HISTORY OF THE
ACADEMY IN MISSOURI

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CONTENTS.

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M A P S.

Explanation of abbreviations.

Non-Sect	means	Non Sectarian.
R.C.	means	Roman Catholic.
Presb.	means	Presbyterian.
Meth.	means	Methodist.
M.E.	means	Methodist Episcopal.
M.E.S.	means	Methodist Episcopal South.
Bapt.	means	Baptist.
Cong.	means	Congregational.
Luth.	means	Lutheran
Prep.	means	Preparatory or Secondary School.
Co-Ed.	means	Co-educational.
Christ.ch.	means	Christian Church.

INTRODUCTION.

Origin of the Academy.

The derivation of the word Academy is not known. Originally the Academy was a sacred precinct or park at Athens, said to have belonged to the hero Academus; afterwards it became a pleasure ground or garden for the pleasure-loving Atheneans - a suburb about a mile northwest of Athens. Later a gymnasium was built in the garden, still later the spot was made a public park, being planted with many kinds of trees, adorned with statues, watered by the Cephissus river, and laid out in walks and lawns. It finally came into the hands of Cimon, the son of Miltiades, who at his death bequeathed it as a public pleasure-ground to his fellow-citizens. It was here Plato conversed with his pupils and held his first formal lectures in philosophy.[1] Later he purchased a piece of land in the neighborhood and erected a temple, including a lecture-hall, to the muses. He soon transferred his school to the new hall and here he taught for nearly fifty years, making the name Academy famous; though this popularity was at first due to the proximity of the academy to the pleasure-grounds of that name.

There is an ancient and a modern meaning of the word academy. Anciently there were two public academies: one at Rome which taught the sciences, the other at Berythus, in Phoenicia, which taught law. But the use of the term was rather vague, for instance Cicero used it to designate the name of his country home.[2] The modern

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1. Encyclopeadia Britannica, p.68.
2. Ibid. pp. 68-69.

use of the word has two or even three divisions.

In the sense of a body of learned men it has come to be applied to various associations of scholars, artists, literary men and scientists organized for the promotion of general or special intellectual or artistic interests; as the Royal Academy of Arts of London, the Royal Academy of Medicine of France, the Academy of Arts and Sciences of the United States. The first institution of this kind was that foundad at Alexandria by Ptolemy Sorter, which he named the Museum. The next mentioned was that founded by Charlemagne at the request of Alcium. In the next century Alfred founded an academy at Oxford, which was afterward changed to the University of Oxford. The academy known as the Floral Games, founded about 1325 by Clemeus Isaurus for the purpose of distributing flowers of gold and silver as prizes, was perhaps the earliest of the literary academies. It exists to-day and by some is styled the mother of the modern European academy[1]. But at best the term was loosely used at that time.

The Renaissance was preeminently the era of the academy. If it may be said the Italians gave to us a new literature; then it may as truly be said Italy gave to us the first and by far the greatest number of academies. Foremost among these is the Platonic Academy, founded at Florence by Cosmo de Medici for the study of the works of Plato. Works of Dante and other Italian authors were afterwards added. There was no teaching connected with the academies at this time, and they were always endowed by royal authority. There were composed in investigators

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1. Encyclopaedia Britannica, 69.

and encouraged literature, learning, and art by research and publication. The Smithsonian Institute at Washington, District of Columbia, is the nearest the United States approaches this meaning of the academy.[1] By the fifteenth century, the academy in Italy meant an association of learned men, and this meaning still marks the use of the term. This term is also used in a miscellaneous way, for instance, it is used to indicate a place where special accomplishments are taught, such as riding, dancing, or fencing academies. In a more restricted sense it is used to designate a place where a person is given preparation for a practical profession, as the United States Military Academy at West Point. England uses the word in the same sense. In the United States and France the name academy is sometimes applied to a building devoted to some particular art, especially music, for this reason an opera house is often spoken of as an academy, so, too, is the theater. In France the entire educational staff of a large territorial area, or merely a division of it, may be styled an academy.

In England the term was used to designate those institutions of secondary rank established by the dissenting religious bodies, during the latter part of the seventeenth century and all of the eighteenth century, to provide for the education of their boys and more especially of those who were to become ministers; since they could not secure this education in the existing public schools,[2] because of religious belief. This academy spirit was strongest during the eighteenth century.

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1. American Encyclopaedia, article under Academy, has no page number.
2. The Making of Our Middle Schools; E.E. Brown, 161-162.

The first comprehensive scheme to satisfy the desire for an academy was contained in Milton's letter to Hartlib in 1643. His Tractate of Education was for pupils from twelve to twenty-one years of age. Milton planned his course of study for the academy[1], which was to be both school and university. The elementary subjects were not taught in this academy, neither was professional training provided. It dealt exclusively with those general subjects which lead to a "Master of Arts".[2]

The schools the dissenting clergymen founded had but little resemblance to Milton's plan for an Academy, though it is very likely they got the idea for their schools from his curriculum. The history of these schools goes back to the Protectorate. It was Oliver Cromwell's plan to establish a college or university, to be supported by funds from the episcopal see of Durham. The downfall of the Protectorate caused the overthrow of his plans, and the president of this university established himself at Rothmills in 1665. This may be regarded as the first academy set up by the dissenters. Others were quick to follow this example, the reason for this was the dissenting ministers had been driven from their pulpits, and teaching was perhaps the only occupation left open to them. Another reason was their children were not permitted to attend the Public Schools, and as they had to depend upon their boys for the future ministers, these boys must be educated. Despite the fact that these schools met much opposition they rapidly increased and did no small service to mankind. There were some thirty of these schools opened in England before the American Revolution. One of the best known of these early academies

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1. For Milton's curriculum see appendix A.
2. The Making of Our Middle Schools; E.E. Brown, 157.

was that conducted by the Rev. Charles Morton at Newington Green. Equally noted was the one at Gloucester in which the course of study was some four years in length. Of all the academies of the eighteenth century perhaps the most noted was the one founded in 1729 at Northampton by Philip Doddridge, and presided over by him for nearly a quarter of a century. This academy at the beginning admitted pupils who had but little preparatory work in either Latin or Greek. Later on it was less inclined to such leniency.

John Locke and Sir Isaac Newton, because of their broad toleration, although deeply religious, gave the real intellectual stimulus to the academic movement of the eighteenth century. In some instances the original masterpieces were freely studied in the academies, but more often their thoughts reached the schools through the writings of such men as Watts and other popularizers. It may be said of these academies, that while they endeavored to keep alive the tradition of scholarship among the dissenting bodies, they represented, in more ways than one, a revolt against tradition.[1] Not only did they give instruction in the studies commonly found in the English universities; but they reached out after new learning in the many forms in which it was then opening up, either in or out of the universities. This brought down severe criticism upon them. Much of their knowledge was superficial. Their instructors were eager for the different forms of knowledge when the institution was not equipped with

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1. The Making of Our Middle Schools; E. E. Brown, 173.

the necessary appliances for carrying out any one line of investigation; also the schools in general were in need of libraries. Then, too, they did not have that scholastic air which distinguished the older seats of learning. The students often came to the school unprepared to enter the work, and from homes where there was no trace of culture; too often they found in these academies the narrowest kind of instruction in the classics, and especially in the ecclesiastical teachings of the dissenters. The course was intended to extend over a period of five years; but because of poverty many students were hurried through in three years. Many young men obtained their expenses from scholarships provided by benovelent persons. These students after graduating were given a pastorate in some neighboring town in order to make room for a successor in their fellowship.

In England, then, the term academy had come to mean an institution of learning, intermediate in grade between a college or university on the one hand, and a common or elementary school on the other hand. This movement was largely carried on by the dissenting ministers. It was they and their cause that gave the impetus for establishing academies throughout England. And when these dissenters came to America they brought this idea of secondary education with them.

CHAPTER I.

