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STATE . . .

NORMAL SCHOOL

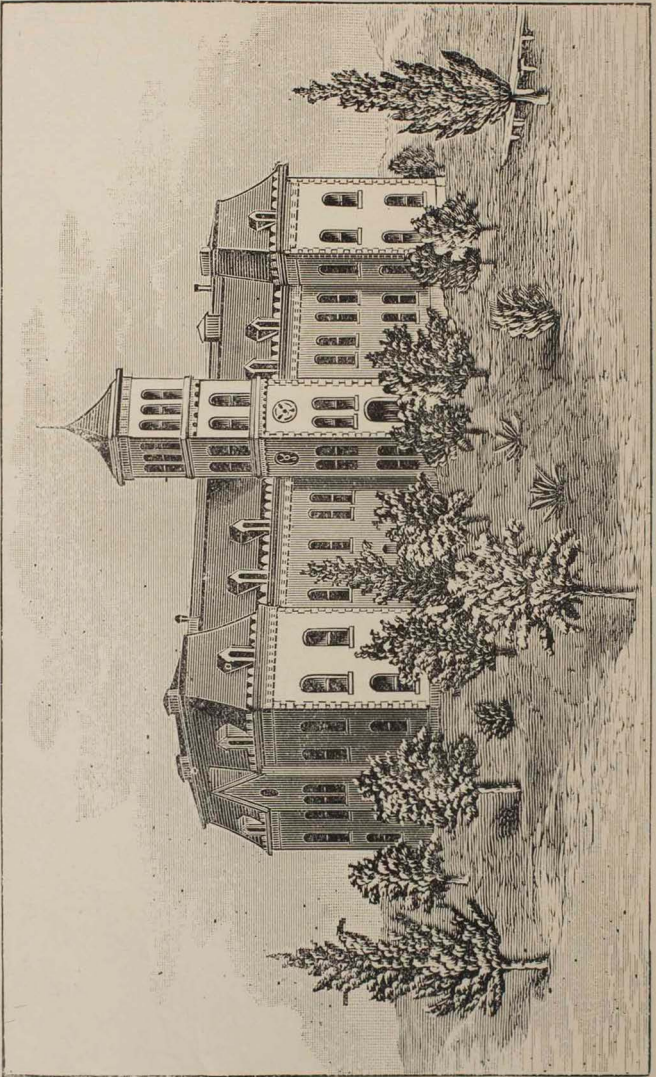
FIRST DISTRICT...

— KIRKSVILLE, MO.

1894='95.

Announcements for

1895-96



STATE NORMAL SCHOOL, KIRKSVILLE, MO.

ANNUAL CATALOGUE

OF THE

OFFICERS, ALUMNI AND STUDENTS

OF THE

MISSOURI STATE NORMAL SCHOOL

FIRST DISTRICT

KIRKSVILLE, MISSOURI.

TWENTY-EIGHTH YEAR.

1894-'95.

WITH COURSES OF STUDY AND ANNOUNCEMENTS FOR SCHOOL YEAR 1895-'96.



Columbia, Mo.:

E. W. STEPHENS, PRINTER AND BINDER.

1895.

Calendar.

First Term—Twenty Weeks.

First Quarter—Ten Weeks.

Opens, Wednesday, September 4, 1895.

Registration and Classification, Tuesday, September 3, 1895.

Closes, Saturday, November 9, 1895.

Second Quarter—Ten Weeks.

Opens, Tuesday, November 12, 1895.

Senior Society Entertainment, Thursday, December 19, 1895.

Holiday Vacation, Saturday, December 21, 1895, to Thursday, January 2, 1896.

Closes, Friday, January 24, 1896.

Second Term—Twenty Weeks.

Third Quarter—Ten Weeks.

Opens, Tuesday, January 28, 1896.

Classification, Monday, January 27, 1896.

Zetosophian Society Entertainment, Saturday, February 22, 1896.

Closes, Saturday, April 4, 1896.

Fourth Quarter—Ten Weeks.

Opens, Tuesday, April 7, 1896.

Boys' Inter-Society Declamatory Contest for F. A. Swanger Medal, Saturday, May 2, 1896.

Commencement Week.

Baccalaureate Sermon, Sunday, June 7, 1896, 11 o'clock A. M.

Girls' Inter-Society Declamatory Contest for the W. T. Baird Medal, Monday Evening, June 8, 1896.

Inter-Society Oratorical Contest for the R. M. Ringo Medal, Tuesday Evening, June 9, 1896.

Elementary Class Graduating Exercises, Wednesday, June 10, A. M., 1896.

Alumni Exercises, Wednesday P. M., June 10, 1896.

Annual Address, followed by Alumni Banquet, Wednesday Evening, June 10, 1896.

Commencement, Thursday A. M., June 11, 1896.

Annual Reunion of Students, Thursday, June 11, 2:30 P. M., 1896.

Board of Regents.

HON. JOHN R. KIRK, State Superintendent of Public Instruction, *Ex-Officio* Regent.

GEORGE GILLER.....KIRKSVILLE.

GEORGE HALL.....TRENTON.

Terms Expire, January, 1897.

OLIVER J. CHAPMAN .. BRECKENRIDGE.

M. W. LAUGHLIN. MONROE CITY.

Terms Expire, January, 1899.

R. N. BODINE.....PARIS.

W. B. HAYES.....LANCASTER.

Terms Expire, January, 1901.

Officers of the Board.

W. B. HAYESPRESIDENT.

GEORGE HALLVICE-PRESIDENT.

C. E. ROSSSECRETARY.

B. F. HEINY.....TREASURER.

Executive Committee.

M. W. LAUGHLINMONROE CITY.

GEORGE GILLER.....KIRKSVILLE.

R. N. BODINE.....PARIS.

Faculty of 1895-'96.

WILLIAM D. DOBSON, A. M., LL. D., PRESIDENT,
Professional Department. Psychology, Ethics and Logic.

RICHARD C. NORTON, A. M., LL. D.,
Didactics.

GEORGE H. LAUGHLIN, A. M., LL. D.,
English Language and Literature.

B. P. GENTRY,
Latin.

C. W. PROCTOR, A. B., Ph. D.,
Science and Natural History.

JAMES H. SCARBOROUGH, A. B., A. M.,
Mathematics.

ERMINE OWEN,
History, Civics, Geography, and Elocution.

CHARLES EDWARD ROSS,
Drawing, Penmanship, Bookkeeping, and Calisthenics.

MARY TRIMBLE PREWITT, M. S. D.,
Assistant in Mathematics.

R. B. ARNOLD, M. S. D.,
Assistant in English Language and Literature.

MRS. ANNA E. SEITZ,
Principal Training School.

J. W. FORQUER,
Vocal and Instrumental Music.

History and Location.

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

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

To the energy and enthusiasm of Prof. J. Baldwin, the first president of the school (now of the University of 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's provision for the State Normal, 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 the people in North Missouri, due to Prof. Baldwin, but his zeal and enthusiasm in the cause of education gave an impetus to our public schools which will be felt long after he has filled an honored grave.

LOCATION.

The location is very desirable. Kirksville is proverbial for good health. Railroad facilities are all that could be desired. The Wabash Railroad, with its numerous connections; the Hannibal & St. Joseph crossing the Wabash at Macon, and other connections of the Burlington system; the Quincy, Omaha & Kansas City, crossing at this place and connecting at Trenton, Mo., with the Chicago, Rock Island & Pacific, at Gault 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, crossing the Wabash 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 the elements of thrift. Kirksville contains about 5,000 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.

THE TEACHER.

He should have sound principles, pure and noble impulses and a stainless character. The teacher should be an artist. Education is a science and teaching is an art. 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, development, etc., are the eternal principles upon which the art of education rests. To understand intelligently and skillfully is to be an educational artist. The world's great want is such artists.

STATE 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 this instruction more than the teachers.

The State Normal School is an outgrowth of popular education. The necessity of Normal Schools has long since ceased to be discussed by intelligent educators. What shall we make them? This is the living question.

ARGUMENTS FOR STATE NORMAL SCHOOLS.

The following are a few of the arguments in favor of State Normal Schools:

1. They are the best agency yet devised for training teachers.
2. They utilize the educational experience of the race.
3. They popularize and propagate improved methods of instruction and school management.
4. They educate teachers to the "manner born."
5. The nation supports military schools; the church endows theological seminaries; the state sustains Normal schools.
6. State Normal schools aid all other schools. They provide better teachers for common schools and hence more and better students for higher institutions.

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 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 can not 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?

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.

General Information.

DESIGN OF THE SCHOOL.

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 instructions in such branches of learning as are taught in public schools, 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.

Instruction in the various branches of study embraced in a good public school course is combined with careful study of methods and actual training in the School of Practice. Special prominence is given to education as a science and as an art. School organization, class management, methods of recitation, and such other topics in school economy as are especially important to teachers, receive careful attention.

The course of study and methods of teaching in this Normal School are based upon the following principles:

1. That proficiency in the art of teaching is dependent upon a thorough knowledge of the fundamental principles of the science.

2. That every teacher should possess a historical as well as a philosophical knowledge of the means by which a harmonious development of the physical, intellectual, and moral powers is secured.

3. That clear conceptions of methods can more readily be attained by an intelligent study of them in practical operation.

4. That our public schools should not be made practice rooms for pedagogical novitiates, but that defects should be remedied and skill acquired in training schools supervised by competent critics.

5. That development should always be paramount to acquisition.

6. That economy and adaptability should be the test of a method.

7. That self-government should be the aim of all discipline.

8. That high moral character is one of the essential qualifications of the good teacher.

9. That unity of aims and methods is necessary to the economic and successful management of the school system of a state.

10. That a training secured in working with appliances chosen with method in view always proves the most skillful.

11. That no teacher is properly equipped who is not familiar with the various methods of utilizing the material about him for illustrating simple lessons in all the physical sciences.

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.

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 courage and resolution, and they will soon disappear.

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.

DISCIPLINE.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to these matters; and offenses that in a mere academic institution might be passed over lightly, are here viewed as indicating the unfitness of the offender for taking charge of and training the children of the state. It sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The state can afford to educate for teachers only those above the need of such work.

A HIGH STANDARD.

This State Normal School proposes to maintain a high standard of excellence, both as to scholarship and as to attainments in model school work.

Our inquiry is, and will remain, not how many can we graduate, but how many, and who, are thoroughly prepared for graduation? "Thoroughness" is our motto.

For the sake of those who employ our teachers, and for the sake of the teachers themselves, we desire TO MAKE OUR DIPLOMAS VALUABLE, and to preserve to them their value.

Students can readily appreciate the increased value which will thus come to them, and we trust they will also appreciate the fact that they must themselves contribute to so desirable an end.

LITERARY SOCIETIES.

There are connected with the school three literary societies—Philomathean, Senior and Zetosophian. In these societies literary exercises, consisting of readings, declamations, essays, orations, debates, etc., are held weekly. The membership of these societies consist 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 of members 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 their work constitutes a part of the regular exercises of the school. This arrangement is adopted because it is believed that the training to be obtained thereby is of the greatest importance to the student.

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 the school room with the greatest efficiency. For the sake, therefore, of being able to conduct the business of teaching with best results, as well as to offer to their pupils an example worthy of imitation, the Normal students are expected to 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. Students are admitted to these societies by permission of the president of the school upon the recommendation of the leader of one of the rhetorical classes.

MEDALS.

R. M. RINGO PRIZE MEDAL.—For the delivery of the best original oration, R. M. Ringo, Treasurer of the Board of Regents, awards annually a \$20.00 gold medal. Contestants confined to the three and four years' classes are to be elected 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, Ex-Treasurer of the Board of Regents, annually awards a \$15.00 gold medal. Contestants confined to the young ladies of the school in studies below the "B" class and to be selected by the Literary Societies, subject to the approval of the faculty.

F. A. SWANGER PRIZE MEDAL.—F. A. Swanger, President of Idaho State Normal School, will award a \$15.00 gold medal for the best declamation given by a young man of the school in studies below the "B" class. The method of selecting the contestants and the time of holding the contest will be determined by the faculty.

SPELLING PRIZE.—The President and Secretary of the school will award an Unabridged Dictionary to the student maintaining the highest grade in spelling during twenty weeks of the year. The manner of determining the same to be fixed by the faculty.

NOTE.—All arrangements for these contests will be under the control of the faculty.

LIBRARIES.

1. A general library which contains a considerable number of standard works of science, poetry, biography, fiction, general literature and history. These books are 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.

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 are found to be valuable helps. No efforts will be spared to increase these libraries until they shall reach a magnitude commensurate in every respect with 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.

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.

IMPORTANT TO STUDENTS.

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

Boarding costs from \$2.50 to \$3.00 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 of ten weeks, or \$8.00 for twenty weeks. No other fees whatever are required by the institution. The payment of the incidental fee to the treasurer secures for the student a permit, which he must have recorded before entering any class. In no case will the incidental fee be refunded.

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 fifty daily recitations accommodate all. Students prepared to enter, however advanced or however backward, will find classes to suit them.

Grades made at county institutes and commissioners' examinations are not accepted for advanced standing.

Students may 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.

Students are 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.

Persons wishing to engage board in advance should address Prof. B. P. Gentry, Kirksville, Missouri, 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, Missouri," making this request.

MORAL INFLUENCE.

Most of the religious 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. The resident ministers visit the Normal weekly, and do all in their power to assist in maintaining the morals of the school, and in making the stay of students pleasant. There are no saloons in the city of Kirksville.

GENERAL REGULATIONS.

All students are expected to comply with the following, and such other requirements as the Board of Regents and Faculty may from time to time make known.

1. Students are required to be present at the morning exercises of the school, and at every recitation, to render satisfactory excuse for absence or tardiness, and to perform faithfully all the duties assigned them.

2. Study hours in the Normal building commence at 8:00 A. M., and include all the time the students are at the building, except at the regular recesses. Evening study hours extend from 6:00 to 9:00 P. M., during the first, second and third half terms, and from 7:00 to 10:00 during the fourth half term.

3. During study hours students are required to devote all time not employed in recitations to careful study, either in their own rooms or in the study room at the Normal building.

4. No student shall discontinue a study, except for good cause, of which the department teacher and president of the faculty shall be the judges.

5. All students are required to perform the assigned literary work, in some one of the Normal societies or rhetorical classes.

