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1869-1870

From Prof. W. C. Nason

THIRD ANNUAL CATALOGUE

OF THE

TEACHERS AND STUDENTS.

OF THE

North Missouri Normal School,

KIRKSVILLE, ADAIR COUNTY, MO.,

FOR THE YEAR ENDING JUNE 25, 1869.

Announcements for the Year beginning August 30, 1869.

ST. LOUIS:
PUBLISHED BY THE NORMAL SCHOOL.
1869.

North Missouri Normal School.

The Plan embraces an Institution equal to the best, and every way adapted to the wants of the West.

Kirksville is on the North Missouri Railroad, thirty-six miles north of the junction with the Hannibal & St. Joseph Railroad at Macon. The location is remarkably beautiful and extremely healthy. The community is moral and the society good. No liquor is sold in the county except by the druggists. Citizens take much interest in furnishing *homes* for students.

The Faculty is composed of twelve experienced teachers, in the prime of life, and ambitious to devote all their life energies in conducting a school of the highest merits, unsurpassed East or West.

Our Courses of Study are more extensive and thorough, and far more practical than those of many colleges and universities. Development, mental discipline, practical knowledge, are our guiding principles, both in the selection and the teaching of the various branches.

A Normal School is a school conducted on correct principles. Normal teaching is right teaching. Theory is embodied in practice; students are made practical workers; all are fitted for life's duties and enjoyments; and TEACHERS are trained for their most noble work.

Calendar—1869-70.

BEGINS.	ENDS.
1869, August 30.....	FIRST TERM.....November, 5, 1869
1869, November 15.....	SECOND TERM.....January 28, 1870
1870, January 31.....	THIRD TERM.....April 8, 1870
1870, April 18.....	FOURTH TERM.....June 24, 1870

Students enter at any time, but the first day of the term is by far the best time to enter.

Expenses.—Board, books, and tuition, from \$30 to \$50 per term.

Tuition.—Normal, \$12.50. Grammar School, \$10.00. Intermediate, \$7.50. Primary, \$6.25. No extra charges. Students pay from time of entering to end of term. Time lost by protracted sickness can be made up. 20 per cent. deducted when one student pays for four terms; 10 per cent. deducted when two or more students from the same family enter for two terms.

Who will be Admitted.—Persons of good moral character, of either sex, will be admitted as members of the school.

Several Classes will be conducted each term in the Common Branches and Algebra. However backward or however advanced, students entering at any time will find classes to suit them.

Training Teachers.—Ours is the only school in North Missouri where teachers are trained in the *Science and Art of Teaching*. Such training is absolutely invaluable.

This Cover of our Catalogue is sent to parents, teachers, and guardians. Catalogues with free information will be sent to any address on application. Address

J. BALDWIN, President.
KIRKSVILLE, MO.

W B Nason *W B Nason*

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FOR THE YEAR ENDING JUNE 25, 1869.

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FACULTY.

1869-70

JOSEPH BALDWIN, PRESIDENT,

Professor of Mental Science, Didactics, Elocution, and Greek.

W. P. NASON,

Professor of English Grammar, History, Natural Science, and Latin.

J. M. GREENWOOD,

Professor of Mathematics and Physiology.

F. L. FERRIS, PRINCIPAL OF MODEL SCHOOLS,

Professor of Geography, Penmanship, and Drawing.

A. H. JOHN, M. D.,

Lecturer on Philosophy of History, Rise and Progress of the Arts and Sciences, etc.

REV. JOHN WAYMAN,

Professor of Logic and Mental Philosophy.

S. M. PICKLER,

Professor of Book-Keeping and Penmanship.

FRANK M. FLUHART,

Teacher of Penmanship.

MRS. J. S. BOYD,

Teacher of Instrumental and Vocal Music.

MRS. L. D. FERRIS, PRINCIPAL,

MISS SUE THATCHER, ASSISTANT,

Teachers of Model Intermediate Department.

MRS. A. GREENWOOD, PRINCIPAL,

MISS —————, ASSISTANT,

Teachers of Model Primary Department.

CALENDAR AND EXPENSES.

Calendar for 1869-70.

BEGINS.		FIRST TERM,		ENDS.
1869, August	30	.....	November	5, 1869.
1869, November	15	.....	January	28, 1870.
1870, January	31	.....	April	8, 1870.
1870, April	18	.....	June	24, 1870.

Calendar for 1870-71.

BEGINS.		FIRST TERM,		ENDS.
1870, August	29	.....	November	4, 1870.
1870, November	14	.....	January	27, 1871.
1871, January	30	.....	April	7, 1871.
1871, April	17	.....	June	23, 1871.

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.

Tuition per Term, Normal.....	\$12 50.
Tuition per Term, Commercial.....	12 50
Tuition per Term, Instrumental Music.....	10 00.
Tuition per Term, German, French or Painting, usual charges.	
Board per week, \$3 to \$3 50; per term, \$30 to \$35.	
Self Boarding per term, about \$15.	
Board, Books, and Tuition, per term, \$30 to \$50.	

No incidental charges are imposed, and no extra charges except for German, French, Painting, and Instrumental Music.

A deduction of twenty per cent. will be made from tuition where students pay for four terms in advance. Ten per cent. will be deducted when two or more students from the same family pay for two terms.

Students enter at any time, paying from time of entering to end of current term. Whenever possible, the student should enter at the beginning of a term.

Two or more weeks lost by sickness, or other sufficient cause, can be made up by the pupil at any time.

BOOKS.

Students are advised to bring with them such books as they may have, but not to purchase others till they arrive at the Normal. The books will be furnished to pupils in the Primary and Intermediate Departments free of charge. Arrangements will be made to furnish most books at a nominal rent to students, in other Departments, who cannot afford to purchase.

COURSE OF STUDY IN THE NORTH MISSOURI NORMAL SCHOOL.

MODERN COLLEGE AND NORMAL COURSE.

FIRST YEAR—Freshman.

FIRST TERM.	Higher Arithmetic.	Grammar and Composition.	Geography.	School Economy and Practical Teaching.	Elocution.	Penmanship and Drawing.
SECOND TERM.	Higher Arithmetic.	Grammar and Composition.	Geography.	School Economy and Practical Teaching.	Elocution.	Penmanship and Drawing.
THIRD TERM.	University Algebra.	Rhetoric and Composition.	Physiology.	Science of Education and Art of Teaching.	Elocution.	Penmanship and Drawing.
FOURTH TERM.	University Algebra.	Rhetoric and Composition.	Physiology.	Science of Education and Art of Teaching.	Elocution.	Penmanship and Drawing.

SECOND YEAR—Sophomore.

