prescribed by the faculty.

PROGRAMME OF DAILY RECITATIONS, FIRST TERM, SEPT. 2ND, 1890, TO JAN. 22ND, 1891.

Advanced Course.      Elementary Course.      Preparatory Course.

HOURS.	CLASS A. FOURTH YEAR	CLASS B. THIRD YEAR	CLASS C. SECOND YEAR	CLASS D. SECOND YEAR	CLASS E. FIRST YEAR	CLASS F. FIRST YEAR	CLASS G.	CLASS H.
8:25.	Roll Call.							
8:40.	Opening Exercises and Announcements.							
9:00.	Astronomy.		The Elementary Graduating Class will observe and teach in the Model School.	Beginner's Latin, concluded.	Elocution.	Physiology.		Grammar.
9:40.	Teaching.	Psychology.		Geometry.	Eng. Literature Am. Authors.	Book-keeping. (Optional.)		Geography.
10:20.	Spelling, Calisthenics and			Rest.				
11:00.	Teaching.			Music.	Algebra.	Physical Geography.	Grammar.	Penmanship.
11:40.	Methods.	Solid Geometry.	Rhetoric.	Drawing.	Civil Government.	Arithmetic.		
12:20.	Noon Lunch and Rest.							
12:50.	Music.	Cæsar.	School. Economy.	Zoology.	El. of Psychol. Methods.	Algebra.		
1:30.	English Literature.	General History.	Music.	Physics.	Beginner's Latin.		U. S. History.	Arithmetic.
2:10.	Cicero's Orations.	Physics.	History of Education.					Elements of Elocution.
2:50.	Dismissal.							

NOTE.—No student will be permitted to take more studies in any class, than are allowed according to the programme, except by permission of the Faculty. Extra classes in Vocal Music will be organized as occasion may require.

PROGRAMME OF DAILY RECITATIONS, SECOND TERM, JAN. 27TH TO JUNE 11TH, 1891.

Preparatory Course.

Elementary Course.

Advanced Course.

HOURS.	CLASS A. FOURTH YEAR	CLASS B. THIRD YEAR	CLASS C. SECOND YEAR	CLASS D. SECOND YEAR	CLASS E. FIRST YEAR	CLASS F. FIRST YEAR	CLASS G.	CLASS H.	
8:25.	Roll Call.								
8:40.	Opening Exercises and Announcements.								
9:00.	Teaching.	Ethics.	The Elementary Graduating Class will observe and teach in the Model School.	Rhetoric.	Drawing.	Civil Government.	Arithmetic.		
9:40.	Geology.	Trigonometry and Surveying.		Geometry.	Eng. Literature Am. Authors.	Book-keeping. (Optional.)		Geography.	
10:20.	Spelling Calisthenics and			Rest.					
11:00.	Teaching.			Music.	Algebra.	Physical Geography.		Grammar.	Penmanship.
11:40.	History of Education.	General History. Elocution.		Beginner's Latin. concluded.		Algebra.	Physiology.	Grammar.	
12:20.	Noon Lunch and Rest.								
12:50.	Institutes, and Graded Schools.	Virgil.	School Economy.		Zoology.	Elocution.			
1:30.	English Literature.		Music.	El. of Psychol. Methods.	Beginner's Latin.		U. S. History.	Arithmetic.	
2:10.	Horace.	Chemistry.	History of Education.	Physics.		Botany.		Elements of Elocution.	
2:50.	Dismissal.								

NOTE.—No student will be permitted to take more studies in any Class, than are allowed according to the programme, except by permission of the Faculty. Extra classes in Vocal Music will be organized as occasion may require.

## To The Public.



Aptness to teach is the first great requisite to success in the teacher. Normal schools may develop talent, but they cannot change or misplace those inborn elements of character that are incompatible with success as teachers. No medical school can transform an awkward man into a skillful surgeon, an uncouth, brutal man into a kind, sympathizing physician. It is the business of the Normal schools to acquaint its students with the best methods of teaching and discipline, to encourage wide culture and self-control, but to pretend to make expert teachers and disciplinarians of those to whom Nature has denied an aptitude for teaching and discipline, would be mere quackery. It is a matter of regret that such a caution seems necessary, but experience demonstrates that school-boards and others should be warned against those who attend the Normal schools long enough only to be enrolled on our records in order to pass themselves off as Normal teachers. We disclaim responsibility for the work of persons who do not attend the school long enough to attain a respectable proficiency in their studies and in professional training. Even in the case of those who, having finished the prescribed course of studies, receive the certificate or diploma of the school, we cannot always guarantee real ability or immediate success. We bespeak the same fairness and liberality of treatment at the hands of the public that are accorded other professional schools.

