

From Prof. W. P. Nason

NORTH MISSOURI

State Normal School,

KIRKSVILLE, MO.

Announcements for
1871-72.

CATALOGUE

OF THE

Missouri State Normal School,

OF THE FIRST DISTRICT,

FOR THE

ACADEMIC YEAR, 1870-71.

auto
Announcements for 1871-72

KIRKSVILLE, ADAIR COUNTY, MO.

ST. LOUIS:

R. P. STUDLEY & CO., PRINTERS, CORNER MAIN AND OLIVE STREETS,
1871.

BOARD OF REGENTS OF NORMAL SCHOOLS.

Original Board.

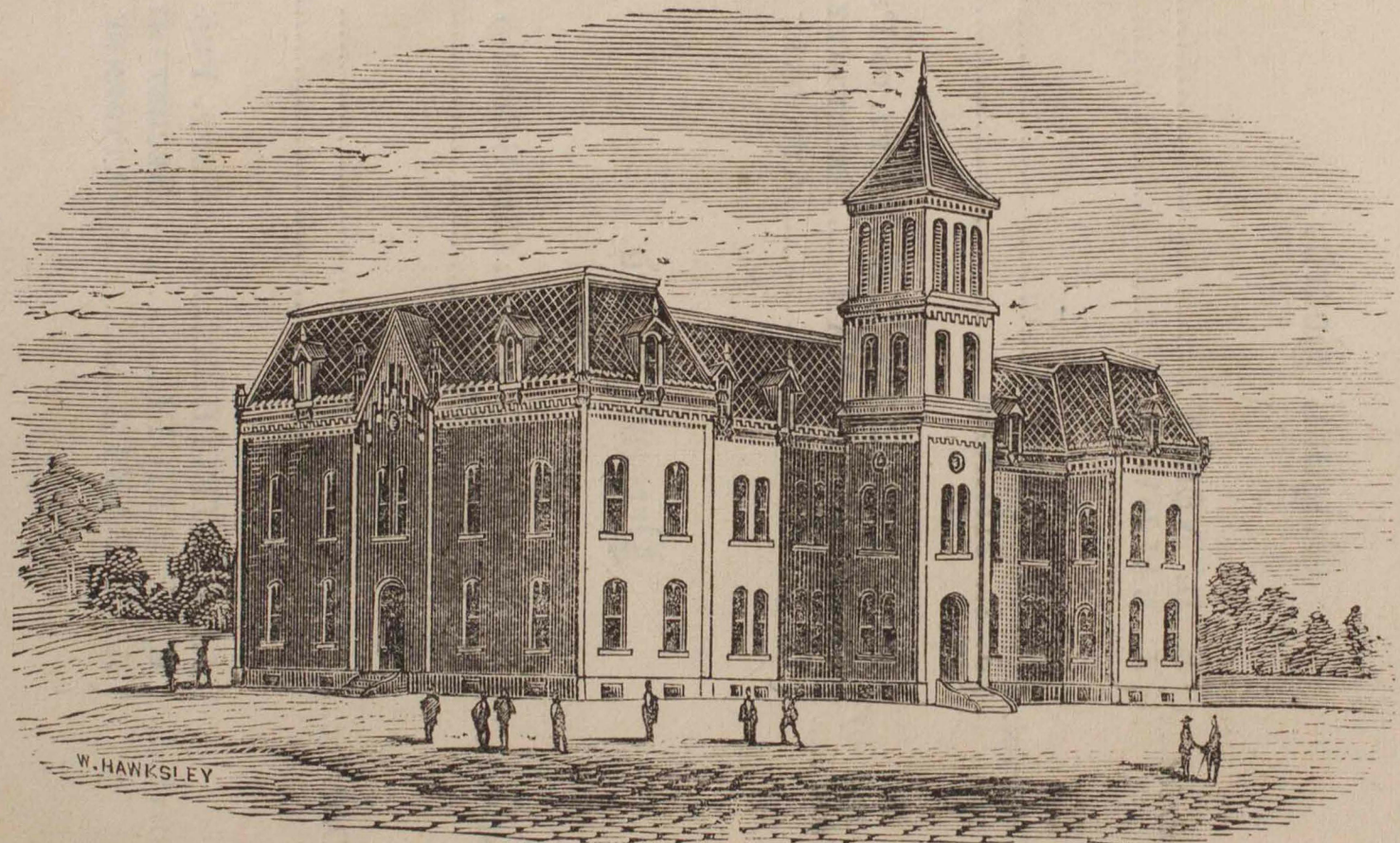
<i>First District...</i>	{	E. B. NEELY,.....	St. Joseph.
		J. BALDWIN,	Kirksville.
<i>Second District.</i>	{	G. R. SMITH.....	Sedalia.
		J. R. MILNER.....	Springfield.
<i>State Board of Education</i>	{	T. A. PARKER.....	SUPT. OF PUB. INSTR'N.
		FRANCIS RODMAN.....	SECRETARY OF STATE.
		H. B. JOHNSON,.....	ATTORNEY GENERAL.

Present Board.

<i>First District....</i>	{	E. B. NEELY, (Supt. City Schools)	St. Joseph.
		W. G. FERGUSON.....	Louisiana.
<i>Second District.</i>	{	
		J. R MILNER.....	Springfield.
<i>State Board.....</i>	{	J. MONTEITH.....	SUPT. PUB. INSTR'N.
		E. F. WEIGEL.....	SECRETARY OF STATE.
		A. J. BAKER.....	ATTORNEY GENERAL.

Officers of the Board.

PROF. E. B. NEELY.....	PRESIDENT.
PROF. EDWIN CLARK.....	SECRETARY.
W. T. BAIRD, TREASURER OF FIRST DISTRICT.	



STATE NORMAL SCHOOL, KIRKSVILLE, MO.

BUILDING AND GROUNDS.

The State Normal School Building at Kirksville, Mo., will be 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 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 first story contains four recitation-rooms, each 26x32 feet, and four others, each 26x34 feet, besides teachers' room and wardrobes. The second story contains four recitation-rooms, each 26x34 feet, Principal's room,—22x34 feet,—library, instrument-rooms, laboratory, wardrobes, and a large assembly-room, 62x72 feet. The ceilings of the lower-story rooms are 16 feet in height, and those of the smaller rooms of the second story are 17 feet in height, while the large hall has a ceiling 35 feet high, of open timber work.

The whole of the basement story is devoted to the heating and ventilating apparatus, fuel-rooms, Janitor's rooms, store-rooms, etc. 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. Six or seven hundred pupils can be easily accommodated in the institution.

The building was designed by M. & S. M. Randolph, architects, of St. Louis, and is being erected under the supervision of M. Randolph. The contractors, Messrs. Edwards & Griffiths, of Macon, Mo., have a large force of men at work on the building, and are pushing it rapidly forward to completion. The entire cost of the building and furniture will exceed one hundred thousand dollars. The grounds embrace fifteen acres, and are every way suited for a State Normal School.

The Normal will continue to be conducted in the present buildings until the new building is completed.