EARLY AMERICAN ACADEMIES.

No distinct line can be drawn between the grammer schools of New England and the earlier academies in the colonies, because the grammer schools extended up into the academies and the academies reached back into the grammar schools. It is for this reason that the grammer schools of New England have been styled the connecting link between the non-conformist's academies in England and such academies as Andover and Exeter in America. One reason why the academies flourished in New England was the influence of legislation which is shown by the fact that as early as 1647 the colony of Massachusetts enacted a law requiring every town containing one hundred families to maintain a secondary school. This law was rather imperfectly obeyed; but its effect was to introduce into Massachusetts and New England a small number of classical schools and to prepare the way for the regularly endowed academy.[1] The best example of these endowed academies were the Hopkin's Academy at Hadley, the Philip's Academy at Exeter, New Hampshire, and the Amherst Academy in Massachusetts.

After the colonies had become permanently established, the earlier academy type became clearly marked. The movement from that time on had its center in New England. The leaders as well as models were the two Philips academies at Andover and Exeter.

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1. Massachusetts School Ordinance of 1647; Appendix B. 585. Also American Journal of Education: Henry Barnard, Vol. XXVI, 201. Ibid Vol. XXVII, 61.

There is nothing definite as to where these academies got their ideas. It seems as likely that they were influenced by the knowledge of the academies of Old England as that they followed the lead of the Pennsylvania institution, and it is just possible that they were acquainted with and were influenced by a knowledge of both groups. However that may be, the American academies were different from those across the sea, first, in some of the American academies, notably those in Pennsylvania, religion had little if any influence. Second, the American academy was broader in that it was continually extending its course of study.

The reason why the secondary school movement went to Massachusetts rather than to Virginia must be sought in the people themselves. The social condition was largely responsible for this movement. The spirit of the Virginia authorities "I thank God there are no free schools nor printing presses in Virginia" shows what might be expected from that colony in the way of secondary education. One reason why this movement went to Massachusetts instead of Virginia may be found in the form of settlement. There were no large towns in Virginia which were essential to this movement. It was more a land of large farms. The reverse of this was true of Massachusetts. Another reason was, in the eighteenth century social distinctions in Virginia were clearly marked. This meant private instruction in the more aristocratic families and no secondary education at all for the middle class. The influence of the dissenting ministers did not reach Virginia; hence this colony had no early academies, in fact all secondary education was carried on by private tutors.

The political situation in Virginia was different from that in Massachusetts, in the former the cavalier spirit was more in sympathy with the royal governor and readily accepted the laws regulating educational and religious ideas. Again, this movement in Massachusetts was a religious and a class movement, a class movement in that the ministers and educated people were held in high esteem by the common people; while in Virginia it was more on the order of a landed class, - the spirit of aristocracy against the puritan spirit. Yet it must be admitted that colonial society was not yet democratic in New England; for it presented many well-marked social distinctions which were carried over into the schools, the name of the pupil appearing in the yearly catalog according to the rank of the parents. In the eighteenth century wealth was a prominent factor in determining the family rank.

Although secondary education in New England developed early, the earliest academy movement in this country, prior to the Revolution, belongs to the Middle colonies, of which Pennsylvania is the type. It was an experiment in which the real character of the American institution was to be determined. This growth was essentially non-religious, in this respect it was different from the academies of Massachusetts. It was based as much upon economic as upon social ideas, for example, Franklin proposed teaching those things in the Pennsylvania academy which were useful and introduced athletics because it led to vigorous manhood. On the social side he said "Education is the surest foundation of happiness both of the individual and

of the commonwealth."[1]

The growth of secondary education in Pennsylvania was rapid from the beginning of the movement, one reason for this was because of the changes,- social, economic, and religious, which had been preparing the way for half a century. The best example of secondary education in Pennsylvania at this time was the academy; this became popular because of its democratic spirit which appealed to the common people. Then,too, the academy had moved away from the religious movement which so largely dominated it in New England. Still another reason for this movement was the increase of sectarianism in America. Because of toleration in Pennsylvania there was no established church, and a vital question was; how should education be promoted in a society split in every direction with religious diversity? The significant fact was that there were in that society men who appreciated the value and need of education. There was a growing number of good citizens who, however they might differ on religious questions, agreed in their desire for learning, and it was this desire for learning which caused them to work together on boards of trustees of these new institutions. This co-operative scheme worked admirably. The history of the Philadelphia academy will give some idea of the general course of this movement.[2] Benjamin Franklin sketched a plan for this academy in 1743.[3] But owing to the surrounding circumstances

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1. The Making of Our Middle Schools; E.E. Brown, 180.
2. Ibid. 179.
3. Ibid. 179.

the school was not started until 1749. In his Proposals relating to the education of youth in Pennsylvania he suggested that "Some gentlemen of leisure and public spirit should secure a charter authorizing them to erect an academy."[1] His proposition easily appealed to the people because many of them were graduates of some seminary of learning in England.[2] The fundamental principle in the course of study as outlined by Franklin was that "They should learn the things which are most likely to be useful and ornamental."[3] The aim of the academy as set forth in Franklin's Proposals was to cultivate "That benignity of mind which ..... is the foundation of what is called good breeding, and impresses on the mind the idea of true merit, which is, an inclination joined with an ability, to serve mankind, one's country, friends, and family."[4] Franklin had to make some concessions in his course of study to men of wealth and learning in order to secure their influence for his academy; hence Latin, Greek, German, French, and Spanish were offered.

The ends which the academy were intended to serve as set forth by the trustees in their petition for aid from the city is given below. "That the youth of Pennsylvania may have an opportunity of receiving a good education at home, and be under no necessity of going abroad for it, thereby lessening the expense and improving the morals of the youth. That a number of the young men would thereby be able to take charge of the public

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1. American Journal of Education; Henry Barnard, Vol.XXVII,441.
2. For Franklin's course of study see Appendix B.
3. Franklin's Works; Albert Henry Smyth, Vol.II,386-396 also American Journal of Education;Vol.XXVII. Henry Barnard, 441, also, The Making of Our Middle Schools; E.E.Brown, 180.
4. Franklin's Works; Albert Henry Smyth,Vol.II,386-396.

offices as they become vacant. Many such persons are wanted in the different counties of the province. This is all the more necessary now to be provided for by the English here as vast numbers of foreigners are yearly imported among us, totally ignorant of our laws, customs and language. A number of the poorer sort will be hereby qualified to act as school masters in the country, to teach children reading, writing, arithmetic, and the grammar of their mother tongue, and being of good morals may be recommended by the academy to country schools for that purpose. At present the country is forced to employ vicious imported servants, or concealed papists, who in either case corrupt the morals and principles of the children. A good academy in Philadelphia, where it is healthy, provisions plenty, and centrally situated, may draw a number of students from the neighboring provinces, who must spend considerable sums with our merchants."[1] About 1754 this Philadelphia academy was incorporated as the College, Academy, and Charitable School of Philadelphia with the power to grant degrees.

While it is true that no two academies of the middle colonies were exactly alike, and this may be said of the academies of any section of the country, yet in the essential features they were quite similar, and the above academy may be cited as a good example of the academies in general of that section of the country. While this academy is no evidence of the number established in Pennsylvania during this period, yet by the middle of the nineteenth century, Pennsylvania had, by legal acts, established sixty-four

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1. The Making of our Middle Schools, E.E. Brown, 185.

academies besides nine colleges, one university, and thirty-seven female seminaries, incurring an annual expense of some $48,000. From New England the academy movement traveled westward through the Ohio valley to the states of Ohio, Indiana, Illinois, and finally to Missouri. There were many difficulties in the way of establishing the academies in the newer part of what is now known as the central west. A few of these difficulties are mentioned, the poverty of the people, the diversity of elements of population, constant fear of attack from the Indians, lack of sufficient social development, the isolation of the population, and lack of good roads. This movement went westward as soon as social conditions warranted it, and the same influences which produced the academy in the early American colonies produced them in the west.