FIRST TERM.	Geometry.	General History and Composition.	Zoology and Botany.	Mental Philosophy and Practical Teaching.	Elocution.	Penmanship and Phonography.
SECOND TERM.	Geometry.	General History and Composition.	Natural Philosophy.	Mental Philosophy and Practical Teaching.	Elocution.	Penmanship and Phonography.
THIRD TERM.	Trigonometry.	Logic and Composition.	Natural Philosophy.	Moral Philosophy and Practical Teaching.	Elocution.	Penmanship and Book-Keeping.
FOURTH TERM.	Surveying.	Logic and Composition.	Chemistry.	Moral Philosophy and Practical Teaching.	Elocution.	Penmanship and Book-Keeping.

COURSE OF STUDY IN THE NORTH MISSOURI NORMAL SCHOOL—Continued.

THIRD YEAR—Junior.

FIRST TERM.	Conic Sections.	General History and Composition.	Chemistry.	Science of Development.	Elocution.	Drawing.
SECOND TERM.	Analytic Geometry.	General History and Composition.	Geology.	Science of Development.	Elocution.	Drawing.
THIRD TERM.	Dif. Calculus.	Elements of Criticism.	Geology.	History of Education.	Elocution.	Drawing.
FOURTH TERM.	Integ. Calculus.	English Literature.	Agriculture.	History of Education.	Elocution.	Drawing.

FOURTH YEAR—Senior.

FIRST TERM.	Astronomy.	Elements of Law.	Agriculture.	Mental Philosophy.	Elocution.	Painting.
SECOND TERM.	Astronomy.	Elements of Law.	Political Economy.	Mental Philosophy.	Elocution.	Painting.
THIRD TERM.	Mechanical Philosophy.	Evidences of Christianity.	Political Economy.	Moral Philosophy.	Elocution.	Painting.
FOURTH TERM.	Civil Engineering.	Sacred Literature.	Political Economy.	Moral Philosophy.	Elocution.	Painting.

COURSE OF STUDY IN THE NORTH MISSOURI COMMERCIAL COLLEGE.

FIRST TERM.	Book-Keeping.	Commercial Arithmetic.	Penmanship.	English Grammar.	Elocution.	Orthography.
SECOND TERM.	Book-Keeping.	Commercial Arithmetic.	Penmanship.	English Grammar.	Elocution.	Orthography.
THIRD TERM.	Book-Keeping.	Commercial Law.	Phonography and Penmanship.	Political Economy.	Elocution.	Orthography.
FOURTH TERM.	Book-Keeping.	Commercial Law.	Phonography and Penmanship.	Practical Teaching.	Elocution.	Orthography.

OPTIONAL COURSES.

CLASSICAL COURSES.	}	This Course will be extremely thorough. It will embrace the best Latin and Greek Literature, and will be as extended as the Classical Course in most Colleges. Students can take the Languages in place of higher Mathematics, etc.
MODERN LANGUAGES.	}	German and French. Taught by a Native German.
MUSIC.	}	Vocal and Instrumental.
SELECT COURSE.	}	Students whose time is limited will be permitted to select such branches as will be of most advantage to them.

COURSE OF STUDY FOR THE NORTH MISSOURI MODEL SCHOOL.

MODEL GRAMMAR SCHOOL.

FIRST YEAR.

FIRST TERM.	Practical Arithmetic.	Grammar and Composition.	Geography.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
SECOND TERM.	Practical Arithmetic.	Grammar and Composition.	Geography.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
THIRD TERM.	Practical Arithmetic.	U. S. History and Composition.	Botany, First Lessons.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
FOURTH TERM.	Practical Arithmetic.	U. S. History and Composition.	Botany, First Lessons.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.

SECOND YEAR.

FIRST TERM.	Elementary Algebra.	Grammar and Composition.	Geography.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
SECOND TERM.	Elementary Algebra.	Grammar and Composition.	Geography.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
THIRD TERM.	Elementary Algebra.	U. S. History and Composition.	Physiology, First Lessons.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.
FOURTH TERM.	Elementary Algebra.	U. S. History and Composition.	Physiology, First Lessons.	Elocution.	Penmanship and Drawing.	Orthography and Vocal Music.

COURSE OF STUDY FOR THE MODEL PRIMARY.

FIRST YEAR.

FIRST TERM.	Oral Arithmetic.	Object Lessons and Oral Composition.	Reading Charts and Primer.	Printing & Drawing.	Spelling by Sound and Character.	Vocal Music.
SECOND TERM.	Oral Arithmetic.	Object Lessons and Oral Composition.	Reading Charts and Primer.	Printing & Drawing	Spelling by Sound and Character.	Vocal Music.
THIRD TERM.	Oral Arithmetic.	Object Lessons and Oral Composition.	First Reader.	Writing on Slate and Drawing.	Spelling by Sound and Character.	Vocal Music.
FOURTH TERM.	Oral Arithmetic.	Object Lessons and Oral Composition.	First Reader	Writing on Slate and Drawing.	Spelling by Sound and Character.	Vocal Music.

SECOND YEAR.

FIRST TERM.	First Lessons in Arithmetic.	Object Lessons and Oral Composition.	Second Reader.	Writing on Slate and Drawing.	Speller.	Vocal Music.
SECOND TERM.	First Lessons in Arithmetic.	Object Lessons and Oral Composition.	Second Reader.	Writing on Slate and Drawing.	Speller.	Vocal Music.
THIRD TERM.	First Lessons in Arithmetic.	Object Lessons and Oral Composition.	Second Reader.	Writing on Slate and Drawing.	Speller.	Vocal Music.
FOURTH TERM.	First Lessons in Arithmetic.	Object Lessons and Oral Composition.	Second Reader.	Writing on Slate and Drawing.	Speller.	Vocal Music.

COURSE OF STUDY FOR THE MODEL INTERMEDIATE.

FIRST YEAR.

FIRST TERM.	Primary Arithmetic.	Composition and Object Lessons.	Third Reader.	Penmanship and Drawing.	Primary Geography and Speller.	Vocal Music.
SECOND TERM.	Primary Arithmetic.	Composition and Object Lessons.	Third Reader.	Penmanship and Drawing.	Primary Geography and Speller.	Vocal Music.
THIRD TERM.	Primary Arithmetic.	Composition and Object Lessons.	Third Reader.	Penmanship and Drawing.	Primary Geography and Speller.	Vocal Music.
FOURTH TERM.	Primary Arithmetic.	Composition and Object Lessons.	Third Reader.	Penmanship and Drawing.	Primary Geography and Speller.	Vocal Music.

SECOND YEAR.