FACULTY.
for 1871-72

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.

AMANDA GREENWOOD,
Geography, Botany, History, and Reading.

MISS *Laura Gleason*,
Latin, Vocal Music, and History of Art.

MARY NORTON,
Instrumental Music.

ASSISTANT TEACHERS.

W. F. DRAKE,
Didactics and Grammar.

C. W. BIGGER,
Penmanship and Geography.

O. P. DAVIS,
Mathematics.

J. T. SMITH,
Latin.

I. N. MATLICK,
Algebra and Elocution.

W. E. COLEMAN,
History.

LEWIS FALKENSTEIN,
Vocal Music.

MRS. M. J. CARNEY.
Physiology and Orthography.

*For Faculty from Jan to June 1871, see Transcript from
Reports Minutes, p. 31.*

CALENDAR AND EXPENSES.

CALENDAR FOR 1871-2.

BEGINS.		ENDS.
1871, August 29	FIRST TERM.....	November 3, 1871.
1871, November 14.....	SECOND TERM.....	January 26, 1872.
1872, January 29.....	THIRD TERM.....	April 5, 1872.
1872, April 16.....	FOURTH TERM.....	June 21, 1872.

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 also given during holidays.

EXPENSES.

1. TUITION AND INCIDENTAL FEE.—Tuition is free. An incidental 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.
3. 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.

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.

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 a kind parent, economy is a sacred duty.

COURSE OF STUDY IN THE NORTH MISSOURI STATE NORMAL SCHOOL.

ELEMENTARY COURSE.

FIRST YEAR.

SECOND YEAR.

	Professional Course.	Mathematical Course.	Natural Science.	Literature.	Elocution.	Arts.
FIRST TERM.	How to Study and Re-cite. Mental Arithmetic. (Colburn, Brooks, Stoddard.)	Arithmetic. (White, Robinson, Walton.)	Geography. (Guyot, Warren, Eclectic, Mitchell.)	Orthography. (Willson, Worcester, Scholar's Companion.)	Phonic Analysis and Reading.	Penmanship. (Spencerian.)
SECOND TERM.	In the School-Room. (Hart, Wickersham.)	Arithmetic.	Geography.	Grammar. (Clark, Harvey, Green.)	Emphasis, Inflection and Reading. Form and Quality of Voice.	Penmanship.
THIRD TERM.	School Management. (Holbrook, Jewell.)	Algebra and Arithmetic. (Robinson, Schuyler, Henkle.)	Geography.	Grammar. (Clark, Harvey, Green.)	Force and Stress of Voice, and Reading.	Penmanship and Vocal Music.
FOURTH TERM.	Principles and Methods of Teaching the Common Branches. (Wickersham.)	Algebra and Arithmetic.	Physical Geography. Cornell, Mitchell, Warren, Guyot's Earth and Man,	Grammar. (Welch.) Anglo-Saxon Roots. (Marsh.)	Pitch and Movement. Gesture and Reading. Gentle and Dignified Styles.	Penmanship and Vocal Music.
FIRST TERM.	Civil Government and the Missouri School Law. (Townsend.)	Algebra.	Physical Geography.	History, United States—(Scott, Anderson, Goodrich.)	Form, Quantity, Quality of Voice, and Reading. Various Styles.	Drawing and Vocal Music. (Bartholomew.)
SECOND TERM.	Rhetoric and Composition. (Kerl, Day, Hart, Haven.)	Algebra.	Physical Geography.	History, United States	Brisk and Sublime, Gentle and Didactic Styles. Rhythmical Accent.	Drawing and Vocal Music.
THIRD TERM.	Rhetoric and Composition.	Geometry. (Ray, Chauvenet, Olney.)	Natural Philosophy. Wells, Cambridge, Physics, Silliman.	Latin. (Principia.)	Various Styles and Reviews.	Book-keeping. (Bryant & Stratton.)
FOURTH TERM.	Organizat'n and Management of Graded and Ungraded Schools.	Geometry.	Natural Philosophy. Wells.	Latin. (Principia.)	(Elocution omitted.) Physiology. (Hutchison and Lambert.)	Book-keeping.

COURSE OF STUDY IN THE NORTH MISSOURI STATE NORMAL SCHOOL.

SCIENTIFIC COURSE.

THIRD YEAR.

FOURTH YEAR.

	Professional Course.	Mathematical Course.	Natural Science.	Literature.	Elocution.	Arts.
FIRST TERM.	Mental Philosophy and Methods of Culture. (Haven and Lectures.)	Geometry and Trigonometry. (Ray, Olney, Chauvenet.) Option, Latin.	Natural Philosophy. (Snell's Olmsted.)	Ancient Geography and General History. (Willson, Anderson, Taylor.)	Joyous and Vehement Styles. Dramatic Reading.	Music. History of Art. Architecture. (Winchelman.)
SECOND TERM.	Mental Philosophy and Methods of Culture. (Haven and Lectures.)	Trigonometry. Option, Latin.	Natural Philosophy. (Snell's Olmsted.)	General History and Anc't Geography. (Mitchell.)	Gesture and Review.	Music. History of Art. Architecture.
THIRD TERM.	Moral Philosophy and Methods of Culture. (Winslow and Lectures.)	Trigonometry and Surveying. (Gillespie, Davies.) Option, Latin.	Chemistry. (Barker, Cambridge Physics.)	Logic. (McCosh, Schuyler, Coppee.)	Violent and Impassioned Styles. (Shakespeare.)	Music. History of Art. Sculpture.
FOURTH TERM.	Moral Philosophy and Methods of Culture. (Winslow and Lectures.)	Surveying. Option, Latin.	Chemistry.	Logic.	Dramatic Reading. (Shakespeare.)	Music. History of Art. Painting.
FIRST TERM.	Philosophy of Education. (Lectures.)	Analytic Geometry. (Olney, Ray.) Option, Latin.	Geology. (Dana, Tenny, Hooker.)	English Literature. (Gillman, Shaw, Reed.)	Dramatic Reading. (Bible.)	History of Art. Painting.
SECOND TERM.	History of Educational Methods. (Lectures.)	Analytic Geometry. Option, Latin.	Botany. (Gray, Wood.)	English Literature.	Dramatic Reading. (Bible.)	History of Art. Music.
THIRD TERM.	Graded and High Schools. Methods of Teaching Higher Branches.	Differential Calculus. (Docharty, Olney.) Option, Latin.	Astronomy. (Lockyer, Ray.)	English Classics. (Shaw.)	Public Speaking.	History of Art. Poetry.
FOURTH TERM.	Review and Discussion of Educational Problems. Institutes.	Integral Calculus. Option, Latin.	Astronomy. (Lockyer, Ray.)	English Classics. (Shaw.)	Public Speaking.	History of Art. Poetry.

OF THE FIRST DISTRICT.

COURSE OF STUDY.

EXPLANATIONS.

RECITATIONS AND CLASSES.—1. The Classes so alternate as to give each student four or five 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:

In Arithmetic, Grammar, Geography, Elocution, Penmanship and Orthography, at the beginning of each term. In Algebra, Geometry, History, at the beginning of the first and third terms.