There were never many academies in the state of Ohio, one reason for this was the fact that the state took on the higher forms of education, as the colleges and universities. Mr. Edwards says "Up to 1833 there were no important academies reported from the state of Ohio."[1] From 1833 to 1867 there have been only seven academies reported incorporated in this state.[2] The movement for secondary education began in Indiana in 1816 when provisions were made for a general system of Education extending from township schools to the State University. Two years later the governor was authorized to appoint a "seminary trustee" for each county. In 1820 a "state seminary" was chartered at Bloomington

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1. American Quarterly Register; May 1833. Vol.V. 273-333.
2. United States Bureau of Education, Circular of Information,1891. Subject,History of Higher Education in Ohio. 1 - 258.

which afterwards became the state university of Indiana. Twenty-four county seminaries were incorporated between 1825 and 1843.[1] At the same time these schools were building up various towns and cities and religious denominations were securing charters for other academies. By 1850 there were thirty-seven of such institutions incorporated in the state. While these seminaries were being established in Indiana, Illinois was establishing its secondary schools. This it began to do immediately upon the admission as a state. From 1819 to 1827 there were four academies established. Before 1840 thirty additional academies had been incorporated, including five schools for girls. While the legislature was always ready to help the academies it seemed fearful of colleges. It was the dread of ecclesiastical influence which caused this reluctance to grant charters to the colleges.[2]

The existence of the academy in America was a necessity, because of the very fact that the mother country had set the example. Many of the non-conformists themselves came to America and of course they brought the academy movement with them. The

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1. Dr. Woodburn, in his Higher Education in Indiana, pp.46-47 says of these academies, "They disappeared after the passage of the first school law under the new Constitution,-1846. The high schools taking their places. In their day they served an excellent, if not indispensable, purpose. They raised the educational standard of the state; they educated teachers and brought the advantages of education within reach of the majority of the people, and made possible the high school movement. They left their impress upon the educational forces of the state. They were the only form of education the people had for a quarter of a century."
2. The proposed charter for the Illinois college was defeated on the assumption that the Presbyterians were "trying to gain undue influence in the politics of the day, and were proposing to control the government of the State in the interest of Presbyterianism." J. M. Sturtevant, An Autobiography, p.178.

Academy being of a private nature filled the needs of the people better than any other school of that time could have done. It was more elastic and could meet the needs and wishes of the individual pupil. The increase of population ever a dominant factor in a sparsely settled community, the enlargement of the facilities for intercourse and of means of good living made educational opportunities possible which were denied a scattered and indigent people. Business men began to require experienced or skilled workmen, people who could do things well, those who, to some extent, had specialized in some particular subject, as book-keepers, or school teachers.[1] Finally there came a demand, more or less urgent, for teachers who had received some sort of professional, or at least academic training. The academy undertook to supply these, hence it preceded the Normal School by several years.

In the United States the term academy was first used to designate the institution established at Philadelphia in 1740 under the direction of Benjamin Franklin. This academy was chartered in 1753 and twenty-six years later became the University of Pennsylvania. The best type of American academies were those academies founded during the Revolutionary period at Exeter, New Hampshire and at Andover, Massachusetts, in general these academies were under the control of some religious denomination and did not look to the state for financial support.

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1. The Making of Our Middle Schools; E.E. Brown, 186.

From its earliest beginning the academy in the United States has been looked upon as a preparatory school for the college, indeed that was one of its highest recommendations for its introduction. In proof thereof it may be said since the model academies, Andover and Exeter, practically took the place of the old Latin Grammar Schools; whose popularity and serviceability had begun to decline because of the economic and political changes of the eighteenth century, and also since the old Latin Grammar Schools were largely preparatory schools their place must be given to the academies and the latter be defined as preparatory schools for the college or the university, extending back to the elementary schools. This is now clear because the high school of to-day is largely superseding these academies and those which still survive owe it to the fact that they have changed to college preparatory schools. Going back to the definition of the academy then, it may be said it is from the third division of the modern idea that the definition of an academy for America is taken. Definitely stated then, an academy in America means, and has always meant, an institution of learning between the elementary school on the one hand and the college or university on the other hand; having an endowment, either state or private, and used as a preparatory school for higher education or learning. It is in this sense that the term is used in the History of the Academy in Missouri.

CHAPTER II.

THE CHARTERED ACADEMIES.

There was no secondary education in Missouri until the Americans came to this section of the country. The demand for this education here was the same as in the other western states. The social condition played as important a part in the development of the academy in its early history in this state as it did in any state throughout the west. The people had the same social standing; the rich and the poor alike attended the same social gatherings.[2] They had the common interest of making a living for themselves and of leaving an inheritance to their children. Life was of the simplest kind; there were not many luxuries and not many were wanted. Life was intensely democratic and this democracy exhibited itself educationally in the form of academies. This was true because the time was not ripe for our present public school system. At the beginning of the academies they were opened to all alike much more so than at a later period. It must be remembered that the earlier academies were for boys only.

There were two types of academies,- chartered and unchartered.[1] This chapter deals with the chartered academies.

There was no regular law for the establishment and maintenance of academies in Missouri, each incorporating act provided for that academy which it established. It was an individual charter and the academy established was of a private nature. It is true the earlier academies were free to the children of the

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1. For list of academies from State Superintendents' Reports see Appendix C.
2. Views of Louisiana; H. M. Brackenridge, 135.

poorer families, and in some instances of the later academies the teachers were paid out of the township funds; but on the whole they were private institutions and after being chartered by the state were left to provide for themselves. Only in exceptional cases did the state endow the academy; and then it was but a partial endowment.

The first academy chartered[1] by the legislature was that of St. Genevieve in the St. Genevieve district,[2] under the Act of June 21, 1808. From that time up to 1830, there were eight other academies chartered. Four of these, Jackson,[3] Potosi,[4] St.Charles,[5] and St. Mary,[6] were in the centers of settlement during the Spanish period, that is, before the purchase of this territory by the United States. Three of the other four were in the Boone's Lick country, and were compact settlements of Americans founded during the territorial period. These were Boonville,[7] Fayette,[8] and Franklin.[9] The other academy, Louisiana,[10] was in the Salt river district. Thus these nine early academies were in the older centers of settlement.[11]

One would expect to find the academy in St.Genevieve, perhaps because some of the French settlers of Gallipolis, who settled in St.Genevieve may have retained the tradition of the old French academies. Another reason was that the Americans