6. The frequent visiting of each others' rooms, lounging about town during study hours, and all unnecessary gallantry are prohibited.

7. Students are prohibited from visiting any billiard room, or other similar places of resort.

8. The use of profane, obscene, or quarrelsome language by any of the students is prohibited.

9. The use of tobacco in or near the Normal building or premises is prohibited.

10. Heads of families keeping student boarders are expected to report any violations of the above regulations, or any other irregularities in deportment to the president of the faculty.

11. Students leaving school without being regularly excused by the president will be considered suspended.

12. All graduates are requested to report to the president of the faculty, by letter or otherwise, at least once a year, giving postoffice address, and stating how they have been employed since leaving school.

All permissions and excuses required by the above regulations must be obtained of the president of the faculty, or from such person as may be designated by him.

All the foregoing rules and regulations have been adopted by the Board of Regents.

CABINETS.

The Geological and Botanical Cabinets are well arranged, and increasing in number and range of specimens. These afford great assistance to the students in getting a knowledge of the subjects to which they relate.

LABORATORIES.

The school also possesses chemical and physical laboratories, equipped for individual work, and supplied with the apparatus and other requisites for successful chemical drill and experiments in physics.

To this may be added a good selection of mathematical forms and solids, globes, maps, charts, french weights and measures, drawing models, etc.

Text=Books.

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

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

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

The aim is to conduct the work so that any good text-book on a subject studied, will be of great aid to the student. The adopted books are placed first in the list below:

ARITHMETIC: *Milne, White, Brooks, Fish, Robinson.*

ARITHMETIC, MENTAL: *Bailey.*

ALGEBRA: *Smith, Wentworth's Shorter Course.*

ASTRONOMY: *Young, Newcomb, Lockyer, Loomis.*

BOTANY: *Gray, Youmans, Wood, Bessey.*

CHEMISTRY: *Storer and Lindsay, Remsen, Shephard, Williams, Richter.*

CIVIL GOVERNMENT: *Andrews, Townsend, Cocker, Macy.*

DRAWING: *White, Prang, Krusi.*

ELOCUTION: *Owen, Murdock, Hamill.*

ENGLISH LITERATURE: *Swinton, Collier, Welsh, Shaw, Williams, Taine, Blaisdell, Royce, Cathcart.*

ETHICS: *Peabody, Winslow, Fairchild, Hopkins.*

ETYMOLOGY AND ORTHOEPY: *Swinton, DeGraff, Raub.*

GEOGRAPHY: *Eclectic, Guyot.*

GEOLOGY: *LeConte, Dana, Shaler, Steele, Winchell.*

GENERAL HISTORY: *Myers, Anderson, Swinton.*

GRADED SCHOOLS AND INSTITUTES: *Phelps, Payne, Kidder, Wells.*

GEOMETRY: *Maenie, Wells, Wentworth, Wilson, DuPuis.*

GRAMMAR: *Meiklejohn, Whitney, Conklin, Green, Hyde, Reed and Kellogg.*

HISTORY OF EDUCATION: *Painter, Boone, Quick, Compayre, Philobiblius.*

HISTORY OF THE UNITED STATES: *Montgomery, Barnes, Ridpath, Seudder.*

LATIN: First Year—Beginner's Latin Book (Collar and Daniell). Second Year—Cæsar (Harper & Tolman), Composition, (Harkness) Virgil, (Harper & Miller). Third Year—Cicero (Orations), Composition (Harkness).

LOGIC: *Jerons-Hill, Fowler, Schuyler.*

MUSIC: *Mason's National Music Course, and Fillmore's History of Music.*

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

PSYCHOLOGY: *Haven, White, Baldwin, Brooks, Hopkins.*

PHYSICS: *Gage, Avery, Norton, Deschanel.*

PHYSIOLOGY: *Walker, Carpenter, Cutter, Martin.*

PHYSICAL GEOGRAPHY: *Maury, Guyot, Eclectic, Houston.*

PENMANSHIP: *Spencer, Payson, Eclectic.*

RHETORIC: *Genung, Welsh, Hill, Quackenboss, Bain.*

SCHOOL ECONOMY: *Raub, Hughes, Baldwin, Greenwood, White.*

TRIGONOMETRY: *Wells, Wentworth, Bowser, Smith.*

ZOOLOGY: *Holder, Colton, Packard, Orton.*

Program of Daily Recitations.

HOURS.	TERMS.	ADVANCED COURSE		ELEMENTARY COURSE.					
		CLASS A. <i>4th year.</i>	CLASS B. <i>3rd year.</i>	CLASS C. <i>2nd year.</i>	CLASS D. <i>2nd year.</i>	CLASS E. <i>1st year.</i>	CLASS F. <i>1st year.</i>	CLASS G.	CLASS H.
8:25		ROLL CALL AND SPELLING.							
8:40		OPENING EXERCISES AND ANNOUNCEMENTS.							
8:55	1	Higher Algebra.	Teach.	History of Education or Teach.	Beginner's Latin. (concluded).		Elocution.	Physiology.	Grammar
	2	Teach.	Trigonometry.						
9:45		CHANGE CLASSES.							
9:50	1	Teach.	Cæsar.	School Economy	Geometry.	American Literature.	Book-keeping. (Optional)	Music.	Geography.
	2	Geology.	Virgil.						
10:35		REST.							
10:45	1	Cicero.	General History.	Teach.	Elements of Psychology.	Algebra.	Physical Geography.	Grammar	Penmanship.
	2	Music.	Elocution.		Methods.				
11:35		CHANGE CLASSES.							
11:40	1	Methods.	Solid Geometry	Music.	Rhetoric.	Drawing.	Civil Government.		Arithmetic.
	2	Astronomy.	Ethics.						
12:25		CALISTHENICS, AND NOON REST.							
1:10	1	Institutes and Graded Schools.	Physics.	Teach.	Zoology.	Etymology and Orthoepy	Algebra.	U. S. History.	
	2	History of Education.	Teach. Drawing.						
2:00		CHANGE CLASSES.							
2:05	1	English Literature.	Chemistry.	Elementary Physics		Beginner's Latin.	Botany.	Arithmetic.	Elements of Elocution.
	2	Logic.	Psychology.	or Teach.					
2:55		DISMISSAL.							

R The above program includes both terms.

Remarks on Course of Study.

The Elementary Course consists of the first and second years of the Normal Course, together with subjects in "G" and "H" classes.

The Advanced Course comprehends four years, and includes all the work prescribed in the tabulated course.

To complete either course, a student must pass a satisfactory final examination on each subject prescribed therein. He must pursue in class all professional subjects, and take the required amount of practice and criticism.

Students completing the Elementary Course receive the Regent's certificate, which is a state certificate, good for two years from date of issue.

Students completing the Advanced Course receive the Normal diploma, with the degree of Bachelor of Scientific Didactics.

This diploma is a state certificate of highest grade, being a life certificate.

Students are admitted to any term or year on examinations, except that professional subjects must be taken in course as stated above.

All students are earnestly advised 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 program 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.

Grades furnished from colleges, high schools and academies may be accepted by heads of departments after the students presenting the same have shown approved proficiency in similar studies and sufficient maturity of mind to be admitted to the course for which they apply. This must not be construed to include professional subjects.

CONDITIONS OF ADMISSION.

1. Male applicants must be at least sixteen and females fifteen years of age.
2. Those seeking admission for the first time must present satisfactory evidence of GOOD MORAL CHARACTER. A letter from the county commissioner, or from some person of well known integrity, will be sufficient.
3. Those who come from other institutions of learning must submit satisfactory evidence of having been honorably discharged.
4. Applicants must pass an examination in Spelling, Reading, Descriptive, Geography, Elements of English Grammar, and Arithmetic as far as percentage. Teachers may be admitted without examination on presenting a valid certificate of any grade.
5. This examination may be either written or oral, and is not intended to be exhaustive. The object is to obtain enough knowledge of the applicant's attainments to determine whether he is fit to enter, and, also, to enable the faculty to form a satisfactory classification.
6. Students wishing to enter the school for the first time, and coming at the beginning of the year should present themselves at the Normal building at 9 o'clock A. M., on Tuesday preceding the Wednesday on which the first term of the school year opens.

7. Students desiring to complete either of the courses in one year, who have not attended the school before, should be present on the first Tuesday 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.

8. All students must have paid the incidental fee and present the treasurer's receipt therefor before being granted the privileges of class-work.

9. Each applicant must "sign a declaration of intention to follow the business of teaching in the public schools of the state," and must also sign a pledge to cheerfully comply with the regulations of the school, requiring promptitude, regularity and proper decorum.

CONDITIONS OF GRADUATION.

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

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

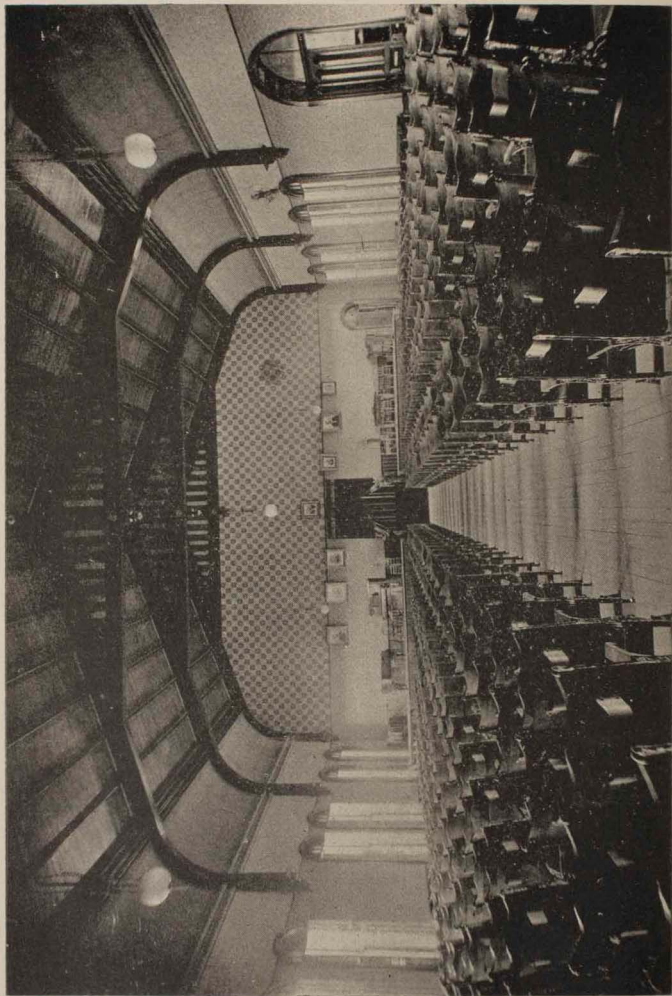
3. They must pursue regularly, in the classes, all the professional studies of the course in which they wish to graduate.

4. They must make a grade of not less than 75 per cent. in each branch of study in the course, and 80 per cent. on general average. Students making a grade of 90 per cent. or more, in any subject, will be considered distinguished in that subject, and will be so announced.

5. 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.

6. They must submit to and read before the faculty, at the middle of the second term, a thesis on some educational or literary topic.

7. No student will be graduated from the advanced course who shall not have been a student of a State Normal School for at least one year.



INTERIOR VIEW OF CHAPEL.

Departments of Instruction.

- 1.—Department of Philosophy.
- 2.—Department of Didactics.
- 3.—Department of English Language and Literature.
- 4.—Department of Pure and Applied Mathematics.
- 5.—Department of Science and Natural History.
- 6.—Department of Latin.
- 7.—Department of History, Civics, Geography and Elocution.
- 8.—Department of Art.
- 9.—Department of Music.
- 10.—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 fibre 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. In each department the student is required, not only to master each subject, but also to be able to impart instructions to others.

DEPARTMENT OF PHILOSOPHY.

In this department is included Psychology, Ethics and Logic.

The present is an age of specialists. Preparation for special lines of work is required. The teacher of the present is expected to do good work, but the teacher of the future must do better. Routine methods must give way to rational ones. The broad notion that teaching is causing a human being to act, must be grasped and practiced. In this notion of teaching, four elements appear: HEALTH, SCHOLARSHIP, POWER TO TEACH, and CHARACTER. In the ideal teacher there is a happy combination of all these elements.

PSYCHOLOGY AND ETHICS.—Thirty weeks are given to these studies. Only those who understand mind and are able to interpret the phenomena of Intellect, Sensibilities and Will are thoroughly capable of directing their development. As one, to be a skilled artisan, must understand the material on which he works, so must one, to be a real teacher, understand child-mind. The ability is attained by study, by analyzing our own mental processes, and by carefully observing the mental activities of others. Mankind in general understand the great principles of right, and have the promptings of conscience to aid them in doing right. Yet the philosophy, well formulated and clearly explained, adds to moral strength, and enables the teacher the more forcibly to impress moral lessons on the youthful mind. Teachers should not only possess mental strength and moral worth, but they should know how to develop these qualities in others, and to this end, also, is our class-work directed.

LOGIC.—Fifteen weeks are devoted to the study of this important branch, without which the course would be incomplete. The study of the formal laws of thought, the construction of arguments, and the art of detecting fallacies, are topics of

prime importance to the student and teacher. To make logical writers and speakers is the object kept constantly in view. The student is taught by this "science of sciences" how to classify, analyze, construct, etc.

DEPARTMENT OF DIDACTICS.

As the name indicates, it is the work of this department to train students in the arts of teaching and management, and to develop professional skill. These, with thorough knowledge, energy and good judgment, largely "distinguish the MASTER from the common pedagogue." "There are elegant and skillful ways of doing things, and there are awkward and confused ways of doing the same things." Economy and efficiency demand the better ways. We want the guiding knowledge, which, with practice, will result in power and skill. To this end the following professional subjects receive special attention in this department.

SCHOOL ECONOMY AND MANAGEMENT.

POWER TO TEACH.—We aim to quicken and develop this power by appropriate stimuli and training. To this end four lines of work are followed: 1. Know the child, the being to be educated. 2. Know the teacher, the being who educates. 3. Know nature, the being that quickens and stimulates. 4. Know the relation of child, teacher and nature.

