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1872-7.

Miss Elizabeth T. Parker
left without permission

From Prof. W. P. Nason

NORTH MISSOURI

State Normal School,

KIRKSVILLE, MISSOURI.

Announcements for

1872-73.

CATALOGUE

OF THE

Missouri State Normal School,

OF THE

FIRST DISTRICT,

FOR THE

SCHOOL YEAR 1871-72.

ANNOUNCEMENTS FOR THE SCHOOL YEAR 1872–73.

KIRKSVILLE, ADAIR COUNTY, MISSOURI.

ST. LOUIS:
DEMOCRAT LITHOGRAPHING AND PRINTING CO.
1872.

BOARD OF REGENTS

OF

NORMAL SCHOOLS.

ORIGINAL BOARD.

First District..... E. B. NEELY.....St. Joseph.
J. BALDWIN.....Kirksville.

Second District.... G. R. SMITH.....Sedalia.
J. R. MILNER.....Springfield.

State Board of Education..... T. A. PARKER.....SUPT. OF PUB. INSTR'N.
FRANCIS RODMAN..SECRETARY OF STATE.
H. B. JOHNSON.....ATTORNEY-GENERAL.

PRESENT BOARD.

First District..... E. B. NEELY (Supt. City Schools), St. Joseph.
N. G. FERGUSON.....Louisiana.

Second District..... E. A. ZEUNDT.....Jefferson City.
J. R. MILNER.....Springfield.

State Board..... J. MONTEITH.....SUPT. OF PUB. INSTR'N.
E. F. WEIGEL.....SECRETARY OF STATE.
A. J. BAKER.....ATTORNEY-GENERAL.

OFFICERS OF THE BOARD.

PROF. E. B. NEELY.....PRESIDENT.
E. F. WEIGEL.....SECRETARY.

W. T. BAIRD, TREASURER OF FIRST DISTRICT.

CALENDAR AND EXPENSES.

CALENDAR FOR 1872-3.

BEGINS.		ENDS.
September 2	FIRST TERM	November 8.
November 18	SECOND TERM	January 31.
February 3	THIRD TERM	April 10.
April 21	FOURTH TERM	June 25.

The School Year is made to embrace Four Terms of ten weeks each. A vacation of one week is given at the close of each term, except the second. A week's vacation is given during holidays.

EXPENSES.

1. TUITION AND INCIDENTAL FEE.—Tuition is free. An incidental fee of $5 a term is charged.

2. BOARDING.—Board, including room, light and fuel, is $3.50 per week. Boarding in Clubs and Self-boarding cost about half as much. Good homes in private families can always be secured. Rooms for Clubs, or for self-boarding, can be had on reasonable terms.

BOOKS.—Text-books are furnished for cash at St. Louis retail prices. The proceeds will be devoted to purchasing books for the Normal Library. The total cost for board, books, light, fuel and incidental fee is from $30 to $50 per term, or from $120 to $200 per year.

CONDITIONS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of students to our State Normal Schools:

1. Candidates for admission must, if ladies, be not less than fifteen years of age; and if gentlemen, not less than seventeen. Students qualified to enter, and agreeing to take the full course, may be admitted if one year younger.

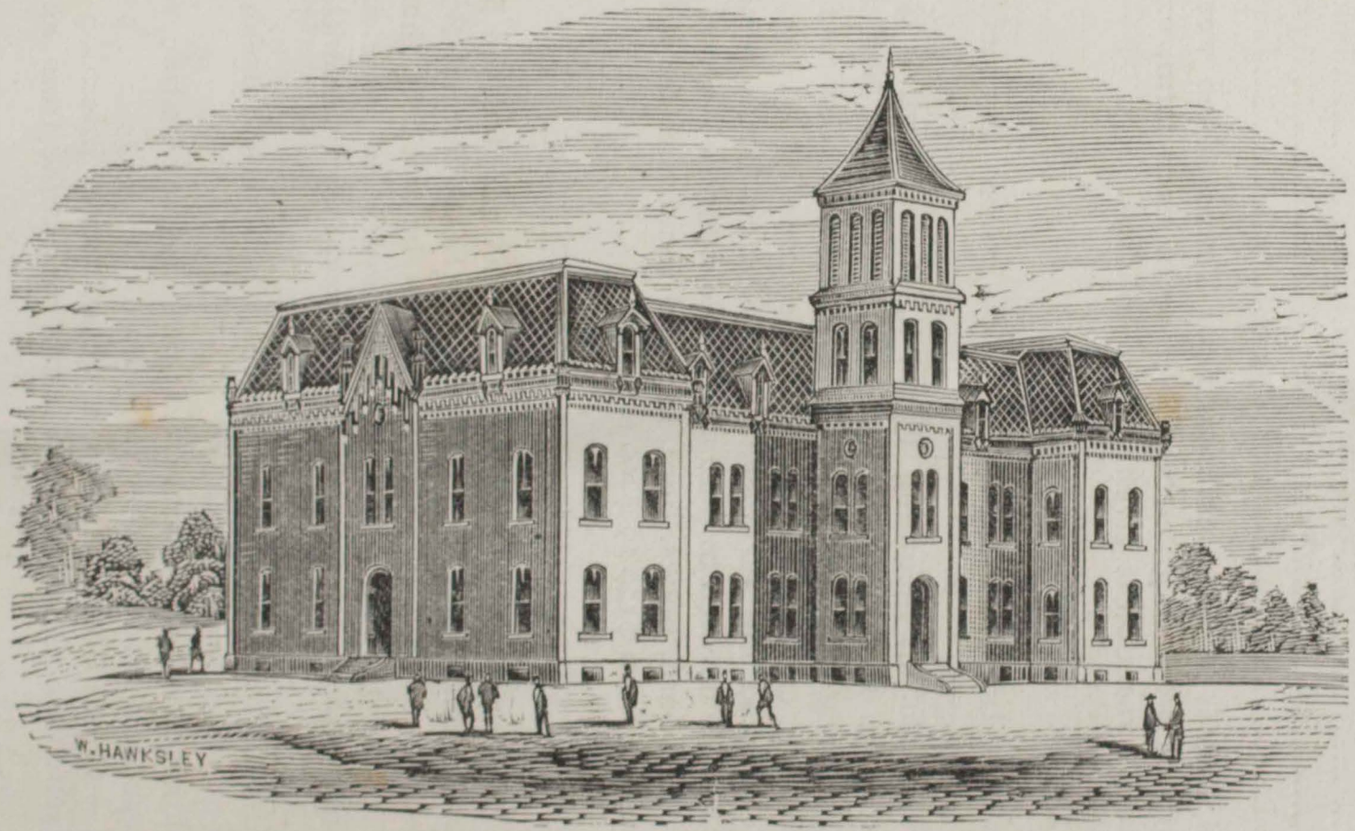
2. ALL CANDIDATES for admission to the school must furnish satisfactory evidence of good moral character.

3. QUALIFICATIONS.—Candidates must pass an examination, such as is required for a second-grade County Certificate.

4. PLEDGE.—Candidates must sign a declaration of intention to teach in the public schools of Missouri. Students may come from any county or State.

ECONOMY.

THE STRICTEST ECONOMY will be in every way encouraged. Young persons are not expected to be rich, and should not be ashamed to acknowledge that they have not a dollar to spend unnecessarily. A large proportion of our students are dependent upon their own exertions; with them economy is a necessity; while with those supported by the hard earnings of kind parents, economy is a sacred duty.



STATE NORMAL SCHOOL, KIRKSVILLE, MO.

BUILDING AND GROUNDS.

The State Normal School Building at Kirksville, Mo., is an elegant and substantial structure, in the Franco-Norman style of architecture, and of magnificent proportions. The extreme length of the building is one hundred and eighty feet, and the greatest width is ninety feet. It is two full stories in height, and has a full basement story and Mansard roof. The tower, in the center of the principal front, rises to the height of one hundred and twenty-six feet, and is visible for many miles around.

The exterior walls, above the stone foundations, are faced with pressed brick, and trimmed with cut stone at the angles.

The basement story contains the heating and ventilating apparatus, the Janitor's rooms, the laboratory, the exercise rooms, the store rooms, and two recitation rooms.

The first and second stories contain the large assembly room, 64x84; twelve recitation rooms, 30x32; two library rooms, apparatus room, Principal's room, the reception room, the music room, and two rooms for wardrobes.

The fourth story contains two society rooms, 32x45; the cabinet room, 32x90, and four recitation rooms.