FIRST TERM.	Intermediate Arithmetic.	Composition and Object Lessons.	Fourth Reader.	Penmanship and Drawing.	Geography and Speller.	Vocal Music.
SECOND TERM.	Intermediate Arithmetic.	Composition and Object Lessons.	Fourth Reader.	Penmanship and Drawing.	Geography and Speller.	Vocal Music.
THIRD TERM.	Intermediate Arithmetic.	Composition and Object Lessons.	Fourth Reader.	Penmanship and Drawing.	Geography and Speller.	Vocal Music.
FOURTH TERM.	Intermediate Arithmetic.	Composition and Object Lessons.	Fourth Reader.	Penmanship and Drawing.	Geography and Speller.	Vocal Music.

COLLEGIATE DEPARTMENT.

Training Teachers is the one central idea of the Institution. But the courses of study and methods of training are aimed to be the best possible for fitting young persons to succeed in any profession. Young men preparing for the pulpit, the bar, or the medical profession, for the farm, the shop, or commercial pursuits, will, it is confidently believed, find our course of study and of drill all that they could desire.

COURSES OF STUDY.

Six Courses of Study have been arranged. Classes will so alternate as not to require more than four or five recitations daily.

MODERN COLLEGE COURSE.

This will extend through four years. The courses will be suited to the needs of students, so far as possible, by the allowance of options between studies during the latter years of the course. Modern Languages stand prominent in this connection. This course is designed to combine the greatest utility with the largest development and the highest discipline. To most students such a course is vastly more beneficial than the stereotyped Classical course of the Colleges, and will merit the same degrees.

MODERN COLLEGE COURSE—ABRIDGED.

This course will extend through two years. This, as well as the abridged courses which follow, are intended to meet the needs of those students who have not time for a full general course. It will give the *main* studies of the extended course, the *subordinate* studies being omitted so as to shorten the time.

CLASSICAL COURSE.

This will be mainly like the Modern Course, with Ancient Languages. While making full provision, in other courses, for Scientific instruction, careful attention will be given in this course to Classical instruction. The aim will constantly be to provide a Classical Course full and thorough—to make not smatterers, but sound classical scholars; to strengthen the student, by giving him an insight into the great thoughts of great thinkers—not to burden his mind with scraps of doubtful philosophy and second-hand pedantry.

SELECT COURSE.

Students will be permitted to pursue studies of most practical advantage to them, selected from the whole range of studies pursued. This will be highly advantageous to students who can attend only a few terms.

NORMAL, OR TEACHERS' COURSE.

This embraces the Science and Art of Education with any of the courses named above. The full course requires four years for its completion; the abridged course will require two years. Appropriate degrees, attested by diplomas, will be conferred upon teachers passing satisfactorily through either course.

The successful Teacher must have: 1. An accurate and comprehensive knowledge of the branches necessary to be taught in the common or higher schools. 2. A like knowledge of the principles of education as founded on the order of the development of the human faculties and the true order of studies, and as applicable to all modes and grades of teaching, and all shades of character known to our schools. 3. The practical skill requisite to success, not only in mere class teaching, but in the organization, government, and general management of schools. Our course of study and training is arranged with reference to these objects.

COMMERCIAL COURSE.

This is fuller, and is aimed to be more thorough and practical than the course at any of the popular Commercial Colleges.

Every young man in the country should receive a practical business education, as the surest and most economical means to enable him to acquire wealth, and of preserving it when acquired.

OUR METHOD combines theory and practice, individual and class drill, and is aimed to fit the student for any position in life. Our pupils are also trained to teach the full course. The time is not far distant when business will be required to be taught in every common school. Hence the Commercial Course is an essential in the Normal School. It is our desire to send forth no teacher who is not well qualified to take charge of, and conduct, any business in which he may choose to engage, and that he may be well qualified to teach the most important branch taught in any of our schools, viz.: BUSINESS.

MODEL SCHOOL.

This is divided into three departments—the Grammar, Intermediate, and Primary Schools—each under the charge of an efficient Principal.

Boys and girls from a distance may be safely committed to the care of the Principals, who will watch over them, both in and out of school.

It is intended that the course of study in its several departments shall embrace all that belongs to a thorough education, from the elements up to a preparation for the Normal or Commercial.

The Model School is designed to meet the wants of the community. The judicious parent prefers the regular, systematic, and thorough course of training here pursued to the uncertain advantages of the free or select schools.

Every effort will be put forth to make this, as far as may be, a perfect school, conducted upon the best methods and showing the most wholesome results.

TEACHER'S DEPARTMENT.

THE TEACHER SHOULD BE a wise Legislator, a competent Leader, a Liberal Partisan, a pleasant Companion, a warm Friend, a good Man.

HE SHOULD BE apt to teach, acquainted with human nature, acquainted with books, Earnest, Thorough, Prompt, Clear, Accurate, Enthusiastic, Diligent, Systematic, Dignified, Firm, Confident, Courteous, Forbearing, Gentle, Cheerful, Patient, Persevering, Near, Orderly, Studious, desirous of doing good.

HE SHOULD HAVE a correct idea of the Teacher's work; a profound knowledge of the human constitution, corporeal and mental; an intimate acquaintance with educational means; a full understanding of the best methods of teaching; tact in management and government; a thorough discipline of the powers used in school work; a clear comprehension of his duties to himself, to his pupils, to his patrons, and to society.

To educate and send forth such Teachers is the highest ambition of the Normal.

METHODS AND FEATURES.

The most earnest attention is given to the cultivation of the power of expressions in any school; it is especially so in the Normal School. To him who is studying to become a teacher it is not enough that he acquires knowledge. The power of communicating what he knows, in a clear, forcible and attractive manner, is equally important—perhaps more important. Knowledge may be obtained at any school; but for acquiring the art of making known to others the facts and truths which we have gained, we need special training, and this special training is what gives character to a Normal School.

When called upon to recite, a pupil is expected to stand before his class, chalk in hand, and set forth to them in clear and intelligible order his knowledge of the subject, making experiments or illustrating his points at the blackboard, when necessary, just as if he were instructing a class of his own on the subject. Thus every lesson of the day becomes a practical drill in the art of teaching, and every pupil learns to think as well as talk, chalk in hand. The efficient teacher must have his knowledge on the tip of his fingers as well as the tip of his tongue.

A GOOD ELOCUTION IS SIMPLY a necessity to the teacher. No matter how well chosen and well ordered may be his words, unless they are delivered in a clear, distinct, and persuasive tone of voice, they will fail to excite their proper effect. Good reading and speaking give point and edge to his efforts. In all Departments of our Institute great prominence is given to Elocution.

COMPOSITION in some form is a daily exercise. The pupil is thus trained to present his ideas orally, on the blackboard, or on paper.