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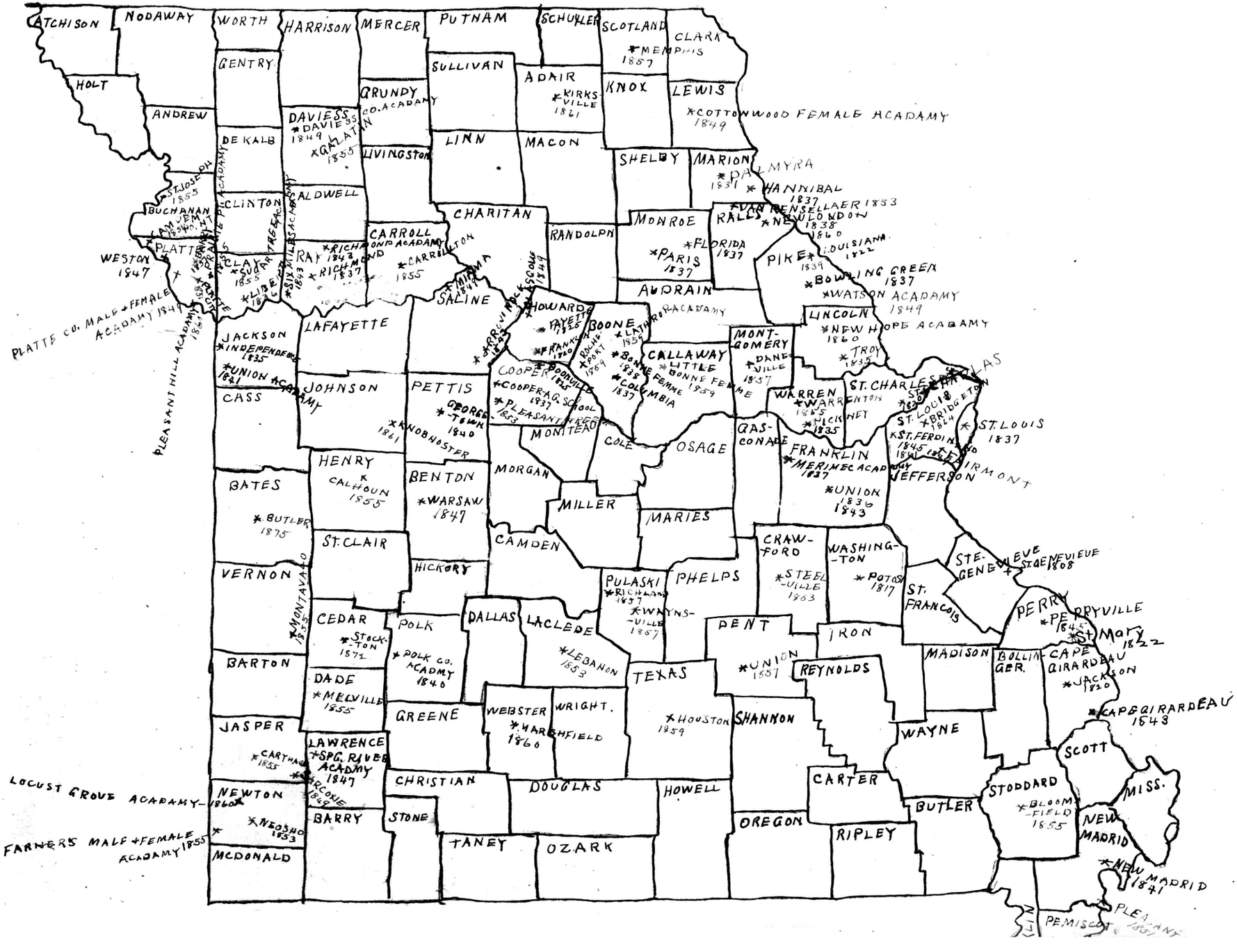
1. For the full list of chartered academies see Appendix D.
2. Laws of Missouri; Vol. I, 1825. 81-83.
3. Ibid. Vol. I, 1825. 71-73.
4. Ibid. Vol. I, 1825. 78-81.
5. Ibid. Vol. I, 1825. 73-76.
6. Ibid. Vol. I, 1825. 77- 78.
7. Ibid. Vol. I, 1825. 83-85.
8. Ibid. Vol. I, 1825. 86-88.
9. Ibid. Vol. I. 1825. 73-76.
10 Ibid. Vol. I, 1825. 76-77.
11 For map of these academies see opposite page 66.



Map showing the location of the chartered academies.

who settled in St. Genevieve were from North Carolina and Kentucky, where the academy had already made its appearance, especially in Kentucky. These people were shrewd and intelligent and far from illiteracy. The smallest settlement had its school wherein was taught reading, writing and arithmetic.[1] In 1810 the population of St. Genevieve was 1400,[2] which was the same as that of St.Louis. St. Genevieve owed much of its importance to the fact that it was a shipping point for all the lead of the surrounding mines. The lead produced by these mines was 1,525,000 pounds annually.[3] In general the St. Genieve district was not suited to agriculture because much of it was high and broken and the soil consisted of yellow clay.[4] Before 1811 there had been a "handsome edifice of limestone erected,"[5] This was situated on the hill overlooking the city and was the academy building. Back from the river, but close to the town the land could be tilled and there were many good farms, in fact agriculture was more extensively carried on in St.Genevieve than in any other of the villages.[6] All this combined to make St. Genevieve a thriving village and a suitable place for an academy.

It was as natural to expect secondary schools in St.Louis as in St.Genevieve and while the first chartered academy was located in St.Genevieve St.Louis had a French and English school probably as early as 1806 or 1807.[7] St.Louis had no chartered

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1. Views of Louisiana; H. M. Brackenridge. 117
2. Ibid. 125.
3. Ibid. 154.
4. Ibid 124-128.
5. Ibid. 127.
6. Ibid. 127.
7. Ibid. 120-124.

academies because it was satisfied with the unchartered ones which had been established as follows:- May 9, 1812, Madam Pescay opened a Young Ladies' Academy on Second Street. December 27, 1817, John M. Peck and James E. Welch, Baptist missionaries, opened an academy near the post office. September 8, 1818, Mrs. Perdreauville opened her Young Ladies Academy, and January 26, 1820, Miss P. Lafavre opened her Young Ladies' French and English Academy on Main St.[1]

The Potosi Academy was chartered January 16, 1817,[2] in Potosi. At first this place was called Mine á Breton in honor of the man, Francois Breton, who first discovered lead at that place. Moses Austin in 1797 said "Without doubt, Mine á Breton is richer than any in the known world"[3] From this time on a continuous settlement existed here. The most noted person connected with Mine á Breton at this time, 1798 to 1805 or 1806, was Moses Austin. He received a grant of land one league square from the Intendant of Louisiana with the understanding that he introduce certain mining improvements and manufacture some of the lead for commercial purposes.[4] He seemed to have fulfilled his promise, for by 1800 he had a force of forty to fifty men constantly employed.[5] The village soon after this date assumed a permanent character. In 1807 Mine á Breton had about forty houses and the Old Mines, located some seven miles from Mine á Breton, was composed of about fifteen cabins.[6] When Washington County was organized in 1812[7] from the

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1. Views of Louisiana; H. M. Brackenridge, 120-124.

2. Laws of Missouri; Vol. I. 1825. 78-81.
3. History of Missouri; Louis Houck, Vol.I. 367.
4. Ibid. Vol. I. 370.
5. American State Papers; 2 Public Lands, 515 and 685.
6. Ibid. Vol. III. 182.
7. Ibid. Vol. III. 182.

St.Genevieve district, and the county seat was located opposite and just across the Breton creek from Mine à Breton and the name was changed to Potosi, its present name, by Moses Austin.[1] The mines were scattered over a tract of territory about sixty miles in length by twenty-five miles in breadth.[2] Mine à Breton was the center of the settlement and situated on a branch of Big River.[3] The mines extended around in all directions. There were twelve important mines in the territory[4], which drew many families to this section of the country; but perhaps what attracted them most was the rich red soil which was so well suited to farming. This was almost exclusively an American settlement.