The Classes will be organized in other studies at the beginning of the terms designated in the course of instruction.

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.

COURSE OF INSTRUCTION.

The Course of Instruction, approved by the Regents, is given in tabular form on the eighth and ninth pages. It embraces—

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.

DIPLOMAS AND CERTIFICATES.

1. BACHELOR OF THE ELEMENTS is the degree conferred on a student graduating in the Elementary Course. The diploma will embrace a State Certificate, and contain an enumeration of the branches studied.

2. BACHELOR OF THE SCIENCES AND ARTS is the degree conferred on a student graduating in the Scientific Course.

3. MASTER OF THE ELEMENTS and TEACHER OF ELEMENTARY DIDACTICS is the degree designated in the Diploma given to the graduate of the Elementary Course, who continues his studies and teaches successfully during two full years after graduating.

4. MASTER OF THE SCIENCES and TEACHER OF SCIENTIFIC DIDACTICS is the degree which may be conferred on a graduate of the Scientific Course, who shall continue his studies and teach successfully during two full years after graduating.

5. THE ONE YEAR CERTIFICATE is given to such students as complete the studies of the first year. The branches studied are named in the certificate.

6. 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 giving written recommendations to teachers.

All Diplomas are signed by the Faculty and the Regents.

7. 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.

DEPARTMENTS OF INSTRUCTION.

The leading departments of instruction are as follows :

1. The Professional Course, including the theory and practice of teaching.
2. The Mathematical Course.
3. The course in Natural Sciences.
4. The course in English Language and Literature.
5. The course in Elocution.
6. The course in Penmanship and Drawing, and History of Art.
7. Course in Geography and History.
8. Course in ancient and Modern Languages.

SPECIAL PROFESSIONAL INSTRUCTION.

1. The Professional Course is regarded as the peculiar and essential feature of the Normal School—as the central idea and crowning work of the institution. Learning to know elsewhere, the pupils enter this course to learn to teach. Knowledge acquired in other classes is brought here and examined, not in the light of the student but in that of the teacher. The question is no longer, how shall I acquire, but, how shall I impart. Pupils come here to learn the laws 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.

2. 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.

DIVISIONS OF THE PROFESSIONAL COURSE.

3. 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.

In this country the separation of the professional and literary courses is no where practical,—no where attempted.

SCIENCE 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 OF TEACHING.

1. 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.

2. It is of the utmost importance that the professional teacher attend the full course. Few are well prepared for the systematic study of the science of education before the close of the second year.

3. The entire third year is devoted to the 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 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. During the first term the student is trained to study systematically and effectively; also, to use all his powers in recitations. Mental Arithmetic and true Object Lessons are the instrumentalities used. The student is thus, at the very beginning, guarded against fatal faults, and trained in those habits which insure success.

6. During the advanced course, lectures are given on the Philosophy of Education, of which the following are some of the topics: Education, What: of Man—Physical importance of a well-developed body; Mental—Philosophy of Education based upon a knowledge of Psychological powers; analysis of such powers; minute and careful analysis of the Mental acts concerned in each; the precise definition of each power based on such analysis; the order of development and growth of each group of facul-

ties. Transition—Out of the law of development and growth are evolved certain educational axioms or principles, useful as tests of all methods of instruction—to determine the selection of materials therefor, and the proper presentation of the same; examination of the studies and subjects employed in school education—the peculiar CULTURE secured by each; how only symmetrical culture can be reached; grouping of studies for each period of mental and physical growth. Classification of the sensibilities, their culture and control; the immense importance of careful attention to such culture and control. The WILL—how to strengthen and guide it. Culture of Conscience—direct and reflex influence of body AND SPIRIT.

PRACTICE TEACHING.

ACTUAL PRACTICE in organizing and governing, and in teaching various branches, is found necessary to prepare skillful and successful teachers. How best to give such practice is a deeply interesting and much agitated question.

Practice teaching is variously managed in Normal Schools. We find three distinct methods in successful use:

I. THE MODEL SCHOOL METHOD.—This method relies on a graded school, exhibiting the best methods of teaching, discipline, and classification, conducted chiefly by Normal students. President Edwards has made this method a remarkable success in the Illinois Normal University.

II. THE NORMAL CLASS METHOD.—President Hart, of the New Jersey State Normal School, says: "Our practice teaching was formerly done exclusively in the model school, but for the last few years it has been done exclusively in the Normal itself. The effect of the change has been most happy, and the benefits of incalculable value to pupils and teachers. Once a week I make up a programme containing the names of those who are to teach during the following week. The regular teachers sit by, observing in silence, and at the close of the day give detailed criticisms upon the performance. During practice-teaching day all the classes are taught by students.

III. TRAINING CLASS METHOD.—President Holbrook, of the Lebanon (Ohio) Normal School, and author of Normal Methods and School Management, claims to have originated this method. The process is as follows:

1. The principal presents particular methods to the entire class.
2. The class is divided into sections of convenient size to meet in various rooms for reciprocal practice.
3. Finally, the sections meet for reports, criticisms, discussions and suggestions.

These methods have all been remarkably successful in the hands of the veteran educators named.

PLAN IN THIS INSTITUTION.

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

1. **MODEL SCHOOL METHOD.**
 2. **THE NORMAL CLASS METHOD** will be used as by President Hart, but so as to only occupy one day of each alternate week.
 3. **THE TRAINING CLASS METHOD** will be pursued during certain terms.
 4. **RECIPROCAL METHOD.**—Classes in all branches will be divided into sections of from two to eight. For a short time during nearly every recitation one member of each section will act as teacher, the others as pupils. This method gives a large amount of practice, and at the same time is found to be a most efficient method of teaching.
 5. **THE FACULTY METHOD.**—The members of the senior class, and other students of marked ability and proficiency, will be selected as members of the Faculty. They will attend all meetings of the Faculty, aid in managing the school, and conduct one class each during two or more terms.
- It is believed that these five methods, thus combined, will meet the wants of all those preparing to teach.

MATHEMATICAL COURSE.

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 speciality.

ARITHMETIC.—This branch is made a speciality for two terms, and is taught, in connection with Algebra, for two additional terms.

APPLIED MATHEMATICS.—Herein is embraced a practical course in Surveying, Natural Philosophy and Astronomy.

NATURAL SCIENCE.

PHYSICAL GEOGRAPHY AND NATURAL PHILOSOPHY.—In this department prominence is given to Physical Geography and Natural Philosophy. The former extends through three terms and the latter through four terms.

PHYSIOLOGY is aimed to be presented in such a manner that the student will not only understand the subject as treated in the text book, but will be induced to *practice* the laws of Hygiene.

CHEMISTRY, as far as possible, will be illustrated by practical experiments.

Pains will be taken to show how many of the important and leading principles of the science can be taught and illustrated by means of simple and inexpensive apparatus.