PRACTICAL TEACHING is the feature which specially distinguishes the Normal School from other institutions. Other schools teach theories and facts; the Normal School embodies theory in practice, and leads the student to apply every principle learned. Other schools place the pupil by the bench and show him the tools; the Normal School places the tools in his hands, and makes of him an actual laborer. On this, more than all else, depends the usefulness of the Normal School. Other institutions may furnish precept and example, the Normal School adds what is more important—training.

The pupil is required to conduct classes, organize departments, manage and govern, that his merits may be commended and his faults corrected.

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. This is never the case in other schools. Hence, "Normal Departments" in Universities, Colleges, and Academies, always have and always must prove failures.

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.

Some of the Topics Investigated in the Teachers' Course.

- (1). Classification of knowledge. Relations of the various branches.
- (2). Man—physical, intellectual and moral. Laws of life and health. Students and teachers should have sound minds in sound bodies. Hygiene of the school-room. Intellectual faculties, their laws of development. Order of development and order of studies. Moral faculties and their means of development. Moral qualifications of the teacher.
- (3). Schools, organization and classification. Four conditions of correct classification. Programme of exercises—advantages of.
- (4). Recitations—objects of, conveniences and methods of conducting.
- (5). Object lessons—principles and methods. General lessons. Lessons in the line of the sciences taught.
- (6). Primary teaching, methods and means. Oral instruction. Primary reading. Arithmetic. Geography, &c.
- (7). Principles of teaching the common and higher branches.
- (8). Mental philosophy as the basis of the science of education and the art of teaching.
- (9). History of education in all ages.
- (10). Philosophy of education. Educational problems not yet solved.
- (11). Influence of education upon a nation. Republican government dependent upon the general diffusion of knowledge among the masses.
- (12). School government fully developed and compared with civil government.

THE NORMAL SYSTEM OF EDUCATION.

CARDINAL PRINCIPLES.

1. Education is accumulation of physical, mental, and moral power, by self-development and voluntary effort, and not the mere acquisition of knowledge, from prescribed tasks and compulsory study.
2. Study and discipline, by correct management, can be made a pleasure instead of a burden.
3. Study should never be imposed as a punishment, nor should pupils ever be punished for not studying.
4. Instruction should be given from real objects and by actual practice; and no teacher or pupil should be satisfied with words or ideas as obtained from books only.
5. The pupil should, under the guidance of the teacher, work out his own instruction and discipline, and by *daily* practice in speaking and writing, learn to express his ideas with grace and cogency.
6. The school government which every teacher should aim at and work for, is that of no laws, save the unwritten law of right, based on mutual respect of teacher and pupils.
7. The separation of the sexes at any period of education is barbarous and unnatural.
8. The whole course of instruction and discipline should be conducted with reference to the duties of life, and not with the design of passing any particular examination to obtain a degree or any other honor.

RESULTS OBTAINED.

Physical health, intellectual vigor, and moral purity, are the direct and inevitable results of these principles of instruction and government.

WORK TO BE DONE.

Our educational systems are to be so revolutionized as to prepare the young for duty and for destiny.

Schools are to offer an education that will be useful and attractive, instead of enervating and repugnant, as they now too generally do.

The prevalent methods of school government, now unmanly, yes, brutifying the youth of our land, are to be exchanged for those able to cultivate self-respect and individual responsibility.

The existing barriers between the sexes at schools are to be broken down, and the powerful influence they have upon each other for health, for morals and for intellectual improvement, is to be made available.

Rote teachers, text-book teachers, machine teachers are to be born again or supplanted by enthusiastic, self-reliant, versatile young men and women who can teach the animated science of nature and the arts of life, instead of the dry bones of bookish formularies.

Teaching by lecturing, a method belonging to an age without books, but now becoming alarmingly prevalent, is to be done away with.

Text-books are to be turned end for end—theories and rules are to follow illustrations, examples and practice.

Normal schools, cooperating 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.

MATHEMATICAL DEPARTMENT.

In this Department, as in others, the study of Mathematics is pursued with a two-fold object—the discipline of the mind, and practical utility in the business transactions of life.

The development of the intellectual faculties, the formation of correct habits of deductive thinking, by a strict regard to the logic and philosophy of mathematics, are the paramount objects of every recitation.

Freedom of thought and inquiry in accordance with laws of analytic and synthetic investigation is encouraged.

Original methods of demonstration are highly estimated in the grading of scholarship; and every proper means is used to inspire in the students an exalted opinion of the science.

Every principle demonstrated as far as practicable is applied to some useful purpose in the arts. Copious selections of practical exercises, carefully graded to suit the capacities of students, are interspersed in class drill, and are designed to create a thirst in the student to search beyond the mere text-book.

THE NORMAL NOT DENOMINATIONAL.

The members of the Faculty are connected with different churches, and persistently oppose sectarian or partisan schools for the education of the youth of our land.

The Bible is regarded as the basis of all *right* education. It is held that denominational or partisan schools dwarf and restrict free thought—rendering exclusive and unfit for the grand work of life. The Normal occupies high and common ground where Catholic and Protestant, Radical and Conservative meet upon an equal level. The *Love of Country* and the *Elevation of Mankind*, physical, intellectual and moral, are the prime objects for which we labor.

NORTH MISSOURI COMMERCIAL COLLEGE.**COURSE OF STUDY.**

Instruction in this School will include the most approved and practical Forms for keeping books, by Single and Double Entry, in the various Departments of Trade and Commerce; including general Wholesale and Retail Mercantile Exchange, Commission, Manufacturing, Railroading, Banking, Shipping, Steamboating, Individual Partnership, and Compound Company Business Agencies, Commercial Correspondence, Mercantile Arithmetic. Also, rapid, plain, business Penmanship. Also, Commercial Law, Political Economy, Phonography, English Grammar, and Elocution.

ADVANTAGES AND METHODS.

Every young man in the country should receive a practical business education, as the surest and most economical means to enable him to acquire wealth, and of preserving it when acquired.

If a father wishes to give his son a legacy that will endure while life exists, let him send him to an institution where he can obtain a general practical business education. Riches may take wings and suddenly fly away, but this knowledge will endure while life and reason exist. 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.

PENMANSHIP.

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

COMMERCIAL LAW.

Instruction is given in this department from time to time, in the form of lectures combined with regular class drill.

PHONOGRAPHY.

An opportunity is here offered free of cost for learning the corresponding style of this valuable art.

THOROUGHNESS.

In this, as in other departments, principles, not books, are taught. The student is expected to master each principle before leaving it; surface work gives slender growth. Knowledge is cubic; it has length, breadth and depth.

STUDENTS.

