

1875

*From M. P. Mason*

CATALOGUE

OF THE

NORTH MISSOURI

State Normal School

KIRKSVILLE, MISSOURI.

*Announcements for*

1874-5.



CATALOGUE

OF THE

Missouri State Normal School,

OF THE

FIRST DISTRICT.

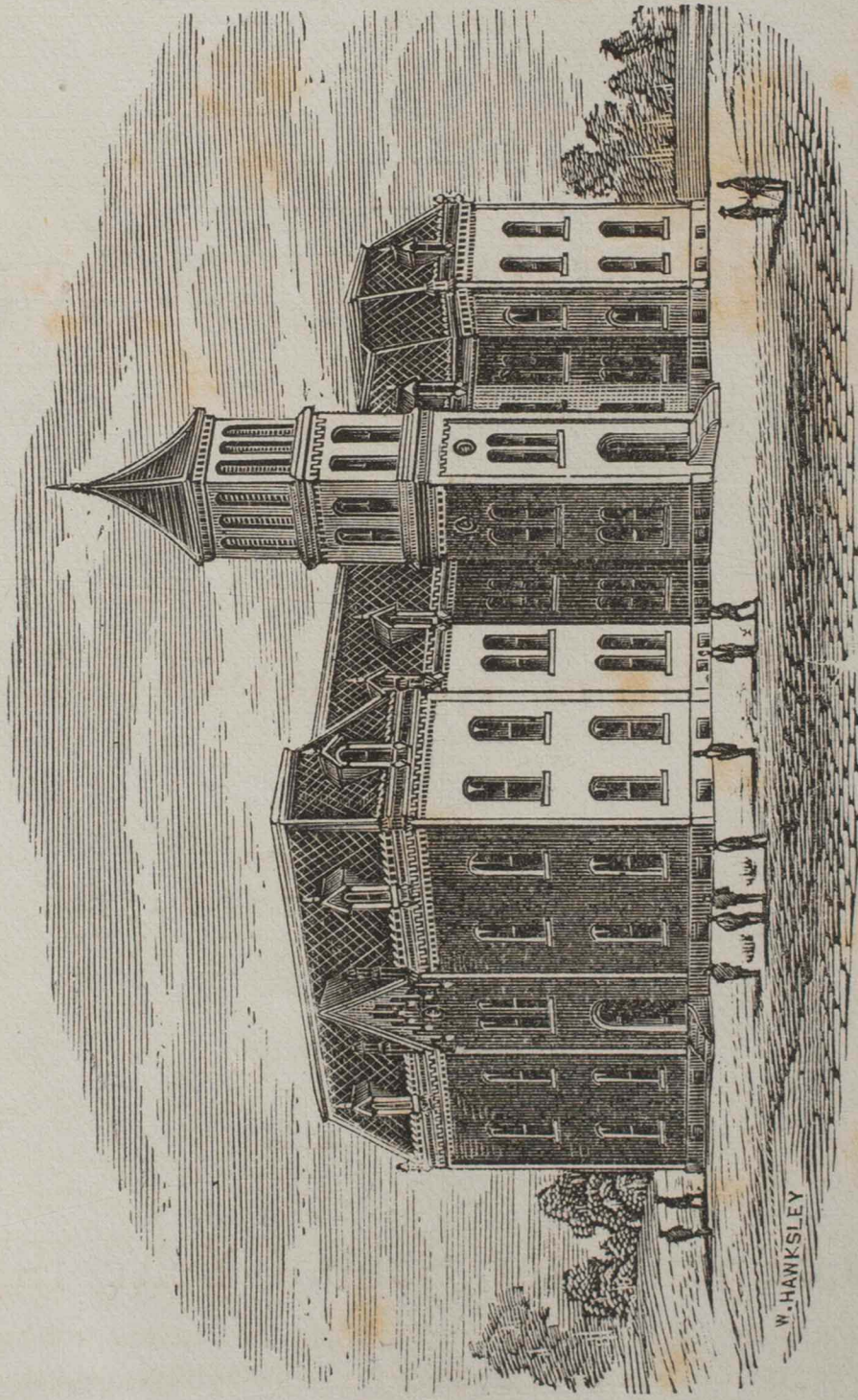
*For the School Year 1873-'74.*

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Announcements for School Year 1874-5.

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ST. LOUIS:  
BARNES & BEYNON, BOOK AND JOB PRINTERS,  
215 PINE STREET.



STATE NORMAL SCHOOL, KIRKSVILLE, MO.

## BUILDING AND GROUNDS.

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THE BUILDING was completed for use about the 15th of January, and was dedicated on the 13th of February. The cost of building, grounds, furniture, apparatus, and library, will exceed \$150,000. About 800 students can be accommodated. The building is 180 feet in length, and 90 feet in width, with four working stories, embracing forty-two rooms.

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.

The building is 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 is entirely changed at least once in twenty minutes.

All the movements of the school are regulated by electric bells, rung by a programme clock, presented by Hadley Brothers, Chicago.

### THE GROUNDS.

The grounds, embracing fifteen acres, promise superior advantages for aesthetic and gymnastic purposes. The entire surroundings are designed to illustrate to the student the necessary adornments of every school-house, and fill the soul with such a love for the beautiful in nature and art, as shall find practical expression wherever he may be called upon to labor. The entire work of ornamentation is due to the voluntary contributions of money and labor by Faculty and students, and the generous donations of the Phoenix, Star, Mallinckrodt, and Patterson nurseries. As yet, no pecuniary provision has been made for the cultivation of the beautiful, and the present condition of the grounds, attractive as it is, is but a feeble expression of what it will be when a wise Legislature shall recognize the advantages of extended ornamentation.

# BOARD OF REGENTS.

J. M. DEFRANCE.....	PRESIDENT.....	Kirksville.
BARTLETT ANDERSON.....	VICE PRESIDENT.....	Memphis.
G. L. OSBORNE.....	SECRETARY.....	Louisiana.
D. S. HOOPER.....		Kirksville.
J. M. MCKIM.....		Newark.
JOHN MONTEITH.....	STATE SUPERINTENDENT.	Jefferson City.
JOHN M. OLDHAM.....		Kirksville.
TREASURER:		
W. T. BAIRD.....		Kirksville.

# CALENDAR AND EXPENSES.

## CALENDAR FOR 1874-5.

BEGINS.		ENDS.
September 2.....	FIRST TERM.....	November 6.
November 10.....	SECOND TERM.....	January 22.
January 26.....	THIRD TERM.....	April 1.
April 13.....	FOURTH TERM.....	June 17.

## EXPENSES.

1. TUITION AND INCIDENTAL FEE.—Tuition is free. An incidental fee of \$3 a term is charged. It is the same for any part of a term.

2. BOARDING.—Board, including room, light, and fuel, is from \$3 to \$3.50 per week. Boarding in Clubs and Self-Boarding cost about half as much. Good homes in private families can always be secured. Rooms for Clubs, or for Self-Boarding, can be had on reasonable terms.

BOOKS.—Text-books are furnished for cash at wholesale prices.

The total cost for board, books, light, fuel and incidental fee is from \$25 to \$43 per term, or from \$100 to \$172 per year.

PERMITS.—All students must secure *permits* from the Treasurer before entering any class.

ENTERING.—Students can enter at any time, but all are urged to be present *at the beginning of the term.*

FACULTY FOR 1874-5.

J BALDWIN, PRESIDENT,  
SCIENCE OF EDUCATION AND ART OF TEACHING.

W. P. NASON,  
ENGLISH LANGUAGE AND LITERATURE, AND HISTORY.

J. M. GREENWOOD, \*

MATHEMATICS, PHILOSOPHY, AND ASTRONOMY.

C. H. DUTCHER,  
CHEMISTRY, GEOLOGY, AND LATIN.

H. F. WILLIAMS,  
VOCAL MUSIC AND PENMANSHIP.

Miss———, \* PRECEPTRESS.  
NATURAL SCIENCE AND DRAWING.

HELEN M. HALLIBURTON,  
GEOGRAPHY, GRAMMAR, AND DRAWING.

J. U. BARNARD,  
ELOCUTION, LOGIC, AND BOOK-KEEPING.

LUCY BLACKMAN,  
INSTRUMENTAL MUSIC.

ASSISTANT TEACHERS.  
NORMAL STUDENTS.

\* This department will be ably filled.

\* Resigned before Sept. 1874.

# Graduating Classes of 1872.

## FOUR YEARS' COURSE.

DEGREE—Bachelor of Philosophic Didactics.

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

## THREE YEARS' COURSE.

DEGREE—Bachelor of Scientific Didactics.

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

# Graduating Classes of 1873.

## FOUR YEARS' COURSE.

DEGREE—Bachelor of Philosophic Didactics.

BIGGER, C. W.	-	-	-	-	Linn County, Mo.
COLEMAN, W. E.	-	-	-	-	St. Charles Co., Mo.
DAUGHTERS, C. B.	-	-	-	-	Scotland County, Mo.

## THREE YEARS' COURSE.

DEGREE—Bachelor of Scientific Didactics.

BAKER, W. H.	-	-	-	-	Knox County, Mo.
BARNARD, J. U.	-	-	-	-	Ralls County, Mo.
CLOYD, THOMAS	-	-	-	-	Sangamon County Ill.
FORSYTHE, MISS SUE	-	-	-	-	Shelby County, Mo.
HALLIBURTON, MISS H. M.	-	-	-	-	St. Louis County, Mo.
HANNAH, E. O.	-	-	-	-	Randolph County, Mo.
MCGHEE, J. S.	-	-	-	-	Wayne County, Mo.
MCPHAIL, J. S.	-	-	-	-	Adams County, Ill.
STRODE, VICTOR K.	-	-	-	-	Knox County, Mo.
THOMPSON, MISS EMIR	-	-	-	-	Adair County, Mo.

# Graduating Classes of 1874.

## FOUR YEARS' COURSE.

DEGREE—Bachelor of Arts and Philosophic Didactics.

BAKER, W. H.	- - - - -	Knox County, Mo.
CULLISON, G. W.	- - - - -	Davis County, Iowa.
BARNARD, J. U.	- - - - -	Ralls County, Mo.
CLOYD, THOMAS	- - - - -	Sangamon County, Ill.
FORSYTHE, MISS SUE.	- - - - -	Shelby County, Mo.
HALLIBURTON, MISS H. M.	- - - - -	St. Louis County, Mo.
LESTER, MISS JULIA	- - - - -	Macon County, Mo.
WHITE, J. M.	- - - - -	Clay County, Mo.
THOMPSON, EMIR S.	- - - - -	Kirksville, Mo.