The ceilings of the basement are 12 feet in height; of the first story, 16; of the second, 17; of the fourth, 20. The assembly room has a ceiling 35 feet high, of open timber work.

The building is to be heated by six warm-air furnaces, and the ventilation is through ducts below the floors, leading into large ventilation-shafts surrounding the smoke-stacks. The ventilation system is so perfect that the whole of the air in each apartment will be entirely changed at least once in twenty minutes.

While the exterior of the building is grand and imposing, the interior is conveniently and compactly arranged, and admirably adapted to the purpose for which it was intended. Seven hundred pupils can be easily accommodated in the institution.

The building was designed by M. & S. M. Randolph, architects, of St. Louis, and was erected under the supervision of M. Randolph. The contractors, Messrs. Edwards & Griffiths, of Macon, Mo., have completed their contract, and the building is now (July 15) nearly ready for use.

The entire cost of the building and furniture will exceed one hundred thousand dollars. The grounds embrace fifteen acres, and are in every way adapted for a State Normal School.

Catalogue for 1873-74 contains corrected faculty list for 1872-73

FACULTY.

for 1872-73 (see above)

J. BALDWIN, PRINCIPAL,

SCIENCE AND ART OF TEACHING, AND MENTAL AND MORAL SCIENCE.

W. P. NASON,

ENGLISH LANGUAGE AND LITERATURE.

J. M. GREENWOOD,

MATHEMATICS, NATURAL PHILOSOPHY AND ASTRONOMY.

S. M. PICKLER,

ELOCUTION, LOGIC, BOOK-KEEPING, AND MATHEMATICS.

MISS HATTIE COMINGS, PRECEPTRESS,

NATURAL SCIENCE AND DRAWING.

J. T. SMITH,

CHEMISTRY, GEOLOGY, HISTORY.

MISS HELEN M. HALLIBURTON,

GEOGRAPHY, LANGUAGE, DRAWING.

MISS KATE F. ROWLAND,

PRINCIPAL OF MODEL SCHOOL.

MISS MOLLIE M. BOWEN,

PAINTING AND GERMAN.

MISS MARY E. WOODWORTH,

INSTRUMENTAL AND VOCAL MUSIC.

NON-RESIDENT LECTURERS.

PROF. JAMES JOHONNOT, Warrensburg,

PHILOSOPHY OF EDUCATION.

PROF. G. C. SWALLOW, Columbia,

AGRICULTURE.

JUDGE B. G. BARROW, Macon City,

COMMERCIAL LAW AND POLITICAL ECONOMY.

ASSISTANT TEACHERS.

NORMAL STUDENTS.

~~Catalogue for 1873-4 contains Faculty for~~

June

GRADUATING CLASSES OF 1872.

FOUR YEARS' COURSE.

DEGREE—*Bachelor of Philosophic Didactics.*

DAVIS, O. P.	La Plata, Macon County,		Mo.
DOYLE, W. N.	Locust Hill, Knox	"	"
DRAKE, W. F.	Brunswick, Chariton	"	"
MATLICK, I. N.	Williamstown, Lewis	"	"
SMITH, J. T.	Kirksville, Adair	"	"
STEVENS, J. C.	Fairmont, Clark	"	"
STINE, VINCENT	Kirksville, Adair	"	"
STURGES, SELDEN	Meadville, Linn	"	"

THREE YEARS' COURSE.

DEGREE—*Bachelor of Scientific Didactics.*

BIGGER, C. W.	Laclede, Linn County,		Mo.
COLEMAN, W. E.	Snow Hill, St. Charles County,		Mo.
FREDERICK, P. A.	Kirksville, Adair	"	"
MCREYNOLDS, SAMUEL	Waverly, Lafayette	"	"

TWO YEARS' COURSE.

DEGREE—*Bachelor of Elementary Didactics.*

BOWEN, MOLLIE M.	Wilmothville, Adair County,		Mo.
BAKER, WILLIAM H.	Edina, Knox	"	"
BRADLEY, JAMES R.	Ham's Prairie, Callaway	"	"
CAMPBELL, T. C.	Queen City, Schuyler	"	"
FOGLE, C. C.	Unionton, Scotland	"	"
GREENWOOD, GEORGE W.	Chatham, Sangamon	"	Ill.
MOORE, MARK E.	Kirksville, Adair	"	Mo.
NICKERSON, J. T.	Bucklin, Linn	"	"
SEVER, AMELIA X.	Edina, Knox	"	"
THOMPSON, EMER S.	Kirksville, Adair	"	"
DAUGHTERS, C. B.	Hitt, Scotland	"	"
HALLIBURTON, HELEN M.	Bonfils Station, St. Louis	"	"
ILSES, ROBERT S.	Sublette, Adair	"	"

COURSE OF STUDY IN THE NORTH MISSOURI STATE NORMAL SCHOOL.

ELEMENTARY COURSE.		Professional Course.	Mathematical Course.	Natural Science.	Language and Literature.	Elocution, Etc.	Art.
FIRST YEAR.	FIRST TERM.	How to Study—how to Recite.	Arithmetic, (White, Robinson, Walton, Appleton.)	Geography, (Physical, Math., Polit. Guyot, Warren, Eclectic, Mitchell Cornell.)	Language.	Phonic Analysis and Reading.	Botany—Leaves. Drawing.
	SECOND TERM.	Human Constitution.	Arithmetic.	Geography, (Physical, Math., Polit. Guyot, Warren, Eclectic, Mitchell, Cornell.)	Grammar. (Clark, Harvey, Green.)	Attributes of Voice, Reading.	Penmanship. Spencerian.)
	THIRD TERM.	School Management.	Algebra and Arithmetic (Robinson, Schuyler, Henkle.)	Physiology.	Grammar. (Clark, Harvey, Green.)	Styles and Reading.	Penmanship. (Spencerian.)
	FOURTH TERM.	Methods and Practice Teaching.	Algebra and Arithmetic.	Physiology.	History United States. (Scott, Anderson, Swinton, Quackenbos.)	Gesture, Reading.	Botany—Flowers. Drawing.
SECOND YEAR.	FIRST TERM.	Philosophy of Education. (Elementary Course.)	Algebra.	Physical Geography (Cornell, Mitchell, Warren, Guyot's Earth and Man.)	History, United States.	Latin.	Zoology—Drawing.
	SECOND TERM.	Civil Government and Missouri School Law	Algebra.	Physical Geography. (Cornell, Mitchell, Warren, Guyot's Earth and Man.)	History, United States.	Latin.	Zoology—Drawing.
	THIRD TERM.	Organization and Management of graded and ungraded schools.	Geometry. (Ray, Chauvenet, Olney.)	Natural Philosophy (Wells, Cambridge Physics, Silliman, Quackenbos.)	Rhetoric and Composition. (Kerl, Day, Hart, Haven.)	Etymology.	Gymnastics.
	FOURTH TERM.	Methods and Practice Teaching.	Geometry.	Natural Philosophy. (Wells, Cambridge Physics, Silliman Quackenbos.)	Rhetoric and Composition. (Kerl, Day, Hart, Haven.)	Etymology.	Geology—Drawing.

COURSE OF STUDY IN THE NORTH MISSOURI STATE NORMAL SCHOOL

SCIENTIFIC COURSE.		Professional Course.	Mathematical Course.	Natural Science.	Language and Literature.	Elocution, Etc.	Art.
THIRD YEAR.	FIRST TERM.	Mental Philosophy and Methods of Cultivating the Intellectual Faculties.	Trigonometry. (Ray, Chauvenet, Olney.)	Geology.	General History and Ancient Geography.	Review of Principles and Reading.	History of Art—Architecture. Drawing.
	SECOND TERM.	Mental Philosophy and Methods of Cultivating the Intellectual Faculties.	Trigonometry.	Zoology.	General History and Ancient Geography.	Dramatic Reading.	History of Art—Architecture. Drawing.
	THIRD TERM.	Moral Philosophy and Methods of Cultivating the Sensibilities and Will.	German. Optional, Surveying.	Physiology.	English Literature. (Gillman, Shaw, Reed.)	Book-Keeping.	History of Art—Sculpture. Drawing.
	FOURTH TERM.	Moral Philosophy and Methods of Cultivating the Sensibilities and Will.	German. Optional, Surveying.	Botany. (Gray, Wood.)	English Literature. (Gillman, Shaw, Reed.)	Book-Keeping.	History of Art—Painting. Painting.
FOURTH YEAR.	FIRST TERM.	Philosophy of Education. (Advanced course.)	German. Optional, Analytic Geometry.	Chemistry.	English Classics.	Reading (Bible).	History of Art—Painting. Painting.
	SECOND TERM.	History of Educational Systems and Methods.	German. Optional, Analytic Geometry.	Chemistry.	English Classics.	Reading (Bible).	History of Art—Music. Painting.
	THIRD TERM.	Courses of Study, Methods in the Higher Branches and in Higher Schools.	German. Optional, Differential Calculus.	Astronomy. (Lockyer, Ray.)	Logic.	Public Speaking.	History of Art—Poetry. Painting.
	FOURTH TERM.	Institute Work.—Discussion of Educational Problems.	German. Optional, Integral Calculus.	Astronomy. (Lockyer, Ray.)	Logic.	Public Speaking.	History of Art—Poetry. Painting.