NORMAL DEPARTMENT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Atteberry, B. F.	La Plata, Mo.	Dodson, John	Kirksville.
Atteberry, M. V.	La Plata.	Dodson, S. L.	"
Atteberry, Annie	La Plata.	Deskin, E. B.	Newberg.
Atteberry, Nannie	Goodland.	Debree, Nannie	Wilmothville.
Armstrong, W. G.	Atlanta, Mo.	Dodson, L.	Kirksville.
Abbott, H.	New Boston.	Doyle, W. W.	Novelty.
Beatty, H. W.	Milan, Mo.	Doyle, Cynthia	Novelty.
Bowen, A.	Greentop.	Doyle, Maria	Novelty.
Boyd, S. B.	Butler, Pa.	Dowling, B. P.	Callao.
Barnett, G. W.	Greensburg, Mo.	Elder, B.	Cherry Grove.
Bristow, W. W.	Atlanta, Mo.	Ellison, C.	Unionville.
Bristow, Mollie	Atlanta, Mo.	Ellison, Mary	Unionville.
Bently, M. E.	N. Salem.	England, Julia	Atlanta.
Bigger, C. W.	Laclede, Mo.	Fluhart, F. M.	Kirksville.
Beal, Dot. M.	Sandhill.	Fluhart, Nellie T.	Kirksville.
Bixby, A. W.	Adair Co.	Fluhart, E. C.	Kirksville.
Belknap, J.	Economy.	Fletcher, Barton	Bloomfield, Iowa.
Beach, J. V.	Colony.	Frederic, P. H.	Adair Co.
Butler, J. A.	Millersburg, Iowa.	Frederic S.	Adair Co.
Burton, Nannie	Kirksville.	Fulton, F.	Edina.
Burton, Jennie	Kirksville.	Fogle, Christopher	Cherry Grove.
Brown, Annie	Kirksville.	Greenwood, Polly	Paulville.
Bruce, Mrs.	Greensburg.	Greenwood, Sarah	Paulville.
Bowen, Ella	Wilmothville.	Gibbs, Loring	Wilson.
Bunker, Enoch	Omaha.	Graves, Rachael	Kirksville.
Bragg, Mary	La Plata.	Greenstreet, Minerva	Kirksville.
Beman, M. L.	Kirksville.	Gardner, A.	Kirksville, Mo.
Brown, C. F.	Martinstown.	Gates, J. G.	Callao.
Campbell, T. A.	Novelty.	Gates, W. H.	Callao.
Campbell, M.	Novelty.	Glenn, Maggie	Edina.
Campbell, F. C.	Star City.	Goodding, W. A.	Atlanta.
Cullison, G. W.	Kirksville.	Heiny, B. F.	Idaville, Ind.
Collins, Della	Adair Co.	Hooper, Fannie	Kirksville.
Crawford, Mary	Greensburg.	Hoye, Mary	Edina.
Crawford, W. H.	Adair Co.	Howertown, Isabelle	Odina.
Custer, J. C.	Greencastle.	Harris, Fannie	Kirksville.
Crawley, S.	Kirksville.	Heimer, James	Novelty.
Cassady, Mary	Hartford.	Haliburton, T.	St. Louis.
Clemison, Sam	Edina.	Hynds, A. J.	La Plata.
Coop, Gideon	Kirksville.	Henson, J. H.	Monterey, Iowa.
Coop, Mary	Kirksville.	Hoyle, C.	Cherry Grove.
Carney, Ella	Newberg.	Halley, J.	Hartford.
Cochrane, Mrs	Jeddo.	Hayward, D. L.	Novelty.
Clark, J. G.	Edina.	Hicks, Mary	Novelty.
Casper, J. T.	Lancaster.	Hicks, James	Novelty.
DeWitt, T. B.	Milan.	Hendron, J. W.	Adair Co.
Davis, O. P.	La Plata.	Haupt, Adam	Ringo Point.
Davis, Drury	La Plata.	Iles, Robert	Greentop.
Dunnington, R. H.	Atlanta.	Langly, H. C.	Idaville, Ind.
Dodson, T. A.	Mill Springs, Ky.	Lester, Julia	La Plata.
Dodson, J. H.	Kirksville.	Logan, S. L.	Cincinnati, Iowa.
Dodson, B. C.	Kirksville.	Lemons, William	Prairie Bird.

NAMES.		RESIDENCE.	NAMES.		RESIDENCE.
Lyda, G. C.	Atlanta, Mo.	Pickring, J.	Hartford.		
Lyda, I. D.	Atlanta, Mo.	Parcels, Mary	Kirksville.		
Luke, W.	Memphis.	Russell, Olive	Memphis.		
Linhart, J.	North Salem.	Rowland, Fred	Clarence.		
Loe, J. H.	Omaha.	Rutherford, Harlan	Minnesota.		
Lewis, N. B.	Cherry Grove.	Rutherford, J. M.	Minnesota.		
Millay, Emma	Linderville.	Richey, Warren	Kirksville.		
May, J. M.	Cincinnati, Iowa.	Ross, A. L.	Novelty.		
May, S. E.	" "	Reynolds, S. L.	West Virginia.		
May, M. A.	" "	Robberts, L. P.	Hartford.		
Mercer, John	Adair Co.	Rieh, Emma	Kirksville.		
Moxley, S. J.	Shelbina.	Richter, Ella	Kirksville.		
Mason, C. H.	Adair Co.	Sturges, Selden	Bottsville.		
Mason, D. H.	Edina.	Swallow, J. M.	Owasco.		
McCormick, C.	Linneus.	Standley, D. T.	Lindley.		
Meeks, T. J.	La Plata.	Stevens, J. C.	Fairmount.		
Musgrove, Mary	Aetna.	Stevens, J. H.	Fairmount.		
McCullough, C.	Jacksonville, Ill.	Spillman, O.	Colony.		
Mears, E.	Callao.	Smith, J. T.	Kirksville.		
Mayfield, Luke	Kirksville.	Smith, M.	Kirksville.		
Mayfield, Fannie	Kirksville.	Smith, Thos. J.	Cherry Grove.		
McAdams, W.	Lima, Ill.	Stevens, Henry	Adair Co.		
McQuary, J.	Atlanta.	Sears, W. S.	Callao.		
Northrup, C.	Adair Co.	Terrell, A. D.	Kirksville.		
Nickerson, J. T.	Bucklin.	Tucker, Linda	Paulville.		
Nickerson, Delia	Kirksville.	Tucker, Lottie	Paulville.		
Nickerson, N. A.	Kirksville.	Thatcher, Sue	Kirksville.		
Nokes, W.	Minnesota.	Traber, John	Milan.		
Novinger, T. J.	Ninneveh.	Thompson, J.	Fairmont.		
Novinger, J.	Ninneveh.	Thurmond, Nannie	Callaway Co. Mo.		
Noble, C. C.	Adair Co.	Weed, Lou	Shelbina.		
Noble, F. M.	Adair Co.	Willis, John	Adair Co.		
Putnam, J. E.	St. John.	White, J. W. H.	Middle Fabias.		
Putnam, Rosa	" "	Walker, A.	Macon.		
Putnam, Nellie	" "	Williams, Rees	Lower Salen, O.		
Putnam, A. E.	" "	Wesscher, Tillie	Kirksville.		
Putman, J.	North Salem.	Weaver, M. J.	Logansport, Ind.		
Patterson, Viola	Shibley's Point.	Wharton, J. F.	Shelbyville.		
Palmateer, F. N. B.	Kirksville.	Wilson, W.	Edina.		
Plunket, S.	Linneus.	Wilson, V.	Edina.		
Pickler, Sam. M.	Kirksville.	Ward, George	Economy.		
Pickler, Amanda	" "	Wyatt, Elizabeth	Economy.		
Pickler, S. A.	" "	Woods, Senie	Aetna.		
Polly, C. M.	Adair Co.	Woods, Mollie	" "		
Pool, A.	Warrensburg.	Woods, E. S.	" "		
Parcels, M.	Kirksville.	York, Clara	Shelbyville.		
Parcels, H.	" "	Yoe, J.	Shelbyville.		
Perkins, C.	New Hampshire.				