## THREE YEARS' COURSE.

DEGREE—Bachelor of Scientific Didactics.

BUCHANAN, J. J.	- - - - -	Pike County, Mo.
ELDER, J. C.	- - - - -	Scotland County, Mo.
HARDIN, B. T.	- - - - -	Randolph County, Mo.
MUSIC, J. R.	- - - - -	Adair County, Mo.
MATTHEWS, MRS. E. W.	- - - - -	St. Louis, Mo.
POLLEY, C. M.	- - - - -	Adair County, Mo.
PRIM, F. P.	- - - - -	Knox County, Mo.
ROWE, MISS L. A.	- - - - -	Lee County, Iowa.
WATKINS, J. H.	- - - - -	Platte County, Mo.
WESTCOTT, ALTA,	- - - - -	Adair County, Mo.

## TWO YEARS' COURSE.

DEGREE—Bachelor of Elementary Didactics.

ARMSTRONG, W. G.	- - - - -	Macon County, Mo.
ARMSTRONG, C. C.	- - - - -	Livingston County, Mo.
CROWDER, MISS O. L.	- - - - -	Montgomery County, Ill.
COTTEY, MISS M. M.	- - - - -	Knox County, Mo.
CAROTHERS, S.	- - - - -	Shelby County, Mo.
DAUGHTERS, I. J.	- - - - -	Scotland County, Mo.
HERBERT, W. V.	- - - - -	Grundy County, Mo.
HULEN, A. C.	- - - - -	Saline County, Mo.
M McNAY, M. M.	- - - - -	Adams County, Ill.
M McNAY, D. F.	- - - - -	Adams County, Ill.
MURPHY, C. H.	- - - - -	Davis County, Ia.
MCADAMS, J. T.	- - - - -	Adams County, Ill.
NICKERSON, W. N.	- - - - -	Linn County, Mo.
ORR, MISS J. C.	- - - - -	Pike County, Mo.
PHELPS, MISS L. B.	- - - - -	Adair County, Mo.
SMITH, A. J.	- - - - -	Andrew County, Mo.
THATCHER, MISS S.	- - - - -	Adair County, Mo.
TUSSY, R. A.	- - - - -	Pettis County, Mo.
WORKMAN, O. P.	- - - - -	Van Buren County, Ia.
WAGGONER, R.	- - - - -	Saline County, Mo.
WILSON, J. L.	- - - - -	Sullivan County, Mo.

# CATALOGUE OF STUDENTS

FOR THE YEAR 1873-4.

## LADIES.

### FOURTH YEAR—SECTION A.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Halliburton, Hellen M.	Milan, Mo.	Orr, Jodie C.	Louisiana.
Burton, Jennie.	Kirksville.	Rowe, Lizzie A.	Keokuk, Ia.
Forsythe, Sue.	Kirksville.	Thompson, Emir S.	Kirksville.
Jacobs, Ida.	Kirksville.	Westcott, Alta.	Kirksville.
Lester, Julia M.	Kirksville.	Williamson, Jennie.	Edina.
Matthews, Esther W.	St. Louis.		

### THIRD YEAR—SECTION B.

Allen, Esther.	Floris, Ia.	Greenwood, Mollie.	Brashears.
Bishop, Annie.	Mexico.	Hope, Alpha.	Kirksville.
Baldwin, Annie B.	Kirksville.	Johnson, Josie A.	Fulton.
Bryan, S. Jane.	Wentzville.	Letchworth, Mrs. G. W.	Lexington.
Beardsley, Fannie.	Skaneateles, N. Y.	McKim, Hettie.	Canton.
Cottley, Mary M.	Waverly.	Mercer, Lou.	Kirksville.
Christy, Jennie.	Unionville.	Northup, Flora.	Kirksville.
Cumberlin, Irene.	Seymour, Ia.	Orr, Alice.	Troy Mills.
Cosgrove, Cash.	Chilliothe.	Oldham, Adda.	Kirksville.
Crowder, Olivia L.	Litchfield, Ill.	Phelps, Lowa B.	Kirksville.
Cottey, Mary M.	Bee Ridge.	Phelps, Julia S.	Kirksville.
Cottey, Anna E.	Bee Ridge.	Reed, Nellie M.	Greencastle.
Carothers, Ella A.	Clarence.	Smoot, Erminia.	Gallatin.
Doyle, Cynthia.	Locust Hill.	Tucker, Jennie.	Macon City.
Darrow, Mollie.	Kirksville.	Trotter, Willie.	Kirksville.
Dickerson, Maggie J.	Madison.	Thatcher, Sallie.	Kirksville.
Eppler, Drusilla.	Flag Spring.	Thomson, Lottie.	Louisiana.
Ewens, Maggie.	St. Aubert.	Williamson, Jennie.	Edina.
Ewens, M. Dora.	St. Aubert.	Warnock, Mary H.	Sturgeon.
Fife, R. D.	New Salem, Ill.	Watkins, Laura E.	Gower.
Fowler, Lizzie.	Kirksville.	Williams, Delilah S.	Livingston, Ia.
Goslin, Stella M.	Oregon.		

### SECOND YEAR—SECTIONS C AND D.

Adams, Fannie.	St. Clair.	Burford, Carrie J.	Burfordville.
Applegate, Miranda R.	Edina.	Cumberlin, Annie J.	Seymour, Ia.
Baldwin, Ollie A.	Kirksville.	Collins, Lina G.	Kirksville.
Burns, Flora M.	Joplin.	Cooper, Sadie.	Glenwood.
Brassfield, Annie.	Pleasant Home.	Cover, Luella.	New Salem, Ill.
Bolton, Emma J.	Queen City.	Collins, Lina D.	Stilesville, Ia.
Bridges, Mary C.	Mattoon, Ill.	Dodson, Mollie.	Kirksville.
Bolton, Ellen.	Queen City.	Dodson, Fannie.	Kirksville.
Brayman, Flora.	Centerville, Ia.	Dimitt, Maggie.	Ringo's Point.
Brewer, Mattie.	St. Mary's Landing.	Derr, May.	LaPlata.

OF THE FIRST DISTRICT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Doan, Dora	New Salem, Ill.	Miller, Jennie	Kirksville.
Davis, America	Reedsville.	Moore, Ida	Glenwood.
Dixon, Maria L.	Locust Hill.	Mairs, Emma	Browning.
Edwards, Laura	Kirksville.	Morris, Lida W.	Kirksville.
Evans, Maggie	Maryville.	McFeron, Lizzie	Troy Mills.
Ellison, Libbie	Bee Ridge.	Matlick, Fannie	Williamstown.
Everheart, Belle	Callao.	McFeron, M. E.	Troy Mills.
Elgin, Jennie	St. Charles.	Martin, Belle	Mendon.
Foster, Alice	Kirksville.	McElvain, Rosa	Kirksville.
Fowler, Georgianna	Forestel.	Maxwell, Annie	St. Joseph.
Fisher, Mary	Greentop.	Nagley, Jennie	Kirksville.
Guthrie, Mollie F.	Miami.	Northcraft, Rebecca J.	Labelle.
Gaskill, Bell	Clarence.	Olds, Carrie	Kirksville.
Gooch, Ella	Kirksville.	O'Neil, Artemisia	LaPlata.
Garnett, F. M.	New Frankfort.	O'Neal, Kate	LaPlata.
Hicks, Mollie	Kirksville.	Payne, Parmelia	Bloomington.
Howerton, Mary E.	Brunswick.	Parcels, Laura	Kirksville.
Holbrook, Ida	Cincinnati, Ia.	Patterson, Ibbie J.	High Hill.
Harvey, Grace L.	Meadville.	Petty, B. F.	Harrisburg.
Harvey, Flora B.	Meadville.	Porter, Hallie L.	Larrimer, W.T.
Hamilton, Priscilla	Bee Ridge.	Riggen, Rachel	Kirksville.
Hollaway, Jennie	Brashears.	Rowland, Cassie C.	Macon.
Higbee, Jennie	Clarence.	Riehey, Mollie	Kirksville.
Haynes, Leonie	Pleasant Home.	Rankins, Mary A.	Kirksville.
Heinzman, Lizzie	Kirksville.	Randall, Inez	Kirksville.
Hartupee, Allie	West Liberty, Ia.	Stoddard, Carrie L.	Kirksville.
Hooper, Callie	Kirksville.	Smith, Delia	Bee Ridge.
Henry, Jennie	Kirksville.	Strunk, Georgiana	Kirksville.
Hamilton, Nannie	Atlanta.	Sublette, Marian	Sublette.
Hawk, Lizzie	Princeton.	Stonebraker, Mary	Winchester, Ia.
Hall, Maggie	Sturgeon.	Stevens, Ada	Kirksville.
Iles, Jennie	Kirksville.	Vickroy, Nannie	Bloomington.
Johnson, Eva	Kirksville.	Viers, Annabel	Williamsburgh.
Knight, Emma	Kirksville.	Waker, Mary A.	Maryville.
Leseney, Emma	Cincinnati, Ia.	Watkins, Laura A.	Gower.
Letcher, Alice E.	St. Louis.	Weaver, Ida B.	Macon.
Menter, Josie	Bedford, Ia.	Williams, Mollie E.	Boonville.
Morris, Nannie	Kirksville.		

FIRST YEAR — SECTIONS E AND F.

Baldwin, Cora	Kirksville.	Eads, Kate	Kirksville.
Brassfield, Mary	Pleasant Home.	Flemming, Sally	New Enterprise.
Brenneman, Emma	Kirksville.	Foselman, Victoria	Kirksville.
Barnhart, Susie	Kirksville.	Fowler, Ella A.	Kirksville.
Birney, Fannie	Glenwood.	Freeman, Relda	Kirksville.
Bissell, Julia	Callao.	Fowler, Lizzie J.	Kirksville.
Burns, Luella	Joplin.	Foster, Cordelia	Unionville.
Cook, Josie	Kirksville.	Greenwood, Adda	Kirksville.
Cavett, Dora	Linderville.	Gilmore, Mary F.	Millard.
Custar, Carrie	Chariton, Ia.	Guipe, Emma	Kirksville.
Crane, Ella	Greentop.	Harris, Hattie N.	Kirksville.
Crane, Fanny	Greentop.	Harris, Louie	Kirksville.
Coleman, Emma	Colony.	Hamill, Alice	Kirksville.
Coe, Bettie	Edina.	Haynes, Ella	Pleasant Home.
Coe, Rhoda M.	Edina.	Hicks, Jennie E.	Kirksville.
David, Mollie	Kirksville.	Halley, Maggie	Harrisonville.
Dodson, Hannah	Troy Mills.	Heckinan, A. E.	North Kingston, Ill.
Droz, Annie	North Salem.	Hynds, Mary T.	Millard.
Davis, Alice B.	Madison.	Hughes, Maggie	New Cambria.
Debra, Jennie	Moberly.	Hynds, T. Mary	Millard.
Eads, Emma J.	Kirksville.	Harvey, Mary M.	Moravia, Ia.
Ellis, Nanny	Macon City.	Hurst, Susie L.	Colfax.