COURSES OF STUDY.

EXPLANATIONS.

RECITATIONS AND CLASSES.—1. The Classes so alternate as to give each student five or six daily recitations.

2. All recitations are forty minutes in length. To give time for recreation and change of classes, a recess of ten minutes is given between recitations.

3. New Classes will be formed, as follows:

Each term, in Arithmetic, Algebra, Grammar, Geography, Elocution, Penmanship, Drawing, and United States History.

At the beginning of the First and Third term, in Geometry, Rhetoric, Physical Geography, Physiology, Civil Government, and School Law.

The Classes will be organized in *other studies* at the beginning of the terms designated in the courses of instructions.

4. Vocal music and physical exercises daily throughout the course.

EXAMINATIONS.

1. FOR CERTIFICATES AND DIPLOMAS.—The Examinations for Graduating and for Certificates are held during the last week of the school year.

The Faculty will first examine the candidates, and refer those deemed competent to be further tested by the Regents and by the County Superintendents present. The Regents and Superintendents are expected to thoroughly test the candidates in the branches named in the Certificates and Diplomas, and especially in the theory and practice of teaching.

2. EXAMINATION FOR ADMISSION.—Candidates for admission must pass an examination, such as is required for a second-grade County Certificate. The examination will be conducted by the Faculty at the beginning of each term.

Students are assigned to such classes as their literary attainments entitle them to enter, but all are required to pursue the complete Professional Course. Persons with the necessary literary attainments can complete the entire Professional Course in a single year.

COURSES OF INSTRUCTION.

The Courses of Instruction, approved by the Regents, are given in tabular form on the eighth and ninth pages.

1. THE ELEMENTARY COURSE, including the studies of the first and second years; and,

2. THE SCIENTIFIC COURSE, including the studies of the third and fourth years, in addition to those of the first and second years.

3. THE ADVANCED COURSE, including the studies of the fourth year, in addition to those of the three preceding years.

DIPLOMAS AND CERTIFICATES.

1. DIPLOMAS will be granted to all persons who complete either of the three regular Courses.

2. An HONORARY DIPLOMA will be given to such graduates as continue their studies and teach successfully two full years.

3. THE ONE YEAR CERTIFICATE is given to such students as complete the studies of the first year, and show themselves to be *energetic* and *competent* teachers.

4. NORMAL TEACHERS. — Teachers who receive Certificates or Diplomas will be recognized as Normal teachers. School officers should carefully examine these testimonials. They are not conferred as compliments, but invariably as the conviction of each signer that the recipient possesses the natural and acquired abilities to teach and govern his school. The Faculty are prohibited from given written recommendations to teachers.

All Diplomas are signed by the Faculty and the Regents.

5. ALL APPLICANTS for Certificates or Diplomas must be over eighteen years of age. A student must attend one year before receiving a Diploma, and two terms before receiving a Certificate.

SCIENCE AND ART OF TEACHING.

I. Methods of Culture.

1. Classification of Mental Powers.
2. Nature and Office of each Faculty.
3. Laws of Development and Discipline.
4. Methods of Cultivating each Faculty.
5. Moral Science.
6. Methods of Cultivating our Moral Nature.
7. Domestic and Social Culture.

II. Methods of Instruction.

1. Principles of Instruction.
2. Forms of Instruction.
3. Classification of Knowledge.
4. Order of Studying the Branches.
5. Methods of Teaching. 1. Common Branches. 2. Higher Branches.
6. History of Methods, and Biography of Educators.

III. School Management.

1. Preparatory Work.
2. School Organization.
3. Class Management.
4. School Government.
5. School Authorities. 1. Science of Government. 2. Missouri School Law.
6. School Hygiene.
7. Teachers' Institutes.

SCIENCE AND ART OF TEACHING.

It is not possible to follow the logical order as indicated in the preceding diagram. A very large proportion of Normal students attend only a few terms. It is found necessary to "take teachers on the wing," and give them, during the first year, the best possible course in culture, in instruction, and in management. A single year, or even a single term, may be invaluable—may make the difference between success and failure. But it is of the utmost importance that the professional teacher attend the full course.

1. The first year is devoted to training teachers how to study and recite, how to organize and govern, how to teach the common branches; in short, how to teach a common school. As this year embraces a very large class of students, and as it is the design to prepare well-qualified teachers for the most important class of schools, the utmost attention is given to the work of the first year.

2. During the second year, the subjects considered are, The Philosophy of Teaching, Practice Teaching and Criticism, and Organization and Management of Graded and Ungraded Schools. The object is to qualify teachers for a better grade of Common Schools; also for Graded Schools.

3. The entire third year is devoted to methods of culture. Haven's Mental Philosophy and Winslow's Moral Philosophy are text-books used. The Principal presents methods of culture in lectures. Every subject is fully discussed by the teacher and the class. Mental science is the basis of the science of education, and hence receives far more attention in Normal schools than in other institutions. Throughout the year the interest is intense. The result is a marvelous increase of mental power and vigor.

4. The fourth year is given mainly to The Philosophy of Education and the methods of instruction and school management. The student is now prepared to discuss, philosophically, methods of instruction; to study history of education, and compare various methods; to understand the work done by distinguished educators; to investigate methods of teaching the higher branches; to comprehend the plans of conducting graded and higher schools; to become proficient in institute work; and to master the elements of school management.

5. The professional course is in itself an education. The time required to complete this course is four years; but, by attending four daily recitations, a student possessing the necessary literary qualifications may complete the entire course in a single year. A student, by attending two daily recitations, can complete the professional course in two years, or in three years by attending two daily recitations during the third year. The Professional Course is arranged to meet the wants of the most advanced students, as well as of those least advanced.

Every energy is directed to preparing for the Public Schools of Missouri the largest number of good teachers in the shortest time.

DEPARTMENTS OF INSTRUCTION.

1. The Professional Course.
2. The Course in Mathematics and the Physical Sciences.
3. The Course in Natural Sciences.
4. The Course in English Language and Literature.
5. The Course in Elocution.
6. The Course in Art and Æsthetic Culture.
7. The Course in Geography and History.
8. The Course in Ancient and Modern Languages.

PROFESSIONAL COURSE.

The professional education of teachers is the one central idea of the Normal. This distinctive feature must be kept in view in every exercise; the question, "Is this the best course to fit the student to teach and to govern others?" must be ever present.

But while the one central idea—the education of teachers—is incorporated into every nerve and fibre of its work, the Normal School is aimed to be as complete in all its appointments as the College.

In this Department pupils learn the law of culture and instruction; the relation of the different branches of study to one another and to the mind; the method by which the human powers may be evoked and trained, and the mind stored with the rich fruits of knowledge. It is the finishing work, the keystone, which gives form, strength and perfection to the Normal School course.

The science of teaching and the art of teaching are the natural divisions of this course. Experience has verified the theory that these divisions should progress together; that theory should constantly be embodied in practice; that principles should be applied as soon as learned. Experience has also demonstrated that the best time to learn how to teach is while learning the branches to be taught.

Actual Practice in organizing and governing, and in teaching various branches, is found necessary to prepare skillful and successful teachers.

Practice teaching extends through the entire course. All theories are embodied in practice, and the valuable features of all methods are used.

MATHEMATICS AND PHYSICS.

This course is designed to be as complete and thorough as in our best colleges. To make mathematicians was the prime object in the preparation of the course. Students do not pursue the different branches for the *sole* purpose of mental discipline, but to become perfectly familiar with all the principles of each subject, so as to know, understand, think and reason upon them. Nothing will be omitted because some think it difficult.