## VOCAL MUSIC.

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

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

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

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

## INSTRUMENTAL MUSIC.

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

## MODEL AND TRAINING SCHOOL.

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

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

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

The moot court of the lawyer and the clinic of the physician, are neither of more vital importance to those professions than the School of Practice to the Normal student; yet the school of medicine or of law that undertook to turn out students thoroughly equipped for

practice in actual business in its calling without having supplied this means of learning from example as well as precept, of combining theory with practice, would fail utterly of patronage.

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

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

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

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

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

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

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

## LOCAL SCHOOL.

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

Such is, and has been up to the present time, the fact with reference to the Model School. But if it is the fact, and it cannot be gainsaid, in the light of continued experience, that this School of Practice is as indispensable to the successful carrying out of the intent of the Normal School, as any other feature of it, then the existence of the Model School

should certainly not be left to the precarious means by which it has thus far stood.

It is incontrovertibly established that the practice afforded in this school is as necessary to the prospective teacher, as the knowledge of the subjects he will teach. Then it should be as incumbent upon the State to furnish the means for supplying the school of practice, as that of instruction and theory.

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

### CRITICISM LESSONS.

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

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

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

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

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

### DIRECTIONS TO STUDENT TEACHERS IN THE MODEL SCHOOL.

- A. Require and secure—
- 1—Good conduct in class room.
  - 2—Quiet and orderly movements passing to and from class room.
  - 3—Erect position of pupils.
  - 4—Promptness and accuracy.
  - 5—Neatness of blackboard work.
- B. 1—Make a careful preparation for each lesson, including both matter and method of the recitation.
- 2—Stand before the class.
  - 3—Request rather than command.
  - 4—Ask definite questions and give positive directions.
  - 5—Show pupils how to study and how to recite.

6—Be energetic, thorough, firm, clear, and efficient.

C. CAUTIONS—Guard against much talking, dependence on the text-book, scolding and fault-finding.

D. Strive to secure—

1—Thorough study, clear recitation, a lively interest, close attention, rapid progress.

2—Use visible illustrations and illustrative objects as much as you can with profit.

3—Keep the recitation room in good order.

### READING.

1—Require pupils to sit and stand erect.

2—Have a short preliminary drill in vocal sounds, phonetic spelling, exercise in articulation, pitch, force and rate.

3—Give frequent examples of good reading.

4—Require pupils to understand both the meaning of the words and the thought of the reading lesson.

5—Require pupils to read naturally and with pure tone.

6—Have variety in manner and method.

7—Let the pupils bring choice extracts from books, papers and magazines, and read them in class.

### SPELLING.

1—Use the written spelling method.

2—Pronounce each word distinctly and but once.

3—Require the writing to be neat and plain.

4—Have missed words re-written at each lesson.

5—Review misspelled words daily.

6—Keep a list of missed words and use them at reviews.

### GEOGRAPHY.

1—Have a map before the class.

2—Have the pupils draw maps on the board.

3—Have the lesson written on the board by parts of the class.

4—Have the lesson recited by topics, and without questions.

5—Use the globe, objects, and pictures for illustrations.

6—Drill upon the pronunciation and spelling of the difficult names.

### ARITHMETIC.

1—Have much blackboard work.

2—Aim at accuracy and neatness first, rapidity next.

3—Aim to secure intense mental action.

4—Give original examples as tests.

5—Require definite and logical explanations and analyses.

6—Let pupils acquire ability to perform the operation before drilling on rules and explanations.

## GRAMMAR.

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

## HISTORY OF NORMAL SCHOOLS.

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

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

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

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

## NORMAL SCHOOLS IN THE UNITED STATES.

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

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

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

In 1833, a Normal School of a private character was opened by R. S. Hall, but it was not until 1839 that the first Normal School was established in Lexington, Mass., under the principalship of Cyrus Pierce.