In the development of educational principles, we use the inductive and deductive methods, and endeavor to explain the means and ends of education. We consider carefully school requisites, including grounds, building, furniture and apparatus; the qualifications, habits, methods, etc., of the teacher; the development of the mental, moral and physical powers of the pupil; the proper organization and classification of schools; how to study and how to recite; exercise, recreation and rest; school offenses and their remedies; school hygiene; school reports, etc., as well as a careful examination into the mistakes in aim, management, discipline, methods and moral training frequently made by teachers. All topics in the lessons will be formulated and explained, while in the tests and drill, the pupils will be required, not only to recite accurately, but also to make a full tabulation of the subjects. The practical application of the true principles of good economy and management will be as thoroughly impressed on the minds of the pupils as the circumstances will permit.

METHODS.

As a knowledge of the elements of Psychology is necessary to skill in mental training, a preparatory course of ten weeks' instruction is given in that subject, then the pupils are ready to enter upon the scientific study of methods. Ten weeks in the Elementary Course and twenty weeks in the Advanced Course are used in presenting to the pupils the various methods of teaching different subjects. The

work is illustrated in class as fully as possible, and each topic explained from the standpoints both of teacher and pupil. School aims, organization, classification, illustrative teaching, preparatory training, class examination, discipline, aims, etc., are successively considered, that the pupil may know both what to do, and how to do, when he enters the school room as a teacher.

HISTORY AND PHILOSOPHY OF EDUCATION.

The ancient systems of education of Egypt, China, India and Persia are examined. Coming to more reliable records, we trace the history of educators, the principles they evolved, and the effects of their work on the different nations. This gives a fair idea of the civilization and education of Greece, as set forth by Lycurgus, Pythagoras, Socrates, Plato, Aristotle, etc.; of Rome, as set forth by Cato, Cicero, Seneca, Quintilian, etc. The excellencies and defects of their systems are as carefully pointed out as possible. The history of Saracenic education is to be followed by a careful study of the work and principles of the great European Innovators and these are supplemented by the consideration of the efforts of English and American educators in the development of the educational systems of the present.

GRADED SCHOOLS, INSTITUTE WORK, ETC.—While no efforts are spared to emphasize the preparation for work in the country school, the elevation of which is the grandest work of the age and the peculiar mission of the Normal School, the classification, gradation and management of graded schools, is given special attention, that teachers may be fitted for the best positions as assistants, principals and superintendents. The character and work of real Teachers' Institutes are clearly given, so that our graduates are prepared for work in instructing and conducting the same.

DEPARTMENT OF ENGLISH.

In the work of this department the aim is judiciously to combine the theoretical and the practical. Theory alone is good, but theory embodied in practice is better. It is well to be able to analyze a sentence, but to be able at the same time to make a correct use of the sentence is a more practical achievement.

The department comprises a course of study in Grammar, Etymology, Orthography, Orthoepy, Composition, English Literature and Rhetoric.

GRAMMAR.—Two terms are devoted to this study, in which the student is instructed in the essentials of the study, special attention being paid to the construction of the sentence. A thorough knowledge of formal Grammar is thought desirable, if not indispensable, before the student proceeds with the study of Rhetoric and Literature.

RHETORIC.—This is taken up in the second year of the course, and comprehends the theory of discourse as well as abundant practice in composition.

LITERATURE.—Two and one half terms are given to this study; one in the second year, and one and one half in the fourth. The first term is given to the study of the chief writers of the eighteenth and nineteenth centuries, with some attention to the facts concerning their lives. In the senior year the more difficult authors, beginning with Bacon and Shakespeare are taken up, and history of the literature

of the language is studied with more minuteness. The purpose of the whole course is to train the student to express his thoughts with clearness and force and lead him to some appreciation of the excellencies of the English classics. Students are encouraged to read choice works outside the school-room. Good books contain fountains of inspiration, and only by drinking deep can we hope to attain the highest culture or reach the richest stores of knowledge. "It is impossible to approach the light without drawing some faint coloring from it, or to remain long among precious odors without bearing away with us some portion of fragrance."

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

ORTHOEPY.—Letters, sounds, vowels and consonants. Table of vowels, giving name and value of each. Consonant skeleton, articulation, pronunciation, enunciation, substitutes. Difference between vowels and consonants. Phonic analysis. Rules of pronunciation.

DEPARTMENT OF MATHEMATICS AND PHYSICS.

Education comprises all those influences that go to form character. Character is the sum of qualities of the mind, soul and body, which give individuality. Individuality moves the world; parrotry simply amuses the idle crowd. To think thoughts is to be individual; that the active individual may think aright he should be able to discern truth and winnow it from the chaff of error. To discover truth and predict sequence, man must be a logical thinker.

The chief purpose of mathematics in a school curriculum is to train to logical deductive reasoning, and, our purpose is not so much skill as power.

The methods of the department in presenting the subjects are the natural outgrowth of the spirit of the subjects taught, and are neither stereotyped nor machine, but every opportunity is afforded for the development of the powers, hence the individuality of each student. Grade-getting is discouraged, power-getting encouraged. These principles have controlled in the establishment of the course of mathematics for this Normal.

ARITHMETIC is taught one year. "H" class beginning with common fractions, "G" class completing the subject, including the metric system. The instruction combines mental and written work and the student is conducted by a process of analysis to the rule. Examples are to be solved, not by stereotyped rules and set formulæ, but by the application of universal principles underlying the subject.

ALGEBRA continues sixty weeks. Special attention given to factoring. The subject is taught through Quadratics in the Elementary Course; and in the Senior year, Theory of Exponents, Binomial Theorem, Ratio and Proportion, Progressions, Logarithms and Series are presented.

GEOMETRY is begun in the "D" class, and the first three books of Plane Geometry are completed in the Elementary Course. Solid Geometry is completed during the Junior year. The demonstration of original exercises forms a large part of the work required.

TRIGONOMETRY, plane and spherical, is taught in the Junior year. Some of the applications of the subject to surveying are included in this course of twenty weeks.

PHYSICS is taught one year; Elementary Physics in "C." and Advanced Physics in the Junior class. The students are taken into a well equipped laboratory, and experiments are performed under the direction of the teacher.

ASTRONOMY is given twenty weeks in the Senior year. This course is intended to furnish a general knowledge of Astronomy including a brief account of its history. For the most part it will be non-mathematical, although some knowledge of Trigonometry is desirable. The department is supplied with a telescope of moderate power.

NOTE.—Students must have a grade on "H" Arithmetic before entering Algebra, also on "F" Algebra before entering Geometry.

DEPARTMENT OF SCIENCE AND NATURAL HISTORY.

PHYSIOLOGY.—The main facts in Anatomy are developed; the technical terms in common use are drilled upon and illustrated by means of skeletons, models, charts and dissections before the class. Students are led to explain the uses of parts, and to see how they are adapted to their various uses. The care of the body, the consideration of emergencies, and how to meet them, and the effects of alcohol on the system, are especially dwelt upon. The reasons for effects of carelessness on the body are emphasized.

ZOOLOGY.—No student is admitted to Zoology who has not already studied Physiology. The character of the work is similar to that in Physiology, except that the other animals than man are considered. The structure of the various groups is illustrated by well selected material, and the adaptation of parts to habits is dwelt upon. Comparison of species and groups based upon the study of Structural Zoology leads to the development of ideas of classification.

BOTANY.—The study of plant structure from abundant material during the first ten weeks of the Spring Term, prepares thoroughly for the later study and description of plants during the last ten weeks. The students of this class have access to the large school collection.

GEOLOGY.—This course is opened in the Spring Term, especially for members of the "A" class, in whose course it forms the culmination of their scientific study. A previous study of Botany and Zoology, as well as Physical Geography, Physics and Chemistry is a prerequisite in this course.

The large school collection of minerals, rocks and fossils furnishes abundant material for illustration.

CHEMISTRY.—This subject is developed largely by experimental work performed by the students themselves in a laboratory well equipped for the work. The pupils are encouraged to seek information from nature as well as from books. The training of the mind, and the acquirement of facility in finding out truths for themselves is sought, rather than the memorizing of formulas and reactions. The fact that some things must be committed to memory is not overlooked, but an effort is made to

give only a just proportion of attention to that work. The general laws of chemical reaction are first studied, then the properties and important compounds of a few leading elements. By comparison the knowledge of the student is then extended to some of the less important elements and their compounds.

PHYSICAL GEOGRAPHY.—A course of twenty weeks is given in this subject. The earth is considered first as a member of the solar system; then as a great individual organization. The various phenomena which take place on and near its surface, their causes and consequences, the laws governing them, and their mutual relations, are duly investigated. Attention is given to the natural divisions of land, water, geological structure, volcanoes, earthquakes, rivers, lakes, oceanic and atmospheric movements, rainfall, etc. The classification is devoted to the physical features of the United States.

DEPARTMENT OF LATIN.

FIRST YEAR.

FIRST TERM.—1. Beginner's Latin Book, to page 114. 2. Roman method of pronunciation is used throughout. 3. Inflections of nouns, adjectives and verbs. 4. The Latin exercises are translated from the books and are also pronounced by the teacher and translated from hearing. 5. All exercises of English into Latin must be carefully written in blank books, after they have been recited to the teacher. 6. The colloquia are both read and recited orally. 7. All constructions in the exercises of Latin into English are explained by referring them to the rules of syntax.

SECOND TERM.—1. Beginner's Latin Book completed. 2. The same methods as to pronunciation, inflections, exercises, colloquia and constructions, employed first term, are continued. 3. The difficulties of the adjunctive mode, etc., in the last part of the books are not omitted.

SECOND YEAR.

FIRST TERM.—1. *Cæsar's Commentaries De Bello Gallico* as far as chapter ten of second book, are read. 2. Prose composition is recited in connection with the reading lesson. The composition lessons are carefully written in blank books. 3. Regular lessons from the grammar are recited.

SECOND TERM.—1. *Virgil* is read from the beginning of the *Æneid* to the middle of the second book. Enough scanning is done to familiarize the pupils with the structure of the verb, etc. 3. Prose Composition. 4. Grammar lessons on all days except when composition is recited. 5. Grecian and Roman mythology is taught incidentally in connection with the reading in *Virgil*. 6. The attention of pupils is called by the teacher to English classics which throw light upon the Latin being read.

THIRD YEAR.

FIRST TERM.—1. *Cicero's Orations* are read. 2. Carefulness in translating into good English and in selecting best equivalent in English for *Cicero's* thought is sought. 3. Composition is concluded. 4. Grammar reviewed.

DEPARTMENT OF HISTORY, CIVICS, GEOGRAPHY, AND ELOCUTION.

ELOCUTION.—I. Physical Training.—Basis for Pantomime. "A sound mind in a sound body."—The basis of all true expression.

1. Light Gymnastics.

2. Æsthetic Gymnastics (Delsarte Drills).

Objects: (a) Health, Vigor, Tone. (b) To attain Ease, Precision, and Harmony in Action. (c) To present the body in true Technical and Expressive form.

II. Respiration.—Basis for Vocal Expression. "Through the arches of respiration walks the soul."

III. The Production of Voice.—Basis for Vital and Emotive Expression.

Objects: (a) To produce pleasing, musical, and cultivated tones. (b) To avoid harshness, and especially loudness. (c) To produce the form of the carrying voice.

IV. Articulation.—Basis for Mental Expression. "All speech is made up of Articulation."—*Spencer*.

V. Analysis.—Preparation for Expression.

Object: To find the complete thought and verbing contained in the sentence, and to determine the technical forms that give art-value. Impression must precede expression. The student must *have* before he can *give*.

VI. Synthetic Expression.—What the mind has analyzed, it tries to produce in objective or expressive forms. Hence we hope to attain the ability of presentative in art-form, of the three natures of man, or of the three states of his soul—the Vital, Mental, and Emotive—by means of voice, pantomime and articulate speech.

HISTORY, CIVICS AND GEOGRAPHY.—In the department of History and Civics, it is aimed:

1. To teach the pupil to *think for himself*, by dealing with real things: to train him to see the fact and catch the spirit of what he reads: to judge of the character and influence of men and acts, and to see the relation of *cause* and *effect* in historical events.

2. To give him a sympathetic appreciation of the development of our American life, character, and government.

3. To train him for citizenship and to incite him to further reading and investigation.

GEOGRAPHY.—One term is devoted to the study of Descriptive Geography. It is aimed to invest its details with a living and intelligent interest, and a practical utility. Maps, map drawing, globes, and other requisites to a thorough acquaintance with the subject, are employed.

DEPARTMENT OF ART.

DRAWING.—Drawing is not simply an ornamental study or a mere accomplishment. It is full of direct and practical results. It is also a most beneficial training, a help to other studies, a powerful educator. The object is to develop the minds of our pupils; to direct their habits of thinking; to cultivate their observation and fac-

ulties, such as memory, attention, accuracy, neatness, etc. The course of study consists of Inventive, Free-hand and Mathematical Drawing for twenty weeks. A term of ten weeks is devoted to the science and art of Perspective.

BOOKKEEPING.—The subjects of Single Entry and Double Entry Bookkeeping are thoroughly explained and illustrated. Each student is required to write several sets, including besides the principal books, various auxiliary books and business papers. The practice is cultivated until he is familiar with the entries and documents necessary for all ordinary transactions. This course is especially useful to those who intend to be teachers, as well as to those preparing for other pursuits.

PENMANSHIP.—Elements of letters, with practice, capitals, copy-writing, paragraphing, etc. The object is to form a handwriting at once rapid, legible and compact, and frequent practice is our chief dependence.

CALISTHENICS.—Calisthenic exercises occupy twenty minutes daily. Especial care is given to correct position, and to precision and promptness of action in connection with music. The utility of calisthenic exercise as a means of physical development and training, and of securing vigorous health under the constant strain of student life, is now generally acknowledged. Such exercises are used as can be practised by teachers in schools without the usual apparatus.

DEPARTMENT OF MUSIC.

VOCAL.—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 students 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, become thoroughly grounded in the elements, and be able to teach it both in theory and practice.

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

Following is a brief outline of the course of study to be pursued:

CLASS "G"—ELEMENTARY GRADE.—PART ONE.

1. Exercises for training the ear.
2. Exercises for training the eye.
3. Exercises for training the eye and the ear at the same time.
4. To sing simple exercises by rote, followed by easy blackboard lessons.
5. Beginning work, in the text books, from charts and graded blackboard lessons up to the subject of transposition.