Every demonstrable theoretical proposition will be illustrated by practical problems.

While the students are required to study the text thoroughly, they are not confined to it; but well graded problems, from a variety of sources, will be selected so as to create in the mind a love of the science for its own sake.

Each branch is a specialty.

PHYSICS.

Natural Philosophy and Astronomy will be treated under this head. In both, the instruction will be as far as possible thorough and practical. Illustrations by means of the proper apparatus will be given as fully as time and circumstances will admit.

NATURAL SCIENCE.

During the past year a deep interest has been awakened in the wonders of the natural world. In the future, aided by apparatus and specimens, much more can be accomplished.

In presenting the subjects of Natural Science, no pains shall be spared to render them, what they of right should be, the most interesting of all the sciences.

While we endeavor to give thorough instruction in all essential theories and the great principles of classification, we will constantly aim to have the student perform all the necessary experiments pertaining to the subject in hand.

This we believe to be the only means by which a just appreciation of this long neglected department of education can be obtained.

Something is evidently wrong in our common school system of education. The majority of students entering our school, we find, know more of Arithmetic than they know of all the other sciences taken together, and it is with great effort that they are induced to take any interest in other subjects.

The design of the Normal School, therefore, should be to remedy these inequalities in the common schools.

ENGLISH LANGUAGE AND LITERATURE.

In this course a thorough and systematic drill in the English language will be given to all students. This course includes Etymology, Composition, study of Synonyms, Rhetoric and English Literature. English classics, such as Shakspeare, Milton, Tennyson, Longfellow, etc., will be taken up and minutely analyzed; the constructions, figures, allusions and idioms, carefully considered. The object will be to study the English language with the same thoroughness as the ancient classics are studied in our colleges.

HISTORY.—First the history of our own country is aimed to be taught systematically and comprehensively.

While the details receive considerable attention, more importance is attached to the great events and their logical sequence in the great chain of events in human action.

ANCIENT HISTORY is studied in connection with the Philosophy of History. Ample time is given in each for the student to get the grand outlines, which can only be filled by much careful reading and study throughout life.

LOGIC.

This, like other subjects, may be taught in such a manner as to present to the student only the drybones, shorn of all that is attractive, or likely to be remembered or made useful in life. But when presented correctly, and to minds prepared for its reception, it becomes a fascinating and highly useful study. The student is taught by this "science of sciences," how to classify, analyze, construct, etc. He is taught how to investigate any subject for himself, and ascertain the truth or falsity of propositions. Error is detected with ease, and sophisms overthrown with little difficulty. A scientific nomenclature is gained that is of material use in all subsequent study.

A reasonable share of discussion is allowed, but the prime object is not to dwell on fine, abstract, hair-splitting theories, but to obtain a comprehensive and practical view of the subject.

ELOCUTION.

In teaching this subject, much labor has been expended with very unsatisfactory results. It is a fact beyond dispute, that while many are proficient in the higher branches of learning, but few can read or speak elegantly and effectively. The want of a thorough and systematic method in presenting the subject has been the chief cause of failure. Imitation has been relied upon to the exclusion of fundamental principles. Many accomplish but little in this branch, because they are unwilling to pay the price of success. A long, thorough and systematic drill is absolutely necessary to make good readers.

This course is made to extend through four years. Pupils are early taught to classify composition with reference to the kind of thought expressed, and are thereby enabled to give the principal characteristics of voice required in the reading.

Position and breathing receive attention first, as they underlie and determine to a great extent the manner of delivery. The oral elements and phonic analysis are dwelt upon more or less throughout the entire course. The attributes of voice, quality, form, force, stress, pitch, movement, are presented, and each is made a specialty till mastered by the class.

Emphasis, Inflection and Rythmical Accent are presented in connection with the reading lesson. While certain features are made specialties, the whole subject will, to a great extent, be presented during each term. It is the chief aim, throughout the entire course, to have the pupils understand the principles, apply them, and become easy, natural and independent readers.

ART AND ÆSTHETIC CULTURE.

DRAWING AND PAINTING.

In some form, drawing extends through the entire course. From the beginning the pupil is trained to draw from natural objects. Drawing is taught mainly in connection with the Natural Sciences.

Painting will receive considerable attention during several terms. In Æsthetic Culture, Drawing and Painting are justly placed in the front rank.

HISTORY OF ART.

A limited amount of time will be given to this work; but the aim will be to deeply interest the student in works of the great masters.

VOCAL MUSIC.

Great attention throughout the course will be given to vocal music. The time is not far distant when no teacher will be employed who cannot teach music.

PHYSICAL EXERCISE.

Exercise is to gain power. Work is using power gained by exercise. It is generally agreed that systematic, well-regulated daily exercises are essential to the highest success. Our aim is to so vary and adapt these exercises as to have them always interesting.

PENMANSHIP AND BOOK-KEEPING.

Penmanship.—It has been truly said that the noblest acquisition of mankind is speech, and the most useful art is writing. A good handwriting is an indispensable requisite to the business man. Great prominence is given to this branch.

Book-Keeping.—A business education will be of advantage to every man, whatever his future occupation may be. To the farmer it will teach business habits and attention to accounts, which will enable him to secure

greater interest and success in business. To the mechanic it will teach order, system, management, the practical value of book-keeping, and remedy many of his deficiencies. To the professional man it will afford a clearer insight into the practical operation of business affairs, and give him increased facilities in obtaining practice. It is deemed essential that the teacher be able to give instruction in the various methods of Book-Keeping.

HISTORY AND LOCATION.

At the first session of the Missouri State Teachers' Association, held in St. Louis during 1856, the friends of education began organized efforts to secure State Normal Schools. In 1870 these efforts were crowned with success. The Legislature made provision for two State Normal Schools. The First Normal District embraces the forty-four counties north of the Missouri River. The school for this district was located at Kirksville, and opened as a State Normal School, January 2, 1871.

Two departments were organized: the Normal for the teachers and advanced students, and the Model School for the younger pupils and for a practice school.

The attendance has been as follows in the

NORMAL DEPARTMENT.

First Year	140
Second Year	203
Third Year	263
Fourth Year	321
Fifth Year	434

In the Model School, the attendance has been as large as could be accommodated.

In the May number of the *American Journal of Education*, the editor says:

"We have, in common with others interested in the success of our Public School system, watched with unabated interest the growing strength and power of the Normal School at Kirksville, Mo. Started as a private enterprise by Prof. Baldwin, while the State was yet feeling its way up towards a better status, socially, politically, and commercially, almost any man with less of pluck and perseverance would have given up the enterprise. Prof. Baldwin associated with him a corps of earnest, enthusiastic, self-denying teachers, who, after teaching all day, would with him ride out at night, and, calling the people together, talk to them of this school and its advantages, until the inhabitants of the adjoining counties became interested, and enthusiastically enlisted in its behalf. Prof. Baldwin gave his time for the first three years, and the people of Kirksville, too, gave the school every possible encouragement, not only by opening their houses to provide for those who came as students, but by contributing directly of their means to provide a house, school desks, apparatus, etc. Under these auspices the school has grown beyond the expectations of its founder and friends, and is now placed under the direct supervision and control of the Board of Regents for our State Normal School. Adair county gave $85,000, and the citizens of Kirks-

ville have given, in all, about $75,000, and the State has given $50,000 additional to finish and furnish the new and magnificent building now being erected.

"The total number of students entered the past year has been 482."

Senator Brown, in an address in the State Senate, made the following remarks:

"The North Missouri Normal School was founded by enterprising, public-spirited citizens who labored long, arduously, and well, struggling through many and repeated difficulties. These men deserve the credit they have won in founding, and largely by their efforts maintaining, an institution which is to-day one of the best evidence of our prosperity as a people. It was founded to aid us in the great work of furnishing more efficient teachers for public and private schools; to furnish facilities for both men and women to acquire a thorough practical and accomplished education, and to send them out qualified to give the same aid in establishing good schools wherever duty calls them.

"In February, 1867, arrangements were made to open and conduct such a school at Kirksville, Adair county. This place was selected as the best location, for the following reasons: It is situated in a healthy region, which is a matter of the greatest importance. There is an abundance of living water; abundant supplies of fuel, both wood and coal. It is in the midst of a large and superior agricultural region, where good and cheap boarding can always be secured. The village, containing about 2,000 inhabitants, intelligent, moral and enterprising, promised good society and quiet homes for students. The success of the institution has more than realized the most hopeful expectations of its founders. From the beginning, the people of Kirksville and Adair county have done all in their power to aid in the enterprise, without which it never could have reached the enviable reputation it now enjoys.