Jackson Academy, in Cape Girardeau district, was chartered November 24,1820. This district was settled almost altogether by Americans; there were but four land grants issued to the French.[5] It had excellent farming land and contained some of the best settlements in the Louisiana territory.[6]

Fayette and Franklin academies, chartered respectively February 12,1825, and November 16,1820, were in the present Howard County. The land around Franklin was tillable, and in connection with that, Franklin was the seat of wealth and culture for all of the "Boone's Lick Country". Indeed, for many years Franklin was the most important and flourishing town in the state west of St.Louis.[7] Boonville Academy, chartered January 15,1825,

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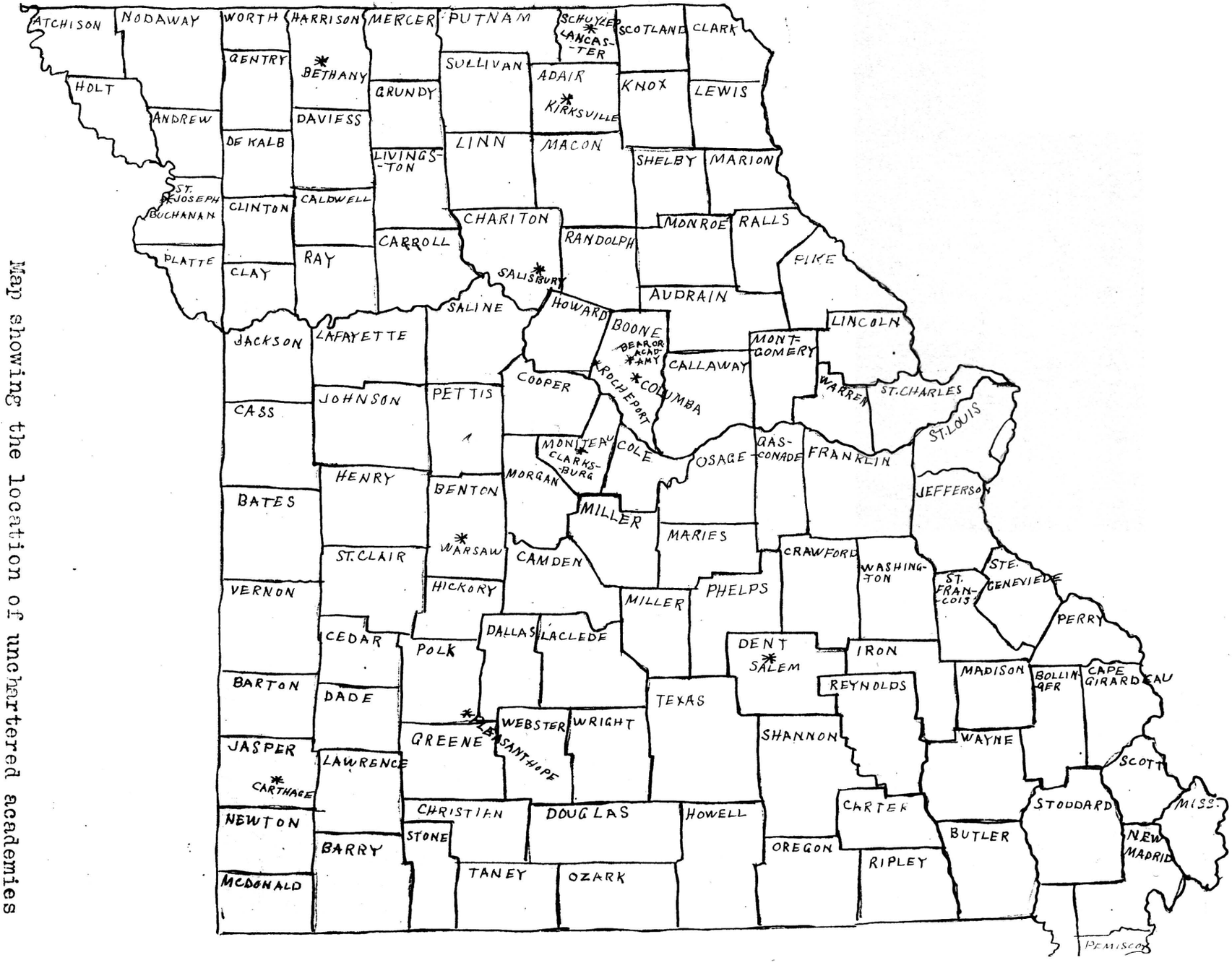
1.History of Missouri; Louis Houck,Vol.III.183.
2.Views of Louisiana; H. M. Brackenridge, 149.
3. Ibid. 151.
4. Ibid. 154.
5. History of Missouri; Louis Houck, 182.
6. Views of Louisiana; H. M. Brackenridge, 114 and 131.
7. History of Missouri; William F. Stiwzler, 192-193.



Map showing the location of unchartered academies in the counties.

was established for much the same reason as the others. Boonville was affected by and grew out of the Boone's Lick movement which included much of the present counties of Boone, Howard, Chariton, Carroll, and Cooper. Then, too, this section was rapidly filling with settlers. One thing which led to this settlement was the Boone's Lick trail which began at St.Louis and reached as far west as the present town of Franklin in Howard county. The academies of Louisiana, Boonville, Fayette and St. Mary's were established after the present county system was founded. Howard county containing Franklin and Fayette academies was founded 1816; Pike county containing Louisiana academy was founded 1818; Cooper county containing Boonville academy was founded 1818; and Perry county containing St. Mary's Academy was founded 1820. The academies of St.Charles and Louisiana chartered respectively, November 16, 1820 and January 12, 1822, were in the St.Charles district.

It is noticeable that at this period, from 1808 to 1830, no academies were chartered in the New Madrid district. It had fine land and was considered healthy, but was thinly inhabited and had but little business. Then, too, it soon suffered from the earthquake of 1811 and 1813.[1]

St. Genevieve Academy was the only academy that was established by the legislature before the counties came into legal existence.

It will be seen that the academy movement followed the early settlements and these settlements followed the river courses, especially the Mississippi and Missouri rivers. Another notice-

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1. Views of Louisiana; H. M. Brackenridge. 129-130.

able fact is that this academy movement was largely American. In comparison with the French people they were more energetic and were quick to take advantage of a situation, especially where the future of their children was concerned. When once started the movement spread rapidly. By 1822 it had reached as far west as the present Howard county. Thus it is evident that the academies were in the developed sections.

In each of these nine academies the charter provided for a board of trustees whose powers and duties were as follows:- The trustees were to hold two annual meetings.[1] The chairman of the board, at the request of two members could, by giving five days' notice, call a meeting of the board.[2] A majority of the members could transact all business concerning the academy, as building, repairing, making by-laws, filling vacancies in the board of trustees,[3] electing,paying,or dismissing instructors and teachers, and appointing committees from its own board. The chairman, treasurer, who was required to give bond, secretary, stewards, and managers were to be elected at a stated meeting of the board. The board had power to purchase, receive and hold, lands, goods and chattels of whatever kind, which were given to the academy. It could dispose of the same in such manner as to be to the best interest of the academy. The board was a corporate body and as such could sue and be sued, plead and be impleaded. To become a candidate for the office of trustee one must have paid a

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1. Potosi had monthly meetings of its board of trustees. Laws of Missouri; Vol. I, 1825. 78-81.
2. In St.Genevieve it required the request of three members of the board, and ten days' notice had to be given. Laws of Missouri; Vol. I. 1825. 81-83.
3. Vacancies in the Jackson Academy were filled by the circuit or county court. Laws of Missouri; Vol.I. 1825. 71-73.

subscription to that particular academy. This subscription ranged from five to ten dollars.[1] Before entering upon their duties, the members of the board were required to take the oath of office. The board was elected by the stockholders.[2] It was the duty of the trustees, when the funds would admit it, to permit the attendance of the children of the poor, and the Indian children free of charge, provided they were able to do the work required in the academy.[3]

In these early academies provision was made for the education of women, but as a general thing nothing ever came of it.

In regard to the course of study, those academies which had any published catalogs had two branches, a senior branch and a junior branch. The senior branch included the English language, and other languages,[4] especially the French language,[5] and the sciences. The junior branch included the first principles of literature, reading, writing, and arithmetic to the rule of three.

Religious convictions were in no case to work to the disadvantage of a member of the board of trustees, a teacher, or a pupil.[6]

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1. In St. Genevieve this qualification was repealed February 17,1853. Laws of Missouri; 1853, 274-275.
2. In St.Genevieve a person had to have subscribed and paid two dollars to the academy. Laws of Missouri; Vol.I. 1825, 81-83. In Potosi he must have subscribed and paid five dollars to the academy, and he had to be twenty years old or older, a white male inhabitant and live in the county one year before the election. Laws of Missouri; Vol. I, 1825. 78-81.
3. It was the duty of the St.Charles Academy to report to the legislature once a year if required. Law of Missouri; Vol.I. 1825, 73-76.
4. In the St.Ferdinand Academy the English, French, and German languages were required to be taught, unless otherwise ordered by a majority of the inhabitants. Laws of Missouri; 1845, 176.
5. In some of the academies, notably St. Genevieve, the teaching of the French language was discarded. Laws of Missouri;1825,Vol. 81-83; also Territorial Laws of Missouri; 1804-1824, 190.
6. Laws of Missouri; Vol.I, 1825, 71-78.