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

NOTE.—The above statistics are probably not strictly accurate, as they have not been revised for several years, but they are at least proximately correct and serve to show the growth and development of the Normal School idea in the United States and to convince all that these schools are a permanent feature of our public school system.

## HISTORY OF THE STATE NORMAL SCHOOL.

### FIRST DISTRICT, KIRKSVILLE, MO.

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

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

To the energy and enthusiasm of Prof. J. Baldwin, the first President of the school, now of Sam Houston Normal School, Huntsville, Texas, more than to any other person, is due the credit of the establishment of the State Normal School of the First District at Kirksville. He, assisted by Prof. W. P. Nason, Supt. J. M. Greenwood of Kansas City, and others, had conducted with decided success a private Normal School at Kirksville, for three and one-half years prior to the legislature providing for the State Normals, and such was the reputation that it had acquired during the time, that the authorities adopted it as the State Normal School for the district without change in the faculty or course of study. Not only is the credit of locating the school, in probably the most accessible place for the greatest number of people in North Missouri, due to Prof. Baldwin, but his zeal and enthusiasm in the cause of education gave an impulse to our public schools which will be felt in the state long after he has filled an honored grave.

## MISCELLANEOUS.

### DISCIPLINE.

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

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

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

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

### MEDALS.

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

**WM. T. BAIRD PRIZE MEDAL.**—For the best declamation, Mr. Wm. T. Baird, Treasurer of the Board of Regents, annually awards a fifteen dollar gold medal. Contestants confined

to the young ladies of the school, and to be selected by the Literary Societies, subject to the approval of the faculty. The number of contestants is determined by the faculty.

**E. W. STEPHENS PRIZE MEDAL.**—Hon. E. W. Stephens, of Columbia, Mo., will award a fifteen dollar gold medal for the best declamation given by a young man of the school. The method of selecting the contestants and the time for holding the contest will be determined by the gentleman offering the prize and the faculty of the school.

## MORAL INFLUENCE.

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

## LIBRARIES.

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

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

2. A reference library in which are kept various kinds of reports, encyclopedias, dictionaries, and text-books. To this library have been added recently a set of *Encyclopedia Britannica*, *Chambers' Encyclopedia of English Literature*, *Duyckink's Cyclopedia of American Literature*, *Appleton's Cyclopedia of American Biography*, and a number of other valuable books of reference.

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

## READING ROOM.

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

## COURSE OF READING.

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

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

## A.

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

## B.

Life of Joan of Arc .....	Michelet
Short History of the English People .....	Green
The Newcombs .....	Thackeray
Rasselas .....	Johnson
Life of Goldsmith .....	Irving
French Revolution .....	Carlyle
Shirly .....	Bronte
King Lear .....	Shakespeare
The Chinese .....	Martin

## C.

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

## D.

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

## E.

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

## F.

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

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

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

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

## PRIZE.

A prize of fifteen dollars, offered by the President and Secretary of the school, will be awarded, at the close of the school, to the student presenting the best set of notes on the course of reading prescribed for his class.

## LITERARY SOCIETIES.

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

Students not belonging to any of the societies are organized into rhetorical classes, which are under the immediate supervision of members of the Faculty. The exercises of these classes are similar to those of the societies. The societies are under the supervision

and control of the Faculty. The work of the societies and rhetorical classes is a part of the regular school duties.

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

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

### RECOMMENDATIONS.

A certificate of attendance and standing of any student will be sent on application of any school officer; but members of the Faculty are requested not to sign any recommendation, except upon application of school officers or other persons desiring teachers. Certificates and diplomas are the best recommendations.

### SCHOOL OFFICERS.

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

### LOCATION.

The location is very desirable. Kirksville is proverbial for good health. Railroad facilities are all that could be desired. The Wabash Western Railroad, with its numerous connections, the Quincy, Omaha & Kansas City Railroad, crossing at this place and connecting at Trenton, Mo., with the Chicago, Rock Island & Pacific, at Galt with the Chicago, Milwaukee & St. Paul, at Milan with the Chicago, Burlington & Kansas City, and at West Quincy with the St. Louis, Keokuk & Northwestern, and the Santa Fe extension from Kansas City to Chicago, recently completed, crossing the Wabash Western at LaPlata, only a few miles south of Kirksville, render the school easy of access from every county in the district. Situated 200 miles northwest of St. Louis, the institution is accessible to a large and promising territory that is rapidly growing in population and in all of the elements of thrift. Kirksville contains about 4,000 inhabitants, intelligent, moral and enterprising, and is growing rapidly. The citizens feel proud of the Normal and do all in their power to sustain it.