CLASS "C"—ELEMENTARY GRADE.—PART TWO.

This grade will begin, and continue the work as follows:

1. Reading music in the key of "C" major in one, two, three and four parts.
2. The analysis of the major scale.
3. The general study of the rudiments of vocal music, transportation by fourths and fifths, keys, signatures, etc.
4. The study and analysis of both the Harmonic and Melodic Minor scales.
5. A brief, yet practical, study of intervals and their inversions.
6. A thorough practice in singing songs and choruses in the major and minor keys, and the study of methods for teaching vocal music in the public schools.

CLASS "A"—ADVANCED GRADE.

The advanced grade will consist of the following graded courses in Theory and Practice.

1. Advanced practice in singing glees, choruses and part songs from the masters, and some of our best American composers.
2. A practical study of the beginning fundamental principles of harmony, and the necessity of the same to the more intelligent and successful teacher.
3. A short and comprehensive study of the beginning of modulation and the rules for studying the same.
4. Methods of teaching and presenting the different grades in the public schools. General suggestions for proper breathing and use of the voice will be given in all grades from standard authorities.

INSTRUMENTAL.—Although instrumental music forms no part of the regular curriculum of the school, opportunities are offered for the study of Piano, Organ, Voice Culture, etc., under the best instruction, at moderate cost.

Model and Training Department.

DESIGN.

Many who prove themselves to be good students, show marked weakness when called upon to impart their information to others. It is the business of this department to test and strengthen the teacher in his work.

PREPARATION NECESSARY FOR PRACTICE TEACHING.

It is becoming more and more obvious every day that this branch of Normal School work should be the last part of the course, and that no one should be given work in this department who has not previously passed examination on the professional subjects. Students who have had no experience are required to go through a course of "observing" before being allowed to take charge of a class. The Model School is essentially a Practice School—a place where students can test methods already studied. The children are simply a means to an end, and, in justice to them, pupil-teachers must be prepared to do the work well, realizing that unless it is a benefit to the children it is not a benefit to the teacher.

BASIS OF GRADING.

For the instruction of both teachers and critics the following points are made a basis upon which they are graded: 1. Preparation. 2. Recitation. 3. Neatness. 4. Government. 5. Manner.

COURSE OF STUDY.

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 which should be familiar to every true teacher, whether filling a position in a Primary, Intermediate, or Grammar School. For a child to complete the course requires a period of eight years, or approximately the same as that of the average graded public school.

TEACHERS' MEETINGS.

These are held every Thursday afternoon, in which critics' reports are read, mistakes pointed out and the work for the following week discussed. Occasionally classes from the Model School are taught by student teachers in the presence of the entire force of teachers, the Principal, and such visiting members of the Faculty as may be present. 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.

As a subdivision of the regular teachers' meetings, teachers are required to meet in their respective grades, where such questions as concern the teachers of that particular grade are discussed by members present. These sub-meetings are considered to be quite as beneficial to the student-teacher as the general meeting.

ACTUAL PRACTICE.

The most valuable feature of this department is the actual practice which students have in conducting classes in the various grades and subjects. No other test will so satisfactorily show whether a young man or a young woman is sure to be a good teacher. Successful work as a student, brilliant and interesting recitations in the class-room, even the power of analyzing and explaining difficult subjects so the other members of the class understand as never before—all these fail to prove power for satisfactory discipline and teaching. No amount of talking about how the work should be done and seeing how it is done, can give the strength which comes from actual doing. The teachers who go from this department to take charge of schools of their own, go with an experimental knowledge of what difficulties are to be met and how to meet them; they go about their work with a self-possession which can come only from a successful experience. Care is taken in this department to lead the teachers to control their classes without feeling dependent on the aid of any one in general charge of the work. They, in the main, settle their own difficulties in discipline and instruction, and meet the responsibilities which come to a teacher in his own school.

An extended inquiry shows that departments of this kind continue to grow in popularity in the United States, and that more than two-thirds of all distinctly Normal schools in this country have now introduced practice-teaching as a regular part of their course.



Post-Graduate Course.

Master of Scientific Didactics.

This diploma will be issued to such graduates from the full course as teach successfully in schools of a higher grade for three years after graduation, and complete the following course of reading, or its equivalent, to be approved by the faculty. Each applicant shall submit a satisfactory original thesis of from four to five thousand words on some phase of educational work, the subject to be approved by the president of the faculty, and shall be printed or written by type-writer, and filed in the library of the school. The objects of this course 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. To fit teachers to meet these demands is the leading object of this course. For particulars as to fees, advanced work in any department, substitution of subjects for any in the course, or any information concerning the same, address the president.

GROUP 1.—*History.*

- History of the English People, *Green.*
- History of France, *Guizot.*
- Conquest of Mexico, *Prescott.*
- Frederick the Great, *Carlyle.*
- National History of the U. S., *Lossing.*

GROUP 2.—*Poetry.*

- The Iliad, *Homer.*
- Course of Time, *Pollock.*
- Lallah Rookh, *Moore.*
- Hiawatha and Evangeline, *Longfellow.*
- Ancient Mariner, *Coleridge.*

GROUP 3.—*Fiction.*

- Waverly and Ivanhoe, *Scott.*
- David Copperfield and Nicholas Nickelby, *Dickens.*
- Undiscovered Country, *Howell.*
- Endymion, *Beaconsfield.*
- Vicar of Wakefield, *Goldsmith.*

GROUP 4.—*Literature and Civics.*

- History and Philosophy of Literature, *Welsh or Taine.*
- Hamlet, Henry, IV., Merchant of Venice, *Shakespeare.*
- The Nation, *Mulford.*
- Constitutional History of the U. S., *Von Holst.*
- The State, *Wilson.*
- The American Commonwealth, *Bryce.*

GROUP 5.—*Science and History of Education,*

- Lectures on Education, *Payne.*
- Education as a Science, *Bain.*
- Lectures on Teaching, *Compayre.*
- Rise and Constitution of the Universities, *Laurie.*
- History of Education in the U. S., *Boone.*

GROUP 6.—*Psychology and Ethics.*

- The Human Intellect, *Porter.*
- Outlines of Psychology, *Sully.*
- Modern Philosophy, *Bowen.*
- History of Modern Philosophy, *Cousin.*
- Christian Ethics, *Gregory.*
- Ethics of the School, ———.
- Psychology Applied to the Art of Teaching, *Baldwin.*

GROUP 7.—*Professional.*

- Normal Methods, *Holbrook.*
- Theory and Practice, *Thwing.*
- Free Schools of the U. S., *Adams.*
- Methods of Teaching, *Brooks.*
- Teacher and Parent, *Northend.*
- School Amusements, *Root.*
- Life of Pestalozzi.
- The Child, etc., *Kriege.*
- Self Culture, *Blackie.*

NOTE.—In order to aid such graduates as may desire to systematize their work, and to secure the advantages of personal instruction from the faculty, a Correspondence Course will be established and selected from the above subjects.

The completion of ten subjects, together with the above mentioned thesis, will entitle the candidate to this diploma. In the selection of these subjects for study and examination, one study only shall be taken from each of the first four groups, and two from each of the remaining three.

Candidates for the above degree must send to the president of the faculty their theses and outlines of the course they have pursued, at least two weeks before commencement; must appear before the faculty within such time, and be present on commencement day to receive their diplomas, unavoidable circumstances alone excusing them.

Catalogue of Students for the Year, 1894=5.

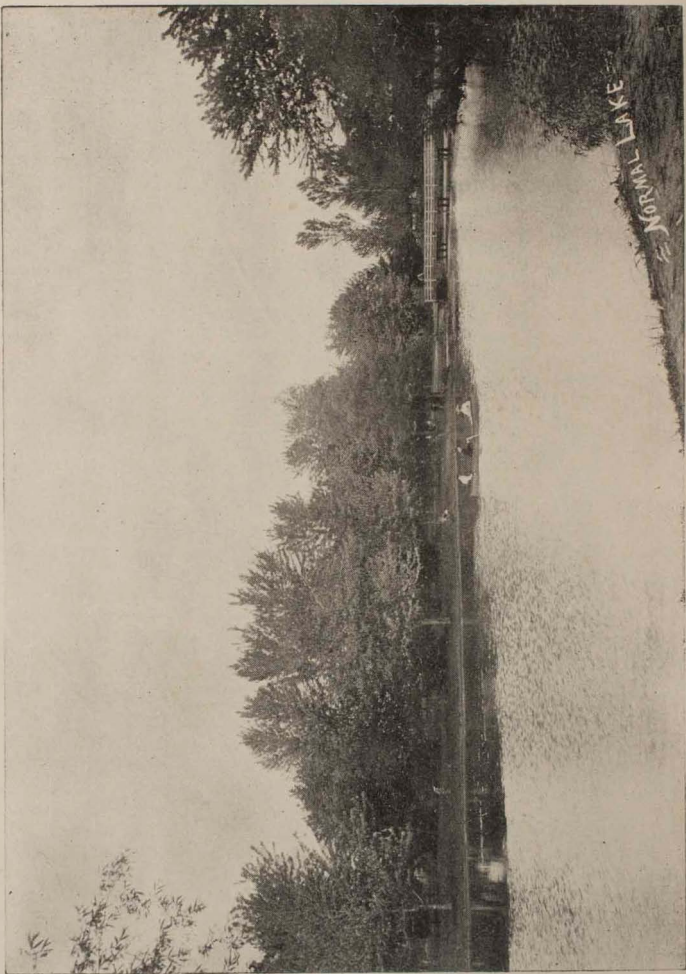
Albright, Grace	Schuyler.	Bell, Cora Nasma ...	Chariton.
Agee, Pearl Myrtle.....	Adair.	Boynton, Harry Sumner ..	Sullivan.
Agee, Leta Belle	Adair.	Bradsher, Ira Clarence	Randolph.
Ashlock, Jessie Cordelia...	Adair.	Barrows, Arthur Eugene..	Adair.
Angell, William Ora... ..	Randolph.	Buckmaster, Pearle R.....	Adair.
Arnote Allie Victoria.....	Mercer.	Baldwin, Frank.....	Knox.
Arnold, Stella Belle.....	Scotland.	Brown, Edna Blanch. . . .	Adair.
Aker, James A.	Clay.	Bryson, Nellie Lenora ...	Knox.
Allen, Willet	Adair.	Bradley, Beverly Dennis....	Macon.
Alexander, Fred William ..	Green, Tenn.	Burkey, Chas. Andrew. . .	Audrain.
Avery, Calvin Luther.....	Howard.	Buchanan, Cora Clyde....	Adair.
Ayers, Amos Eugene.	Pike.	Buchanan, Lura Johnson..	Adair.
Atterberry, Claude Washing-		Bliven, Charlotte Belle....	Pike.
ton.....	Saline.	Broeker, Anna Mary... ..	St. Charles.
Allen, Effie Alice	Scotland.	Beck, Maude Belle.....	Sullivan.
Anderson, Phoebe Jayne ..	Putnam.	Bosley, Anna Rose Ella....	Grundy.
Anderson, Minta.....	Schuyler.	Bennett, Mattie Belle.....	Randolph.
Atterberry, Maud Charlotte.	Linn, Ia.	Barnhart, Minnie.....	Adair.
Atterberry, Fannie.....	Macon.	Bowen, Pansy.....	Adair.
Bullock, Grace	Adair.	Brigham, Herbert Dwight..	Adair.
Bielby, Tolie	Adair.	Buck, Francis Forrest	Macon.
Bigsby, Frank.....	Kan.	Beardsley, Levi Charles....	Adair.
Boyd, James Perry.....	Ralls.	Burline, Minnie.....	Dunn, N. Dak
Bradley, Oscar Evans	Scotland.	Buck, Flora Althea.....	Adair.
Bradley, Gus	Scotland.	Boucher, Haskell	Randolph.
Bowman, John Church.....	Adair.	Browning, James John.....	Monroe.
Broyles, Myrta Elenor.....	Adair.	Bryant, Mary	Monroe.
Buckner, Grace Parker....	Callaway.	Brother, Ida	Audrain.
Black, Mary	Callaway.	Blue, Christopher Columbus.	Monroe.
Barnes, Willie Wayne.....	Boone.	Brightman, Samuel Charles..	Schuyler.
Brown, Clarence Herbert...	Sullivan.	Bell, Oma	Macon.
Beall, Isaac Newton	Adair.	Beacher, Carrie Anne	Adair.
Beaven, Elmore Holt.....	Callaway.	Bartley, Ruth.	Callaway.
Beattie, John Clayborne....	Andrew.	Brother, Blanche... ..	Audrain.
Bragg, Minnie.	Macon.	Bragg, Everett Eugene	Macon.
Baldwin, Bertha	Adair.	Brown, Urbe Quennie....	Shelby.
Bumpus, John Franklin. . .	Macon.	Beeman, Everette Edward..	Adair.
Bailey, Loa	Adair.	Bener, Josephene.....	Knox.
Bevan, Mattie.....	Grundy.	Brisky, Anna Laura....	Jackson.
Boyce, Dora	Grundy.	Bates, May Emma.	Appanoose,
Bishop, Hettie May.....	Knox.		Ia.