GEOLOGY AND BOTANY.—The design is to teach these branches in such a manner as to give, not merely a knowledge of the subjects, but also to show how they may be made of value to the teachers in their professional work.

ENGLISH LITERATURE.

In the course in English Literature a thorough and systematic drill in the English language will be given to all students. This course includes Orthoepy, Etymology, Composition, Recitation and Declamation, Extempore and Written Debates, study of Synonyms, Rhetoric and English Literature. English classics, such as Shakespeare, 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.

COURSE IN 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 Rhythical 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.

PENMANSHIP, DRAWING 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.

DRAWING.—One term is given to the study of this subject. The limited time does not permit the acquisition of great manual skill in the art, but pupils receive a thorough grounding in principles. Real objects, and not copies, form the subjects of the lessons, and the laws of Perspective are learned by observation. The lessons include drawing the geometrical solids, and objects of similar form, construction of shadows and reflections, leaf and flower forms, and the elements of Linear Perspective. In addition, a drill in printing on the blackboard, and in drawing lines, angles and plane figures, is given.

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.

METHOD OF INSTRUCTION.

In class management, the aim is to so conduct recitations as to compel attention, give students the greatest amount of individual work possible, and to incite intense mental activity. By right class management, earnest study, the highest mental discipline, and good conduct in and out of school, are secured.

The Methods of Instruction adopted to secure the end of Normal Training are the *Analytic* and *Synthetic*, *Inductive* and *Deductive*, *Philosophical* and *Practical*.

1. **ANALYTIC AND SYNTHETIC.**—In acquiring knowledge to impart to others, we should know the path we travel, the relation of one fact and truth to another, and the proper order of presenting them to the learner. This can only be attained by a careful *analysis*. The teacher, therefore, should be imbued with the *analytic spirit* of thought, so that he may resolve knowledge into its *elements*, and thus adapt it to the mind of the pupil.

Pupils should be trained to put elements together; to classify their knowledge, and to diagram that which otherwise might be scattered and fragmentary; and to grasp the subject as a whole. Hence, *synthesis* should follow *analysis*. For this purpose, the *topical method* of recitation is employed, and carefully prepared diagrams of every subject required.

2. *Lead a pupil to discover all he can for himself, before you give him positive instruction.*

In more advanced classes the deductive method is employed. Pupils are required to give comprehensive statements of facts, and systematic and logical discussions of topics; to evolve the particulars from the general ideas which they have reached inductively. The *Deductive Method* in advanced studies is thus made to supplement the *Inductive Method* in the elements.

3. **PHILOSOPHICAL AND PRACTICAL.**—The teacher must be familiar with the *principles* upon which a science is founded; the relation of the different facts and truths of each branch; how *law* arises from *fact*, *method* from *principle*, *special truth* from *general truth*; and how one part of a science is involved in and grows out of another part. Hence we endeavor to make our instruction philosophical—leading our pupils to see the nature of the different parts of a branch, to trace the logical thread by which they are bound together, and to acquire a habit of philosophic thought. Much care is taken that the discussions, explanations, outlines, etc., shall be thoroughly philosophical.

To guard against the tendency that such instruction shall make teachers too abstract and theoretical, we are careful that these principles be reduced to practice. We try to teach our pupils to *do* as well as to *know*, and thus endeavor to unite practice and theory.

No one of these methods is ridden as a hobby, but all are employed according to the nature of the topic and the advancement of the class. The effort is made to unite them into one organic whole.

PROFESSIONAL FEELING on the part of the pupils is the necessary result of the assemblage of young people having one common aim for life. Associations and friendships are formed, sympathies and kindred feelings aroused, all of which are calculated to enhance the general estimate of the profession, and excite a generous emulation for the highest attainments and success in the most noble and useful of all professions.

HISTORY.

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-two counties north of the Missouri River. The school for this district was located at Kirksville, and opened as a State Normal School January 2nd, 1871.

The North Missouri Normal School had been in successful operation for three and a-half years. It was founded to aid in furnishing more efficient

teachers for public and private schools; to furnish facilities for acquiring a thorough, practical and accomplished education; to aid in building up good schools; and, in every way, to disseminate better systems of teaching through North Missouri.

The institution was established and conducted with the expectation that it would be one of a system of State Normal Schools.

During February, 1867, arrangements were made to conduct, at Kirksville, Adair county, Missouri, a school for the purposes named above. The Faculty spent until September, lecturing, holding Institutes and visiting schools throughout sixteen counties of Northeast Missouri. The institution opened September 2, 1867.

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, now in process of completion, forming a junction with the North Missouri at this place, the Hannibal and St. Joseph, crossing the North Missouri Railroad at Macon, and the West Branch of the North Missouri, diverging at Moberly, afford excellent traveling facilities for nearly all parts of North Missouri.

APPARATUS, LIBRARY, CABINET.

The Regents have placed a sufficient sum of money in the hands of the Faculty to purchase all necessary Chemical and Philosophical apparatus. A Library has been founded. Reference books donated by publishers are thankfully received. Friends of the Institution are cordially invited to donate books, periodicals, etc. Specimens of natural history will be accumulated as rapidly as possible.

LITERARY SOCIETIES.

Three literary societies—the Normal, the Newtonian, and the Excelsior—will afford students rare opportunities for improvement. These Societies are under the general direction of the Faculty.

DISCIPLINE.

System, vitalized by energy and love, is the leading element in our discipline. Having a time, a place, and a method for doing 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 mind. 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 institutions which are exclusively male or female. Most of our Normal students are teachers and young ladies and young gentlemen of mature years; hence, we secure good society, and the best moral influence.

ENTER FOR A FULL YEAR.

Every student, if possible, should enter for a full year. Arrangements to this end should be made at any cost. A full year, *at one time*, is better than two years in fragments.

DEMAND FOR GOOD TEACHERS.

There is a constantly increasing demand for well qualified teachers. Young ladies and gentlemen, even of good literary attainments, who design to make teaching a vocation, will be greatly benefitted by attending the Normal a sufficient length of time to graduate in one of the courses. By so doing they will be able to procure better salaries and to teach better schools.

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. Our students holding certificates will, in nearly all cases, give satisfaction; but we will only be held responsible for the teaching of our graduates.

CATALOGUES.

We thank the Principals for catalogues of nearly all our State Normal Schools. These have been used freely in the preparation of our catalogue. We are especially indebted to the Pennsylvania State Normal School at Millersburgh.

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 \$1.60 per week. On this plan, board, books, and incidental fee, cost \$26 per term, or \$104 per year. Self-boarding costs about the same as club-boarding. Many prefer it to any other plan. Write to the Principal to secure boarding places or rooms.

2. **BOOKS.**—Books will cost you about \$5 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.

3. **TIME.**—Terms open on Tuesday; but you should be present on Monday, so as 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. We will give you a hearty welcome to the State Normal if you can answer affirmatively the following questions: 1. Do you love study? 2. Will you work

earnestly and persistently? 3. Do you desire to fit yourself for the highest usefulness and happiness? 4. Will you give all your influence to promote efficiency and sustain good order?