"To combine the power of association with the vigor of individual enterprise, young, ambitious teachers, willing to devote a lifetime to building up a department of real merit, were selected for each position. Fitness, not partisan bias nor sectarian belief, was in all cases to determine the selection of teachers."

LOCATION.

Kirksville, Adair county, was selected as the best location in North Missouri. The following, among other reasons, determined the location:

1. This was found to be an exceedingly healthy region, and as well supplied with water, wood and coal as any other location in North Missouri.

2. In the midst of a vast and superior agricultural and horticultural region, good and cheap boarding could always be secured.

3. The village, containing between 1,500 and 2,000 inhabitants, intelligent, moral and enterprising, promised good society and good homes for students. This expectation has been realized. There has been no liquor sold in the county, except by druggists, since the school opened. Our best citizens have generously received students as members of their families. Thus our students are nearly all under family influence. The advantages of this plan over the large boarding-house system are inestimable.

4. The location is easy of access from all parts of the district. The Quincy, Missouri and Pacific Railroad, forming a junction with the

St. Louis, Kansas City and Northern Railway at this place, the Hannibal and St. Joseph, crossing the St. Louis, Kansas City and Northern Railway at Macon, the West Branch of the St. Louis, Kansas City and Northern Railway diverging at Moberly, and the Alexandria and Missouri River Railroad crossing the St. Louis, Kansas City and Northern Railway at Glenwood, afford excellent traveling facilities for nearly all parts of North Missouri.

LIBRARY, CABINET AND APPARATUS.

LIBRARY.

At the beginning of the school year, we entered upon the work of building up a library. By purchase and by donations we have secured about one thousand volumes; most are choice standard works. The library is free to all students. No effort will be spared to build up a library worthy of the great State of Missouri.

TEXT-BOOK AND REFERENCE LIBRARY.

This is a separate library, to be kept in a separate room. We have secured the American Encyclopædia, the British Encyclopædia, several Dictionaries and many leading Text-Books. The aim is to make this the most extensive library of the kind in the West. Through the liberality of publishers, we hope to secure all the most important Text-Books published in this country and Europe. Any student, teacher, or school officer, under direction of the Principal, will be permitted to examine the TEXT-BOOK LIBRARY at any time. Publishers are earnestly solicited to present sets of their publications. Friends of education are asked to make such donations as may seem to them good. Remember you will have the gratitude of many hundred worthy young ladies and gentlemen.

READING ROOM.

Our large Study Room (64x84 feet), in which each student will have a desk, during certain hours, will be used as a Reading Room. We will aim to secure a large number of the leading periodicals. Donations for the Reading Room are especially solicited.

APPARATUS.

During the year several hundred dollars have been expended in the purchase of apparatus. Although the supply is small, it embraces the articles necessary for the explanation of most philosophical and chemical experiments given in the ordinary Text-Books. Additions will be made each year, as circumstances seem to require.

In Chemistry, experiments will be performed by the students. Our Laboratory will be as complete as it is possible to make it. Pains will be

taken to show how many of the important and leading principles of science can be taught and illustrated by means of simple and inexpensive apparatus. This is deemed necessary, as we are preparing teachers mainly for the public schools, in which they will have but little apparatus.

CABINET.

The Cabinet Room is one of the best in the country; it is 90 feet long and 32 feet wide, with office rooms attached.

A beginning in this department has been made this year, and it is hoped that friends of the institution will make some effort to procure specimens and help build up this valuable aid to every literary institution. All donations will be registered, together with the name of the donor and locality of the specimen presented.

We have the promise of large contributions to the Cabinet the coming year.

DONATIONS.

During the year the following donations have been made to the Library:

Harper & Brothers,	76	volumes.
Wilson, Hinkle & Co.,	72	"
A. S. Barnes & Co.,	32	"
D. Appleton & Co.,	36	"
Scribner, Armstrong & Co.,	30	"
J. W. Schermerhorn & Co.,	10	"
Griggs, Watson & Day,	6	"
Brewer & Tileston,	15	"
E. H. Butler & Co.,	40	"
Lee & Walker,	33	"
J. B. Merwin,	6	"
Sheldon & Co.,	22	"
Ivison, Blakeman, Taylor & Co.,	70	"

The following have been received for the Reading Room:

Sheldon & Co., *Galaxy*,	1	year.
Western Pub. & School Furnishing Co., *Journal of Education*,	1	"
E. E. White, *National Teacher*,	1	"
R. H. Holbrook, *National Normal*,	1	"
Western Pub. & School Furnishing Co., 5 exchanges,	1	"
W. M. Gill, *Kirksville Journal* and 15 exchanges,	1	"
W. C. B. Gillispie, *Kirksville Register* and 10 exchanges,	1	"
T. T. Taylor, *Edina Sentinel*,	1	"
—— London, *Macon Journal*,	1	"
Rufus MaGee, *The Pharos*,	1	"
E. F. Hobart & Co., *The Western*,	1	"

A number of donations have also been made to the Cabinet by different persons.

For each and all of these donations we return to the donors our special thanks.

MISCELLANEOUS.

TO STUDENTS.

You desire to become a member of the North Missouri State Normal School. To aid you, and to save the labor of answering hundreds of letters, we will here specify just what you want to know.

1. BOARDING.—The best possible way is to board in a good private family, with a room for each two students. Board, including room, light and fuel, costs $3.50 per week. Board, books, and incidental fee, cost $45 per term, $180 per year. *Club-boarding*, with eight or more in a club, works well. Rooms, boarding, cook, etc., cost about $2.00 per week. This club-boarding is next best, and some claim that it has advantages over the family boarding, because, in the club, the students regulate the cost as well as the kinds of food, the time for meals, for study, for recreation, for retiring, and for rising. Many of those who boarded thus during the past year prefer it to any other way, even at the same cost, for they believe time is saved, and more accomplished. On this plan, board, books, and incidental fee, cost $30 per term, or $120 per year. Self-boarding costs about $1.50 per week. Many of our best students prefer self-boarding. Write to the Principal to secure boarding places or rooms.

2. BOOKS.—Books will cost you about $5.00 per term. No books are rented. It is best for the student to own his books. Bring with you all your school books—you will need them. You can purchase all books of the Librarian at less than St. Louis prices. All profits on books go to building up the Library for your benefit.

3. COMMENCEMENT OF TERMS.—Terms open on Monday. You should be present as early as the preceding Saturday, to secure boarding places, obtain permits, have your names recorded, and purchase books. You cannot afford to miss *one day*.

4. QUALIFICATIONS.—You can learn from any county superintendent the qualifications necessary for a second-grade certificate. Besides, you are expected to come with the determination to devote all your time and energies to the work of improvement.

5. WELCOME.—The teachers and the students will welcome you to the Normal. You will find, not strangers, but a band of brothers and sisters.

6. OUR CITIZENS.—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.

7. COME FOR THE FULL YEAR.—Come for one or two terms, if it is the best you can do. But, if in any way possible, come for the full year. In a year you can accomplish much.

8. FINISH A COURSE.—Our courses, two, three and four years, are arranged for the benefit of the students. You will find it greatly to your advantage to complete one of these courses.

COUNTY SUPERINTENDENTS.

We earnestly ask County Superintendents to encourage worthy young persons to attend the Normal. The one great want in every county in Missouri is *good teachers.* Send us energetic and talented young ladies and gentlemen, and we promise to furnish teachers to supply this want.

TEACHERS WANTED.

Those wishing teachers for their schools should address the Principal as soon as possible. Describe your school, the teacher you want, the compensation you give. Whenever it is possible, we will promptly supply you a teacher that will give satisfaction. The salaries of good teachers range from $50 to $150 per month. As the demand is always much greater than the supply, you will see the importance of an early application.

CATALOGUES AND REPORTS.

We thank Principals and Presidents for catalogues, and respectfully solicit new catalogues.

We also thank City and State Superintendents for their reports, and ask them to continue to furnish them for our Normal library.

We hereby acknowledge that, in preparing this catalogue, we have made free use of the above mentioned catalogues and reports.

LITERARY SOCIETIES.