Bibb, Della Cena	Adair.	Cochrane, James Henry . . .	Sullivan.
Bryan, Bird	Merced.	Curry, William Brandon . .	Callaway.
Brother, Claude S.	Audrain.	Cassady, Jessie Roy	Putnam.
Craghead, Thomas A.	Callaway.	Childress, Cora	Lewis.
Cooper, John Fennimore . . .	Morgan.	Cottingham, May Alroe . . .	Monroe.
Carter, Geo.	Knox.	Chadwell, Jennie Grove . . .	Linn.
Clare, Frank Walden	Montgomery.	Cochrane, Wampler Lemuel .	Sullivan.
Combest, Andrew Jackson . .	Gentry.	Carothers, Manville	Adair.
Clark, Birdsey Albert	Adair.	Dufur, James Ivan	Adair.
Corbin, Mattie	Adair.	Davis, Mamie	Adair.
Coe, Gerald Cornelius	Knox.	Dockery, Ethel Ardella . . .	Adair.
Caskey, Ada	Adair.	DeTienne, Louise	Audrain.
Clark, Jessie Waller	Andrew.	DeWitt, Clarence	Sullivan.
Calvert, Sidney Everette . .	Clark.	Dufur, Denna	Adair.
Cox, Merritt A	Lincoln.	Duckworth, Nellie	Putnam.
Corbin, Charles	Adair.	Dodson, Jeanie	Randolph.
*Cain, Alva Lee	Adair.	Dutcher, Roscoe H.	Macon.
Coleman, Carolyn	Pike.	Dudley, Lena May	Grundy.
Currence, Bony Cornelius . .	Adair.	Durnal, Martha	Scotland.
Conder, John Perry	Knox.	Drinkard, Daisy Dean	Adair.
Curtis, John Samuel	Macon.	Drinkard, Enoch Marvin	Adair.
*Collier, Minnie	Randolph.	Dillman, Samuel Rodgers . . .	Grundy.
Carpenter, Ora May	Grundy.	Dobson, Walter Norton	Adair.
Churchill, Florence Steele . .	Henry.	Daley, Mollie Frances	Knox.
Craig, Leona	Clay.	Dobson, Anna Pauline	Adair.
Conner, Ethel	Adair.	Davis, Sarah F.	Adair.
Carothers, Ralph Elmer	Adair.	Dennison, Florence Rose . . .	Warren.
Calfee, Dudley Field	Sullivan.	Duvall, James Henry	Pike.
Cummins, Bertha	Adair.	Dodson, Norma	Adair.
Campbell, Grace	Adair.	Dodson, Thomas Abrah.	Adair.
Campbell Alta Lena	Knox.	Druse, Cora Agnes	Clark.
Carter, Mary Kate Cherry Ann .	Gentry.	Dorian, James Clement	Knox.
Christine, Lottie Hawks . . .	St. Louis.	Day, Winfred	Randolph.
Cary, Joel Robert	Carroll.	Dowell, Alve Erastus	Scotland.
Calloway, Mary Catherine . . .	Knox.	Darnielle, E. B.	Davis, Ia.
Cobb, Gerda	Lincoln.	Davis, Lillian	DeKalb.
Carter, Charles F.	Schuyler.	Dunham, Charles Oakley	Macon.
Cleeton, Carl E.	Schuyler.	Day, Hubert Leslie	Randolph.
Carmack, Sylvester Daniel . .	Sullivan.	Doyle, Luther Ulmo	Randolph.
Carmack, James A.	Sullivan.	Devold, Amanda Lee	Knox.
Chappell, Minerva	Adair.	Davis, Blanche	Sullivan.
Coffman, Silas Andrew	Andrew.	Davis, Samuel Vickery	Montgomery.
Carter, Sarah	Schuyler.	Davis, Ella Mae	DeKalb.
Carter, Rowena	Clark.	Dawson, Minnie	Adair.
Craighead, Cordelia	Callaway.	Eaton, Cassius Vincent	Shelby.
Clark, James Porter	Andrew.	Eller, James Burt	Callaway.

*Deceased.

Eckert, Edward	Adair.	Grim, Ezra Clarence	Adair.
Evans, Minta	Grundy.	Gross, Mary Carrell	Adair.
Elliott, Arthur Barren	Macon.	George, Emma	Monroe, Ia.
Ewing, Maude V.	Adair.	Gullion, Omer Ray	Marion.
Eller, Mary	Callaway.	Greenwood, Nettie	Adair.
Evans, Aida	Audrain.	Gildersleeve, Jessie Ellen	Adair.
Evans, Mae	Audrain.	Givens, Sallie	Audrain.
Everett, Damaris Viola	Linn.	Goldsberry, Homer Virgil	Schuyler.
Elsea, Lena Kate	Adair.	Garrett, May	Adair.
Ellison, Samuel Hatch	Adair.	Glasgow, Alva Norton	Adair.
Ellison, James McMachen	Adair.	George, Charles Clyde	Monroe, Ia.
Elmore, Richard Roy	Macon.	Guest Mary Olive	Gentry.
Evans, John Thomas	Macon.	Gordon, Lawrence Loranah	Clark.
Ellis, James Walter	Lewis.	Gunnells, Mamie	Macon.
Fisher, Bertie	Callaway.	Gerlack, Andrew Martin	Davies
Foster, Everett Eugene	Macon.	Gass, Preston Young	Grundy.
Flack, William Lorne	Washington,	Goodwin, James Albert	Adair.
	Penn.	Gillman, Thomas William	Callaway.
Farrell, Daloma	Adair.	Gray, Nellie Elizabeth	Audrain.
Flynn, Robert Mitchell	Scotland.	Glasecock, Mary E	Ralls.
Fairbrother, Rolla Lon	Clark.	Hill, Anna D.	Knox.
Fulcher, Cora Anne	Schuyler.	Hannah, Anna W	Shelby.
Foncanon, Dorothea Caroline	Adair.	*Hertzler, James L.	Macon.
Foncanon, Mamie	Adair.	Hertzler, Samuel Albert	Macon.
Farmer, Teresa May	Schuyler.	Holloway, Jesse	Adair.
Frazer, Winnie	Knox.	Higgins, Homer Alexander	Sullivan.
Fullhart, Elta	Putman.	Hannah, Ella Baird	Adair.
Fronabarger, Lizzie	Adair.	Hatcher, Jessie Byrd	Shelby.
Furtney, Ruth Maggie	Grundy.	Hammond, Carl	Adair.
Freeman, Bertha	Knox.	Hook, James Arthur	Audrain.
Foster, Asa Dillard	Pike.	Harman, August	Grundy.
Foster, Bernice Maude	Davis, Ia.	Hendrix, Frank Coner	Ralls.
Fields, Bennie L.	Monroe.	Hayward, John Dawson	Adair.
Franklin, Theory William	Sullivan.	Hawkins, Katie Belle	Monroe.
Fleshman, Cora Ann	Clark.	Heiny, John Dale	Adair.
Funk, Eugene E.	Knox.	Harlan, Mabelle	Adair.
Faubion, Wakefield	Worth.	Hollenbeck, Dee Willard	Adair.
Frye, Sallie Henrietta	Monroe.	Higdon, Mamie	Grundy.
Forsee, C. Guy	Andrew.	Hunsaker, Winnie A.	
Fields, Hermia	Sullivan.	Halliday, Bertha	Adair.
Franklin, James Stanley	Sullivan.	Holt, Grace	Knox.
Grigsby, Sallie	Audrain.	Huffman, Edwin E	Andrew.
Gilbreath, Hugh Alfred	Macon.	Hoefner, John Henry	St. Charles.
Greenwood, Helen	Adair.	Hall, Blanche	Adair.
Giller, Emma	Green, Ill.	Harper, Eben Brown	Chariton.
Giller, Charles Edward	Green, Ill.	Harris, May Eva	Grundy.
Gough, Myrta	Ralls.	Holmes, Essie	Adair.

*Deceased.



NORMAL LAKE

Harper, Myrta May.....	Caldwell.	Kellogg, Ray.....	Adair.
Hane, Dora Belle.....	Adair.	Kellogg, Willis Edward.....	Adair.
Hackmann, Ida.....	St. Charles.	King, Homer Francis.....	Marion.
Hale, Anna.....	Adair.	Keyte, Ivy Allen.....	Adair.
Harris, Clifford Burdette.....	Sullivan.	Kerby, George Taylor.....	Randolph.
Heyd, Jacob William.....	Adair.	Klein, Peter Lewis.....	Schuyler.
Hewitt, Clarence E.....	Shelby.	Kelso, Etna Alberta.....	Adair.
Horton, Silas Arthur.....	Adair.	Knifong, Ora Lewis.....	Linn.
Horton, Flora.....	Adair.	Kibler, Ollie.....	Adair.
Hall, Monterey Lester.....	Callaway.	Ketcham, Clarence Nason.....	Macon.
Hummel, Iva.....	Ralls.	Ketcham, Ora Belle.....	Macon.
Harper, May.....	Mercer.	Kerlin, Emma.....	Clark, Ohio.
Hockersmith, James Thos.....	Davis, Iowa.	Knox, Nellie.....	Lincoln.
Hutchinson, Oscar Monroe.....	Adair.	King, Arthur Morgan.....	Marion.
Helwig, Kate Ernestine.....	Grundy.	Lorenz, Charles E.....	Adair.
Harris, Luther E.....	Sullivan.	Laytham, Mamie.....	Knox.
Hounson, Niota Belle.....	Schuyler.	Link, Bessie.....	Adair.
Husted, Cora.....	Putnam.	LeHew, Leona Grace.....	Grundy.
Heiny, Frank Roy.....	Adair.	Long, Lizzie.....	Adair.
Hazard, Mary Aliee.....	Adair.	Linville, Lucile.....	Adair.
Hertzler, Wm. Edwin.....	Macon.	Lewis, Jennie Chinn.....	St. Charles.
Hale, Laura.....	Adair.	Lewis, John Leslie.....	Adair.
Hatcher, James Walker.....	Andrew.	Lorenz, Mamie Opal.....	Adair.
Hogan, Gertie.....	Adair.	Linder, Edna Myrtle.....	Adair.
Huston, Julia.....	Randolph.	Leslie, George William.....	Lewis.
Ilgenfritz, Gertie.....	Adair.	Lea, Frank Heath.....	Navarro, Tex.
Ingersoll, Robert Zumer.....	Scotland.	Legg, Hattie Mary.....	Lewis.
Imbler, Ida Georgia.....	Adair.	Lake, Eugene Amos.....	DeKalb.
Ingold, Warren B.....	Clark.	Lyon, Hattie.....	Adair.
Ingold, Lewis.....	Clark.	Lawrence, Mary.....	DeKalb.
Israel, Samuel Edmonson.....	Schuyler.	Lindsey, Margaret Elizabeth.....	Mercer.
Imbler, Thomas Warren.....	Adair.	Luddon, Ralph.....	Adair.
Judy, Bettie.....	Monroe.	Lichtenthaler, Cora.....	Randolph.
Jamison, Maude.....	Lincoln.	Lichtenthaler, Kate.....	Randolph.
Jamison, Delphine.....	Lincoln.	Logan, Charles.....	Mercer.
Johnson, Thomas Jefferson.....	Adair.	Laughlin, Bessie.....	Adair.
Johnson, Pearl T.....	Adair.	Leusley, Marvin Eugene.....	Randolph.
Johnson, Minnie Lucy.....	Randolph.	Long, Martin.....	Knox.
Jones, Agnes Pauline.....	Knox.	Long, Mary.....	Knox.
Johnson, Ella.....	Knox.	Linville, Robert Neely.....	Macon.
Johnson, Ada.....	Knox.	Loomis, Bertha Ella.....	Wayne, Iowa.
James, Charles Albert.....	Adair.	Miller, Carrie.....	Macon.
James, Ada.....	Adair.	McMahon, John P.....	Shelby.
Jones, Martin Van Buren.....	Putnam.	Muldoon, Katie.....	Adair.
Johnson, Josiah Arthur.....	Linn.	Miller, Henry Allen.....	Schuyler.
Jamison, Grace.....	Adair.	Mennie, Mabel Beatrice.....	Macon.
Jamison, Carson Ephraim.....	Pike.	Morris, Iva Pearl.....	Sullivan.

- Mileham, George Eben . . . Clark.
 Meara, Thomas Schuyler.
 Meara, Sarah Elizabeth . . . Schuyler.
 Mikel, Lina Adair.
 McCanne, Stella Randolph.
 McClure, Rosa Davies.
 Morrow, Elmer Ellsworth . . . Adair.
 Moberman, Julius Clay DeKalb.
 McClellan, Walker K. Lincoln.
 Miller, Frances Clark.
 Montgomery, John Solomon . . . Sullivan.
 McCanne, Julia Randolph.
 Mayhugh, Clyde Warren . . . Chariton.
 Mayhugh, Ina Trent Chariton.
 *McDonald, Elsie Gertrude . . . Knox.
 McDonald, Cornelia Grace . . . Knox.
 Miller, Birdie Adair.
 Mapel, Olla Emette Mercer.
 McCall, Charles Boone Adair.
 Maddox, Joe Shelby Monroe.
 Mathis, Mary Elizabeth Chariton.
 McDonald, Orpha Jeane Adair.
 McDavitt, Samuel Leo Macon.
 McPike, Ora Lee Knox.
 Mills, Charles Daniel Clark.
 Meeks, Mabel F. Adair.
 Miller, Raphael Mack Adair.
 McMurray, Kittie Knox.
 McMurry, George Edwin Knox.
 McMurry, Milton Ira Knox.
 McMurry, James Robert Knox.
 Megrew, John Lewis Adair.
 McClaran, Etta Mae Mercer.
 Mairs, Clara A. Linn.
 McKay, Lyda Lnox.
 McMurry, Norman Franklin . . . Lewis.
 Musson, Sadie Anna Adair.
 Mathews, David Boggs Adair.
 Mitchell, Thomas Randolph.
 Miller, Homer Sullivan.
 Martin, Maggie Anna Schuyler.
 McDavitt, Frederick Nathan-
 iel Macon.
 Mills, Mrs. Emma Frances . . . Putnam.
 Magee, Mary Putnam.
 McGinnis, Delphia Knox.
 Mannon, Roy Eugene Putnam.
 McIntyre, Harvey Franklin . . . Andrain.
 Menge, Anna Marion.
 McDermitt, Ella Adair.
 Murrell, Charles Schuyler.
 Mahaffay, Charles Winslow . . . Adair.
 McElhiney, Louis Everette . . . Schuyler.
 Mileham, William Harvey . . . Clark.
 Maloney, Margaret Callaway.
 Maloney, Lizzie Callaway.
 McAnelly, Leslie Leon Putnam.
 McCanne, Jessie Randolph.
 Motter, George Washington . . . Adair.
 Munsell, James Wallace Schuyler.
 McDavitt, Basil Woodford . . . Macon.
 Murphy, Robert Lee Randolph.
 McKinney, Curtis Franklin . . . Randolph.
 McCollum, Emma Frances . . . Linn.
 Mattocks, Mary Genette Macon.
 McDavitt, Minta Belle Macon.
 Morris, Charles Sullivan.
 McGraw, Cora T. Adair.
 Magee, James Thomas Knox.
 Noel, Bertha Adair.
 Noel, James Adair.
 Northcutt, Lilly Lee Knox.
 Nelson, Marie Claggett Marion.
 Nolen, John Henry Monroe.
 Newton, Luther Clay Randolph.
 Novinger, George Byron Adair.
 Northcutt, Mary Anna Knox.
 Obermeyer, Emma Rachael . . . Adair.
 Owen, Maude Henry.
 Owen, Frederick Benjamin . . . Henry.
 Painter, Leola Adair.
 Porter, Julia Louise Adair.
 Painter, Elma Adair.
 Petree, Lizzie Adair.
 Piekler, Ethel C. Adair.
 Pauly, Ida Viola Adair.
 Petree, McDonald Adair.
 Payne, Stephen Marvin Mercer, Pa.
 Phillips, Gertrude Shelby.
 Poland, Zora Margarette Sullivan.
 Petree, Charles Balis Adair.
 Porter, Dottie Knox.
 Porter, Oscar E. Knox.
 *Pickett, Edward Elison Clinton.