WORK TO BE DONE.

Normal Schools, coöperating 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.

CATALOGUE OF STUDENTS,

FOR THE YEAR 1870-71.

LADIES.

NAMES.	ADDRESSES.	NAMES.	ADDRESSES.
Agee, Lida.....	Wilmothville.	Dodson, Mollie.....	Kirksville.
Armstrong, Angie.....	Rochester.	Dodson, Mary.....	Kirksville.
Atteberry, Anna.....	Goodland.	Dodson, Sallie.....	Kirksville.
Atteberry, Sallie.....	LaPlata.		
Atteberry, Josephine.....	LaPlata.	Edwards, Mary.....	Sturgeon.
		Erwin, Mary.....	Adair county.
Baldrige, Sarah.....	Beardstown.	Fluhart, Lydia E.....	Kirksville.
Baldwin, Anna.....	Kirksville.	Fluhart, Eulalia.....	Kirksville.
Baldwin, Ollie.....	Kirksville.	Forquer, E. C.....	Sand Hill.
Barnhart, Sallie.....	Wilson.	Forsythe, S. Z.....	Shelbyville.
Barnhart, Susie.....	Wilson.	Foster, Dosia.....	Adair county.
Beeman, Mollie.....	Kirksville.	Foster, Mattie.....	Adair county.
Barnett, Sallie.....	Kirksville.	Foss, Clara.....	Kirksville.
Bennett, Jennie.....	Kirksville.	Fowler, Lizzie.....	Adair county.
Bricker, Minerva A.....	Caseyville.	Fowler, Clara.....	Kirksville.
Brown, Nannie.....	Owasco.		
Brown, Annie.....	Kirksville.	Gardner, Ella.....	Kirksville.
Bragg, Susie.....	LaPlata.	Gentry, Fanny.....	Sturgeon.
Burton, Nannie.....	Kirksville.	Gill, Lina.....	Kirksville.
Brashears, Cynthia.....	Paulville.	Gillmore, Bina.....	Greencastle.
Belknap, Zella.....	Atlanta.	Gilstrap, Serelda.....	LaPlata.
Belknap, Aurelia.....	Atlanta.	Gooch, Ella.....	Kirksville.
Burris, Louisa.....	Wilmothville.	Greenstreet, Minerva.....	Kirksville.
		Graves, Rachel.....	Kirksville.
Caldwell, Lissie.....	Kirksville.		
Capps, Hattie.....	Nineveh.	Hart, A. R.....	Kirksville.
Carney, M. J.....	Kirksville.	Henry, Sophia.....	Kirksville.
Carter, Zella.....	Spring Valley.	Heywood, Lizzie.....	Chillicothe.
Chadwick, Alice.....	LaPlata.	Herrell, Anna.....	Illinois.
Chadwick, Ida.....	LaPlata.	Hicks, Mollie.....	Kirksville.
Clark, Hattie.....	Newark.	Hinckley, Eva.....	Kiddville.
Coop, Mary.....	Kirksville.	Hope, Alpha.....	Kirksville.
Condict, Rissie.....	Macon.		
Collins, Lina.....	Kirksville.	Ilgenfritz, Retta.....	Kirksville.
Crawford, Mattie B.....	Greencastle.	Ivie, Julia B.....	Kirksville.
Crawley, Lillie.....	Kirksville.		
Crigler, Emma.....	Kirksville.	Jacobs, Ida.....	Kirksville.
Cullison, Lottie.....	Kirksville.	Jaques, Hester.....	Judson.
		Johnson, E. S.....	Kirksville.
Darrow, Mary.....	Kirksville.		
Darrow, Ella.....	Kirksville.	Kennedy, Mattie.....	Big Mound, Iowa.
Davis, Mollie.....	LaPlata.		
De Reamer, Ada.....	Kirksville.	Lay, Maggie.....	Spring Valley.
Deskin, Sarah J.....	Kirksville.	Lay, Maria.....	Spring Valley.
Dimmitt, Maggie.....	Ringo's Point.	Le Compt, H. M.....	Jacksonville.
Dodson, Fannie.....	Kirksville.		

NAMES.	ADDRESSES.
Lester, Jennie.....	LaPlata.
Lester, Julia.....	LaPlata.
Link, Belle.....	Kirksville.
Mason, Minnie.....	Adair county.
McElvain, Rosa.....	Wilmothville.
Meeks, Maggie.....	Millard.
Mercer, Lucinda.....	Adair county.
Morris, Nannie.....	Mexico.
Nagley, Jennie.....	Kirksville.
Norton, Allie.....	Kirksville.
Northrup, Flora.....	Adair county.
Oldham, Ada.....	Adair county.
Orr, Etta.....	Adair county.
Parcells, Iizzie.....	Kirksville.
Parcells, Florence.....	Kirksville.
Parcells, Mary.....	Kirksville.
Parcells, Helen.....	Kirksville.
Pickler, Laura.....	Kirksville.
Rathbun, Emily.....	Memphis.
Randall, Flora.....	Adair county.
Reynolds, Mary.....	Wilmothville.
Rich, Anna.....	Greencastle.
Rich, Nellie.....	Greencastle.
Richey, Mollie.....	Kirksville.

NAMES.	ADDRESSES.
Riggins, Rachel.....	Milan.
Rouse, Alice.....	Kirksville.
Rowland, Cassie.....	Macon.
Russell, Ollie.....	Memphis.
Smith, Jennie B.....	Porche's Prairie.
Smith, Marthena.....	Kirksville.
Smith, Dollie.....	Kirksville.
Spencer, Mary E.....	Kirksville.
Stukey, Rose.....	Millard.
Stevens, Ada.....	Adair county.
Swigert, Rebecca.....	Kirksville.
Thompson, Emir.....	Kirksville.
Thompson, Susan J.....	Kirksville.
Trotter, Mary A.....	Carrollton.
Tuttle, Eliza.....	North Salem.
Vaughn, Sadie.....	Adair county.
Waller, Sarah.....	Economy.
Westcott, Alta.....	Adair county.
Wesscher, Tillie.....	Kirksville.
Willis, Alla.....	Adair county.
Willson, Nannie.....	Wilson.
Withers, Fanny.....	Newark.
Total number of Ladies, 128.	

GENTLEMEN.

NAMES.	ADDRESSES.
Adams, A.....	Millport.
Adams, J. P.....	Porche's Prairie.
Anderson, S. N.....	Kirksville.
Applegate, C. H.....	Unionville.
Armstrong, W. G.....	Atlanta.
Arnold, W. B.....	Enterprise.
Atchison, T.....	Clarksburg, W. Va.
Atteberry, B. F.....	LaPlata.
Baker, I. F.....	North Salem.
Baldrige, M. H.....	Beardstown.
Baldwin, Charles.....	Novelty.
Bigger, C. W.....	Laclede.
Barkley, J. G.....	Terre Haute.
Barnes, J.....	Kirksville.
Basket, J. O.....	New Hope.
Beach, J. V.....	Millport.
Beale, J. H.....	Sand Hill.
Bell, C. H.....	Bloomfield, Iowa.
Bragg, John.....	LaPlata.
Bragg, James.....	LaPlata.
Bundy, J. W.....	Adair county.
Bunton, J.....	Starkville, Miss.
Burton, G.....	Graceville.
Burton, Zachariah.....	Kirksville.
Bolton, J.....	Queen City.
Calhoun, J. A.....	Enterprise.
Calfee, W. F.....	Greencastle.
Campbell, M. R.....	Novelty.
Campbell, T. C.....	Queen City.