The academy movement may be divided into several chronological periods as follows:-

First, from 1806 to 1830

Second, from 1831 to 1841

Third, from 1842 to 1861

Fourth, from 1862 to 1865

Fifth, from 1865 to 1875.

One thing which caused the academy movement to spread over the state was the fact that society was ready for it, the best proof of which is the organization of the county. This does not mean that as soon as a county was organized an academy was chartered, but that it was the beginning of a settlement where an academy might be expected. From 1812 to 1830 inclusive there were thirty-three counties organized including the five original districts founded October 1, 1812. These counties almost exclusively followed the river, either the Mississippi or the Missouri, the greatest number was on the Missouri, both north and south of it. They extended as far west as the present western boundary of the state, and as far north on the Mississippi as the present northern boundary of the state, the most northern county organized being Clark county. From 1831 to 1841 inclusive there were forty-five counties organized. This is to be expected when it is remembered that this is the time of the great influx of settlers to Missouri. The result of this was an increase in the number of academies. During the same period of time, 1831 to 1841, there were twenty-four academies chartered, as compared with the previous period it shows an increase both in the number of counties organized and the academies

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p. 27

chartered. The showing in the academies is even more marked than in the counties; in the second period there were nearly three times as many academies as in the first period. Following the panic of 1837, which was felt in the west even more than in the east, there was a falling off in the academy movement, hence from 1842 to 1848 inclusive, a period of seven years, there were but ten academies established, a falling off of nearly a third. In regard to the counties, the same falling off is noticeable, during the same number of years, there were but nineteen counties organized, as against forty-five organized in the second period. By 1848 or 1849 Missouri began to recover from the effects of the panic and from 1849 to 1861, inclusive, the state established the greatest number of academies of any period,- sixty-three. But the same is not true with the organization of the counties, for during this same period there were but seventeen counties organized, even two less than the previous period. It may be this was true because the territory was limited and the limit was reached in 1861, the date of the organization of the last county, while the number of academies could be increased indefinitely. The year 1855 was the most prolific in the history of the academy, twenty being chartered in that year. During the years from 1862 to 1865 inclusive, the Civil War period, there were two academies chartered. In 1864 these were in the eastern part of the state, - Lincoln and St.Louis counties - in a relatively quiet section of the state during the war of that year. Those academies which were chartered in 1860 and 1861 evidently started the movement before the war.

In the next decade, from 1866 to 1875 inclusive, there was but one academy incorporated, - the Butler Academy, established 1875[1] in Butler, Bates county.[2] As to why it was located in the southwestern part of the state it may be said that this section of the country did not fill with settlers as soon as did the part of the state along the rivers, and, then, it was perhaps the only form of secondary education that appealed to the people of that section.

With a few exceptions these twenty-three academies, established between the years of 1831 and 1841 inclusive, were located in counties which followed the line of settlement, and the same reasons given for the location of the nine earlier academies may be given for these twenty-three, namely, they followed the rivers because of the richness of the soil. Six of these academies were located in the eastern part of the state on the Mississippi river from New Madrid to Marion county, just where the settlements were. Seventeen of these twenty-three academies were located on the Missouri river as follows: Nine were situated south of the river and seven north of it, and these extended westward to the present boundary of the state. These, too, followed the settlements which were in the rich lands along the river. Since there were nearly three times as many academies on the Missouri river as on the Mississippi river this proves

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1. Laws of Missouri; 1875. 358.
2. It is difficult to give a good reason for the act chartering this academy at this date. After 1865 special charters were forbidden by the legislature; the charter had to be issued by the Secretary of State as a certificate of corporation. This may mean that many academies have been established of which we have no account, and also that the movement did not disappear as rapidly as one might think.

conclusively that the movement was spreading over the state, especially westward. One academy of the twenty-three was located in the southwestern part of the state,- Polk county. Perhaps there is no satisfactory reason for the establishment of this academy at this time.

These academies occur exactly where we would expect them to be established, because, as pointed out elsewhere, the settlement was moving westward after the recovery from the panic. Below is given an alphabetical list of these twenty-three academies.

No.	Name of Academy	Name of Place	County	Date Academy was founded.
1	Bonne Femme		Boone	2/27/1836
2	Columbia	Columbia	Boone	2/ 3/1837
3	Cooper Agricultural		Cooper	2/ 6/1837
4	Florida		Monroe	2/ 6/1837
5	Georgetown	Georgetown	Pettis	11/30/1840
6	Hannibal	Hannibal	Marion	2/ 6/1837
7	Independence	Independence	Jackson	2/11/1835
8	Liberty	Liberty	Clay	12/22/1836
9	Louisiana	Louisiana	Pike	2/12/1839
10	Merrimack		Franklin	1/10/1837
11	Monroe	Paris	Monroe	1/ 3/1837
12	New London	New London	Ralls	12/31/1836
13	New Madrid	New Madrid	New Madrid	1/11/1841
14	Palmyra	Palmyra	Marion	1/18/1831
15	Pickney		Warren	2/17/1835
16	Pike	Bowling Green	Pike	1/31/1837
17	Polk		Polk	12/12/1840
18	Richmond	Richmond	Ray	12/10/1836
19	St.Louis German	St.Louis	St.Louis	2/ 6/1837
20	Troy	Troy	Lincoln	1/24/1835
21	Union	Union	Franklin	2/29/1836
22	Union		Jackson	1/ 2/1841
23	Western Academy	St.Louis	St.Louis	2/ 6/1837

The wide spread development of the idea of academies for secondary schools influenced the legislature to adopt the Geyer act. This act, which was in direct sympathy with Jefferson's

plan[1], called for a system of state aided schools. In response to this sympathy Missouri provided for an elaborate system of education. In 1839 an act was passed to create and support a state university and colleges. The bill was too elaborate to be practical. It created a central university with a system of colleges and academies to supply it with students. The curators of the university were to control these colleges and academies.[2] The plan failed for two reasons; first, it was too cumbersome; second, there were not enough funds to carry it out. One redeeming feature of this act was that it provided for the articulation of these colleges and academies with the university on the one hand and the elementary schools on the other. On February 24, 1843 that part of the Geyer act which provided for partial state aid to the colleges and academies was repealed.[3] This was, at that time, a loss to Missouri in that the state was retarded in the development of its secondary education.

While the laws governing the academies varied with the different institutions there was a general uniformity pervading them all. In general it might be said the laws that applied to the nine academies applied also to these twenty-three with the addition of some special features; for example, in every instance a voter for a trustee had to be a white male inhabitant twenty-one years old or older, and a resident of the county for one year preceding the election.[4] He was required to be a stockholder in

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1. For Jefferson's plan see Appendix B.
2. Higher Education in Missouri; Marshall Snow, 15.
3. Ibid. 16.
4. In the Merrimac academy the voters were house holders or land holders. February 13,1841 this was repealed and they were elected by the qualified voters. Laws of Missouri; 1841, 155.

the academy in amounts varying from one dollar in some academies to twenty-five dollars in others. In some instances he could vote by proxy, and in a few instances he had a vote for every share he held.[1] The board of trustees was not composed of any stated number, some boards were composed of seven members, one board had five members, and another had twenty members, the majority of them had a membership of nine. Before a person could become a trustee he had to be a stockholder in that particular academy, the shares ranging from five dollars in some academies to ten dollars in others, twenty-one years old or older, and a resident of the county one year before elected. The term of office ranged from one to four years, as a general thing the trustees were elected annually.[2] The powers of the trustees were rather extensive. They could fill all vacancies in their own body, appoint committees, the chairman, and treasurer, who must give bond. They could by law purchase, receive and hold land, goods and chattels of any kind. These goods and lands were not taxable when held in the interest of the academy, and could be disposed of at any time in the interest of the academy. As a corporate body it could sue and be sued, plead and be impleaded, loan the academy's funds, collect subscriptions by law if necessary, and grant diplomas and degrees. In fact the powers of the trustees at this time did not differ materially from those of the nine earlier academies.