Patton, Stephen Curtis	Randolph.	Seaton, Sylvester Eugene . . .	Clinton.
Phillips, Ernest Churchill . . .	Shelby.	Sallee, William Ira	Knox.
Phipps, John Rothwell	Macon.	Smoot, Anna	Scotland.
Pickett, Vena	Clinton.	Stacy, William Omar	Schuyler.
Pearce, Anna Brown	Jackson.	Stigall, John Bruce	Randolph.
Pitts, Eva	Knox.	Shaw, Charles	Knox.
Parsons, Bettie	Sullivan.	Seaber, Arthur	Adair.
Price, George Robert	Adair.	Shannon, Nettie	Marion.
Price, Mattie	Adair.	Snelling, Ella	Knox.
Price, Emma	Adair.	Seaber, Clara Belle	Adair.
Pauly, Clara	Adair.	Seitz, Ray E.	Darke, Ohio.
Patton, Carson James	Randolph.	Smith, Caryll	Adair.
Patton, Charles Oliver	Randolph.	Seitz, Willie Kerlin	Darke, Ohio.
Patton, Magdalene	Randolph.	Sullivan, Mary	Audrain.
Potes, Ira Waite	Macon.	Storm, Lena Lucile	Adair.
Pollock, Anna	Grundy.	Sweet, Arthur	Pike.
Pemberton, Walker Scott	Howard.	Storm, Frank Joseph	Adair.
Padgett, James Tressie	Callaway.	Scobee, Bertie Norman	Adair.
Poe, Samuel Lourey	Macon.	Snow, Frank Edgar	Knox.
Peekover, Belle	Clinton.	Samuels, Harley Warren	Adair.
Patton, Arthur William	Randolph.	Spencer, Edward Arthur	Adair.
Perry, John M.	Mercer.	Soles Ethel Frances	Adair.
Rice, Edith	Randolph.	Spencer, Hattie M.	Adair.
Reesman, Burthel F.	Adair.	Sands, Grace	Adair.
Reed, Minnie	Adair.	Schooling, Henry Guy	Sullivan.
Ringo, Ethel Sarah	Adair.	Sexton, Joseph William	Clay.
Ruffer, Minnie	Jefferson.	Schofield, Martin Benjamin . . .	Lewis.
Rice, Floyd	Randolph.	Steele, Mabel Mary	Johnson.
Rice, Stella Demoinis	Johns'n, Ind.	Self, Benjamin Field	Macon.
Rieger, Salome	Adair.	Stephens, Margarite Jayne	Clark.
Ross, Anna Lee	Knox.	Sweet, Robert Jefferson	Pike.
Reynolds, Carrie	Adair.	Sweet, Iona	Pike.
Ridge, Joseph Emert	Shelby.	Scott, Percy James	Monroe.
Richards, Albert Guy	Knox.	Sexton, Edna Lee	Clay.
Ryals, Ledrew Esper	Putnam.	Smith, Kirtley Miller	Boone.
Rice, Mittie Gay	Randolph.	Sturm, George Wesley	Shelby.
Ross, Pattie	Adair.	Spencer, James R.	Sullivan.
Rusk, Anna	Grundy.	Stringer, Martha Mabel	Sullivan.
Ridings, George Voorhies	Randolph.	Sanner, Eugene E	Shelby.
Reynolds, Ernest Ray	Adair.	Shacklett, Inez	Scotland.
Riddle, Lawrence Volney	Sullivan.	Shade, Amos Otto	Adair.
Rigg, Bettie May	Ralls.	Stephenson, Emma	Macon.
Ratliff, Fred	Macon.	Smith, Charles Emmet	Sullivan.
Rathburn, George M.	Wayne, Ia.	Smith, Joseph Elliott	Mercer.
Starbuck, Robert Bruce	Scotland.	Smith, Alb'rt Sid'n'y Johns'n . . .	Holt.
Snelling, Zoe	Knox.	Smith, Birdie McCall	Montgomery
Starbuck, May	Scotland.	Stall, Fred Nicholas	Sullivan.

Smith, Alfred Hannah	Adair.	Willows, Mrs. Minnie	Adair.
Turner, Carrie Northcutt	Boone.	Wardner, Julia Alberta	Jackson.
Tallman, George Bruius.	Sullivan.	Willard, Earl Scanlan	Adair.
Thatcher, Emma.	Adair.	White, Andrew Joseph.	Shelby.
Townsend, Lilah.	Andrew.	Watson, Charles Emmett.	Clinton.
Thomas, Nannie Maidee.	Clinton.	Winn, Silas Walter.	Macon.
Tysor, Lizzie.	Putnam.	Wilkes, Hattie Lena.	Adair.
Thornburg, Frank Colfax	Putnam.	Wyatt, Rowena Lucile	Adair.
Trowbridge, Seth Mainard.	Adair.	Wilson, Pet Maggie.	Schuyler.
Thornburg, W. Bert.	Putnam.	Wiggins, Bertha Eliza	Grundy.
Tinsman, Flossie.	Adair.	Williams, Alma.	Adair.
Terpening, Earl Stanley.	Marion.	Wolf, John F	Schuyler.
Toalson, Stella Benton	Randolph.	Wade, John Wesley.	Clark.
Thompson, Rebecca.	Platte.	Waller, James Franklin.	Monroe.
Taylor, William Robert.	Callaway.	Williams, Bertha Eden.	Randolph.
Thompson, Roy Wayne.	Knox.	Walker, Willard Gass.	Grundy.
Thomas, Iver D.	Macon.	Willoughby, Elma C	Macon.
Thompson, Walter Benjamin.	Sullivan.	Willoughby, William Alva.	Macon.
Tyer, Fannie Estella.	Macon.	Wooden, Lutie Ann.	Monroe.
Urban, Edward.	DeKalb.	Wible, William Alexander.	Callaway.
Vanarsdall, Alexander.	Knox.	Walker, Cora Lee.	Scotland.
Vencill, Frank.	Grundy.	Williams, Marvin Vincil.	Macon.
Veatch, Ambrose Dudley.	Lewis.	Worth, James Barkley.	Worth.
Varner, Calla.	DeKalb.	Wells, Sanford.	Putnam.
Verbeck, Charles.	Van Buren.	Willis, Ada May	Adair.
Vaughn, A. P.	Adair.	Welch, Henry Madison	Grundy.
Wilson, Charles Madison.	Lincoln.	Wells, Sarah	Lincoln.
Welch, William.	Macon.	Walton, Stonewall J.	Lincoln.
Woodson, William Irvin.	Monroe.	Yose, Lena	Sullivan.
Wray, Lola.	Davis, Iowa.	Young, Clara May.	Adair.
Wallace, Lura Marguerite.	Warren, Ill.	Young, John Rankin.	Adair.
Williams, James Wilson.	Macon.	Yowell, Mary Elizabeth.	Schuyler.
Wilhite, Nora E	Adair.	Yowell, Bertha.	Adair.
Wingerter, Bertha.	Knox.	Young, Eva Lena.	Adair.
Woods, Patrick Seymore.	Boone.	Yates, Pattie	Madison, Ky.
Wilhite, Andrew Jackson.	Adair.	Yates, Mattie Virginia.	Callaway.



Model Department.

Anderson, Mabel.	Eaton, Maggie.	Mills, Carrie.
Alexander, Wallace.	Edmonson, Lutitia.	McHendry, Mabel.
Ammerman, Jessie.	Eller, George.	Musick, Hazel.
Armutt, Blanche.	Erwin, Harry .	Nichols, Cassie.
Ayland, Cyril.	Forsythe, Daisy.	Oliver, Mary.
Baldwin, Willie.	Fortune, Nellie.	Parks, George.
Baldwin, Carl.	Frakes, Lulu.	Proctor, Ruth.
Bradley, Ethel.	Gildersleeve, Fred.	Proctor, Heath.
Brashear, Pearl.	Gooch, Myrta.	Price, Leota.
Brashear, Everett.	Greiner, Ottie.	Ross, Clark M.
Brashear, Roma.	Graves, Kate.	Reesman, Alta.
Brashear, Eugene.	Hale, Alva.	Reesman, Opal.
Bramblette, Estill.	Hale, Enoch.	Risdon, Audrey.
Bramblette, Otis.	Hale, Bessie.	Rice, Joseph.
Bramblette, Belva.	Hatfield, Berenice.	Richter, Goldie.
Bramblette, Mattie.	Hammond, Sumner.	Seaber, Harry.
Bramblette, Buford.	Hartford, Willie.	Seaber, Daisy.
Baer, Cassie.	Heiny, Agnes.	Sparling, Mattie.
Barber, Bertie.	Helme, Chester.	Sparling, Nicholas.
Barber, Frank.	Hoffman, Hubert.	Sparling, Mabel.
Borden, Allen.	Hoffman, Mamie.	Sigler, Roy.
Broyles, Galen.	Hensley, Gertrude.	Sigler, Vane.
Brown, Fleta.	Ivie, Emma.	Sigler, Lena.
Brown, Marcia.	Kerr, Flossie.	Smith, Everett.
Carothers, Ernest.	Keith, Mabel.	Smith, Elmer.
Casebolt, Durbin.	Lyons, Belle.	Smith, Wilber.
Cole, Myrtle.	Lorenz, Alta.	Seitz, Enoch B.
Cole, Willie.	Martin, Ruth.	Smoot, Isadore.
Cole, Josie.	Mahaffey, Nellie.	Straub, Ida.
Cole, Georgia.	Mahaffey, Oral.	Stephenson, Dorothy.
Daley, Lorenzo.	McCall, Connie.	Shackleford, Clarie.
Davis, Errett.	Mitchell, Arthur.	Updyke, Olva.
Dobson, Britton.	Mitchell, Finis.	Webster, Chas.
Dodson, James.	Mills, Myra.	Willard, Clyde.

Student Teachers in the Model School.

The following is a list of "A" and "C" classes' work in the Model School, with the number of hours each taught and observed:

A CLASS.			C CLASS.		
NAMES.	Hours Taught.	Hours Obser'd.	NAMES.	Hours Taught.	Hours Obser'd.
Alexander, F. W.	1	—	Bailey, Loa.	4	—
Boyd, J. P.	1	—	Black, Mary	4	—
Craighead, T. A.	2	—	Blue, C. C.	2	2
Dillman, S. M.	2	—	Boyce, Dora	3	1
Dowell, A. E.	2	—	Buchanan, Cora.	3	—
Drinkard, E. M.	2	—	Churchill, Flossie.	3	—
Foncannon, Dollie.	4	—	Cochrane, W. L.	2	—
Grim, E. C.	4	—	Conner, Ethel.	4	—
Hatcher, Byrd.	3	—	Craig, Leona.	2	2
Hawkins, Katie.	3	—	Daley, Mollie	3	1
Hill, Anna.	2	—	Davis, Sallie.	4	—
Ingold, Lois.	3	—	Dodson, Jeanie.	3	—
McKay, Lyda.	2	—	Doyle, L. U.	2	—
Miller, Frances.	2	1	Drinkard, Daisy.	2	—
Nolan, J. H.	3	—	Elliott, A. B.	2	—
Owen, F. B.	2	—	Ellison, James.	4	—
Phillips, Gertrude.	3	—	Fisher, Bertie	1	—
Wardner, Alberta.	3	—	Furtney, Maggie	3	—
			Gildersleeve, Jessie. .	3	1
			Holladay, Bertha. . .	3	1
			Harris, May E.	3	1
			Helwig, Katie	3	1
			Holmes, Essie.	4	—
			Jamison, Maud. . . .	2	—
			Long, Martin.	2	1
			Long, Mary.	1	2
			Maloney, Margaret. . .	2	—
			McCall, Chas.	2	2
			McCanne, Julia.	2	2
			Meara, Sara.	1	—
			Menge, Anna.	2	—
			Morris, Iva.	2	1
			Payne, S. M.	3	—
			Petree, Lizzie.	4	—
			Rice, Stella.	4	—
			Ryals, L. E.	2	—
			Smith, Caryl.	2	2
			Thompson, Rebecca. .	3	1
			Vanarsdall, Alex. . . .	2	—
			Wilhite, A. J.	4	—

Statistics, 1894-'95.

SUMMARY.

	Ladies.	Gentlemen.	Total.
Enrollment.....	312	308	620
Training School.....	54	48	102
Grand Total.....	366	356	722

GRADUATES.

Average age of Advanced class.....	24 years.
Average age of Elementary class, over.....	21 years.
Number in the Elementary class who will teach next year.....	89 per cent.
Number in the same class who will return to school.....	11 per cent.

OCCUPATIONS REPRESENTED.

From the farm.....	78 per cent.
Mercantile pursuits.....	10 per cent.
Professional, other than teaching.....	5 per cent.
Mechanics.....	3 per cent.
All others.....	4 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.....	6
Total number of counties represented.....	45
Number of students from Missouri.....	594
Number of students from other states.....	26
Number from other states pledged to teach in Missouri.....	26
Total number pledged to teach in Missouri.....	620

MISCELLANEOUS.

Total enrollment of school.....	620
Number who defray their own expenses.....	(54 per cent.)
Number who have taught before entering.....	(35 per cent.)
Total number who have attended a normal school prior to this session.....	(51 per cent.)
Total number in attendance half the year or more.....	(96 per cent.)
Total number of months taught in public schools before entering Normal.....	3426
Average number of months taught by each student less than.....	6

ENTERED AND GRADUATED.

Total number of students enrolled.....	7,867
Total number of alumni.....	339
Total number of graduates in the Elementary course.....	786
Total number of graduates in all the courses.....	1,368

COUNTIES IN THE DISTRICT REPRESENTED.