NAMES.	ADDRESSES.
Carothers, W. H.....	Clarence.
Carothers, J. J.....	Clarence.
Capps, David.....	Nineveh.
Clark, E. L.....	Belknap, Iowa.
Clark, S. E.....	Belknap, Iowa.
Clark, V. W.....	Belknap, Iowa.
Clark, R. M.....	Wilson.
Coleman, W. E.....	Snow Hill.
Coleman, Thomas A.....	Edina.
Coop, Gideon.....	Kirksville.
Coats, N. B.....	Moberly.
Cram, L. M.....	Salisbury.
Crawford, M. B.....	Greensburg.
Davis, D. S.....	Pisgah.
Davis, George.....	LaPlata.
Davis, O. P.....	Kirksville.
Daughters, C. B.....	Unionton.
Deskin, J. T.....	LaPlata.
Dodson, J. W.....	Kirksville.
Drake, W. F.....	Porche's Prairie.
Dunnington, W. L.....	Atlanta.
Eddy, D. M.....	Adair county.
Elmore, T. M.....	Wilson.
Ely, D. A.....	Sublette.
Ely, I. H.....	Sublette.
Ennis, Charles.....	Edina.
Erwin, W. D.....	Adair county.
Evans, George.....	Waverly.

NAMES.	ADDRESSES.	NAMES.	ADDRESSES.
Falkenstein, Lewis	Williamstown.	McCorkle, Charles	Mechanicsburg, O.
Falkenstein, J. J.	Williamstown.	McElvain, W. S.	Wilmothville.
Fitzgibbon, E.	Fremont, Iowa.	McCormick, J. M.	Ayersville.
Fogle, C. C.	Unionton.	McKell, David	Starksville, Miss.
Ford, G. W.	Coatesville.	McLaughlin, S. S.	Kirksville.
Ford, T. B.	Winterville.	McPhaill, J. S.	Lima, Ill.
Fowler, Theodore	Adair county.	McQuoid, J. R.	Millport.
Fox, Frank	Macon.	McReynolds, Samuel	Waverly.
Fluhart, C. E.	Kirksville.	McReynolds, A. J.	Waverly.
Franklin, C.	Coatesville.	Meeks, W. M.	Millard.
Franklin, M. A.	Coatesville.	Meeks, John	Millard.
Frederic, P. A.	Adair county.	Meeks, Thomas	Millard.
Frederic, L.	Adair county.	Mercer, John	Adair county.
Galpin, F. P.	Candor, N. Y.	Morrow, B. J.	Callao.
Gardner, A. J.	Cincinnati.	Monroe, M.	Wilmothville.
Gibbs, L. P.	Wilson.	Mogle, Harvey	Greentop.
Gooch, J. O.	Kirksville.	Moore, W. R.	Sand Hill.
Guiles, M. A.	Greencastle.	Music, J. R.	LaPlata.
Hall, A. J.	Greensburg.	Nance, T. J.	Prospect Hill.
Hamilton, J. L.	Queen City.	Nickell, W. M.	Enterprise.
Hamilton, R.	Adair county.	Niekerson, T. J.	Bucklin.
Harryman, Charles	North Salem.	Northcut, A. D.	Millport.
Harryman, Thomas	North Salem.	Orr, Alfred	Adair county.
Hart, Henry	Kirksville.	Oldham, W. D.	Adair county.
Hatfield, G. T.	Shelbyville.	Parcels, J. A.	Adair county.
Hatfield, H. A.	Kirksville.	Parcels, H.	Kirksville.
Herbert, W. V.	Trenton.	Parker, J. F.	Oswego, N. Y.
Henry, J.	Adair county.	Petit, E. T.	North Wickley, Pa.
Hicks, James	Kirksville.	Pickler, W. J.	Kirksville.
Hicks, William	Kirksville.	Piper, A.	Arrow Rock.
Hinkley, A. J.	Kiddville.	Perrin, A. F.	Caseyville.
Horton, Minor	Adair county.	Quisenberry, L.	Carrollton.
Hope, W. P.	Primrose.	Ramage, D. W.	Bloomfield, Iowa.
Hope, S. R.	Primrose.	Rathbun, W.	Memphis.
Hubbard, T. J.	Adair county.	Rathbun, A.	Memphis.
Hymer, Jesse	Novelty.	Reed, P. D.	Greencastle.
Ilgenfritz, Horace	Kirksville.	Reeves, E. G.	Marshall.
Ivie, J. M.	Kirksville.	Reynolds, J. T.	Winthoville.
Ivie, W. H.	Kirksville.	Reynolds, S. L.	Brookville.
Jackson, J. A.	Edina.	Rowland, W. H.	Macon.
Jacques, T.	Judson.	Russell, Gideon	Memphis.
Kirk, Perry	Adair county.	Smith, B. H.	Porches Prairie.
Kirk, T. J.	North Salem.	Smith, J. T.	Kirksville.
Kinnaid, W. L.	Carrollton.	Smith, H. T.	Newark.
Larkins, E. O.	North Salem.	Sands, O. C.	Illinois.
Le Compt, W. B.	Jacksonville.	Sanders, J. W.	Atlanta.
Lester, W. B.	Bloomfield, Iowa.	Shooster, J. P.	Nineveh.
Lester, J. H.	Bloomfield, Iowa.	Sheppard, Chas.	Kirksville.
Levy, R. H.	Marshall.	Sheeks, William	Adair county.
Leech, Wesley	Troy Mills.	Simpson, S. W.	Atlanta.
Link, E. S.	Kirksville.	Smart, J. H.	Kiddville.
Mairs, John	Northcott.	Spencer, Henry	Kirksville.
Manning, W. M.	Ringo's Point.	Stevens, H. J.	Fairmont.
Marmaduke, S. J.	Callao.	Stephens, Newton	Kirksville.
Matlick, I. N.	Williamstown.	Stephens, H. C.	Kirksville.
Mathews, A.	Adair county.	Stephens, P. R.	Fairmont.
Mason, D. H.	Bee Ridge.	Stephens, R. A.	Jacksonville.
McAdams, J. T.	Lima, Ill.	Stretch, J. Q.	Oyster.
McAdams, W. C.	Lima, Ill.	Strode, V.	Bee Ridge.
McAdams, J. W.	Lima, Ill.	Stukey, Joseph	Millard.
		Sumner, George	Greentop.