MISSOURI STATE NORMAL SCHOOL

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Kiggins, Mollie E.	Kirksville.	Porter, Halle D.	Laramie, M. T.
Kiggins, Ollie	Edina.	Parcels, Sophia M.	Kirksville.
Kellogg, Densy H.	Kirksville.	Quigley, Laura	Livonia.
Lindsey, Cora	Kirksville.	Rayner, Clara	Wilson.
Lindsey, Ella	Kirksville.	Ridge, Josie	Brashear.
Loyd, Carrie	Hartford.	Ranson, Aggie	Chillicothe.
Moore, Ellen	Millard.	Richey, Jennie	Kirksville.
Mears, Della	Kirksville.	Richey, Lizzie	Kirksville.
Majors, Cora	Stewardsville.	Rayner, Mary	Wilson.
McClelland, Z. Isabelle	Kirksville.	Roberts, Annie E.	Monticello.
Miller, Lizzie	Greensburgh.	Starrett, Mollie	Lancaster.
McLeod, Clemie	Shelbyville.	Sutherland, Etta	Drakeville, Ia.
McLeod, Emma	Shelbyville.	Smith, Dollie	Kirksville.
Miller, Mollie	Kirksville.	Swigert, Katy	Kirksville.
McDonald, Carrie	Kirksville.	Shaffer, Felicia	Millard.
Moore, Arthie	Readsville.	Stevens, Josephine	Cincinnati, Ia.
Maddox, Nannie	Mexico.	Thatcher, Mattie	Kirksville.
Norton, Allie	Kirksville.	Taylor, Annie	Colfax.
Nagley, Emma	Kirksville.	Woodson, Lou	New Frankfort.
Parker, May	Kirksville.	Weaver, Lizzie	Macon.
Pickler, Laura	Kirksville.	Wilks, Minerva	Kirksville.

GENTLEMEN.

FOURTH YEAR—SECTION A.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Baker, W. H.	Edina.	Jamison, A. H.	Carrington.
Barnard, J. U.	Saverton.	Larkins, E. O.	North Salem.
Buchanan, J. J.	Clarksville.	Mercer, J. S.	Kirksville.
Barkley, J. G.	Beardstown.	McNay, D. F.	Mendon, Ill.
Baker, O. A.	Cairo.	Musick, J. R.	Millard.
Burford, J. S.	Burfordville.	Mulford, J. B.*	Farmersville.
Bradley, J. R.	Fulton.	McGuire, F. A.	Jackson.
Cloyd, T. C.	Chatham, Ill.	Orr, A. R.	Troy Mills.
Comings, W. R.	Oberlin, O.	Prim, F. P.	Edina.
Dysart, T. J.	Elmwood.	Polley, C. M.	Kirksville.
Drake, W. F.	Oregon.	Ronald, J. T.	Caledonia.
Elder, J. C.	Cherry Grove.	Springer, W. R.	Oregon.
Hershberger, H.	Oregon.	White, J. M.	Millerstown, Ky.
Hardin, B. T.	Renick.	Watkins, J. F.	Gower.
Iles, R. S.	New London.	Wells, H. C.	Greentop.

(\*Deceased.)

THIRD YEAR—SECTION B.

Armstrong, W. G.	Atlanta.	Callaway, S. M.	Waverly.
Amerland, Henry	St. Charles.	Coston, W. B.	Chillicothe.
Armstrong, C. C.	Utica.	Cluster, A.	Ashley.
Allbritain, Wm.	Chillicothe.	Chandler, J. F.	Jacksonville.
Boles, J. W.	Fulton.	Chandler, H. A.	Jacksonville.
Bowman, C. F.	Triplet.	Coates, L. B.	Paradise.
Basey, D. W.	Bowling Green.	Carothers, S.	Clarence.
Baker, James	Edina.	Carrington, W. F.	Carrington.
Bull, C. E.	Memphis.	Dinsmoor, Silas	Arrow Rock.
Barton, J.	Centralia.	Dewey, E. G.	Pevely.
Coyner, J. W.	Nashville, Tenn.	Daughters, I. J.	Hitt.
Cheatham, T. C.	St. Clair.	Ebaugh, C. L.	Middletown.

OF THE FIRST DISTRICT.

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Francisco, J. S.	Elmwood.	Puterbaugh, D. M.	DeSoto.
Francis, Henry.	St. Louis.	Pratt, J. A.	Linneus.
Faulk, E. M.	Memphis.	Perry, H. H.	Troy, Ia.
Grimes, J. A.	Paynesville.	Pitzer, H. W.	Louisiana.
Gass, J. P.	Mexico.	Reeve, E. Z.	Marshall.
Gardner, H. S.	Savannah.	Rhodes, A.	Concordia.
Harmon, J. L.	Milan.	Seward, R. V.	Hardin.
Henry, I. A.	Knoxville.	Stein, P. M.	Kirksville.
Hulen, A. C.	Hallsville.	Sloan, T. J.	Ottumwa, Ia.
Herbert, W. V.	Trenton.	Stout, F. B.	New London.
Hatchett, J. A.	Renick.	Shannon, T. E.	Bedford.
Hill, D. H.	Aulsville.	Sublette, T.	Sublette.
Hardin, J. H.	Renick.	Stripes, M. F.	Miami.
Kirk, J. R.	Bethany.	Stoffle, G. J.	Monterey, Ia.
Lester, F.	Kirksville.	Smith, A. J.	Savannah.
Long, W. E. (2)	Petra.	Smith, G. W.	Whitesville.
Mason, W. T.	Floyd's Creek.	Sherman, J. M.	Wentzville.
Miller, W. H.	Peoria, Ill.	Snider, Amos	Hardin.
Murphy, C. H.	Pulaski, Ia.	Thorp, R. J.	Marshall.
Marmaduke, S. J.	Callao.	Thompson, O. M.	Deer Ridge.
Marmaduke, C. H.	Callao.	Tompkins, W. E.	New London.
Mercer, C. F.	Kirksville.	Thompson, S. A.	Mexico.
McNay, M. M.	Mendon, Ill.	Tussey, R. A.	Longwood.
McInturff, C. R. J.	Chillicothe.	VanDyke, B. A.	Mendon, Ill.
McAdams, J. F.	Lima, Ill.	Wagner, Robt.	Petra.
Matthews, A.	Kirksville.	Workman, O. P.	Winchester.
McDaniel, W. L.	Prairie Hill.	Wilson, J. L.	Milan.
MaGee, W.	Middle Grove.	Webb, A.	Waverly.
Nickerson, W. A.	Bucklin.	Warner, A. B.	Princeton.

SECOND YEAR—SECTIONS <sup>C</sup> <sup>D</sup> ~~A~~ AND ~~B~~.

Alverson, E. M.	Fayette.	Clark, J. A.	Flag Spring.
Arnold, W. T.	Memphis.	Clinard, S. F.	Brownsville.
Alverson, M. D.	Fayette.	Cochran, W.	Milan.
Bragg, L.	West Springfield.	Chewvront, W. S.	Shelbyville.
Brown, F.	Hurdlin.	Clark, I. M.	Flag Spring.
Baker, W.	Centerville, Ia.	Dean, W. F.	Wilsonville.
Botts, H. T.	Locust Hill.	Douglas, J. W.	Martinsburg.
Booth, R. T.	St. Clair.	Dooley, J. C.	Coatesville.
Bryant, A. J.	Ash Grove, Ia.	Dale, J. W.	Fairmont.
Beeman, A. P.	Kirksville.	Detchmندی, J. A.	Ste. Genevieve.
Browning, D. E.	Kirksville.	Dinsmoor, S.	Arrow Rock.
Baker, I. F.	North Salem.	Erwin, W. D.	Kirksville.
Brashear, J. C.	Young's Creek.	Edwards, G. E.	Atlanta.
Bowen, J. W.	Perry, Ill.	Erwin, A.	Kirksville.
Bunce, J. S.	New Cambria.	Ely, T. J.	Red Rock, Ia.
Bristow, H. T.	Atlanta.	Foster, W. P.	Chatman, Ill.
Borchers, B. F.	Moberly.	Flowerce, B.	Hannibal.
Buckner, G. W.	Ottumwa, Ia.	Galloway, F.	Queen City.
Burch, I. J.	Linneus.	Geeseka, O. A.	West Point, Ia.
Crebs, G.	Winchester, W. Va.	Guthrie, C. A.	Miami.
Clark, E. S.	Forest City.	Gibson, W. P.	Browning.
Cloyd, J. C.	Chatham, Ill.	Guttery, W. D.	Bloomfield, Ia.
Carpenter, G. W.	Miami.	Gable, J. E.	Browning.
Crawford, M. F.	Greensburg.	Galpin, S. D.	Newbury.
Campbell, R. M.	Edina.	Gibbs, J. E.	Bowling Green.
Collins, A. H.	Stilesville, Ia.	Gibbs, D. N.	Chillicothe.
Collins, E. H.	Quincy, Ill.	Grate, W.	Alexandria.
Colgate, O. W.	Shirleysburg, Penn.	Huley, W. O.	Hallsville.
Crowder, W. D.	St. Clair.	Hampton, J. B.	Triplet.
Chadwick, L. H.	Edina.	Holbrook, P.	Cincinnati.
Cheatham, S. V.	St. Clair.	Hill, J. W.	Mexico.
Clayton, B. F.	Clarksville.	Harmon, J. B.	Milan.
Cline, D. A.	Gower.	Hope, W. F.	Kirksville.