## BUILDINGS AND GROUNDS.

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

Through the liberality of the Thirty-Second General Assembly, an appropriation of \$15,065 was made for necessary repairs on the building, for additional apparatus in several departments, and for other necessary improvements, including a new heating apparatus, which comfortably warms the building in the coldest weather.

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

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

The campus, embracing fifteen acres, is tastefully adorned with evergreens, shrubbery and shade trees. The entire surroundings are designed to illustrate to the students the desirable adornments of every school house.

The work of ornamentation is due to the voluntary contributions of money and labor by the Faculty and students, and generous donations of other friends. Prof. M. G. Kern, a well-known land-*scape* gardener, now in the employ of the U. S. Government, and engaged in the work of beautifying and improving the grounds of public institutions, recently visited the Normal, and after carefully inspecting the grounds, made a design showing needed improvements in the campus, for the carrying out of which, it is hoped that the State will provide the requisite means.

## TO OUR STUDENTS.

We earnestly desire to keep a record of your work and know your whereabouts. By writing a brief account of your school work during the year—how you have succeeded and what your prospects are for advancement, etc.,—and sending it the first of May, you will enable us to compile and publish statistics of interest to the public and great value to the school, and at the same time render it possible for us to put you in correspondence with school officers making inquiries for teachers. For several years we have not been able to supply the constantly increasing demand for competent teachers. Notify us in every instance when you change your address. Address the President of the school.

## SELECTED EXTRACTS ON EDUCATION AND SCHOOLS.

## PREPARATIONS NECESSARY FOR TEACHING.

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

It is a fixed law of nature that cause and effect bear to each other a constant ratio. Success is the result of preparation. It is measured by the degree of preparation. In other callings this well-known truth is never questioned. No one dreams of success at law or in medicine without long and careful preparation. Why should teachers succeed without it? A teacher works upon children. A child is a complex being—part animal, part intellect.

ual, part spiritual. The laws of its being, growth and development are difficult to understand and more difficult to apply. He deals with children, not singly, but in masses. At school children influence each other. They are more impulsive, more wayward, less subject to reason and right. To train a child is a task so difficult that poets, priests, prophets, sages, kings and philosophers have failed, even with their own children.

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

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

### LESSONS.

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

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

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

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

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

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

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

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

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

Every man is his own worst antagonist.

The most valuable quality in education is accuracy.

No opposition can baffle the persistent man.

Youth must work in order to enjoy.

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

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

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

More persons are made good by exercise than by nature.

### ILLUSIONS AND DELUSIONS.

To think:—

That looking on the printed page is study.

That seclusion and absolute quiet are essential to study.

That a good excuse is equivalent to a good lesson.

That knowledge is an education.

That we can make up wasted time.

That we can learn without study.

- That you can do wrong and not be found out.  
 That the fickle succeed.  
 That evil company will not harm me.  
 That happiness comes from our surroundings.  
 That I am a student because I have my name on a school register.  
 That because I sometimes attend social parties at home I should do the same at school.  
 That one can succeed in life without hard discipline in youth.  
 That telling is teaching.  
 That hearing is learning.  
 That intending to do is as good as doing.  
 That he who speaks to us of our errors is our enemy.  
 That the more we pull another down, the higher we rise ourselves.  
 That second-rate work will receive first-class pay.  
 That it is right for me to do what I think it wrong for others to do.  
 That wrong is right if many are engaged in it.  
 That the idle are happy.

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

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

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

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

### COUNSEL TO THOSE WHO HAVE DECIDED TO ATTEND OUR SCHOOL.

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

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

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

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

### KIND OF STUDENTS WANTED.

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

### IMPORTANT TO STUDENTS.

All students should be present on Monday preceding the opening of the term, so that the organization may be speedily effected and the work of the school promptly begun on Tuesday. New students must be present Monday preceding for examination and classification. Those holding teachers' certificates will be excused from the entrance examination.