Total number second year	203
Total number first year	140
Total number of different Students in two years	281

GRAMMAR DEPARTMENT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Anderson, John	Putnam Co.	Hendricks, Viola	Shibley's Point.
Alexander, Mattie	Milton, Mo.	Ivie, William	Kirksville.
Andrews, A. J.	Adair Co.	Lankard, Lizzie	Ringo's Point.
Barnett, Ettie	Kirksville.	Mayfield, James	Kirksville.
Bunnell, Mary	Colony.	Maheffey, James	"
Bundy, Walter	Adair Co.	Mulanix, Timothy	"
Brenneman, Eliza	Kirksville.	Miller, Mattie	"
Brenneman, Mary	"	Miller, Jennie	"
Boyd, Maggie	"	Mitchell, James	Iowa.
Brown, Charles	"	Morris, Louis	Kirksville.
Baker, James	Lancaster.	Morris, Nannie	"
Bristow, Henry	Atlanta.	McDonald, Cassius	"
Bristow, George	"	Murphy, Waddy	Adair Co.
Cail, Henry	Kirksville.	Mason, D. H.	Colony.
Clark, Eddie	"	Northcutt, A. D.	"
Cummins, W. W.	"	Northcutt, S. V.	"
Cullison, Lottie	"	Northcutt, Jennie	"
Coop, Mary	"	Nickerson, Emma	Kirksville.
Cullison, Maggie	"	Orr, Alfred	"
Crowley, Lilly	"	Penabacker, William	"
Crawford, Milard	Greensburgs.	Parcels, H. W.	"
Crawford, Melinder	Adair Co.	Parcels, J. M.	"
Crawford, Marad	"	Parcels, Flora	"
Cole, Robert	LaPlata.	Parcels, Eliza	"
Crigler, Emma	Kiddsville, Mo.	Pickler, Richard	"
Cullison, Elisha	Kirksville.	Pickler, William	"
Darrow, Ella	"	Pool, George	Warrensburg.
Darrow, Mary	"	Palmateer, Andrew	Kirksville.
Dodson, Mollie	"	Parcels, James	"
Dodson, Fannie	"	Park, Samantha	Adair Co.
Davis, Mary	LaPlata.	Phelp, J. C.	Candor, Pa.
Davis, George	"	Richey, Warren	"
Davis, Drury	"	Richey, Mollie	"
Doyle, M. L.	Locust Hill.	Rankins, Mollie	"
Elginfritz, James	Kirksville.	Rankins, George	"
Fox, Frank	Macon.	Rankins, Charles	"
Fox, John	"	Rankard, Lizzie	"
Freeman, Relda	Kirksville.	Spencer, Henry	Rockford, Ill.
Filkins, Orson	"	Shepherd, Charles	Kirksville.
Fluhart, E. C.	Adair Co.	Sweet, Arthur	"
Fluhart, Eulalia	"	Samuels, Lizzie	"
Fowler, Clara	Kirksville.	Shook, William	Adair Co.
Fisk, Ida	"	Thompson, Emma	Kirksville.
Gardner, E. C.	"	Thompson, Mima	"
Gil, Lina	"	Thatcher, Sallie	"
Hubbard, Mary	"	Voorhies, F.	Adair Co.
Hewitt, Don	"	Woods, George	Kirksville.
Hewitt, Charles	"	Williams, Jennie	"
Harris, Henry	"	Young, J. A.	Memphis.
Henson, Sylvester	Monterey, Iowa.		

Total number second year	99
“ “ first	41
“ “ different in two years	122

INTERMEDIATE DEPARTMENT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Bently, Emma	Kirksville.	Nagley, Emma	Kirksville.
Brenneman, Emma	"	Nagley, Jennie	"
Burton, Zach	"	Nagley, Sala	"
Barnett, James	"	Northcut, James	"
Baldwin, Annie	"	Nason, Willie	"
Baldwin, Ollie	"	Nason, James	"
Baum, Betty	"	Nickerson, Newton	"
Brown, Talman	"	Orr, George	"
Baird, Frank	"	Parcels, James	"
Baldwin, Cora	"	Parcels, Laura	"
Baum, Eli	"	Parcels, Lizzie	"
Cullison, James	"	Pickler, Laura	"
DeFrance, Wesly	"	Rich, Willie	"
DeFrance, Flora	"	Rollison, Willie	"
Dawdy, Clara	Newburg.	Richey, Jennie	"
Darrow, Charles	Kirksville.	Rutherford, Alice	"
Edwards, Laura	"	Swigert, Mary	"
Engilfrits, Retta	"	Swigert, Rebecca	"
Fowler, Emma	"	Swigert, B.	"
Foster, Alice	"	Swigert, Kate	"
Fisk, Sarah	"	Smith, Wilmouth	"
Greenstreet, Annis	"	Smith, Dollie	"
Greenwood, Addie	"	Smith, Alfred	"
Hooper, Callie	"	Tucker, Jennie	"
Kinsel, Busan	"	Thatcher, Jesse	"
Light, Belle	"	Tull, Willie	"
Murphy, Willie	"	Wyman, Adella	"
McGrudder, Eddie	"		
Total number second year			55
Total number first year			46
Total number different pupils in two years			69