MISSOURI STATE NORMAL SCHOOL,

NAMES.	RESIDENCE.	NAMES.	RESIDENCE.
Haynes, N. P.	Pleasant Home.	Pirtle, J. M.	Cold Water.
Halladay, R. S.	Kirksville.	Pettyjohn, R.	Savannah.
Hatfield, A.	Kirksville.	Pinnell, Z. F.	Mexico.
Hancock, J. H.	Elmwood.	Payne, D. F.	Monroe City.
Hall, L. J.	Sturgeon.	Pendleton, J. R.	Savannah.
Huffman, J. H.	Savannah.	Peyton, J. A.	Woodville.
Hamilton, G.	Clinton City.	Rodgers, C. C.	Glenwood.
Hall, F. P.	Greensburg.	Roberts, J. M.	Bucklin.
Holloway, P. D.	Brashear.	Reynolds, J. R.	Guthrie.
Hannah, O. E.	Moberly.	Shumaker, L. L.	Newburgh.
Henry, H. W.	Kirksville.	Smith, J. C.	Springfield, Ill.
Hurst, G. P.	Beardstown.	Sevier, S. M.	Monroe.
Hales, J. R.	Mt. Sterling, Ia.	Sublette, W. H.	Sublette.
Heckerthorn, S. A.	Worcester, Ia.	Spencer, H. W.	Kirksville.
Hurst, M. D.	Colfax.	Stonebraker, S.	Winchester, Ia.
Horn, E. P.	Cherry Box.	Soper, S. H.	Kearney.
Jackman, W. M.	Warrington.	Selby, J. W.	Fulton.
Johnston, J. W.	Wilmothville.	Stephens, N. M.	Kirksville.
Jenkins, G. W.	Rochester.	Stutsman, W. G.	Cunningham.
Judy, W. W.	Coatsburgh, Ill.	Smith, I. N.	Greensburg.
Jamison, G. E.	Carrington.	Spaulding, L. N.	New London.
John, J. H.	Linderville.	Stone, J. M.	Browning.
Kiggins, S. C.	Kirksville.	Smith, S. S.	Narrows Cr.
King, G. W.	Bloomfield, Ia.	Sayers, V. N.	LaBelle.
King, D. A.	Cairo.	Saunders, S. W.	Atlanta.
Kennedy, B. F.	Big Mound, Ia.	Smith, G. W.	Whitesville.
Kenton, C.	Miles' Point.	Truskett, T. W.	Godfrey, Kan.
Lower, J. W.	St. Joseph.	Tiller, T. E.	Millersville, Ky.
Logan, H.	Mexico.	Trotter, J. W.	Kirksville.
Link, E. S.	Kirksville.	Trotter, D. D.	Kirksville.
Miller, W. J.	Cape Girardeau.	Trotter, B. D.	Kirksville.
Matley, H.	Wilmothville.	Trammel, S. F.	Atlanta.
Mitchell, G. A.	Owaseo.	Toole, S.	Bloomington.
Murtfeldt, G. S.	Kirkwood.	Talbot, J. N.	Memphis.
Meyers, J. H.	Forest City.	Townsend, T. H.	Novelty.
Möhlenkamp, H.	St. Charles.	VanHorn, T.	Edina.
Mitchell, H.	Bucklin.	Vaughn, S. A.	Kirksville.
McClure, T. G.	Wilmothville.	Vance, T. L.	Palmyra, Ill.
McCune, J. R.	Spencerburg.	Wheeler, C. W.*	Rowlette.
McClary, James.	Milan.	Whittaker, J. H.	Bee Ridg.
Myers, George.	Rosendale.	White, W. L.	Chillicothe.
Mackie, T. W.	Savannah.	Wilder, C. A.	John's Branch.
Milam, A.	Bloomington.	Ward, D.	Salisbury.
McElvain, M. L.	Kirksville.	Wright, D. H.	Knoxville.
Magee, A. J.	Tolona.	Wells, C. S.	Greentop.
McInturff, A. C.	Lindley.	Workman, L. W.	Winchester, Ia.
Nickell, W. A.	Grantsville.	Windren, R.	Wilmothville.
O'Neal, J. E.	St. Catherine.	Wilson, H. O.	Ottumwa, Ia.
Orr, L. W.	Greentop.		(*Deceased.)

FIRST YEAR—SECTIONS E AND F.

Arnold, C. L.	Memphis.	Beasley, L. E.	St. Clair.
Airy, J. W.	Marysville.	Burford, D. L.	Burfordville.
Allensworth, J. H.	Knox Station.	Baker, J.	North Salem.
Allred, D. B.	Kirksville.	Bailey, E. F.	New Boston.
Alden, C. H.	DesMoines, Ia.	Brasfield, H. R.	Pleasant Home.
Brewington, G. M.	Kirksville.	Baldrige, J. W.	Newtown.
Beasley, P. H.	St. Clair.	Burton, Z. L.	Kirksville.
Barns, G. T.	Kirksville.	Butler, H. W.	Economy.
Bondurant, W.	Lidelle.	Baker, G. W.	North Salem.
Baird, H. F.	Kirksville.	Buckner, S. A.	Ottumwa, Ia.
Beacock, J. F.	Lewistown.	Barton, G. E.	Lima, Ill.
Barnhart, P. S.	Kirksville.	Butler, H. W.	Economy.

OF THE FIRST DISTRICT.

NAMES.	RESIDENCE.	NAEMS,	RESIDENCE.
Clark, E. J.	Kirksville.	Murphy, J. P.	St. Clair.
Crawford, J. F.	Warraw, Ill.	Missemer, I. A.	Gentryville.
Calhoun, J.	Enterprise.	Moss, R. K.	Mexico.
Clarke, S. M.	Flag Spring.	McKill, D. J.	Starksville, Miss.
Conner, P. W.	Kirksville.	Munsch, J. N.	Ste. Genevieve.
Crook, Lee	Hartford.	Moran, S.	Savannah.
Clarke, L. A.	Flag Spring.	McElvain, T. M.	Kirksville.
Cotter, D. D.	Browning.	Maggard, M. A.	Memphis.
Chambers, W.	Bible Grove.	Miller, E.	Greensburgh.
Chaney, A. B.	Sand Hill.	Morris, W. J.	Kirksville.
Dorner, J. M.	Valparaiso.	Miller, G. M.	Greensburg.
DeFrance, W. H.	Kirksville.	McClellan, D. V.	Kirksville.
Darrow, C. E.	Kirksville.	Marquess, J. W.	Kirksville.
Davis, W. S.	Memphis.	McElvain, J. H.	Kirksville.
DeReamer, G. C.	Kirksville.	Murphy, W. M.	Kirksville.
Dodson, J.	Kirksville.	McCullum, D. H.	North Salem.
Eckhart, W. J.	Kirksville.	McCullum, I. J.	North Salem.
Ellis, A. R.	LaPlata.	Marshall, J. F.	Marshall.
Edwards, T. H.	Sublette.	Moody, W. A. H.	Economy.
Elliott, J.	Salisbury.	McArthur, J. F.	Grantsville.
Finch, T. A.	St. John's.	Nason, W. B.	Kirksville.
Forsythe, M.	Philadelphia.	Nason, J. C.	Kirksville.
Falkenstein, J. J.	Kirksville.	Nagley, V. H.	Kirksville.
Falkenstein, W. G.	Kirksville.	Norton, S.	Kirksville.
Foncannon, J. F.	Millard.	Nichell, W. A.	Grantsville.
Ford, G. W.	Coatesville.	Polley, W. S.	Kirksville.
Fresh, J. W.	Newark.	Poe, H. C.	Gower.
Fowler, Cyrus	Edina.	Pierce, A.	Kirksville.
Fairchild, Z. V.	Wilmothville.	Parcels, J. F.	Kirksville.
Fletcher, B. A.	Drakeville, Ia.	Rusler, J. K.	Kirksville.
Gideon, W.	Kirksville.	Reynolds, H. C.	Wilmothville.
Greenwood, V. H.	Kirksville.	Rattan, F.	Kirksville.
Grubbs, W. S.	Rothsville.	Rich, W. S.	Kirksville.
Gilmore, J. R.	Millard.	Ross, Charles	Kirksville.
Gaines, W. P.	Triplett.	Rice, A. C.	Wilmothville.
Grant, J. W.	Edina.	Riggen, S. A. D.	Kirksville.
Hicks, R. E.	Kirksville.	Reid, N. R.	Edina.
Hicks, W. M.	Kirksville.	Stanly, J. D.	Rothville.
Holmes, Gibson.	Grifon.	Smith, J. S.	Springfield, Ill.
Holbrook, P.	Cincinnati, Ia.	Smith, A. M.	Kirksville.
Howard, C.	Philadelphia.	Sloan, J. W. G.	Kirksville.
Hampton, J. B.	Triplett.	Speece, W. A.	Bucklin.
Hunsaker, J.	Novelty.	Stanley, J. D.	Rothville.
Hovis, L. A.	Kirksville.	Stoddard, F. L.	Kirksville.
Howell, A.	Flag Spring.	Todd, J. L.	Wintersville.
Hulin, W. D.	Hallsville.	Thompson, C. M. C.	Hartford.
Hade, J. C.	Kirksville.	Tipton, W. E.	Queen City.
Harris, J. W.	Kirksville.	Taylor, A. E.	Cunningham.
Hutchison, M. H.	Grantsville.	Tufts, A. D.	Cunningham.
Harris, O.	Wintersville.	Tufts, T. W.	Cenningham.
Halis, J. B.	Mt. Sterling, Iowa.	Tull, W. N.	Kirksville.
Halliburton, J. C.	Milan.	Thompson, W. R.	Round Grove.
Iles, W. E.	Kirksville.	Townsend, F.	Novelty.
Johnston, T. R.	Cape Girardeau.	Vandiver, T. W.	Salisbury.
Johnston, A. B.	Croton, Ia.	Warthen, A. C.	Bloomfield, Ia.
Johnston, W. M.	Croton, Ia.	Walker, G.	Locust Hill.
Kellogg, E. H.	Kirksville.	Workman, G. W.	Winchester, Ia.
Kahler, J.	Brunswick.	Wilson, H. T.	Wilson.
Keenan, W. S.	St. Louis.	Warner, W. A.	Lindley.
Knight, J. W.	Fulton.	White, J. K.	Flag Spring.
Knight, A. B.	Brunswick.	Walker, J. W.	Renick.
Kiggins, J. F.	Edina.	Waller, R.	Macon.
Lacy, W. H.	Maltavend.	Williams, C. H.	Livingston.
Majors, C. S.	Stewardsville.	Warner, A. B.	Princeton.
Moody, J. H.	Darksville, Ia.	Ward, D.	Bowling Green.
Musick, L. P.	Millard.	Young, B. A.	Mound City.