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1. Laws of Missouri; 1857, 327.
2. In the Richland academy the trustees were also the school commissioners. Laws of Missouri, 1857, 266.

The trustees also had the power to admit women as students when they thought the funds would justify it. In a few instances the circuit court would fill vacancies.

These academies like the first one in Missouri were mainly for boys, but often girls were admitted on the condition that the funds would justify the expense, that is to say, the expense of more teachers, and more seating capacity. Later there were academies established especially for women, the earliest of these was that in Columbia, Boone County, established in 1837. The female academy spirit grew with the succeeding years until in 1855, the year in which the greatest number of academies was established, when the movement reached its height. This corresponds to the time when women were entering the teaching profession. People awoke to the fact that women could successfully teach. The result was an increase in the number of training schools for them, - the academy. In all the academies without exception, the orphans, and children of the poor and Indian children were received without charge.

The course of study was much like that of the first nine academies. There was the senior branch which included the English and French languages and other languages[1] and the sciences. The junior branch included the first principles of literature, reading, writing, and arithmetic to the rule of three. In some academies the course of study called for a good substantial English education.

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1. In the Bridgeton academy the course of study called for Latin and the higher branches in Mathematics, and the common branches. Laws of Missouri; 1864, 651.

Some of the chartered academies received public aid; for example, Jackson Academy was given eight lots by the General Assembly with the understanding that the academy was to be built on one of these lots.[1] Hannibal Academy was granted certain moneys if seven eighths of the taxable inhabitants of the congressional district in which Hannibal was situated, should petition the County Court of Marion county for the funds arising from the sale of the school lands in said township, this court would pay over the whole amount of said money to be used for the academy only.[2] The General Assembly passed a law March 21, 1868, giving the Merrimac Academy the sixteenth section of congressional township forty-one north, range one east, in Franklin county, under the general provision governing school land except that the section of land must be sold as a whole.[3] In the Richmond Academy it was the duty of the board of trustees to take the enumeration of all school children from six to twenty years old and send it to the state superintendent. From this list the state apportioned the school money due the academy. This money was to be used for the support of the academy and the common school which was nominally under the charge of the board of trustees for the academy.[4] The St.Ferdinand Academy was to receive two-thirds of the yearly revenue arising from the leases of the commons of St.Ferdinand, and on the interest of this money all children of the poor, under sixteen years of age, could attend the academy, also the children living on the commons were to be admitted free.[5] It was the duty of the

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1. Territorial Laws of Missouri; 1804-1824, 636.
2. Laws of Missouri; 1841, 153-155.
3. Laws of Missouri, Adjourned Session; 1868, 185.
4. Ibid. 1845. 283-284.
5. Ibid. 1845. 176.

county court of Cedar County to appropriate any sum of money in the county treasury of said county belonging to the school township in which Fremont was situated, for the building of a seminary of learning in the said town, or upon such land as may be selected by the trustees of said town for seminary land, provided a majority of the taxable inhabitants petition it.[1] The General Assembly empowered the county of Bates, state of Missouri, or any municipal township, or village, in the county of Bates to subscribe stock to the Butler Academy Association. The amount was not to exceed $25,000.00. A vote of two-thirds of the qualified voters at a general or special election was required to make it legal. The county court could issue county bonds running for ten years, not to exceed ten per cent interest per year, the interest and the principle to be paid by a tax levied by the county court, or if the court thought best it could levy a tax to pay the subscription without issuing bonds. The court was to turn over all money realized from the sale of said bonds, or collected by taxation to pay subscription. A municipal township or city or village within the county could subscribe to this academy on the same conditions as the county. On the petition of one hundred or more tax payers the county court specified the amount to be subscribed, and whether it was to be paid in bonds, or by direct taxation, and if by direct taxation, in one or two yearly installments, to order an election to be held at the regular voting places or precincts in each township in the county, to see if the qualified voters desired to subscribe such specific sums of

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1. Laws of Missouri; 1855, 155.

money to the said Butler Academy Association. The same conditions held for the townships as for the county, except it took only fifty qualified voters to petition the county court. Either the county, township, city, or village had the power to appoint an agent to cast the vote to which the county, township, city or village was entitled by virtue of any stock it held in the Association.[1] In the Carthage Female Academy the proceeds of the sale of forty acres of land in the southwest quarter of the southwest quarter of section number three, township twenty-eight, range thirty-one, of Jasper county was to be given to the academy.[2] The Caruthersville Academy had the proceeds of the sale of the land of congressional township eighteen north, range thirteen east, and all state, county, and township money.[3] The trustees of the town of Bridgeton, St.Louis county, were to pay over to the trustees of the Bridgeton Academy all moneys, rents, and profits coming into their hands from the leases of the commons of Bridgeton, and from interests on moneys belonging to said corporation and all other moneys and profits which might be due to the township or the commons for school purposes. The board of trustees was to use these moneys to pay the teachers and in the management of the academy.[4]

There were some academies which had special provisions or privileges, as for instance Potosi had the privilege of raising money for the academy by lottery.[5] The Camden Point academy had a visitor who was required to make semi-annual reports to the

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1. Laws of Missouri; 1875, 358.
2. Ibid. 1855, 428.
3. Ibid. 1861, 126.
4. Ibid. 1864, 651.
5. Territorial Laws of Missouri; 1804-1824, 518.

board of trustees.[1] The Union Independent Academy had a unique suffrage law, each stockholder, at five dollars a share, was allowed one vote for every share up to twenty-five dollars, the sixth vote required twenty-five dollars additional, the seventh vote required stock to the amount of fifty-dollars, the eighth vote required stock to the amount of one hundred dollars. No stockholder had more than eight votes in any one election. He could vote by proxy if he so desired.[2] The board of trustees of Bridgeton Academy were required to call a meeting of the inhabitants of the town and common of Bridgeton each year and report to them the condition and success of the academy, the number of teachers employed, the number of scholars and the number of females in attendance, the languages and the branches taught, the condition of finances, and such other information as might be necessary and expedient. There was to be one public examination each year.[3] In St. Ferdinand the academy building could never be used for a "meeting or prayer house."[4]

There is no data to show that the state required free tuition as a condition of state aid, though it is apparent that the state required the education of the poor to be free as a condition of these land grants.

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1. Laws of Missouri; 1851, 411.
2. Ibid. 1857, 327.
3. Ibid. 1864, 651.
4. Ibid. 1845, 176.

CHAPTER III.

The academies in this chapter are those which were founded in the different counties but never chartered.[1] The information about these academies is necessarily very fragmentary and incomplete. This information was taken mainly from the different county histories and they vary in the character of information. The first one founded was the Columbia College[2], located in Columbia, Boone County, which seems to have started as an academy, for on August 9, 1831 a meeting was held at the county court house to determine a plan for purchasing a site for a seminary in the town of Columbia, and for the purpose of devising some means to start the work by building an academy. However, it was chartered as the Columbia College in 1833 with Dr. Anthony F. Rollins as president of the board of trustees. It began work the first Monday in November, 1834 with Thomas Miller as superintendent. This college building and grounds were a part of the subscription to the University of Missouri and were formally delivered to it.[3] This building is still standing west and just opposite the Parker Memorial Hospital. In 1907 and 1908 it was used by the Teachers College as a Teachers' high school, but abandoned when they went into their present quarters. R.S. Thomann, A.M., a professor in the Columbia College, served as a professor in the University of Missouri until June 30, 1853 when he resigned to accept the presidency of William Jewell College

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1. For map showing these academies see opposite page 22.
2. For list of these county academies see Appendix F.
3. History of Boone County; William F. Switzler, 221-223.