There are four Literary Societies: the "Newtonian," "Normal," "Excelsior," and "Independent"—which give students ample opportunities for improvement in discussion, speaking, writing, etc. These societies meet every Friday evening, and are composed of ladies and gentlemen promiscuously. The Faculty has general supervision of the societies, but each society is placed upon its own resources, and held responsible for the improvement of its members.

These societies will be cherished by the institution, as they are considered valuable aids in education.

WORK TO BE DONE.

Normal Schools, co-operating with all live educators, must unveil all necessary changes, popularize them, and thus hasten on the grandest work of time. They must elevate the standard of the teachers' profession; increase the numbers in our ranks; encourage and uphold our faithful district school teachers; make their noble work *profitable* as well as honorable; support a broad, radical and liberal instruction; bring public action to bear against abuses; arouse it in favor of genuine education based on substantial and self-sustaining grounds; cherish that desire which is already being formed among the people for a manly and vigorous education, instead of the shallow dignities of an effeminating *polish*, and the worthlessness of costly *accomplishments;* impose shackles of any particular method upon no one; raise their crushing weight from

every one; finally, do all the good possible, within the sphere and abilities of Normal Schools and earnest educators.

All who feel the spirit of this age, and their own immortal nature moving and prompting them to lives of usefulness and happiness, are earnestly solicited to enlist in the Normal army, and marshal for the grand conflict of life.

DISCIPLINE.

System, vitalized by energy and love, is the leading element in our discipline. Having a time, a place, and a method for everything, prevents disorder and secures order. The great principle, "DO RIGHT," is made to take the place of arbitrary rules; love is substituted for fear and force; and interest in the studies is found to render prizes and penalties unnecessary. We receive students as ladies and gentlemen. We welcome students to a happy home, in which teachers and pupils are a band of brothers and sisters. We confide in each one to govern himself. Seldom have we found this confidence misplaced. Persons betraying this confidence will be unhesitatingly dismissed as utterly unfit to become teachers. The highest moral, social, intellectual and physical culture is expected of Normal students. They are to be models—are to govern and instruct others. With such students we secure order almost perfect.

NO DISTINCTION OF THE SEXES IS MADE.—Experience abundantly shows that those institutions whose doors are thrown open alike to both sexes, exert a much greater influence for good than those schools which are exclusively for one sex. Most of our Normal students are teachers, and young ladies and gentlemen of mature years; hence, we secure good society, and the best moral influence.

STATE SUPERINTENDENT TO COUNTY SUPERINTENDENTS.

OFFICE OF STATE SUPERINTENDENT PUBLIC SCHOOLS,
CITY OF JEFFERSON, MO, *July* 12, 1872.

To County Superintendents:

Your especial attention is called to the interests of our Normal Schools. Each county in the State ought to keep constantly in a course of training, at one or the other of these schools, several promising young ladies and gentlemen. These should be encouraged to return to their respective counties, with increased fitness for the work of teaching, and thus distribute a new life to all the schools of the State.

I would recommend to County Superintendents to honor the Normal diploma by granting to its possessor a certificate *without examination.* No person is permitted to hold a diploma who has not passed a satisfactory examination before the Regents.

Catalogues are sent to you for distribution. Please place them in good hands, and do everything in your power to encourage the largest attendance upon the training schools. Additional copies of the catalogue will be sent you on application to the Principals, or to this office.

JOHN MONTEITH, *State Superintendent.*

CATALOGUE OF STUDENTS.

For the Year 1871-72.

LADIES.

NAMES.	ADDRESSES.
Atterberry, Sallie	La Plata.
Baldridge, Sarah V	Beardstown.
Bragg, Susie	La Plata.
Burton, Jennie	Kirksville.
Barnhart, Susie	Kirksville.
Baldwin, Anna	Kirksville.
Baldwin, Ollie	Kirksville.
Boyd, Maggie	Kirksville.
Brown, Anna	Kirksville.
Billeiter, Emma	Kirksville.
Baughman, L. A.	Cedarville, Iowa.
Barnett, Etta	Fayette.
Bowen, M. M	Wilmothsville.
Baldwin, Cora	Kirksville.
Bryson, Anna	Myrtle.
Brassfield, Mary	Pleasant Home.
Brassfield, Anna	Pleasant Home.
Cullison, Lottie	Kirksville.
Capps, Hattie	Nineveh.
Capps, Matilda	Nineveh.
Cooper, Fannie	Oregon.
Caldwell, Lessie	La Plata.
Chadwick, Alice	La Plata.
Chadwick, Ida	La Plata.
Carson, Nellie	Lewiston, Iowa.
Collins, Linnie	Kirksville.
Campbell, Edna E	Queen City.
Dodson, Stacie	Kirksville.
Dodson, Mary	Kirksville.
Darrow, Ella	Kirksville.
Darrow, Mollie	Kirksville.
Dameron, Ella	Cairo.
Dodson, Fannie	Kirksville.
De Reamer, Ada	Kirksville.
Davidson, Mary E	Ottumwa.
David, Mollie	Kirksville.
Davis, Mary E	La Plata.
Erwin, Mary	Kirksville.
Foster, Mattie	Kirksville.
Forsythe, Sue	Shelbyville.
Forquer, Ella C	Montgomery.
Fowler, Nannie	Memphis.
Fowler, Clara	Kirksville.
Forquer, Naomi	Montgomery.
Fenly, Susie	Millersburg.
Freeman, Relda	Kirksville.
Fox, Mattie	Edina.
Foster, Alice	Kirksville.
Forquer, Naomi	Sand Hill.
Falkensteine, Libbie F	Kirksville.
Falkensteine, Mattie	Kirksville.
Gooch, Ella	Kirksville.
Goslin, Stella	Oregon.
Gardner, Ella	Kirksville.
Gillmore, Bina	Greencastle.
Gardner, Laura	Paulville.
Greenstreet, Minerva	Kirksville.
Greenwood, Ada M	Kirksville.
Gates, Mary A	Greentop.
Halliburton, Helen M	Louisiana.
Hope, Alpha	Louisiana.
Harnett, Jennie	Macon
Harris, Fannie	Kirksville.
Haywood, Melissa	Utica.
Harte, Rosa	Kirksville.
Hicks, Mollie A	Kirksville.
Hallady, Adelaide	Edina.
Hallady, Julia	Edina.
Harris, Hattie	Kirksville.
Ilgenfritz, Retta	Kirksville.
Iles, Grace	Sublett.
Iles, Jennie	Sublett.
Jaques, Hester	Judson.
Jacobs, Ida	Kirksville.
Johnson, Lucy	Sidney.
Johnson, Eva	Kirksville.
Kirkpatrick, Susan	Linderville.
Knox, Mattie	Clifton.
Kennedy, Mattie	Big Mound, Iowa.
Laye, Maria	Spring Valley.
Laye, Maggie	Spring Valley.
Lankard, Lizzie	Ringo's Point.
Lamaster, Callie	Kirksville.
Lester, Julia	La Plata.
Luse, Lydia E	San Francisco.
Millay, Emma	Linderville.
Millay, Melissa	Linderville.
Monroe, Zorelda J	Wilmothsville.
Morris, Nannie	Kirksville.
McGovern, Mattie	Kirksville.
Meeks, Maggie	Kirksville.