MISSOURI STATE NORMAL SCHOOL.

SUMMARY.

	LADIES.	GENTLEMEN.	TOTAL.
Fourth Year Course, - - - - -	11	30	41
Third Year Course, - - - - -	42	82	124
Second Year Course, - - - - -	95	163	258
First Year Course, - - - - -	86	159	245
Total in Normal Department, - - - -	234	434	668
Pupils in the Model School, - - - -	-	-	33
Whole Number of Students During the Year, - - - -	-	-	701

ATTENDANCE IN NORMAL DEPARTMENT.

First Year, - - - - -	140	Fourth Year, - - - - -	321
Second Year, - - - - -	203	Fifth Year, - - - - -	434
Third Year, - - - - -	293	Sixth Year, - - - - -	470
		Seventh Year, - - - - -	668

EXPLANATIONS.

Students are placed in the sections which they will be entitled to enter at the beginning of the next School Year.

Those graduating in the four years' Course are continued in Section A.



## NORMAL SCHOOLS.

A NORMAL SCHOOL, in its high mission of training teachers, should adapt its work to the object contemplated. A teacher's qualifications are twofold: a knowledge of that which is to be taught, and of the method of teaching it. In other words, he must be both a *scholar* and a *teacher*. For his scholastic training, the Normal School must provide thorough instruction in what is called scholastic or academic course; for his training as a teacher, it must provide a course which is strictly professional in its character. A Normal School must provide two courses of study, a *scholastic* and a *professional* course.

The character of the professional course is determined by the demands of the teacher's profession. In order, therefore, to decide upon the character of this course we must understand the peculiar nature of the teacher's work. Teaching is imparting knowledge; it is doing something, and is therefore an *art*. But this doing is not lawless and by chance; it is controlled by definite rules or principles. There are *laws* of imparting instruction which indicate the pathway of duty and guide us in the work. These laws grow out of the nature of the *being* to be instructed, the nature of the *matter* to be taught, and the *relations* of these two elements. They are general principles, which admit of distinct and philosophic statement, and thus constitute the science of the subject. Teaching is, therefore, an *art*, based on a *science*.

The professional course should therefore include both the *science* of education and the *art* of teaching. It should be divided into two great branches, and distinctively named the *Science of Education* and the *Art of Teaching*. As a science, it should investigate the nature of the being to be educated, the nature of the material used in educating, and the principles and methods of imparting instruction. These principles should be distinctly stated, and thoroughly discussed and illustrated until they become invrought in the very constitution of the teacher. They should be so planted and nurtured in the mind that they may become intertwined in the professional nature of the teacher, running as it were like a gold thread through his professional thoughts and feelings. The pupil-teacher should be drilled upon these educational principles like the student lawyer in the principles of Kent or Blackstone, until they have moulded his professional thought and language.

But a knowledge of theory, valuable as it is, is not sufficient. Teaching is *doing* as well as *knowing*. We must not only understand *how to do*, but we must be able to *do*. Hence the *Science of Education* must be supplemented by the *Art of Teaching*. Having learned the principles of his profession, the student-teacher should have ample opportunity to learn to apply them. That which exists in his mind as a subjective thought should have opportunity to work out into an objective act. There should be presented to his observation the teaching of skillful instructors as an exemplification of these principles. The teacher's work is artistic, and the work of an artist is necessary to train an artist. There should also be an opportunity for him to put the theory in practice under experienced and skillful supervision, in which he should endeavor both to apply the principles of the art and follow the artistic models observed. The Art of Teaching is thus seen to embrace two things, the observation of teaching and the practice of teaching, or, in other words, the art embraces the two elements—imitation and practice.

It is thus seen that in a properly constituted Normal School there must be two general courses of study—a scholastic and a professional course; that the professional course must combine both the science and the art of teaching; that the course in the Science of Education must embrace a thorough consideration of the theoretical principles of instruction, and that the Art of Teaching must be taught by imitation and practice. These views may be condensed into the Normal School motto,—Theory, Imitation, Practice.

# COURSES OF STUDY.

## EXPLANATIONS.

**T**HE THREE COURSES OF STUDY have been very carefully revised. Extremes have been guarded against. The aim is to meet the demands of the living present.

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

**DIPLOMAS.**—Those who complete the *two years' course*, receive diplomas with the degree, *Bachelor of Elementary Didactics*. Those completing the *three years' course*, are entitled to the degree, *Bachelor of Scientific Didactics*. Those who complete the entire course receive the highest diploma, with the degree, *Bachelor of Arts and Philosophic Didactics*.

**AN HONORARY DIPLOMA** will be given to such graduates as continue their studies and teach successfully two full years, conferring the degree of *Master in the Course Completed*.

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

**NORMAL TEACHERS.**—Teachers who receive 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.

**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.

**RECITATIONS AND CLASSES.**—1. The Classes so alternate as to give each student five or six daily recitations, embracing three studies and two or three drills.

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.

The Classes in sections C, D, E and F are organized at the beginning of the first and third terms. The Classes of the Advanced Course are only organized as designated.

**UNLESS BY SPECIAL PERMISSION**, the student is required to pursue the studies of the section which he is entitled to enter.

**EXAMINATION FOR ADMISSION.**—Candidates for admission must be entitled to a second-grade County Certificate.

**STUDENTS ARE ASSIGNED** to such classes as their attainments entitle them to enter. Persons with the necessary literary attainments can complete the entire Professional Course in a single year. Students found not prepared to enter the Normal, will be assigned temporarily to the Preparatory.

**COURSE OF STUDY—NORTH MISSOURI STATE NORMAL SCHOOL, KIRKSVILLE, MISSOURI.**

		TERMS.	PROFESSIONAL COURSE.	MATHEMATICS.	NATURAL SCIENCE.	LANGUAGE AND LITERATURE.	ELOCUTION AND MUSIC.	ART.	
<b>ELEMENTARY COURSE.</b>	<b>FIRST YEAR.</b>	<b>SECTION "F."</b>	1st and 3d.	Methods of Teaching. Elements of Natural Philosophy and Chemistry.	Mental and Written Arithmetic, With methods of Teaching to Interest.	Geography, with Map Drawing. Astronomical Geography, Physical Geography of the Continents and Oceans. Political Geography of United States.	Constructive Language. Subject—Plants. Weekly written Reviews.	Elementary Sounds. Phonetic and Alphabetic Analysis of Words. Reading.	Penmanship. Materials, Position and Movements at Desk and Blackboard. Development of Letters, with Methods of Teaching.
			2d and 4th.	Methods of Teaching. History of the United States.	Mental and Written Arithmetic, With methods of Teaching, Completed, Reviewed, and Diagrammed.	Geography, with Map Drawing. Political Geography of British America, Mexico, South America, and Eastern Hemisphere.	Constructive Language and Grammar. Subject—Animals. Weekly written Reviews.	Vocal Music. Scales, Measures, Staff, once through the keys, vocal culture in class.	Drawing. Inventive, and from Memory.
		<b>SECTION "E."</b>	1st and 3d.	School Management. Governing Power, Organization, Programme, Regulations, Punishments, Class Management, etc.	Algebra, To Equations.	Physiology. Digestion, Circulation, and Respiration, Bones, Muscles, and Tissues, with special reference to the Laws of Life and Health.	Composition and Analysis of the English Sentence. Subject—American Literature.	Vocal Culture and Reading. Exercises on the Attributes of Utterance; Form, Quality, Force, Stress, Pitch, and Movement.	Drawing. Copying, and from Memory.
			2d and 4th.	Methods of Teaching. Botany and Zoology.	Algebra, To Radicals.	Physiology. The Brain, Nerves, and Senses, with special reference to Health and Mental Power.	Composition and Analysis of the English Sentence. Subject—English Literature.	Vocal Music. Two and three part Singing, Qualities of Voice, Methods of Teaching in Primary and Intermediate Schools.	Penmanship. Varieties of Style, Methods of Teaching in Ungraded and Graded Schools, with and without Copy Books.
	<b>SECOND YEAR.</b>	<b>SECTION "D."</b>	1st and 3d.	Civil Government. Constitution of the United States. Constitution and School Laws of Missouri.	Algebra, To Logarithms.	Physical Geography. Land, Water, and Atmosphere.	Etymology—Word Analysis. English, Anglo-Saxon, Latin and Greek Prefixes, Suffixes, Roots and Derivatives.	Vocal Culture. Exercises on Accidents of Utterance; Inflection, Cadence, Emphasis, Climax, Grouping. Reading, Styles of Utterance.	
			2d and 4th.	Philosophy of Education. Faculties of the mind, and the methods and means of developing each.	Algebra, Completed, Reviewed, and Diagrammed.	Physical Geography. Organic Life, and Reviews.	American Literature. Authors and their Works. Weekly written Exercises.		Book-keeping. Principles of Double Entry, General Retail and Commission Business.
		<b>SECTION "C."</b>	1st and 3d.	Graded Schools. Organization, Management and Methods of Teaching.	Geometry. To Circles.	Natural Philosophy. Properties of Matter, Mechanics, and Acoustics.	Rhetoric. Punctuation, Diction, Sentences, Figures.	Vocal Music. Classification of Voices, Systematic Voice Culture, Methods of Teaching in Grammar Schools.	Book-keeping. Farm Accounts, Wholesaleing, etc.
			2d and 4th.	Methods and Practice. Teaching.	Geometry, Completed, Reviewed, and Diagrammed.	Natural Philosophy. Light, Heat and Electricity.	Rhetoric. Prose and Poetic Composition, and Invention.	Methods of Teaching Primary and Advanced Reading. Poetic Reading.	Drawing. Objective, Leaf and Flower Outlines.
<b>ADVANCED COURSE.</b>	<b>THIRD YEAR.</b>	<b>SECTION "B."</b>	1st.	Mental Philosophy, and Methods of Culture. The Intellect.		Chemistry. <small>Theoretic Chemistry, Inorganic Chemistry, including the Chlorine and Sulphur Groups, with their compounds. Experiments by students.</small>	Latin or German. English Literature.	Vocal Music. Solo Singing, Minor and Chromatic Scales.	Drawing. Geometric Solids, Principles of Perspective.
			2d.	Mental Philosophy, and Methods of Culture. The Sensibility and the Will.		Chemistry. Completed, Reviewed, and Diagrammed. Experiments by Students.	Latin or German.	Rhetorical Reading. Expression of Emotion and Passion.	Drawing. Objects, with Principles of Shading.
			3d.	General History, and Methods of Teaching it. Ancient History, and History of the Middle Ages.	Trigonometry, Plane and Spherical, Completed, Diagrammed, and Reviewed.	Botany. Structural and Physiological Botany.	Latin or German.	Vocal Music. Vocal Culture, Sight Reading, Transposition of Scales. Practice Teaching.	
			4th.	General History, and Methods of Teaching it. Modern History.	Surveying, With Field Work, Completed.	Botany. Systematic Botany, with Analysis of Flowers and Plants.	Latin or German.	Gesture. Principles and Application. Declamation.	
	<b>FOURTH YEAR.</b>	<b>SECTION "A."</b>	1st.	Moral Philosophy, And Methods of Moral Culture.	Analytic Geometry. General Equations of 1st Degree, Discussion of the Straight Line under various forms, the Circle, and Central Conics.	Zoology. Comparative Zoology, including Birds, Mammals, and Reptiles.	Latin or German.	Vocal Music. Sight Reading, Manner of Conducting Classes, Methods of Teaching in High Schools.	Drawing. Copying, Foliage, Landscapes, etc.
			2d.	Review of Mental Philosophy, And methods of Mental Culture.	Analytic Geometry. Central Conics, Equations of 2d Degree, with abridged and Trilinear Co-ordinates.	Zoology. Fishes, Insects, Mollusks, and Radiates.	Latin or German. Logic. Concepts, Judgments and Arguments.	Dramatic Reading. Scenes from Shakspeare. Selections from Scott, Byron, Milton, Tennyson, and others.	Drawing. Studies from Nature.
			3d.	History of Education, And of Educational Methods.	Astronomy, Spherical and Physical. Calculus, Optional.	Geology. Lithological and Historical Geology to the Reptilian Age.	Latin or German. Logic. Methods, Modified Logic, and Fallacies.	Vocal Music. Study of Difficult Music. Practice Teaching in Advanced Classes	
			4th.	Institute Work, And the methods in the Higher Branches.	Astronomy, Spherical and Physical. Calculus, Optional.	Geology, Completed, Reviewed, and Diagrammed.	Latin or German.	Public Speaking. Original Orations.	