Adair, Audrain, Andrew, Boone, Caldwell, Clay, Chariton, Callaway, Clark, Carroll, Clinton, Daviess, DeKalb, Grundy, Gentry, Howard, Harrison, Holt, Knox, Lewis, Lincoln, Linn, Montgomery, Monroe, Marion, Macon, Mercer, Putnam, Pike, Platte, Randolph, Rolls, St. Charles, Sullivan, Scotland, Shelby, Schuyler, Worth, Warren.

COUNTIES REPRESENTED THAT ARE NOT IN THE DISTRICT.

Henry, Jackson, Johnson, Jefferson, Morgan, St. Louis.

STATES REPRESENTED.

Illinois, Indiana, Iowa, Kentucky, Missouri, North Dakota, Ohio, Pennsylvania, Tennessee, Texas.

ATTENDANCE IN NORMAL DEPARTMENT SINCE ORGANIZATION.

YEARS.	PUPILS.	YEARS.	PUPILS
1868—First year.....	140	1882—Fifteenth year.....	481
1869—Second year	203	1883—Sixteenth year.....	446
1870—Third year.....	303	1884—Seventeenth year.....	501
1871—Fourth year	321	1885—Eighteenth year.....	475
1872—Fifth year	434	1886—Nineteenth year.....	405
1873—Sixth year	470	1887—Twentieth year.....	421
1874—Seventh year.	668	1888—Twenty-first year.....	490
1875—Eighth year.....	709	1889—Twenty-second year.....	505
1876—Ninth year	627	1890—Twenty-third year.....	520
1877—Tenth year.	592	1891—Twenty-fourth year.	560
1878—Eleventh year	534	1892—Twenty-fifth year	596
1879—Twelfth year.....	468	1893—Twenty-sixth year	606
1880—Thirteenth year.....	513	1894—Twenty-seventh year.. . . .	562-656
1881—Fourteenth.	492	1895—Twenty-eighth year.....	620



Alumni of Missouri State Normal School.

FIRST DISTRICT.

OFFICERS:

W. R. HOLLOWAY, *President.*
 FRANK HANNAH, *Vice-President.*
 G. W. CULLISON, *Vice-President.*
 E. C. LINK, *Treasurer.*
 R. B. ARNOLD, *Secretary.*

EXECUTIVE COMMITTEE:

W. R. HOLLOWAY.

W. T. CARRINGTON.
 R. B. ARNOLD.

EUGENE LINK.

Post-Graduates—Degree, Master of Scientific Didactics.

CONFERRED JUNE, 1874.

*Davis, O. P.

CONFERRED JUNE, 1875.

*Coleman, W. E.
 Stevens, J. C.

Doyle, W. N.

Daughters, C. B.

CONFERRED JUNE, 1876.

Barnard, J. U.
 Cloyd, Thomas C.

Baker, W. H.
 White, J. M.

Bigger, C. W.

CONFERRED JUNE, 1878.

Chandler, J. F.

Oldham, Ada C.

Thomas, C. W.

CONFERRED JUNE, 1879.

Burton, Jennie
 Carrington, W. T.
 Hollipeter, E. E.
 Vaughn, W. H.

Cullison, G. W.
 Henry, N. B.
 Iles, R. S.
 Walker, E. H.

Dunnegan (Carothers), Ella.
 Henry (Thompson), Maggie.
 Orr, A. R.

*Deceased.

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.
Matliek, I. N.	Scheurer (Northrup), Flora.	Herren (Wright), Duke E.
Tipton, W. E.	Warner, A. B.	

CONFERRED JUNE, 1883.

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

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.

CONFERRED JUNE, 1889.

Nelson, Aven.

CONFERRED JUNE, 1892.

Grove, Wm. D.	Prewitt, Mary Trimble.	Swanger, F. A.
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CONFERRED JUNE, 1893.

Bell, Adaline.	Hannah, Frank Wisdom.	Pumphrey, Marguerite.
Payne, Walter A.	Trimble, Louise M.	Whiteford, John.

CONFERRED JUNE, 1894.

Arnold, R. B.	Bowen, C. W.	Gentry, Fannie.
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*Deceased.

Graduates—Degree, Bachelor of Scientific Didactics.

CLASS OF 1872.

Doyle, W. N., President Oak Lawn College.....	Novelty, Mo.
*Davis, O. P.	
Drake, W. F.	Mound City, Mo.
Matlick, I. N.	Yreka, Cal.
*Stine, Vincent.	
Smith, J. T., Lawyer	Livingston, Mont.
Sturges, Selden	San Francisco, Cal.
Stevens, J. C., Merchandise.	Shenandoah, Iowa.

CLASS OF 1873.

Bigger, C. W.	Tarkio, Mo.
*Coleman, W. E.	
Daughters, C. B.	

CLASS OF 1874.

Baker, W. H., Teacher	Los Angeles, Cal.
Barnard, J. U., Chair of Pedagogy, State University.	Meriden, Miss.
Cullison, G. W., Lawyer	Harlan, Iowa.
Cloyd, Thomas	Chatham, Ill.
Forsythe, Sue (Mrs. Eaton)	Shelbyville, Mo.
Halliburton, Helen M. (Mrs. McReynolds)	Carthage, Mo.
Lester, Julia, (Mrs. Bosworth), State Lecturer of W. C. T. U. of Mo.	Kirkville, Mo.
*Thompson, Emma (Mrs. Hannah)	
White, J. M., Superintendent City Schools	Carthage, Mo.

CLASS OF 1875.

Bradley, J. R.	Seattle, Wash.
Burton, Jennie, Teacher	Anaheim, Cal.
Hardin, B. T.	Kansas City, Mo.
Hes, R. S., Lawyer	1016 New Opera House, Chicago, Ill.
*Jamison, A. H.	
McGhee, J. S., Mathematics State Normal School.	Cape Girardeau, Mo.
McPhail, J. S., Teacher.	Visalia, Cal.
Orr, A. R., Teacher	Visalia, Cal.
Primm, F. P., Lawyer	Redding, Cal.
Roe, Lizzie (Mrs. Carpenter)	College City, Cal.
Thomas, C. W., Lawyer.	Woodland, Cal.
Westcott, Alta Z. (Mrs. McLaury)	Portlandville, N. Y.

*Deceased.

CLASS OF 1876.

Barton, John	Marionville, Mo.
Chandler, J. F., Principal Franklin Grammar School	977, 7th Ave., Oakland, Cal.
Callaway, Sallie C. (Mrs. Larkins)	Visalia, Cal.
Carrington, W. T.	Mexico, Mo.
Ferrill, W. B., on staff of Denver Republic, and Special Correspondent of New York and St. Louis dailies	P. O. Box 2821, Denver, Col.
Henry, N. B., President Methodist Collegiate Institute	Caledonia, Mo.
Harpham, E. S.	
Larkins, E. O., Lawyer	Visalia, Cal.
Oldham, Ada C.	Jefferson City, Mo.
Phelps, Iowa (Mrs. Murdy) Teacher	———, Iowa.
Rutherford, H. C., Livery business	Moberly, Mo.
*Smoot, Minnie	
Thompson, O. M.	Fresno, Cal.
Thompson, Lucretia (Mrs. Henry)	Caledonia, Mo.

CLASS OF 1877.

Carothers, Ella (Mrs. Dunnegan)	Bolivar, Mo.
Cumberlan, Irene	
Gilstrap, Serelda (Mrs. C. W. Thomas) Lawyer	Woodland, Cal.
Hollipeter, E. E., Physician	San Francisco, Cal.
Oldham, W. D., Lawyer	Kearney, Neb.
Seward, R. V.	
Vaughn, W. H., Teacher	St. Louis, Mo.
Walker, E. H., Teacher	Livermore, Cal.

CLASS OF 1878.

Baldwin, Anna (Mrs. G. W. Sublette)	2616 1st Ave., South Minne- apolis, Minn.
Doöly, J. C., Merchandise	Des Moines, Iowa.
*Ellis, S. D.	
Ebaugh, Chas. L., Rec. Pen. Pension Div. War Depart- ment	Washington, D. C.
*Fink, H. A.	
Hubbell, Rebecca E.	Ukiah, Cal.
Hall, Manlove	
Kirk, J. R., State Superintendent Public Schools	Jefferson City, Mo.
McGarry, H.	Canton, Kan.
*Polly, C. M.	
Sublette, G. W., Civil Engineer	Minneapolis, Minn.
Sublette, Thomas E., Editor <i>Graphic</i>	Kirksville, Mo.

*Deceased.

CLASS OF 1879.

Baker, W. B., Teacher	College City, Cal.
Baldwin, Cora B. (Mrs. Hastan).....	Ukiah, Cal.
Daman, A. O., Teacher	Artesia, Cal.
Dysart, Annie, Teacher.....	Matamoros, Mex.
Greene, Addie M. (Mrs. Britton)	178 West 97th St., New York City.
Knox, Rice, Physician.....	Frost, Texas.
Oldham, R. E., Teacher.....	Jefferson City, Mo.
Perham, C. P.	Santa Anna, Cal.
Smith, G. A., Teacher.....	Chillicothe, Mo.
Warner, A. B., Superintendent of City Schools.	Halan, Iowa.
Wharton, Z. F., Attorney.....	810, 20th St., Sacramento, Cal.

CLASS OF 1880.

Atterberry, I. F.	Johannesburg, South Africa.
Baldwin, Olivia A., Missionary.....	Billspar, India.
Carroll, A. B., Superintendent of City Schools.....	Salina, Kan.
Foster, C. E.	
Guttery, J. A.....	Del Norte, Col.
Herbert, T. L., Teacher	Peuryn, Cal.
Johnson, H.....	Linneus, Mo.
Northrup, Flora (Mrs. Scheurer).....	Santa Anna, Cal.
*Soper, S. H.....	
Tipton, W. E., Lawyer.....	Duluth, Minn.
Wright, Edmonia, D. (Mrs. Herren).....	LaPlata, Mo.

CLASS OF 1881.

Anderson, W. B., Teacher Mathematics in High School, St. Louis, Mo.	
Cox, T. S.....	
Greenwood, Ada M. (Mrs. McLaughlin).....	Pekin, Ill.
Hatch, E. H., Union National Bank	Chicago, Ill.
Holloway, W. R., Superintendent City Schools	Kirksville, Mo.
Link, W. F., Editor <i>Journal</i>	Kirksville, Mo.
Louden, R. B., Manufacturer	Fairfield, Iowa.
Mitchell, L. S., with St. Louis Trust Co	St. Louis, Mo.
Sallee, R. F., Real Estate and Law.....	Los Angeles, Cal.
Sayer, D. D.	Pierre, South Dak.
Sharp, Lulu B. (Mrs. Corley).....	Bremond, Tex.

CLASS OF 1882.

Allison, J. O., Lawyer.....	New London, Mo.
Bagg, Nellie (Mrs. Glaize).....	Manon, Ind.
Conway, S. A.....	Smithville, Mo.
Frankland, Ida.....	Kirksville, Mo.

*Deceased.

Guthrie, F. W., Teacher	Rivera, Cal.
Holloway, J. L., Superintendent of City Schools	Fort Smith, Ark.
Jones, J. W., Teacher	Unionville, Mo.
Riggle, C., Teacher	Alki, Wash.
Steele, R. R., Teacher	Kansas City, Mo.

CLASS OF 1883.

Erwin, J. S.	Galveston, Tex.
Nelson, Aven, Wyoming University	Wyoming.
Owen, L. I. (Mrs. Mitchell)	St. Louis, Mo.
Pemberton, J. N., Teacher	South Los Angeles, Cal.
Prewitt, Mary T., Assistant Teacher Mathematics, Normal School	Kirksville, Mo.
Spencer, Lottie (Mrs. O'Neil)	Brookfield, Mo.

CLASS OF 1884.

Barrow, R. W., Lawyer	Macon City, Mo.
Brown, J. D., Merchandise	Kirksville, Mo.
Carroll, B. F., Editor	Bloomfield, Iowa.
Crookshanks, S. A., Teacher and Co. Supt. of Schools	Visalia, Cal.
Davis, Miriam (Mrs. Mitchell)	Mound City, Mo.
Griffith, Mary, Teacher	Webster Grove, Mo.
Grove, J. H., Mathematics in Howard Penn College	Brownwood, Tex.
Holiday, J. F., Superintendent of Public Schools	Allerton, Iowa.
Johnston, R. E., Teacher	Visalia, Cal.
Long, H. C., Real Estate	Grand Junction, Col.
Miller, W. H., Surveyor	Rome, Kan.
Miller, Libbie K. (Mrs. Traverse)	Bloomfield, Iowa.
Randall, Carrie (Mrs. Thwing)	Guthrie, O. T.
Shain, H. B., Merchant	Indiana.
Sharp, Mamie (Mrs. Simpson)	Ferguson, Mo.
Swanger, F. A., President State Normal School	Albion, Idaho.
Willard, Nettie (Mrs. Hovey)	Kansas City, Mo.

CLASS OF 1885.

Arnold, R. B., Assistant Teacher in English, State Normal School	Kirksville, Mo.
Barnard, R. E., Teacher	Monette, Mo.
Boyd, N. M., Teacher	Milan, Mo.
Childress, C. C., Teacher	Hanford, Cal.
Dinsmoor, Silas, Assistant Teacher of Chemistry, State University	Columbia, Mo.
Griffith, W. W., Tutor, Missouri University	Columbia, Mo.
Groves, W. D., Superintendent City Schools	Tarkio, Mo.
Howell, Mary (Mrs. Finnegan)	New London, Mo.
Link, Allie (Mrs. Whitacre)	Kirksville, Mo.
Mitchell, O. M., Citizen's National Bank	Kansas City, Mo.

Patterson, F. M., Superintendent City Schools	.....	Ashland, Mo.
Riggs, Fannie (Mrs. Long)	.....	Grand Junction, Col.
Roberts, Isom, President Middle Grove College	.....	Middle Grove, Mo.
Steele, J. J., Bookkeeper	.....	Los Gatos, Cal.

CLASS OF 1886.