NAMES.	ADDRESSES.
Morris, Angeline	Shelbina.
May, Hattie	Cincinnati, Iowa.
Mercer, Lucinda	Kirksville.
McKenzie, Jeannette	Grantsville.
McCorkle, Ella G.	Mechanicsburg, O.
Mairs, Emma L.	Northcott.
Martin, Malzend	Fulton.
Miller, Mary	Edina.
McAdams, Emma	Lima, Ill.
Nagley, Jennie	Kirksville.
Northrup, Flora	Kirksville.
Nagley, Sallie	Kirksville.
Nagley, Emma	Kirksville.
Oldham, Ada	Kirksville.
Olds, Carrie	La Plata.
Orr, Etta	Kirksville.
Orr, Alice	Kirksville.
Parcels, Lizzie	Kirksville.
Parcels, Flora	Kirksville.
Parcels, Helen	Kirksville.
Parker, Mattie	Kirksville.
Parker, Alice	Winterset, Iowa.
Porter, Hallie	Kirksville.
Parcels, Mary	Kirksville.
Parker, May	Kirksville.
Parcels, Laura	Kirksvllle.
Rowland, Kate	Ottumwa.
Riggin, Rachie	Kirksville.
Randall, Florence	Kirksville.
Rich, Nellie	Kirksville.
Ransom, Agnes	Kirksville.
Richey, Mollie	Kirksville.
Reynolds, Mollie	Wilmothsville.
Rich, Annie	Kirksville.
Rowland, Cassie	Macon.
Ransom, Agnes	Chillicothe.
Stukey, Rosa	Millard.
Stevens, Adda	Kirksville.
Stukey, Elizabeth	Millard.
Sprigg, Uletha	Terre Haute.
Sublett, Miriam	Sublett.
Stukey, Susan	Millard.
Sumner, Lucy	Sublett.
Swigert, Mary	Kirksville.
Sever, Amelia H.	Edina.
Smith, Nellie	Greencastle.
Smith, Marthena	Kirksville.
Thompson, Mima	Kirksville.
Thompson, Emir S.	Kirksville.
Thatcher, Sallie	Kirksville.
Trotter, Mary A.	Carrollton.
Thatcher, Mattie	Lancaster.
Voorhies, Mary	Kirksville.
Wells, Martha	Greentop.
Wilson, Nannie	Kirksville.
White, Mary	Millport.
Wells, Mary	Greentop.
Wilkes, Minerva	Kirksville.
Winfree, Mollie	De Witt.
Williams, Jennie	Kirksville.
Westcott, Alta	Kirksville.
Williamson, Jennie	Edina.
Willis, Ellen	Kirksville.
Williams, Maria	New Cambria.
Wills. M. J.	Love Lake.

Total number of Ladies.....158

GENTLEMEN.

NAMES.	ADDRESSES.
Ash, B.	Milan.
Abbott, A. A.	New Boston.
Arnold, N. B.	Northcott.
Andrews, J. W.	Kirksville.
Anderson, S. W.	Kirksville.
Atterberry, B. F.	La Plata.
Ammernan, O.	Kirksville.
Beal, J.	Sand Hill.
Bunton, J.	Starkville, Miss.
Bragg, B. F.	La Plata.
Bennett, J. C.	Northcott.
Baker, W.	Edina.
Burton, Z. T.	Kirksville.
Baker, O. A.	Cairo.
Boyd, B. F.	Montgomery.
Baugher, A. O.	Bucklin.
Bailey, J. W.	Kirksville.
Burton, Z.	Kirksville.
Barnhart, V. R.	Darksville.
Barbee, W. A.	Unionton.
Bundy, J. W.	Kirksville.
Bradley, J. R.	Ham's Prairie.
Brandom, C. F.	Carrollton.
Bagby, R. C.	Prospect Hill.
Barkley, J.	Bairdstown.
Baird, F.	Kirksville.
Baker, S. J.	Oswego.
Beach, J. V.	Millport.
Burch, T.	Callao.
Boltz, J. H.	Callao.
Brown, C. C.	Nineveh.
Bigger, C. W.	Laclede.
Baker, B. F.	Centerville, Iowa.
Burns, F. A.	Lancaster.
Boltz, J. F.	Callao.
Brothers, G. A.	Lima, Ill.
Browning, D. E.	Kirksville.

NAMES.	ADDRESSES.
Billeiter, C.	Kirksville.
Bernard, D. B.	Kirksville.
Cloyd, T.	Chatham, Ill.
Coleman, W. E.	Snow Hill.
Capps, D.	Nineveh.
Cail, H. W.	Kirksville.
Carothers, L.	Clarence.
Clark, F. X.	Edina.
Coleman, T. A.	Edina.
Carroll, W. W.	Louisiana.
Carter, T. P.	Mexico.
Coats, N. B.	Moberly.
Cash, R. S.	Kingston.
Clayton, S. H.	Bowen.
Creel, W. R.	Carrollton.
Carroll, E. C.	Clarksville.
Clark, E. J.	St. Louis.
Campbell, T. C.	Queen City.
Clark, R. W.	Wilson.
Crawford, J. S.	Cherry Grove.
Clem, H.	La Plata.
Crawford, E. B.	Palmyra, Ill.
Crawford, J. D.	Trenton.
Chapman, G. A.	Moorsville.
Chapman, O. J.	Moorsville.
Coe, E. M.	Locust Hill.
Clark, R. M.	La Plata.
Clark, T.	Canton.
Carothers, W. H.	Clarence.
Case, E. D.	Glenwood.
Capps, D.	Nineveh.
Drake, W. F.	Triplett.
Davis, O. P.	Kirksville.
Dodson, J. W.	Kirksville.
Doyle, J. D.	Locust Hill.
Davis, G. A.	La Plata.
Doyle, W. N.	Locust Hill.
Dingle, C. E.	Mexico.
Dean, W. F.	Lima, Ill.
De France, W. H.	Kirksville.
Darrow, C.	Kirksville.
Daughters, C. B.	Hitt.
Daughters, I. J.	Hitt.
De Harte, W. P.	Pulaski, Iowa.
De Reamer, G. W.	Kirksville.
Davis, A. H.	Rock Island, Ill.
Dunnington, W. S.	Love Lake.
Eades, G.	Kirksville.
Evans, G. C.	Waverly.
Erwin, W. D.	Kirksville.
Ewing, J. C.	Edina.
Ely, D. A.	Sublett.
Ely, I. H.	Sublett.
Ennis, C.	Edina.
Fleming, W. B.	Kirksville.
Frederick, L.	Kirksville.

NAMES.	ADDRESSES.
Falkensteine, W. G.	Kirksville.
Frederick, P. A.	Kirksville.
Falkensteine, L. F.	Kirksville.
Fox, B. F.	Macon.
Forte, J. T.	Ft. Henry.
Forde, T. B.	Winterville.
Fowler, T. O.	Millport.
Fogle, C. C.	Cherry Grove.
Fluhart, C. E.	Kirksville.
Falkensteine, J.	Kirksville.
Greenwood, G. W.	Chatham, Ill.
Gibbs, S. P.	Prairie Bird.
Gill, E. G.	La Grange.
Galpin, F.	La Plata.
Graham, W. A.	Milan.
Graves, J. J.	De Witt.
Greenwood, V. H.	Kirksville.
Guttery, W. D.	Bloomfield, Iowa.
Hatfield, H. A.	Kirksville.
Hensley, F. L.	Spring Valley.
Hutton, G. W.	Auburn, Ill.
Huffaker, J. W.	St. Catharine.
Hymer, J.	Novelty.
Hartzler, J. E.	Sticklerville.
Holmes, J. W.	Hester.
Hamilton, R.	Kirksville.
Hill, J. W.	Mexico.
Harlan, W. S.	Ottumwa, Iowa.
Hutton, N. M.	Auburn, Ill.
Henry, V. B.	Burfordsville.
Hamilton, A.	Kirksville.
Hayde, T.	Kirksville.
Hayde, J. E.	Kirksville.
Houston, C. O.	Salisbury.
Hutton, N. M.	Auburn, Ill.
Hewitt, C. T.	St. Louis.
Hope, S. R.	Kirksville.
Hazard, I. H.	Wilmington, Ohio.
Hudson, H. T.	Miami.
Herbert, W. V.	Trenton.
Herriford, H.	Union Ridge.
Hunter, W.	Savannah.
Harris, J. T.	Clarence.
Hamilton, J. S.	Glenwood.
Iles, R. S.	Sublett.
Ivie, H.	Kirksville.
Jaques, T.	Judson.
Johnson, G. T.	Salisbury.
Johnson, J. T.	Mexico.
Johnson, U. H.	Fowchearenault.
King, A. J.	Callao.
Kirk, T. J.	North Salem.
Kennedy, B. F.	Big Mound.
Kellogg, A.	Kirksville.
Knox, R.	Clifton Hill.