## TEXT-BOOKS.

1. *Two to four* books on each subject are presented. Of these, the teacher may use the one best suited for the class.

2. *Books* cannot be changed oftener than once in three years, unless by the unanimous consent of the Regents. *Changes must be effected without cost to students.*

3. *One book* on the subject pursued is sufficient. It is well to have others for reference and comparison. Students should bring all their text-books.

4. *Books* are furnished at wholesale prices. This gives better satisfaction than any other plan.

ARITHMETIC.—Brooks, Robinson, Appleton, Sanford.

ALGEBRA.—Ficklin, Schuyler, Henkle.

ANALYTIC GEOMETRY.—Olney, Puckle, Ray, Johnson.

ASTRONOMY.—Lockyer, Ray, Loomis.

AMERICAN LITERATURE.—Shaw, Royse, Hart, Cleveland.

BOTANY.—Gray, Wood, Youman.

BOOK-KEEPING.—Eastman, Bryant & Stratton, Roher.

CHEMISTRY.—Barker, Cooley, Storer.

CALCULUS.—Olney, Peck, Docharty.

CIVIL GOVERNMENT.—Townsend, Andrews.

DRAWING.—Krusi, Bartholomew, Smith.

ELOCUTION.—Hamill, Willson.

ETYMOLOGY.—Swinton, Webb, Sargeant, Smith.

ENGLISH LITERATURE.—Arnold, Shaw, Hunt, Cleveland.

GEOGRAPHY.—Guyot, Cornell, Our World, Mitchell.

GEOLOGY.—Dana, Tenney, Steele.

GENERAL HISTORY.—Wilson, Anderson, Swinton, Thalheimer.

GRADED SCHOOLS.—Kiddle, Wells, Harris.

GEOMETRY.—Ray, Olney, Brooks, Chauvenet.

GRAMMAR.—Hadley, Greene, Clark, Holbrook.

GERMAN.—Campbell, Ahn, Worman.

HISTORY OF EDUCATION.—Biblius, Harman, Rosenkranz.

HISTORY OF UNITED STATES.—Swinton, Barnes, Scott, Goodrich.

LOGIC.—Schuyler, Coppee, Hamilton.

LATIN.—Bingham, Harkness, Allen & Greenough.

MUSIC.—Murray, Blackman & Whitmoore, Root, Mason & Co.

MENTAL PHILOSOPHY.—Porter, Haven, Hopkins, Hickock.

MORAL PHILOSOPHY.—Winslow, Hopkins, Peabody, Fairchild.

MANNERS AND MORALS.—Gow.

NATURAL PHILOSOPHY.—Norton, Cambridge Physics—Wells, Johnson.

PHYSIOLOGY.—Dalton, Huxley, Cutter, Brown.

PHYSICAL GEOGRAPHY.—Guyot, Cornell, Mitchell, Maury.

PENMANSHIP.—Spencer, Payson, Babbitt, Eclectic.

RHETORIC.—Hart, Quackenbos, Haven.

SCHOOL MANAGEMENT.—Holbrook, Wickersham, Hart.

SURVEYING.—Schuyler, Gillespie, Murray.

TRIGONOMETRY.—Ray, Olney, Schuyler.

ZOOLOGY.—Tenney, Hooker, Nicholson.

## DEPARTMENTS OF INSTRUCTION.

1. THE PROFESSIONAL COURSE.
2. THE COURSE IN MATHEMATICS AND THE PHYSICAL SCIENCES.
3. THE COURSE IN NATURAL SCIENCE.
4. THE COURSE IN ENGLISH LANGUAGE AND LITERATURE.
5. THE COURSE IN ELOCUTION AND RHETORIC.
6. THE COURSE IN ART AND ÆSTHETIC CULTURE.
7. THE COURSE IN VOCAL MUSIC.
8. THE COURSE IN ANCIENT AND MODERN LANGUAGES.

### PROFESSIONAL COURSE.

*The Professional Course is in itself an education.* In this department pupils learn the laws of culture and instruction; the relations of the different branches of study to one another, and to the mind; the methods 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 key-stone, which gives form, strength and perfection to the Normal School.

The time required to complete the professional course is four years; but, by attending four daily recitations, a student possessing the necessary literary qualifications may complete it 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 those least advanced.

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

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

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

THE ENTIRE THIRD YEAR is devoted to methods of culture. Mental Philosophy and General History are studied. 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 the utmost attention in Normal Schools.

THE FOURTH YEAR is given mainly to the Philosophy of Education, the methods of instruction and school management. The student is now prepared to discuss methods philosophically; 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.

# SCIENCE OF EDUCATION AND ART OF TEACHING.

Educational Objects.	Educational Methods.	Educational Principles.	Educational Means.	The Subject—The Child.	I. THE BODY.....	1. The Faculties Classified. 2. Nature and Office of each Faculty. 3. Order in which Faculties are developed. 4. Culture of each Faculty. 1. Relations. 2. Dependence. 3. Development.
					II. THE MIND .....	
					III. BODY AND MIND.....	
					I. NATURE AND SCIENCE...	
					II. LANGUAGE AND LITERATURE.....	
					III. MATHEMATICS .....	
					IV. ART AND OCCUPATION..	
					V. SOCIETY AND RELIGION	
					I. PRINCIPLES OF DEVELOPMENT .....	
					II. PRINCIPLES OF CULTURE.....	
					III. PRINCIPLES OF TEACHING.....	
					IV. PRINCIPLES OF GOVERNING.....	
I. METHODS OF CULTURE.	1. Of the Intellectual Faculties. 2. Of the Capacities for Feeling. 3. Of the Will Powers.					
II. METHODS OF TEACHING		1. Classification of Knowledge. 2. Order of Studying the Branches. 3. Methods of Teach'g { <i>Com. Branches.</i> <span style="margin-left: 100px;"><i>Higher</i> " "</span>				
III. METHODS OF SCHOOL MANAGEMENT.....						
I. DEVELOPMENT AND DISCIPLINE .....	1. School Houses and Grounds. 2. Furniture and Apparatus. 3. Officers and Laws. 4. Organization and Government. 5. Class Management. 6. School Hygiene.					
II. STRONG MEN AND WOMEN .....						
III. GOOD AND USEFUL CITIZENS.....						
VI. MORAL AND CHRISTIAN MEN AND WOMEN....						

*This outline will convey some idea of work attempted. The best teachers devote most attention to the professional Course.*

### MATHEMATICS.

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 is omitted because it is 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.

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

### NATURAL SCIENCE.

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

As *Perception* is one of the first faculties to be developed in the mind of a child, so is it a most important basis upon which after-teaching should build. Nor can first-class observers be made by those who commence late in life; there is a necessity for special training. All education having its great center here, should provide ample means for regular, systematic development of these powers. The studies of Natural Science furnish this medium, and it will be the aim, first of all, to direct the pupil to Nature as the great first teacher: their comparisons and conclusions to be the result of their own observation. The aim will be to raise the standard of scientific study where it is most needed—in the Common Schools. Our country teachers, for the most part, have struggled blindly up through the fogs of defective early training, to find infinite possibilities before them they can never reach. But they can at least prepare themselves to become observers *with their pupils*, and thus, by giving inspiration to others, make amends for their own early loss.

### ENGLISH LANGUAGE AND LITERATURE.

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

### READING AND ELOCUTION.

The subject of Elocution, so imperfectly and improperly taught in most institutions, here receives special attention. It is a fact familiar to every careful observer, that not one-tenth of the graduates of our institutions are able to read or speak in a pleasing, much less impressive, manner; and yet the

advantages of a good delivery are admitted by all. If the subject of Elocution were thoroughly understood and properly taught, every graduate would speak so that an audience not only might, but *must* give attention. No teacher is qualified for his work, who cannot command the attention and control the actions of the pupils, by his tones of voice. No teacher is qualified for his work, who cannot read a selection in a pleasing and impressive manner, and give his reasons for so reading. The elocutionary analysis of thought, and the principles of expression, should be as familiar to the mind of the teacher, as the analysis of problems and the principles of Arithmetic. It is confidently claimed that students mastering the course in this department, will not only be qualified to teach children to call words without impairing the natural purity and beauty of the tone—to instruct youth to read appropriately and impressively, but to fill ably the chair of Elocution in any institution. This course, extending through four years, embraces daily exercise—(1) in breathing, designed to strengthen and develop the chest; (2) in phonics, to correct defective articulation; (3) vocal culture, to develop and strengthen the tones; (4) the practical illustration of each element of delivery, and its application to the various forms of thought and emotion; (5) grouping, in all its forms and variety; (6) gesture, and the applications of its principles; (7) style of utterance; (8) public speaking.