PRIMARY DEPARTMENT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Ancell, Thaddeus		Hilt, D.	Kirksville.
Ancell, Mary		Jonas, Theresa	St. Louis.
Baldwin, Cora	Kirksville.	Lester, Frank	Kirksville.
Baldwin, Rolla	"	Magruder, W.	"
Browning, C.	"	Murphy, D.	Adair Co.
Baker, J.	"	McCullough, Alice	Jacksonville, Ill.
Baum, Eli	"	Northcutt, J.	Colony.
Bosley, Susan	La Plata.	Nason, W. B.	"
Baird, H. F.	Kirksville.	Nason, J. C.	Kirksville.
Bently, Eli		Overstreet, Hattie	"
Brundage, C.	Kirksville.	Overstreet, Charles	"
Crigler, Mary		Osenbough, A.	"
Dodson, H. D.	Kirksville.	Parcels, E.	"
Dodson, James	"	Pickler, Marietta	"
Dodson, Eli	"	Parks, James	"
Darrow, Charles	"	Powers, Ada	"
Dear, S. F.		Powers, Nellie	"
Dear, R.		Pickenbaugh, S.	"
Ellison, J. W.	Kirksville.	Richey, Lizzie	"
Eckhart, Willie	"	Roberts, C.	"
England, Louella	Atlanta, Mo.	Robison, A.	"
Eldridge, George		Rolison, A.	"
Eldridge, J.		Smith, Alfred	"
Ferris, E. S.	St. Charles, Minn.	Smith, T.	"
Ferris, I. V.	"	Swigert, S.	"
Greenwood, Hervey	Kirksville.	Swigert, W.	"
Greenwood, Nettie	"	Shepherd, Annie	"
Grigsby, Nannie	Greencastle.	Shahan, K.	"
Greensreet, Lucy	Kirksville.	Shahan, J.	"
Hoeg, Fanny	"	Thatcher, J.	"
Hecker, Henry	"	Tull, W.	"
Hecker, H.	"	Woods, Albert	"
Hooper, Alice	"	Wilson, Don	"
Hilt, H.	"	Wyman, Adelia	Adair Co.
Hilt, R.	"		

Total number Second year	68.
" " First "	47.
" " different pupils in two years	80.

SUMMARY.

Total number in Normal	203.
" " " Grammar	97.
" " " Intermediate	55.
" " " Primary	68.
Grand Total Second year	423.
Grand Total First year	284.
Total number entered in two years	570.

MISCELLANEOUS.

DIPLOMAS AND CERTIFICATES.

Appropriate Degrees, attested by Diplomas, will be conferred upon students passing satisfactorily through any of our prescribed courses, provided they have spent not less than four terms in this institution. **DIPLOMAS**, with the degree, Bachelor or Mistress of Elementary Didactics, will be granted to such as complete the Sophomore year, provided they have taught and managed a school successfully for one term. To others than teachers, the Degree, Bachelor or Mistress of Science, will be granted. Those completing any four years' course will receive the Degree of A. B. Teachers will also receive the Degree of Bachelor or Mistress of Scientific Didactics.

CERTIFICATES will be given to teachers who have attended two terms. All Diplomas and Certificates will give the qualification and standing of the bearer.

TEXT-BOOKS.—Students should bring all their old text-books; if not used here, they are convenient for reference. All text-books, educational works, and stationery can be procured at the Institution, or of our merchants at the publisher's retail prices. We will aim, so far as we can satisfactorily, to use the books in most common use in the public schools of Northern Missouri. Students not wishing to purchase will be furnished many books at a nominal rent.

PHYSICAL CULTURE—Classes will be formed in gymnastics, and meet daily for practice. This exercise has a very salutary influence on the health of the pupils. All who join these classes will be able to study more successfully than they otherwise could.

DISTINGUISHING FEATURES.—Thorough and systematic instruction. We seek to make our instruction practical. Good associates, Apparatus, Library. Instruction in the Art of Teaching. Extent of our course of study.

ADVANTAGES.—To those who wish to review their studies preparatory to teaching, to those who desire to learn the Theory of Teaching, to those who have but few terms to attend school before entering business, we offer unusual advantages.

STUDIES.—Special pains are taken to have the pupils, first of all, thoroughly grounded in the common English branches. After the pupils are sufficiently grounded in these branches they will be advanced in the higher studies. We aim not so much to give our pupils a vast fund of information, as to cultivate their powers of observation and reflection; to teach them how to use their faculties to the best advantage; to infuse a love for learning to guide them in their future efforts; to form correct habits, and lead them to a conscientious discharge of every duty. One term may be so improved as to be of more real value than a whole year, as ordinarily spent. We wish them to learn how to study and how to teach.

ADDITIONAL INFORMATION.

THOROUGH DISCIPLINE will be enforced in every department of this Institution.

THERE SHOULD BE a perfect understanding between the President and those with whom students board, in respect to the conduct of the students at their rooms. This will be carefully attended to.

PHYSICAL EXERCISES will be had daily in all the departments. Watson's Calisthenics is now introduced with excellent success.

APPARATUS is excellent in quality and sufficiently ample for all ordinary purposes of illustration.

THREE GOOD LITERARY SOCIETIES, conducted by the students, are connected with the school.

INFORMATION.—Any person desiring information concerning Board, Books, or anything pertaining to the Normal, will please address the President.

LOCATION.—Kirksville is located on the North Missouri Railroad, thirty-six miles north of Macon City. Those living on the line of the Hannibal and St. Joseph Railroad will come to Macon, then change cars, thence to Kirksville. Those coming from the counties east or west will have transportation by stage, and those north will come by the railroad.

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.

If young persons can by any means obtain a good education, physical, intellectual, and moral, it is worth more to them than everything else. At this time a good education lies within the reach of every young lady and gentleman of sufficient energy. Young friends, labor night and day, dress plainly, live cheaply, borrow money if absolutely necessary, do everything in your power to obtain the priceless boon—a good education.

IF AT ALL POSSIBLE, *students should enter for the full school year.*

As soon as any one determines to attend the Normal, written notice should be given to the President.

MISSOURI.-NORMAL SCHOOLS.

Missouri is destined to be the great State of the Mississippi Valley. In the next decade she will rival Ohio. Her unequalled mineral resources, her mighty rivers, her vast and fertile lands, her pleasant and healthy climate, her adaptation for nearly all the purposes of civilized life, her intelligent, enterprising and rapidly increasing population, are destined to make Missouri the Empire State of the West. The best educational facilities must therefore be provided for the rising millions, and made as free as the air we breathe. Our public school system must be perfected and adapted to our wants. Our University must be elevated from the position of a second-class College to an equality with the universities of Michigan and Kentucky. A system of Normal Schools must be established rivaling Massachusetts and Wisconsin. With such unbounded resources, why should Missouri be dependent on New England or old England for the best educational facilities?