NAMES	ADDRESSES.	NAMES.	ADDRESSES.
Terrill, Allen.....	Kirksville.	White, J. R.....	Atlanta.
Teter, S. D.....	Pleasant Home.	Wiley, G. W.....	Edina.
Thompson, John.....	Fairmont.	Weeks, G. W.....	Bucklin.
		Williams, J. T.....	Callao.
Vanhorn, John.....	Edina.	Wolf, John.....	Molton, Iowa.
Vernon, W. H....	Lawrence, Kansas.	Wood, Clifton.....	Arrow Rock.
		Wood, S. B.....	Arrow Rock.
Watson, W. A.....	Sticklerville.		
Webb, A. S.....	Waverly.		
		Total number of Gentlemen, 193.	

SUMMARY.

LADIES	128
GENTLEMEN	193
	321

PUPILS IN THE MODEL SCHOOL.

FEMALES	37
MALES	31
	68
WHOLE NUMBER OF STUDENTS DURING THE YEAR.....	389

ATTENDANCE IN NORMAL DEPARTMENT.

First Year	140
Second Year	203
Third Year	263
Fourth Year.....	321

WHAT SHOULD THE NORMAL SCHOOL BE.

Extracts from the Closing Address of the Principal.

Missouri, in establishing a system of State Normal Schools, enters upon no doubtful experiment. "That which theory establishes and experience verifies may be safely followed." Theory requires all teachers to be trained for their work. Experience shows the Normal School to be the efficient instrument to effect such training.

MISSOURI AND EDUCATION.

Her unequalled mineral resources, her great rivers, her vast and fertile lands, her pleasant and healthy climate, and her intelligent and enterprising citizens, are destined to make Missouri the Empire State of the West.

Our Legislators, guided by the highest wisdom, are providing the best educational facilities for the rising millions. Provisions have been made for Colleges of Agriculture and Mining, and for a State University, rival to that of Michigan. The foundation has been laid for a Public School system that must make education as free to every child as the air of our broad prairies. But the crowning act of legislative wisdom was the establishment of

STATE NORMAL SCHOOLS.

Thirty years ago, Massachusetts opened a Normal School, the first established in the United States. Now we have forty State and forty private and city Normal Schools. Of these eighty Normals, more than three-fourths have been established during the past ten years. Nearly all are well endowed and highly prosperous. The Normal School system is a success.

Being yet comparatively in its infancy, it is true that the Normal School is imperfect; that it is in a formation state, and that many improvements are demanded. The question, "What should the Normal School be?" is of stirring interest to Missouri and to all educators.

THE EXPONENT OF EDUCATIONAL PROGRESS.

The Normal is not the place to test or to propagate untried theories. It must have the stability of the college, the wide-awake aggressive spirit of the theorist, the zeal of the experimenter, the common sense of the practitioner, and the inspiration of the artist. With all the world, and all time as its field of

observation, the Normal should collect, classify, embody and teach attested principles and methods. This is its special work—to teach in theory and embody in practice all great educational principles and important educational methods that theory has established and experience verified.

The Normal School must henceforth be the exponent of educational progress. As we make the Normal, such all schools must tend to become. Who can estimate the influence for good of the true, efficient, perfected Normal School? Here start the rills that make the mighty rivers! Here start the waves that reach into eternity—widening and deepening forever.

A PROFESSIONAL SCHOOL.

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.

We do not yet dare to claim education as strictly a science, or teaching an exact art. Child nature is continually bubbling up in new phases. New and unclassified phenomena puzzle us at every step. Educational literature and educational meetings clearly show that we have reached the rock only in places. But with the best talent of the world directed to this work, may we not hope to be able, at no distant day, to deduce educational principles with as much certainty, and teach them as authoritatively, as we do the principles of chemistry?

Though its specialty, no Normal School, so far as I know, gives sufficient attention to the professional training of teachers. Mental science, the philosophy of education and methods and means of culture should extend through the entire course. The student should be rendered as familiar with the laws of mental activity and the means of mental development as with the principles of arithmetic.

The teacher must be trained to be an artist—not a botch; to be an originator—not an imitator; to be the master of methods—not the slave. The Normal should produce scientific and artistic teachers, and should not be satisfied with a less result. The difficulty of a short attendance must be overcome. We are now compelled to take teachers on the wing, and to crowd into a few terms what ought to extend through as many years. Teachers must be persuaded to spend more time, and thus secure the higher culture necessary to fit them for the most difficult and responsible human work.

COMPLETE IN ITSELF.

The Normal should be complete in itself. As the appendage of the college or the university it has never attained success. With the one central idea—the professional education of teachers—incorporated in every nerve and fibre of its work, it should be as complete in all its appointments as the college. Its course of study should be as full, its buildings, library and apparatus as extensive, and its faculty as able. It should be all that the college is, with the professional added and embodied.

UNION OF THE LITERARY AND THE PROFESSIONAL.

The idea of separating the professional and the literary courses is strictly impracticable. The material of which teachers are to be made requires the

most thorough discipline of the college as well as the professional training of the Normal. That the best time to learn *how* to teach is while learning *what* to teach I must regard as axiomatic.

Able educators have been misled by the seeming resemblance between the Normal and schools of Law, Medicine, and Divinity. They differ widely.

The student is an integral part of the Normal School—is being educated; is learning the very things he will teach. His teaching faculty is developed by directing his attention to the processes and methods, and by having him govern and instruct others. Thus the principles of education are evolved and applied.

Without loss of time or hindrance in mastering the branches, the student becomes the accomplished scholar and the skillful teacher.

On the contrary, law, medicine and divinity are distinct from the processes, methods and branches of a general education. Failing to note this difference will fatally mislead.

EQUAL TO THE BEST.

The instructors and the instructions in the Normal should be equal to the best. To make the Normal a poor high school, or a second-class college, is a burlesque on education,—an inexcusable outrage on teachers and the rising generations.

The professors in the Normal should be able and skillful, and should exemplify and illustrate in all their classes the theory presented in the professional course. The claims of Normal merit must rest on Normal methods and on Normal results,—accomplished scholars and able teachers. The Normal is in no sense the rival of other institutions. Perfect the Normal School and all other schools will be infinitely benefitted.

COMPREHENSIVE COURSE OF STUDY.

Provisions should be made for two courses of study:

1. A two-years course. This should fit the student to teach in primary and ungraded schools. Those completing this course should receive diplomas and State certificates.

2. A four-years course. This should fit students to be instructors in high schools, seminaries and colleges.

Persons having the literary qualifications should be permitted to take the full professional course in one or two years. This plan seems to meet the wants of all, and is being adopted by most of the leading Normal Schools.

Theory and experience unite their testimony in favor of an advanced course, New York, Pennsylvania, Massachusetts, Michigan, West Virginia, etc., have provisions for a four-years course in all their Normal Schools. The regents of our Missouri Normal Schools have adopted the same plan. The world moves.

COMPLETE DEVELOPMENT.

The Normal should furnish facilities for complete development.

1. To understand the laws of health, to habitually observe them, and to be able to train others to the same habits, must ever be placed among the highest qualifications of the teacher.