The following diagram presents in one view the principles as practiced, and the styles of utterance—the logical deductions from the principles :

A DIAGRAM OF THE  
**STYLES OF UTTERANCE AND THEIR ATTRIBUTES.**

Arranged, Sept. 1861, by S. S. HAMILL, Teacher of Elocution and Vocal Culture, and Author of  
**SCIENCE OF ELOCUTION.**

	Form of Voice.	Quality of Voice	Force of Voice.	Stress of Voice.	Pitch of Voice.	Movem't of Voice'
Pathetic,	Effusive.	Pure Tone.	Subdued.	Med. & Int.	Low.	Slow & very S.
Serious,	Effusive.	Pure Tone.	Subdued.	Median.	Low.	Slow.
Tranquil,	Effusive.	Pure Tone.	Moderate.	Median.	Middle.	Moderate.
Grave,	Expulsive.	Pure Tone.	Moderate.	Radical.	Low.	Moderate.
Didactic,	Expulsive.	Pure Tone.	Moderate.	Radical.	Middle.	Moderate.
Lively,	Expulsive.	Pure Tone.	Mod. & En.	Radical.	Mid. & High.	Rapid.
Gay,	Exp. & Expl.	Pure Tone.	Mod. & En.	Radical.	High.	Rapid.
Joyous,	Exp. & Expl.	Pure Tone.	Moderate.	Radical.	H'h & Very H	Rap. & very R
Sublime,	Effusive.	Orotund.	Mod. & Dec.	Median.	Low & Very L	Slow & very S
Oratorical,	Exp. & Expl.	Orotund.	En. & Imp.	Radical.	Mid. & High.	Moderate.
Im. Poetic,	Exp. & Expl.	Orotund.	En. & Imp.	Thorough.	High.	Mod. & Rapid
Shouting,	Expulsive.	Oro. & P. T.	En. & Imp.	Thorough.	H'h & Very H	Mod. & Rapid
Vehement,	Explosive.	Or. Asp. Pe. Gu	Impassioned.	Imp. Rad.	High.	Mod. & Rapid
		Pure Tone.	Subdued.	Radical.	Very Low.	Very Slow.
	Effusive.	Orotund	Subdued.	Median.	Low.	Slow.
	Expulsive.	Aspirate.	Moderate.	Final.	Middle.	Moderate.
	Explosive.	Pectoral	Energetic.	Compound.	High.	Rapid.
	Explosive.	Guttural.	Impassioned.	Thorough.	Very High.	Very Rapid.
		Oral.		Intermittent.		

**RHETORIC.**

Rhetoric is taught, not merely as a science, but as an art. Reference is specially had to practical results. It is the aim to so conduct every recitation, written or oral, that ease, elegance, and fluency of expression may be acquired.

## DRAWING AND PAINTING.

DRAWING is fast losing the place so long given it among the list of *accomplishments*, and becoming one of the *necessities* of a *practical* education. It cultivates the eye and the hand, thus aiding in the study of Penmanship, but especially is it becoming a necessity to all who would engage in any mechanical occupation. As an education in *Æsthetics*, it is invaluable. In the course here, we aim to combine from the first, the practical with the simple *æsthetic* culture. Inventive, memory and object-drawing, form a large part of the work.

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

BOOK-KEEPING.—A business education will be of advantage to every man, whatever his future occupation may be. To the farmer it will teach business habits and attention to accounts, which will enable him to secure greater interest and success in business. To the mechanic it will teach order, system, management, the practical value of book-keeping, and remedy many of his deficiencies. To the professional man it will afford a clearer insight into the practical operation of business affairs, and give him increased facilities in obtaining practice. A knowledge of book-keeping is deemed essential to the successful teacher. In this department instructions will be given in Single and Double Entry Book-keeping, the forms of Notes, Drafts, Bills of Exchange, Bonds, Mortgage, Certificates, Deeds, etc. The Course will be as thorough and complete as that pursued in a regular commercial college.



## VOCAL MUSIC.

An eminent writer has said, that "Man, distinguished from the inferior parts of creation by the divine gift of reason, exhibits no greater evidence of that faculty than by the seeds of science which the Creator has implanted in his nature, and the power which he possesses to cultivate and bring them to perfection; but of all the various arts and sciences which he is qualified to promote, no one appears more congenial to, or more intimately interwoven with the constitution of his nature, than that of music. Vocal music indeed seems to have been coeval with human nature itself."

The importance of making it one of the common branches of an education is generally admitted. That it can be taught as successfully as any other branch of regular study, if subjected to the same general rules, has been fairly demonstrated.

It is necessary to the successful introduction of vocal music into the common schools, that teachers be competent to give daily systematic instruction in the elementary principles. This will soon be one of the requirements of a teacher. The usual plan adopted in the majority of the higher schools of this country has been to devote much time to instrumental music, while vocal music has been greatly neglected. Recognizing its importance in our educational system and the need of competent instructors, provision is made in the course of study for presenting the subject methodically, and in such a way that the musical attainment of the student shall correspond with his advancement in other branches.

By reference to the Course of Study, it will be seen that instruction is



OF THE FIRST DISTRICT.

given in the rudiments of vocal music, with methods of teaching in Primary and Intermediate Schools. In the more advanced courses attention is given to vocal culture, sight reading, practice teaching, and the study of difficult compositions, with methods of teaching in Grammar and High Schools.

**INSTRUMENTAL MUSIC.**

The Instrumental Music will continue to be under the immediate supervision of able teachers, The charges are reasonable.

**LATIN AND GERMAN.**

The English language is largely dependent upon the Latin for its copiousness, many of its forms, and much of its beauty and inspiration. The Latin is the language not only of philosophy and logic, but of theology and law.

To prepare such of our students as may desire to enter our University; to give a mental discipline not inferior to the study of Mathematics; to enable the student to more easily master the scientific nomenclature of the day; to secure a more thorough knowledge of English; to better cultivate memory, taste, imagination and judgment; and to give a mastery of language which the mere English scholar can never attain, the Regents have established a two years' course in Latin.

The instructor in this department will ever keep these and many other advantages in view, and no pains will be spared that each pupil shall know how to study the language without the aid of the living teacher.

In our country, where the German element constitutes so large a proportion of our population, a knowledge of the German language has become a necessity. Besides, no living language is so great a contributor to the English as the German; and surely none possesses a literature so extensive and so valuable. Opportunity will, therefore, be furnished all who may desire to pursue this very useful branch of a modern education.

**GENERAL CULTURE.**

**READING ROOM.**—Through the liberality of publishers, we have been able to sustain a valuable reading room. Students are encouraged to familiarize themselves with the living present.

**LITERARY SOCIETIES.**—Eight literary societies are sustained. Each student is expected to be a member of one of these societies.

**LECTURES.**—A course of lectures of great interest has been delivered in our large hall, in which one thousand auditors can be comfortably seated. In accordance with the plan of Superintendent Monteith, we are arranging for a similar course of lectures each year.

**FOUR LIBRARIES** have been commenced. Though small, we find them a great help.

**GENERAL LIBRARY.**—By purchase and by donations we have secured about one thousand volumes, mostly choice standard works. The library is free to all students. No effort will be spared to build up a library worthy of the great State of Missouri.

**REFERENCE LIBRARY.**—This is a separate library, kept in a separate room. We have secured the American Encyclopædia, several Dictionaries, and many leading text-books. The aim is to make this the most extensive library of the kind in the West. Through the liberality of publishers, we hope to secure all the most important text-books published in this country and Europe.

**PROFESSIONAL LIBRARY.**—This is kept in the Principal's room, and is designed to embrace all books and reports that can aid teachers.

From the Text-Book Library Room, which opens into the Assembly and Study Rooms, and is accessible at all hours, students can procure books at wholesale prices.

It is found better to have students *own* their books. To reduce the cost to the minimum seems to be a necessity. This arrangement, it is believed, will give better satisfaction than any other.

**APPARATUS.**—Several hundred dollars have been expended in the purchase of apparatus. Although the supply is small, it embraces the articles necessary for most of the philosophical and chemical experiments given in the ordinary text-books. Additions will be made each year, as circumstances seem to require.

In Chemistry, experiments are performed by the students. Our Laboratory will be as complete as it is possible to make it. Pains will be taken to show how many of the important and leading principles of science can be taught and illustrated by means of simple and inexpensive apparatus. This is deemed necessary, as we are preparing teachers mainly for public schools, in which they will have but little apparatus.

**CABINET.**—The Cabinet Room is one of the best in the country; it is 85 feet long and 34 feet wide, with office rooms attached.

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

**DONATIONS.**—We return our warmest thanks to donors, for valuable contributions to our Libraries, Reading Room and Cabinet, and respectfully solicit additional favors.



## CONDITION AND HISTORY.

The past year has been one of unprecedented prosperity. The ratio of increase is much greater than during any preceding year.

The attendance at the Normal Department has been as follows:

First Year.....	140	Fifth Year.....	434
Second Year.....	203	Sixth Year.....	475
Third Year.....	263	Seventh Year.....	680
Fourth Year.....	321		

### LOCATION.

SITUATED AT KIRKSVILLE, two hundred miles north from St. Louis, this institution is accessible to a large and promising territory, that is rapidly growing in population and in all the elements of thrift. The location is peculiarly fortunate. Kirksville contains about 2,500 inhabitants, three-fourths of whom are uncompromisingly opposed to dram shops and gambling saloons. Since the school opened, no license has been granted to sell liquor in Adair county. The citizens are intelligent, moral and enterprising. They feel proud of the Normal School, and do everything in their power to sustain it. Kirksville is proverbial for good health. Out of so many students from a distance, but three have died while attending school, in the past seven years. Few cases of severe sickness have occurred. Railroad facilities are all that could be desired.

### PLAN.

The following extract is taken from a recent editorial in the *St. Louis Globe*: "The Normal Schools are hardly less important than the University itself. Of these we have five, including the one located in St. Louis, and another which is an integral part of the State University. The capacity of these is set down at 2,000 students, with say 300 annual graduates. In other words, 300 persons carefully trained, not only in a curriculum, but in the best methods of teaching, and who understand teaching as an art, rather than undertake it as an experiment—these are scattered about among the schools, with the certainty of repaying the State an hundred fold for their free education.