NAMES.	ADDRESSES.
Lemon, J. T.	Unionville.
Levy, R. H.	Marshall.
Lankard, J. R.	Ringo Point.
Lyda, G. W.	Atlanta.
Leach, W. T.	Kirksville.
Larkins, E. O.	North Salem.
Le Compt, W. B.	Moberly.
Logan, S. L.	Centerville, Iowa.
Lemen, J. T.	Unionville.
Marmaduke, C.	Callao.
McGhee, J. S.	Patterson.
McReynolds, S.	Waverly.
McNay, D. F.	Mendon.
McNay, M. M.	Mendon.
McKenney, B. F.	Hester.
McClamrock, J.	Sand Hill.
McClannahan, J.	Kirksville.
McDaniel, G. E.	Carrollton.
McDonald, C.	Kirksville.
McClary, J.	Milan.
McAdams, J. F.	Lima, Ill.
McLaughlin, W. H.	Greencastle.
McPhaill, J. S.	Lima, Ill.
McAdams, F. M.	Lima, Ill.
Mercer, J.	Kirksville.
Monroe, M.	Wilmothsville.
Mairs, J.	Northcott.
Matlick, I. N.	Williamstown.
McAdams, J. W.	Lima, Ill.
McLaughlin, S. S.	Kirksville.
Moore, M. E.	Kirksville.
Mitchell, F. R.	Nashville, Tenn.
Moore, W. R.	Sand Hill.
Matlock, W. M.	Clifton Hill.
McElvaine, T. N.	Wilmothsville.
Matley, H.	Wilmothsville.
Morris, J.	Owasco.
Moore, C. J.	Moberly.
Miller, J. A.	La Plata.
Matthews, A.	Kirksville.
Matthews, B. F.	Liberty.
McAdams, W. C.	Lima, Ill.
Mills, M. C.	Bowen, Ill.
Mumma, J. M.	Williamstown.
Moran, J.	Edina.
Munsie, J. W.	Owasco.
Nickerson, J. T.	Bucklin.
Naylor, E. R.	Shelbyville.
Nickell, J. I.	Northcott.
Novinger, J. B.	Nineveh.
Nickell, W. A.	Grantsville.
Nason, W. B.	Kirksville.
Nason, J. C.	Kirksville.
Nickell, W. M.	Northcott.
Novinger, T. J.	Nineveh.
Orr, A.	Kirksville.
Oldham, W. D.	Kirksville.
Oldham, C.	Kirksville.

NAMES.	ADDRESSES.
Parcels, J. M.	Kirksville.
Propst, F.	Paulville.
Pollard, J. N.	Chain of Rocks.
Primm, T.	Edina.
Poland, H.	Triplett.
Polly, C. N.	Kirksville.
Pickler, W.	Kirksville.
Petit, E. T.	Hazel Dell, Pa.
Putnam, J. E.	Kirksville.
Parcels, J. F.	Kirksville.
Pinnell, Z. W.	Mexico.
Palmer, J. K.	Barnhill, Ill.
Pollock, G. W.	Trenton.
Power, H. C.	
Parker, E. J.	Kirksville.
Pratt, J. H.	Linneus.
Rubottom, E. C.	Greenville.
Roberts, L.	Moberly.
Reed, D.	Greencastle.
Rutherford, H. C.	Huntsville.
Reed, W. W.	Unionton.
Roberts, J. M.	Bucklin.
Reed, P. W.	Greencastle.
Ratliff, G. N.	Roanoke.
Spencer, H.	Kirksville.
Smith, B. H.	Triplett.
Stevens, J. C.	Fairmont.
Speece, W. A.	Bucklin.
Stevens, H. J.	Kirksville.
Seaman, J. V.	Shibley's Point.
Smith, J. T.	Kirksville.
Sublett, T. E.	Sublett.
Sprigg, S. T.	Terre Haute.
Smith, T. J.	Unionton.
Smith, F. G.	Unionton.
Stevens, N.	Kirksville.
Saunder, W.	Atlanta.
Saunder, S. W.	Atlanta.
Sands, O. C.	Ellison, Ill.
Sturges, S.	Kirksville.
Thomas, C. W.	Forest City.
Teeter, L. D.	Pleasant Home.
Thompson, J.	Fairmont.
Tandy, W. H.	Goodland.
Van Horne, J.	Edina.
Van Horne, John	Edina.
Vaughn, A.	Kirksville.
Van Dyke, V. C.	Mendon.
Van Dyke, B. A.	Mendon.
Voorhies, F.	Kirksville.
Veatch, J.	Molton, Iowa.
Wiley, G.	Novelty.
Waggoner, R.	Petra.
Wells, H. C.	Greentop.
Weeks, G. W.	Bucklin.
Webb, A. L.	Waverly.

NAMES.	ADDRESSES.	NAMES.	ADDRESSES.
Winfree, W. H.	De Witt.	Willis, J. B.	Kirksville.
Wood, C. B.	Snow Rock.	Wilson, J. S.	Milan.
Wonderly, J. S.	Edina.	Walker, C. S.	Greencastle.
Wilkes, J. H.	Kirksville.	Webb, C. O.	Judson.
Wills, W. J.	Love Lake.	Webb, N.	Judson.
Wagenseller, T. H.	Hamilton.	Wilson, E.	Wilson.
Watson, J. S.	Bloomington.	Wells, W. G.	Greentop.

Total number of Gentlemen.....276

SUMMARY.

LADIES	158	
GENTLEMEN	276	
		434
PUPILS IN THE MODEL SCHOOL		48
WHOLE NUMBER OF STUDENTS DURING THE YEAR		482

ATTENDANCE IN NORMAL DEPARTMENT.

First Year	140
Second Year	203
Third Year	263
Fourth Year	321
Fifth Year	434

REPORTS.

To the Board of Normal Regents:

GENTLEMEN: The following reports, partially exhibiting the work accomplished during the past year, are respectfully submitted.

PROFESSIONAL DEPARTMENT.

This Department has been under my immediate charge, occupying most of my time. All the teachers rendered important assistance. Miss Comings conducted classes in methods during three terms, and W. H. Drake, W. E. Coleman and S. McReynolds during one term. Near four hundred attended the classes all or part of the year. At least two hundred of these will teach in the Public Schools during the coming year.

The interest has been excellent, and the progress all that could be expected.

Respectfully,

J. BALDWIN, *Principal.*

KIRKSVILLE, June 21, 1872.

REPORT OF PROF. GREENWOOD.

DEPARTMENT OF MATHEMATICS AND PHYSICS,
NORTH MISSOURI STATE NORMAL SCHOOL, *June* 21, 1872.

PROF. J. BALDWIN, *Principal:*

MY DEAR SIR: In accordance with your request, I respectfully submit a report of the work accomplished in the Department of Mathematics and Physics during the school year.

Arithmetic.—The time prescribed for Arithmetic is five months, and the text-book used is White's Complete.

In addition to the drill in the book, it has been found necessary to give some of the classes a severe drill in Mental Arithmetic. It is the prime object to teach the subject, not the book.

Algebra.—Is studied as a science and as a means to be used in the solution of problems in the more advanced branches. The elementary principles are discussed fully and thoroughly, while the equation—the effective weapon in the hand of the mathematician—is investigated in its various forms as presented in the treatises on this subject. Schuyler's Complete Algebra is the text.

Geometry.—To complete Geometry and Trigonometry requires almost a year. Ray's Tappan's Geometry is the book studied. While the students must prove all the propositions, every problem given for exercise is constructed and discussed. This plan only makes geometricians.

Surveying.—Besides the principles and methods as presented in Gillespie's Surveying, the students do much practical work in the field. Theory and practice are combined.

Analytic Geometry.—Here plane loci and some of the higher plane curves are briefly but appropriately discussed. The elements of this most useful subject are mastered so as to unfold to the student the beauties of Modern Geometry, and to enable him the better to instruct classes in Algebra.

Calculus.—One year is given to Analytic Geometry and Calculus. Olney's General Geometry and Calculus is the text-book on these subjects. The time allotted to Calculus permits the students to become somewhat proficient in differentiation and integration as contained in the usual elementary works designed for colleges.

Natural Philosophy.—Five months is the time spent on this subject. The Cambridge course for beginners has been preferred. Instead of reading about Natural Philosophy, the students are required to experiment and tell why things are.

Astronomy.—The second half of the year the class studied Astronomy. Lockyer's Astronomy was studied first, then the class took Robinson's University edition in order to get the mathematical part of the science.

The course of study in this department is so arranged as to give the student one mathematical branch at a time. This has in some instances been deviated from somewhat in the organization of classes. When a student is reviewing Arithmetic, it is sometimes advantageous to commence Algebra; but Algebra and Geometry are too much for any student, who must take other studies so as to balance mathematics.

My constant aim has been to make the mathematical department a complete success. How far I have been successful is not my province to speak. Enough to say that during the year several members of the "A Graduating Class" have solved every problem in Olney's General Geometry and Calculus without asking for a single solution from myself.

The classes have made out complete diagrams of Algebra, Geometry, Trigonometry, Surveying, Analytic Geometry, Calculus, Natural Philosophy and Astronomy. These they retain.

Reports of A. A. Greenwood and
W. P. Nason are in the North Missouri
Register for June 13, 1872.

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" Johnson