2. The intellectual development should be large, and the culture broad and deep. No one-sided culture will answer. Language, literature, natural science,

mathematics, philosophy and art, are all to be analyzed and synthesized; investigated and discussed; diagramed and compared.

The methods of study and recitation should be such as to train students in habits of minute observation and clear perception; of penetrating and exhaustive thought; of lucid and impressive discourse. Teaching power is the result of such training.

3. The very highest achievement of the educator is to train the pupil to be good. To do this he must fill him with a love for the right and an aversion for the wrong, and train him to be strong to do the right and resist the wrong.

The Normal teacher realizes that he has to deal with immortal minds; and that a loving heart and an ennobling faith are the great elements of teaching and of governing power. What a glorious work! How careful, how complete, should be the Normal training! The teacher should be a model,—should be all that the pupil is to become.

A MAMMOTH SCHOOL.

The tendency of our times is to establish schools of gigantic proportions: Sickly colleges, with two or three professors, and struggling for a mere existence, do not meet the demands of this age.

There is wisdom in the tendency to so elevate the public schools as to furnish the best possible facilities for all ordinary education, and to build up higher institutions of gigantic proportions. All States and all denominations are beginning to act on this policy. One first-class institution is found to do more than a score of sickly colleges.

The Normal School must conform to the spirit of our times. Small and overshadowed Normal Schools are powerless. It requires a mammoth Normal to permeate the school system of a State, and elevate at once the schools and the profession of teaching.

PREPARE THE STUDENT FOR LIFE.

Ours is said to be the best of all professions—to leave. However this may be, it is certain that only a few make teaching their life-work. The average life of female teachers is three years; after which they go the way of all the earth. A vast majority of male teachers are scarcely longer lived. Most are soon drawn into other avocations.

The Normal must keep ever in view these two points:

1. To so train teachers that they will love their work, be successful, and hence be kept in the profession.
2. To fit all for duty and destiny. Girls should not only be educated for teachers, but also for wives, mothers, citizens, saints. Young men should be made teachers, and at the same time they should be so educated as to be able to bring to their life-work—whatever it may be—those grand elements of success, integrity, efficiency, persistency and power.

These qualifications are co-operative. The girl is better fitted for a teacher by being fitted for a wife and mother. The young man will be a better teacher when fitted for success in any vocation of life.

SHOULD BE SUCCESSFUL.

State aid should be wisely combined with individual enterprise. The former gives stability and authority; the latter imparts vigor and thrift. All instruct-

ors and pupils should be compelled to keep the fact ever in view, that success follows well-directed, efficient and persistent effort. All schools, from the primary to the university, will be more prosperous when salary is made to depend upon effort and success. The teacher must not be a failure. The world has no patience with failures. A school to train teachers should be in the highest degree successful. The Normal should be successful in the efficiency of its Faculty, in the number of its pupils, in its management, and in its results.

FREE TO ALL.

Admission to the Normal should be conditioned on a knowledge of the common branches, and a pledge to teach in the State. Russia became great by drawing men of talent from all countries. We should heed this lesson, and welcome Normal students from any State or country. Let them come. Let us train and place in our schools the most talented teachers. Our people will then realize that true wealth and true happiness are not in broad acres, rich mines, or vast commerce. The ambition will not be to accumulate millions, but to have educated, useful and happy sons and daughters.

ENERGY AND ENTHUSIASM.

A lazy teacher is the greatest nuisance on this earth. Lazy school, lazy men, lazy women, and failure, are the natural results.

Energy is the essential qualification of the teacher—energy to qualify himself, energy to plan, energy to execute, energy to inspire each pupil, energy to make the school a living, working, growing thing.

The Normal instructor should be largely blessed with energy and enthusiasm. Every exercise in the Normal should be calculated to arouse and strengthen these characteristics; and no student should be recommended as a Normal teacher, who does not give unmistakable evidence of these traits.

No other profession is so well calculated to sustain enthusiasm. The teacher moulds plastic minds, of infinite capabilities. Of all artists, he works most for eternity. Minds—developed, disciplined, loving—are to be the eternal monuments of his skill.

A LIBERALIZER.

Finally, the Normal should be a liberalizer. The science of government should be taught, and the most exalted patriotism encouraged. The Bible should be in the hands and heads and hearts of all teachers and students. It is the best of text-books, and the basis of all right education. But the Normal should be removed as far as possible from the excitement of partisan politics, and the bitter discussion of sectarian tenets. It should occupy broad, high, common grounds.

The Normal should inculcate liberal views. All its influence should be against a narrow, slavish, partisan, sectarian, persecuting spirit. That miserable motto, "*My party, right or wrong,*" is only worthy of slaves. Independent judgment and action, untrammelled by the tyranny of party or sect, is the only position worthy of an American citizen. The press, the pulpit, the college, and the institute, are exerting a tremendous influence in the right direction. But the millions must be educated in the public schools, or not educated. Public schools must be made perfect and free. The Normal School only can be relied on to train, systematically and efficiently, an army of live, competent and successful public school teachers.

LAST WORDS TO OUR STUDENTS.

Our desire for your success and happiness is as great as if you were our own brothers and sisters. We have counseled and instructed you as well as we could. You have been kind and faithful. To-day we part—most of us to meet no more on earth. I wish I could make my last words soul-stirring, to burn in your hearts and stimulate you to noble lives.

BE SELF-RELIANT.

In every recitation we have trained you to be independent thinkers and vigorous workers. You have learned to solve your own problems, and to spurn even the help of teachers. Pursue the same course through life. Follow no master, theory, creed, or party. Seek truth in the divine books: the Bible and Nature. As in thought, so in action: be self-reliant; depend not on paternal wealth or lucky accident; value only the success achieved by your own efforts.

ADHERE TO YOUR CHOSEN PROFESSION.

Young persons should not suffer fancy to mislead them in choosing their life-work.

They should take note of their noblest, strongest inclinations, and accept their whisperings as a heavenly call. The decision, once made, should be adhered to until the end. Life is too short for even one change.

DON'T ATTEMPT EVERYTHING.

Charles Dickens, in an address to students—the last he ever made—gave this invaluable advice: "*Be content to be ignorant of many things, that you may know some things.*" Make yourselves proficient in your chosen field of inquiry. Push your chosen work with the vigor that singleness of purpose gives. Remember that the sun's rays burn only when concentrated.

DO INTENSELY WHAT YOU DO.

So commingle work and recreation and rest, as to keep body and mind in the best possible condition. Daily put forth your utmost strength in some direction. You will thus maintain your vigor, and increase your powers, even down to old age.

LEARN SELF-CONTROL.

Self-control and self-incitement are the conditions of greatness and usefulness. Let butterflies glitter for a feverish hour in fashion's sunshine, then sink into the starless night of obscurity. But turn your backs on the giddy whirl of pleasure; banish from your lips the damning cup, the filthy quid, the corroding oath, and the blistering falsehood. Fight under the banners of truth and purity; be true to your God, your fellow-men, and yourselves. An approving conscience, which is the smile of Heaven, will make you mighty to conquer.