SYSTEM OF NORMAL SCHOOLS.

Missouri should be divided into six Normal School Districts; two Northern, two Central, and two Southern. Less could not meet the wants of the State; more could hardly be made first-class institutions.

INDIVIDUAL ENTERPRISE should be combined with State aid. Such a combination must enter into the solution of the educational problem, as it affects all State and National Schools. Endowed institutions are apt to become gouty. Salaried Professors often become careless. Success ought to depend upon merit and effort. The people ought to erect and furnish the buildings. The State should pay the tuition of the teacher-pupils, supervise the work, and confer appropriate degrees. The salaries of Instructors should be made dependent on success.

NORTH MISSOURI NORMAL SCHOOL.

We shall ask the adoption of ours with the above name, as one of a system of Missouri State Normal Schools; provided it is found equal to the standard proposed.

SO FAR this is purely an individual enterprise, untrammelled by sect or party. This characteristic we wish to retain. We shall ask the State to pay the tuition of such students as will pledge themselves to teach two years in the State.

The past has been a remarkable success; the future looks bright. Whether as an individual or as a State Normal School, we shall labor with untiring energy to make it equal to the best.

North Missouri Commercial College.

BOARD OF INSTRUCTION.

JOSEPH BALDWIN, PRESIDENT,
POLITICAL ECONOMY AND ELOCUTION.

S. M. PICKLER,
BOOK-KEEPING AND PENMANSHIP.

J. M. GREENWOOD,
COMMERCIAL ARITHMETIC.

W. P. NASAN,
ENGLISH GRAMMAR.

F. L. FERRIS,
PHONOGRAPHY AND BUSINESS CORRESPONDENCE.

F. M. FLUHART,
PENMANSHIP.

F. M. HARRINGTON,
COMMERCIAL LAW.

COMMERCIAL COURSE OF STUDY.

ALTERNATE.

FIRST TERM.	Book-keeping.	Penmanship.	Commercial Arithmetic.	English Grammar and Elocution.
SECOND TERM.	Book-keeping.	Penmanship.	Commercial Arithmetic.	English Grammar and Elocution.
THIRD TERM.	Book-keeping.	Phonography and Business Correspondence.	Commercial Law.	Political Economy and Elocution.
FOURTH TERM.	Book-keeping.	Phonography and Business Correspondence.	Commercial Law.	Political Economy and Elocution.

Expenses, { Board, Books, and Tuition, per term.....From \$30 to \$50
 { For Entire Course, Tuition, Books, Board.....From \$120 to \$200

Tuition free to all Students of the Normal School.

Calendar.—Same as in Normal School.

Business Education.—The great demand of the times is a thorough, practical, working, Business Education. To the Farmer, Mechanic, Physician, Lawyer, Minister and Teacher, a familiarity with the constantly improving methods of conducting business operations, is no less important than to the Merchant, the Railroad or Steamboat officer, or Banker. It is our desire to send forth no teacher who is not well qualified to take charge of, and conduct any business in which he may choose to engage, and that he may be well qualified to teach the most important branch taught in any of our schools, viz.: BUSINESS.

Diplomas.—The usual Commercial College Diploma will be given to all who complete the prescribed course.

Time.—Sufficient time is very essential in which to learn principles and fix habits, to become able to write and speak our language, to master the principles of Commercial Arithmetic, Commercial Law, and Commercial economy. The expenses for the whole year in the North Missouri Commercial College are less than for the ten weeks spent at most Commercial Colleges in the cities, and the advantages are incomparably greater.

Plan of Teaching.—The inefficiency of most Commercial Colleges is largely owing to wrong methods of instruction. We rely on the thorough class drill of properly graded classes, combined with individual instruction, to give pre-eminence to the NORTH MISSOURI COMMERCIAL COLLEGE.

North Missouri Normal School.

This Institution is permanently located at Kirksville, Adair County, Missouri. Kirksville is a thriving town with about two thousand inhabitants, on the North Missouri Railroad, at its junction with the proposed Quincy and Omaha R. R., and thirty-six miles North of its junction with the Hannibal and St. Joseph. This location is one of surpassing beauty, and as healthy as the mountain regions of Tennessee. The surrounding country combines the advantages of beauty, health, good soil and water; has abundant timber and coal, and is a fine fruit-growing and grazing region. The location was made after mature consideration. The Normal is strictly a *Western* Institution—adapted to the wants of the West, and devoted to the educational interests of the West.

The Success, during the first and second years, surpasses all expectation. That, in this war-cursed region, six hundred students should enter such a school during its first two years, is truly wonderful. The Faculty have consecrated themselves for life to the grand work of building up a Western Institute of unsurpassed merits. With all of their ability, with untiring energy, and with unbounded enthusiasm, they will labor for its *future success*.

[Taken from the Journal of Education, May 1869.]

“The Normal School has been in successful operation for two years, during which time six hundred students have been in attendance. Students come hundreds of miles; patrons are more than satisfied; leading educators from abroad testify to the high character of the school, and are delighted with the energy, system and thoroughness manifested in every department.”

Situations Furnished.—The demand for trained teachers is much greater than the supply.

By spending one or more terms under Normal instruction and *training*, teachers may expect to receive an immediate increase of wages of from twenty to fifty per cent., besides enjoying the consciousness of increased usefulness.

School Officers should make early applications to the President for good teachers.

Our Motto is honest labor, enthusiastic endeavor, and, of course, splendid results, both in the class-room and in after life. Most of our students are from country homes, and many are meeting their expenses from money which they have earned themselves.

The Advantages for those who can only attend school for a term or two at a time, are fully attested by our large annual enrollment, increasing so rapidly.

Attendance at any ordinary High School or Academy, with one or two teachers for forty or fifty pupils, is comparatively a waste of time. The large numbers here who have tried both plans, give but one testimony in this matter.

It has been fully demonstrated that the Normal or Voluntary system of instruction and Government accomplishes more than twice as much for its pupils, in the same length of time, as the Force system, prevailing in most academies and colleges.

Students enter at any time. Cost per term, for Board, Tuition and Books, from \$30 to \$50. The faculty embraces twelve experienced teachers. **TRAINING TEACHERS** is the one central idea of the institution, but the course of study and training are aimed to be the best possible for all. Teachers should take a full course; but a single term may be invaluable. For Catalogue, containing full particulars, address:

J. BALDWIN, President,
KIRKSVILLE, MO.