Bradley, S. P., Teacher	.....	Springfield, Mo.
Bradsher, A. J., Physician	.....	Clifton Hill, Mo.
Brummitt, J. J., Real Estate	.....	Ogden, Utah.
Edwards, Jennie, Teacher	.....	Troy, Mo.
Evans, Ella, Teacher	.....	Hamilton, Mo.
Funk, Kate (Mrs. Simpson) Assistant Superintendent of City Schools	.....	Deer Lodge, Mont.
Garrett, Nannie	.....
Graer, Fannie (Mrs. J. W. Martin)	.....	Kansas City, Mo.
Holiday, G. M., Superintendent of City Schools	.....	Bloomfield, Iowa.
Johnson, Etta L. (Mrs. Kiggins)	.....	Boise City, Idaho.
Kennedy, A. E., Superintendent of Schools	.....	Alvord, Texas.
Kiggins, C. M., Superintendent of City Schools	.....	Boise City, Idaho.
Northcutt, May L. (Mrs. Loeke)	.....	Ladonia, Mo.
Phipps, L. M., Lawyer	.....	Grant City, Mo.
Porter, Stacy G. (Mrs. Miller)	.....	Kirksville, Mo.
Porter, W. T., Lawyer	.....	Fresno, Cal.
Pratt, A. L., Circuit Clerk Linn County	.....	Linneus, Mo.
Pratt, J. F., Principal of Schools	.....	Salisbury, Mo.
Price, J. A.	.....	Barnard, Mo.
Pulliam, J. A., Lawyer	.....	Rico, Col.
Sanford, Paul, Physician	.....	Grafton, Cal.
Simpson, J. M., Superintendent of City Schools	.....	Deer Lodge, Mont.
Smith, Minnie (Mrs. Fowler)	.....	Kirksville, Mo.
Updyke, T. J., Teacher	.....	Sanger, Cal.
Watson, J. J., Lawyer	.....	Lee County, Iowa.
Wilson, J. D., Teacher	.....	Sedalia, Mo.

CLASS OF 1887.

Bellamy, G., Circuit Clerk Montgomery County	.....	Montgomery City, Mo.
Bell, Adaline, Student of Osteopathy	.....	Kirksville, Mo.
Cornelius, Charles, Circuit Clerk Knox County	.....	Edina, Mo.
Chambliss, Mollie, Teacher	.....	Fulton, Mo.
Edwards, W. B.	.....
Erickson, Andrew, Superintendent of City Schools	.....	Canon City, Col.
Fisher, G. W., Principal of High Schools	.....	Maryville, Mo.
Funk, Georgia	.....	Kirksville, Mo.
Funk, Ella	.....	Kirksville, Mo.
Hannah, Mattie (Mrs. Humphrey)	.....	Gault, Mo.
Humphreys, U. G., Merchandise	.....	Gault, Mo.
Holiday, A. L., Teacher	.....	Brighton, Iowa.

Holloway, W. L., Lawyer	Bozeman, Mont.
Jamison, G. E., Teacher	387 Knot St., Portland, Ore.
Key, Nannie (Mrs. Dufer)	Kirksville, Mo.
Link, Eugene, First National Bank	Kirksville, Mo.
Luekey, E. D., Principal, Ellearville School	St. Louis, Mo.
McCoy, C. K., Merchandise	Sedalia, Mo.
Nason, George F., Minister	Franklin, Tenn.
Pumphrey, Marguerite, Teacher in City Schools	Kansas City, Mo.
Plumb, Bell	
Payne, Walter A., Student Chicago University	Chicago, Ill.
Rolofson, Ella, Teacher	Tarkio, Mo.
Seals, Laura, Teacher	Allerton, Iowa.
Thompson, Ida (Mrs. Price)	

CLASS OF 1888.

Barnett, E. E. Principal of City Schools	Miami, Mo.
Bruce, H. S., Superintendent of City Schools	Bolivar, Mo.
Chancellor, Mollie, Teacher	Old Franklin, Mo.
Cooley, E. L., Physician	St. Louis, Mo.
Funk, Lisse	Kirksville, Mo.
Funk, George, R.	Portland, Oregon.
Gex, Sallie (Mrs. Roberts)	Nevada, Mo.
Harvey, H. C., Mathematics, — College	Richmond, Mo.
McCall, Morgan H., Civil Engineer	Plevna, Mo.
Mackoy, Fannie, Teacher	Kirksville, Mo.
McKenzie, A. L., Superintendent of City Schools	Macon City, Mo.
Patterson, Lulu, Teacher	Pacific, Mo.
Patterson, Marie W., Teacher	Memphis, Mo.
Roberts, D. L., Principal of High Schools	Nevada, Mo.
Risdon, Prudie (Mrs. Tillery) Teacher	Columbia, Mo.
Reed, Mollie	Carthage, Mo.
Reed, Minnie	Carthage, Mo.
Snodgrass, S. M., Superintendent of Schools	Walker, Mo.
Smith, Alma (Mrs. J. B. Dodson)	Kirksville, Mo.
Stone, Pauline C. R., Teacher	Marshall, Mo.
White, Eva, Teacher	Fayette, Iowa.

CLASS OF 1889.

Ellison, Isabel (Mrs. Vinsonhaler)	Omaha, Neb.
Eiring, William, Teacher	Salisbury, Mo.
Heald, Fannie, Teacher	Carrollton, Mo.
Haman, C. W.	Los Angeles, Cal.
Hannah, Frank, Student Osteopathy	Kirksville, Mo.
Hubbard, E. T., Superintendent of City Schools	Richmond, Mo.
Nolan, Genie, Teacher	Paris, Mo.
Owen, Geo. H., Dentist	St. Louis, Mo.
Patterson, Luey	Kirksville, Mo.

Riggs, W. L., Science Dept. State Normal School.....	Albion, Idaho.
Woods, Ella, Teacher.....	Paris, Mo.
Walters, W. W., Superintendent of City Schools.....	Salem, Mo.

CLASS OF 1890.

Aldridge, J. T., Mathematics in Baptist College....	LaGrange, Mo.
Ammerman, Emma, Teacher.....	Edina, Mo.
Bowen, C. W., Principal of Schools.....	Weston, Mo.
Ellison, Julia B.....	Kirksville, Mo.
Eiring, Charles, Teacher.....	Salisbury, Mo.
Gentry, Fannie, Principal of High School.....	Columbia, Mo.
Greenleaf, Sue, Literary Work.....	Box 307 E. 1st St., —Fort Worth, Texas.
Gex, George, Teacher.....	Strother, Mo.
Heald, Nina (Mrs. McClure).....	O'Fallon, Mo.
Harvey, Lizzie, Teacher.....	Lawson, Mo.
Poe, Emma, Teacher.....	Plattsburg, Mo.
Richmond, Adelia, Teacher.....	Grand Junction, Col.
Trimble, Louise M., Teacher.....	Paris, Mo.
Whiteford, John, Teacher.....	Moberly, Mo.
Watson, Emily, Teacher.....	Abilene, Tex.

CLASS OF 1891.

Burton, Geo. Finley, Minister.....	Conrad Grove, Iowa.
Doyle, E. O. Principal of Schools.....	Clarence, Mo.
Guthrie, C. P., Teacher.....	Hardin, Mo.
Green, Jennie.....	Lathrop, Mo.
Gerard, Mary, Principal of High School....	Shelbina, Mo.
Hennon, J. C., English and Mathematics, Alexander Institute.....	Jacksonville, Texas.
Hammond, Kate, Teacher.....	White's Store, Mo.
Heald, Lillian H., Teacher.....	Kirkwood, Mo.
Heiny, Blanche, Teacher.....	Kirksville, Mo.
Muir, W. A., Superintendent of City Schools... ..	Centralia, Mo.
Patterson, Rosa.....	Kirksville, Mo.
Petree, J. E., Teacher.....	Seneca, Mo.
Ross, Allie (Mrs. Suggett).....	Kirksville, Mo.
Stafford, Ida (Mrs. Geo. F. Burton).....	Conrad Grove, Iowa.
Savage, C. A. Principal of Schools.....	———, Mo.

CLASS OF 1892.

Allen, Catherine Eleanor, Teacher.....	Danville, Iowa.
Brashear, Minnie M., Teacher, Beaver College.....	Beaver, Penn.
Bowen, Rubie Dorothy, Teacher.....	Kirksville, Mo.
Cole, Jennie E. Bashoar, Teacher.....	.....
Eberts, Robert Lee, Teacher.....	Plattsburg, Mo.
Evans, Nellie Matilda, Teacher.....	Lancaster, Mo.
Hays, Thomas Alonzo, Superintendent of City Schools..	Ashland, Oregon.

Hubbard, Cassandra Emma, Teacher.....	Kirksville, Mo.
Jones, Evan Richard, Superintendent of City Schools..	Vandalia, Mo.
McCall, Metta May.....	Kirksville, Mo.
Petree, Louis Edward, Superintendent of City Schools..	Norborne, Mo.
Radford, Geo. Arthur, Merchant.....	Montgomery City, Mo.
Stigall, Oliver, Superintendent of Schools.....	Memphis, Mo.
*Smith, Caddie.....	
Smith, Lundy Byron, Teacher.....	Kirksville, Mo.
Shultz, Lida Athleen, Teacher.....	Kirksville, Mo.
Van Horne, Ellen Eliza, Teacher.....	Vandalia, Mo.
Watson, Sophia Campbell.....	
Western, Anna Stafford, Teacher.....	Tulip, Mo.

CLASS OF 1893.

Bagg, Charles, Principal of High School.....	Kahoka, Mo.
Baird, Della.....	Kirksville, Mo.
Bond, L. Alice, Teacher.....	Oregon, Mo.
Blocher, Clarence Alva, Principal of High School, ...	Norborne, Mo.
Crawford, Margaret, Teacher.....	Kahoka, Mo.
Davis, Allie.....	
DeWitt, Mae (Mrs. Hamilton).....	Kirksville, Mo.
DeWitt, Martha, Teacher.....	Kirksville, Mo.
Fee, Emeline, Teacher.....	
Ginnings, Meade, Student Mo. University.....	Columbia, Mo.
Guthrie, Benjamin F., Student Harvard College.....	Cambridge, Mass.
Harrington, Mamie (Mrs. Schwarz).....	Chicago, Ill.
Jeffers, Ruth.....	
Koontz, James Alva, Teacher Mathematics State Nor- mal School.....	Albion, Idaho.
Marr, John Davis, Principal of Schools.....	Frankford, Mo.
Nelson, Camille, Teacher in Public Schools.....	Kirksville, Mo.
Paul, Calvin H., Teacher.....	Bullion, Mo.
Ringo, Althea.....	Kirksville, Mo.

CLASS OF 1894.

Atterberry, George Washington, Principal of Schools..	New Market, Mo.
Blair, Hubbard, Principal of Schools.....	Triplett Mo.
Batchelar, William T., Principal of Schools.....	Houston, Mo.
Burks, Mary Porter, Teacher.....	Trenton, Mo.
Downing, Alice Elzira, Teacher.....	Trenton, Mo.
Duffie, Warren Mitchell, Teacher.....	Macon, Mo.
Eller, William Samuel.....	Albuquerque, New Mexico.
Edelen, Lena, Teacher.....	Moberly, Mo.
Freeland, Julia Emma, Teacher.....	LaBelle, Mo.
Fisher, Mary Marguerite.....	LaBelle, Mo.
Gordon, Benjamin Franklin, Teacher.....	Lathrop, Mo.

*Deceased.

Gore, Lina, Teacher	Paris, Mo.
Laughlin, George Mark, Teacher	New London, Mo.
Motter, Francis Marion, Teacher English State Normal School	Albion, Idaho.
Martin, Sadie	Monroe City, Mo.
Oliver, John Wilfley, Principal of Schools	Paradise, Mo.
Owen, Martha	Kirksville, Mo.
Thompson, William Charles, Principal of Schools	Lancaster, Mo.
Trowbridge, Lena Minerva, Teacher	Kirksville, Mo.
Wood, Annie	Moberly, Mo.

CLASS OF 1895.

Alexander, Fred William	
Boyd, James Perry	
Craighead, Thomas Austin, Teacher	Fulton, Mo.
Drinkard, Enoch Marvin	
Dillman, Samuel Rogers	
Dolwell, Alva Erastus	
Foncanon, Darotha Carolyn	
Grim, Ezra Clarence	
Hatcher, Jessie Bird	
Hawkins, Katie Belle	
Hill, Anna D.	
Ingold, Louis	
McKay, Lyda, Teacher	Knox City, Mo.
Miller, Francis	
Maddox, Joe Shelby	
McGee, James Thomas, Teacher	Edina, Mo.
Nolen, John Henry, Teacher	Jefferson City, Mo.
Owen, Maude	
Owen, Fred Benjamin	
Phillips, Gertrude	
Storm, Lena Lucile	
Veatch, Ambrose Dudley, Minister	Barry, Ill.
Wardner, Julia Alberta	

Alumni Directory.

So far as the addresses of our alumni were known or could be readily obtained, they are given. There are still many omissions, and our friends will confer a favor by furnishing any information by means of which our directory may be made more complete in a future catalogue. In almost all cases the home address has been given.

UNDER GRADUATES FOR 1895—ELEMENTARY CLASS.

Boyce, Dora	Doyle, Luther Ulmon	Menge, Annie
Black, Mary	Ellison, James McMachen	Maloney Margaret
Bailey, Lee	Elliott, Arthur Barren	Morris, Iva Pearl
Buchanan, Cora Clyde	Furtney, R. Maggie	Meara, Sarah Elizabeth
Blue, Christopher Columbus	Fisher, Bertie	McCall, Charles Boone
Craig, Leona	Gildersleeve, Jessie Ellen	Petree, Lizzie
Churchill, Florence Steele	Holmes, Essie	Paine, Stephen Marvin.
Conner, Ethel	Helwig, Katie Ernestine	Rice, Stella Demoinés
Carmack, James Abner	Harris, May Eva	Ryals, Ledrew Esper
Cochrane, Wampler Lemuel	Halladay, Bertha	Smith, Caryll
Drinkard, Daisy Dean	Jamison, Maude	Thompson, Rebecca
Davis, Sarah Francis	Long, Mary	Vanarsdall, Alexander
Dodson, Jennie Belle	Long, Martin	Wilson, Maggie
	McCanne, Julia	Wilhite, Andrew Jackson



JOSEPH BALDWIN, FIRST PRESIDENT.