"The power and usefulness of a Normal School, more than of any other, depends upon having a Principal of strong individuality, decided views as to methods of teaching, and a will to shape the whole institution. Missouri has had the fortune to secure such men. Prof. Baldwin has built the school at Kirksville from its very inception, and has deeded it to the State. It is almost literally the product of his individual energy and unselfish labor.

"It needs but little knowledge of Normal School work to see that a State can do itself no better service than to generously provide these establishments with the necessary funds, and leave the shaping of the work to the wisdom of well-selected Principals. The age is radical in its views of education, and

what we need is the best plans wrought out by men who believe in them. As matters are, the State has the men, but it has not furnished the means. The appropriation to the North Missouri School ought to be doubled.

"If it be possible to secure a Legislature capable of appreciating the educational needs of the State, it will be seen by such a body that above all should the Normal Schools be fostered and cared for."

### REPORT OF SENATE COMMITTEE.

YOUR COMMITTEE ON EDUCATION, having, as instructed by Senate resolution, visited the Normal School located at Kirksville, with a view of ascertaining its condition and efficiency, respectfully submit the following report:

We visited the institution on Saturday, the 7th inst., examined carefully the classes, the course of instruction pursued in the school, its management, and the condition of the building. We found the school in charge of Professor Baldwin and associate teachers. They are bringing to their aid all their talents, learning and energy in fitting our young men and women for the responsible duty of taking charge of the Public Schools of the State. The number of pupils registered in the school the present year, is 565. They are from nearly every county in the District, and from various other counties throughout the State.

The new building, recently erected, and occupied about one year, is admirably adapted for the purposes of a school of the character of the one at Kirksville. It is beautifully located on a lot of fifteen acres of ground donated by the people of Kirksville for this purpose. It commands a fine view of the surrounding country. It is easy of access from all directions. It will be a credit to the State for all time.

Your Committee were gratified to find the pupils in attendance at this school to be composed of those who are fitting themselves by their own exertions for their profession, and also to be able to say that, although the Normal Schools are comparatively new institutions in the policy of our State, the vigor and talent displayed in the one to which our visit was made, if pursued by all, must soon present their benefits in a manner to be correctly appreciated by the people, and dispel the prejudice against them which, to some extent, now exists.

The system of instruction pursued at this school *compels* the student to think, investigate the subject, and form his own ideas, and give his answers in his own words—a system which we believe admirably adapted to develop all the powers of the mind.

We are convinced that the proper method to make our Common Schools effective and durable, to make them what they were designed to be, and should be, the means of proper education to all the children of the State, they must be placed in charge of those whose education has been directed, with that purpose, by teachers of experience. We believe no more effective aid can be rendered to the Common Schools than by fostering and sustaining the Normal Schools of our State; in other words, we believe that they are but separate branches of the same great system, and that as life is infused into one, it will be necessarily felt in the other. The persons educated at our Normal Schools are rapidly permeating the entire State, and all schools will be more or less benefited.

D. MOORE,  
R. H. BROWNE,  
WILL. C. RANNEY,  
*Committee of Senate.*

Jefferson City, Feb. 18, 1874.

SUCCESS.

The editor of the *American Journal of Education*, J. B. Merwin, in the April number, says:—

“The North Missouri Normal School, located at Kirksville, has become a great power in the State for good. Over *six hundred* names are now enrolled as students.

“It has been our custom for years to visit institutions of this kind from Massachusetts to Kansas, but it has never been our pleasure to look upon a more united, hard-working, enthusiastic set of young men and women than we met in the various classes, at the Normal School in Kirksville, during a recent visit there.

“Prof. Baldwin and his able corps of assistants have discovered and applied a secret in training students, which many Normal Schools in the older States might copy with profit. The pupils study hard and carefully, and there seems to be a determination to master the subject or topic in hand; they grasp it with such vigor and earnestness that every faculty of the mind kindles into a glow when they come into the class-room.

“The pupils and their teachers are magnetized and inspired with this enthusiasm. People who visit the institution from all parts of Missouri, Iowa, Illinois and other States, mark and comment upon this spirit, until the name of this school has gone abroad into other States, and its students are sought for as far west as California, and as far south as Texas, Louisiana and Georgia. What is more, they carry this fire of energy and enthusiasm with them, and so illuminate other States and people with their culture and spirit.

“The training is very thorough, too; so thorough, in fact, that those who are over-anxious to enter upon the duties and responsibilities of their profession feel sometimes that a shorter course will do for them.

“The Principal and his assistants are jealous of the reputation of this school. They ought to be. They are proud of it. Well they may be! We visited nearly every room in the building. The school is most admirably conducted and arranged. The heating, ventilation, and the seating, with the ‘Patent Gothic Triumph Folding Desk,’ is complete. The government is purely self-government. Students are at once, upon entering the school, put upon their own innate sense of propriety, and if there is any lack in this direction, the public sentiment pervading the school is strong enough to develop it; and they grow strong in manhood and womanhood by daily practice in these elements and by contact with those who have learned the secret of self-government.

“To say that the State already feels the beneficent influence of this school, is saying but a part of the truth.

“Its graduates are filling many of the best positions as teachers in our Graded and High Schools in all the West and South.

“The school needs a larger library of reference books. It needs a miscellaneous library; also, more chemical and philosophical apparatus, a mineral cabinet—but these will come in time. There is already a commencement in all these directions, and as the graduates go out and mingle with the people, they will induce intelligent, liberal-minded men not only to legislate wisely and generously, but to donate books, specimens and money to enable the school not only to realize the far-sighted, heroic faith of its founder, but to train and educate all to a citizenship worthy a great people.”

## MISCELLANEOUS.

**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 \$3.00 to \$3.50 per week. Board, books and incidental fee, cost about \$40 per term. Self-boarding costs about \$1.50 per week. Many of our best students prefer self-boarding. Write to the President to secure boarding places or rooms. You need not wait for an answer—good arrangements can always be made.

**BOOKS.**—Books will cost you about \$3.00 per term. No books are rented. It is best for the student to own his books. Bring with you all your school books—you will need them. You can purchase all books of the Librarian at wholesale prices.

**COMMENCEMENT OF TERMS.**—Each Term opens on Tuesday. You should be present as early as the preceding Saturday, to secure boarding places, obtain permits, have your names recorded, and purchase books. You cannot afford to miss *one day*. Monday is devoted to organizing.

**WELCOME.**—The teachers and the students will welcome you to the Normal. You will find, not strangers, but a band of brothers and sisters. Our citizens will honor and respect you. They will receive you into their families, their Sunday schools and their churches. All will contribute to make your stay with us as pleasant as possible. Confident that you will be pleased with the Normal School, you are earnestly invited to come and enjoy its advantages.

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

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

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

**SCHOOL OFFICERS** are earnestly requested 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.

TO COUNTY SUPERINTENDENTS.—Your especial attention is called to the interests of our Normal Schools. Each county in the State ought to keep constantly in a course of training, at one or the other of these schools, several promising young ladies and gentlemen. These should be encouraged to return to their respective counties, with increased fitness for the work of teaching, and thus distribute new life to all the schools of the State. It is recommended that County Superintendents honor the Normal diploma, by granting to its possessor a certificate *without examination*. No person is permitted to hold a diploma who has not passed a satisfactory examination before the Regents.

Catalogues are sent to you for distribution. You are requested to place them in good hands, and do everything in your power to encourage the largest attendance upon the training schools. For additional catalogues address the President.

### SUB-NORMAL, OR PREPARATORY.

To enter the Normal Department, the student must have a good knowledge of Common School Arithmetic, Geography, Grammar and U. S. History. Those not prepared for the Normal classes, will enjoy excellent opportunities in the

#### SUB-NORMAL COURSE.

This course of study extends through two years. The pupils begin and complete Common School Arithmetic, Geography and History. They receive a thorough training in Reading, Penmanship, Drawing, Vocal Music, Grammar, Composition, Elements of Botany, Zoology, etc., etc. As soon as pupils are qualified for the work, they are promoted to the Normal Department.

### LITERARY SOCIETIES.

Connected with the School are eight Literary Societies—Newtonian Institute, Excelsior, Baldwin Institute, Nason Institute, Phi Alpha, Tyro, Nucleus, Nonpareil. All the Societies meet on Fridays, and spend from three o'clock to five.

The Faculty has the general supervision of the Societies, and one member is expected to belong to each. The Societies, however, are left free to manage the work so as to most benefit the members.

They are found to be an excellent educational means, and hence are cherished by the Institution.

### CATALOGUES AND REPORTS.

We thank Principals and Presidents for Catalogues, and respectfully solicit a continuance of the favor.

We also thank City and State Superintendents for their reports, and ask them to continue to furnish bound copies for our Library.

We hereby acknowledge, that in preparing this Catalogue, we have made free use of documents received.

**STUDENTS.**

Students, however advanced or backward, will be received and assigned to such classes as they are prepared to enter. Students from *any State* are welcomed on the same terms. The object is to secure the best teachers for Missouri schools.

**CATALOGUES.**

When requested by Letter or Postal Card, Catalogues will be sent by first mail. Address the President.

**PROGRESS.**

Over seven hundred students were enrolled during the past year. The attendance is probably larger than at any other collegiate institution west of the Mississippi. But it is in the character and standing of our students that the progress has been most marked. It is safe to say that a better class of students can nowhere be found. Most are dependent on their own exertions. All are workers. The standard of admission and graduation is much higher than heretofore.

Announcements for 1874-5.

Eighth Year opens	-	-	-	-	-	September 1st, 1874.
Annual Examinations,	-	-	-	-	-	June 14th, 15th and 16th.
Commencement,	-	-	-	-	-	June 17th.
First Vacation,	-	-	-	-	-	From Dec. 24th to Jan. 3d.
Second Vacation,	-	-	-	-	-	From April 1st to April 13th.

**NEW BOARD OF REGENTS.**

By order of the Board, reports of the standing of students in their respective classes, will be sent to parents and guardians at the close of each term.

The Board will increase the libraries and apparatus as rapidly as means can be secured for this purpose. An able and accomplished lady will be secured as Preceptress before the opening of the next session.







N O R M A L

American Journal of Education.

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For FRIENDS OF EDUCATION.

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All Communications should be addressed to the Editor,

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