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

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

**TUITION.**—Incidental fee for half term, ten weeks, is \$5.00. No other fee whatever is required by the institution. The payment of the incidental fee to the treasurer secures for the student a permit, which he must have recorded by the secretary of the school before entering any class. In no case will the incidental fee be refunded. A permit answers only for the half term for which it is purchased. It will be observed from an inspection of the courses of study and programme of recitations, that the work is arranged for two terms of twenty weeks each, but for the convenience of those who can only attend a short time, the tuition is made payable quarterly.

Persons often write to us, saying they are graduates of such and such a High School, Academy or College: "Will you accept my grades? Can I complete a certain course in a given time?" To all such questions we must answer: We will accept your grades if we find you are worthy of them. If your work in the class-room makes it perfectly apparent that your scholarship and development correspond to the grades you present, we will accept them without further examination; otherwise we will give you an examination on the subjects in which there is any doubt of your proficiency. You will readily see that great care must be exercised in accepting grades. Again, in regard to the question so often asked, "Can I complete a certain course in a given time?" we answer: We cannot tell; it depends entirely upon your present attainments, your ability and your industry. After examining our courses of study and the conditions of graduation as laid down in the catalogue, you can answer the question with more accuracy than we can.

Persons wishing to engage board in advance, should address Prof. B. P. Gentry, Kirksville, Mo., stating the price per week they wish to pay, and all arrangements will be made.

Ladies coming alone will be met at the depot, and boarding places found for them, if they will send a postal card addressed to the President, or to "State Normal School, Kirksville, Mo.," making this request.

Books at from ten to twenty per cent. off. New books needed can be purchased from dealers at these rates.

**TERMS OF ADMISSION.**—Fifteen is the minimum age of admission for ladies, and sixteen for gentlemen. The applicant must have a fair knowledge of Reading, Spelling, the use of Language, Descriptive Geography and Arithmetic. If a pupil desires to enter an advanced class, he must present satisfactory evidence of proficiency in the subjects of the course below the class he wishes to enter.

Our fifty daily recitations accommodate all. Students qualified for admission will find classes to suit them.

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

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

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



## Calendar.

Twenty-fourth School Year, 1890-91.

BEGINS.		ENDS.
September 2.....	First Half First Term.....	November 7.
November 10.....	Second Half First Term.....	January 22.
January 27.....	First Half Second Term.....	April 3.
April 6.....	Second Half Second Term.....	June 11.

## Announcements.

Registration and Organization Day, Monday, September 1, 1890.

Twenty-fourth school year opens Tuesday, September 2, 1890.

Philomathean Literary Society Entertainment, December 22, 1890.

Vacation from December 23, 1890, to January 6, 1891.

Senior Literary Society Entertainment, February 23, 1891.

Boys Inter-Society Declamatory Contest for the Stephens' Medal, May 4, 1891.

Zetosophian Literary Society Entertainment, June 4, 1891.

Baccalaureate Sermon, Sunday, June 7, 1891.

Girls' Inter-Society Declamatory Contest for the Wm. T. Baird Medal, Monday, June 8, 1891.

Inter-Society Oratorical Contest for the Regents' Medal, Tuesday, June 9, 1891.

Orations and Essays, by representatives of Elementary Class, Wednesday, June 10, 1891.

Annual Address, Wednesday Evening, June 10, 1891.

Commencement, Thursday, June 11, 1891.

Alumni Banquet, Thursday, June 11, 1891, in the Elocution Hall, at 1 o'clock, P. M.

Annual Reunion, Thursday Afternoon, June 11, 1891.

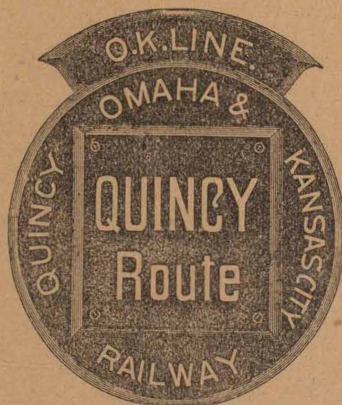
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