The Columbia English and Classical Academy was established in 1832 by Lyman Guernsey A.M. It closed in a few years.[1]

The Stibbs' Academy of Rocheport, Boone county, was established some time in May 1842. At that time the course of study was geography, English grammar, botany, philosophy, music, piano lessons, drawing and painting in water colors, algebra, history and French.[2] Good board could be procured at $1.50 per week. Mr. J. T. Stibbs was principal and his wife, Mrs. Mary Stibbs, was his assistant.

The Newton Female Institute was established February 28, 1845 in Boone County. The first session began April 7, 1845. It was the desire of the school to instruct in physical, moral, and intellectual well being of the pupils. There were thirty pupils at the beginning. The school did not last long. It had four classes, first, Primary which included orthography, reading, writing, and arithmetic. Second, the Sophomore class. This included "primary, together with ancient and modern geography, history, English grammar, and philosophy of natural history".[3] The third or Junior class included physiology, algebra, geometry, natural philosophy, astronomy, and political grammar in connection with some of the former classes continued.[4] The Senior or fourth class included botany, geology, chemistry, logic, rhetoric, and intellectual and moral philosophy.[5] Lessons in vocal music were given free. The tuition for the session of

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1. History of Boone County; William F. Switzler, 220.
2. Columbia Patriot; Columbia, Mo., May 14, 1842.
3. Missouri Statesman; March 14, 1845.
4. Ibid.
5. Ibid.

twenty-two weeks was as follows:-[1] primary classes $8.00, Sophomore and Junior classes $9.00, and the Senior classes were $10.00. There was no extra charge for instruction in the French language or for piano music.[2] Good board was procurable at from $1.25 to $1.50 per week.

The Rocheport Male and Female Academy, located in Rocheport, Boone county, was established in 1845, with David A. Caldwell principal. "The aim of the school was to impart thorough instruction in all branches from orthography to the higher pursuits of mathematics, sciences, and languages.[2] Its idea was to give a practical and useful education. The number of pupils at its beginning was limited, but in its second year it had sixty who were divided into three sessions. Miss Mulholm had control of the female department. The three departments were as follows:- The primary department which included orthography, reading, writing, geography, arithmetic, and English grammar. The tuition was $6.00 per session. The Junior department included English grammar, geography, arithmetic, declamation, and composition. The tuition was $10.00 per session. The Senior department included rhetoric, logic, botany, chemistry, astronomy, natural philosophy, mental and moral science, history, algebra, geometry, trigonometry, surveying, Latin and Greek languages, declamation, and composition. The tuition was $12.50 per session. The tuition for the French language and drawing was $10.00 per session. The charges for the use of the piano were $10.00 per quarter. Good board could be procured at from $1.75 to $2.25

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1. Missouri Statesman; March 14, 1845.
2. Ibid. April 17, 1845.

per week, including washing, light, and fuel.[1] There is no data on this academy beyond the year 1845.

The Pleasant Hope Academy, located in Polk county, was built in 1849. Mr. A. E. Sawyer was the first principal with Rev. R. D. Smith as manager. The school closed in 1855.[2] The same year Mr. A. F. Shriner took charge of the principalship and the name was changed to the Pleasant Hope Normal Academy, with E. M. Cowan as president of the board of trustees.[3]

The Warsaw Male and Female Academy located in Warsaw, Benton county, was opened April 4, 1853 by Messrs. Longan and Shanklin.[4]

A Female Academy was opened in St.Joseph, Buchanan county, in 1855 by Professors Davis and Rogers in what was afterwards the Saunder's House at Third and Faraon Streets. Mr. Davis retired in 1858, and Mr. Rogers a year later.[5] Rev. A. V. C. Schenk conducted the school for a brief time and sold out to William Cameron of Lexington, Mo. who remained at its head until the building was converted into a hotel.[6]

Lancaster Academy in Schuyler county, was established March 12, 1859 with John M. Minor as president of the board of trustees. This academy was disbanded at the approach of hostilities, but resumed again after the war as a high school.[7]

The Bethany Collegiate Institute in Bethany, Harrison County, was established in 1860 with W. D. Stewart as principal.

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1. Missouri Statesman; April 17, 1846.
2. History of Polk County; 336.
3. Ibid. 336.
4. History of Benton County; 513.
5. History of Buchanan county; 117.
6. Ibid. 117.
7. History of Schuyler county; 741.

It was incorporated in 1864 and was in operation for several years afterwards. The course of study consisted of orthography, reading, writing, arithmetic, geography, grammar, the higher mathematics, Latin, Greek, and some modern languages.[1]

A Female Academy was opened in St.Joseph, Buchanan county, by Rev. Jas. H. Robinson, a minister of the Methodist Episcopal Church South, in September, 1865. It continued until January 1, 1869.[2]

A Female Academy was started by Dr.Charles Martin, in 1865, at Third and Antoine Streets in St.Joseph. He was at its head until 1893. It was under various managements after that and closed about 1896.[3]

Rev. F. S. Reeves, a minister of the New School Presbyterian Church, opened a Female seminary in the basement of a church that stood on a hill upon the site of The First National Bank, Fourth and Francis Streets, in St.Joseph.[4]

The Kirksville Christian Academy was opened, January 2, 1866, in the building of the Kirksville Presbyterian Academy which had been sold in 1865. In February 1867, Professor Joseph Baldwin[5] leased this academy building for ten years to be used for his State Normal School. In July 1867, J. M. Greenwood[6] became teacher of mathematics in this State Normal School.[7]

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1. History of Harrison county; 322.
2. History of Buchanan county; 117.
3. Ibid. 118.
4. Ibid. 116.
5. Author of Baldwin's Psychology and Baldwin's School Management.
6. The present Superintendent of the Kansas City Public Schools.
7. History of Adair County; 385.

Richmond Institute, erected by the community, in Moniteau county, began in 1870 with Dr. Tyree as the first president of the board of trustees, and D. B. Dudley the first teacher. This school was prosperous until 1875. Some years it had nine months of school, in other years it would have ten months of school. In the winter months the teachers were paid out of the public funds. The building was sold in 1876 because the high school had become more popular. However, the building was used for an academy until 1889 when it was finally rented by the public school.[1]

The Salem Academy, located in Salem, Dent county, probably began in the Leonard building, - a log school house. After Salem was founded a frame building, burned during the war, was erected where the later academy was established.[2] A new building was erected in 1872. The academy continued until 1894.[3]

The Clarksburg Academy was established at Clarksburg, Moniteau county, in 1877 with W. J. Hawkins principal.[4] It continued as an academy until 1884 when it was changed to the present Clarksburg College.[5]

The Salisbury Academy, of Salisbury, Chariton county, was endowed by popular subscription and opened to the public in 1868. It was undenominational in character and its ambition was to fit its students for admission to the University. It closed in 1908, being superceded by the high school.[6]

There is no data as to the time of the founding of the three following academies.

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1. History of Moniteau County; 390-391.
2. History of Dent county; 611.
3. Report of Superintendent of Public Instruction; 1894, 152-157.
4. Now President of Warrensburg State Normal School.
5. History of Moniteau county; 386.
6. History of Chariton county; 97 - 100.

The Bear Creek Academy was situated one mile north of Columbia, in Boone County. It was founded by J. Coleman and Lilburn W. Boggs.[1] This academy took its name from the creek close by. It is evidently an early academy, but just how early it is impossible to say.

Before the war Charles S. Raffington conducted the Bloomington Academy at De Kalb in Buchanan county.[2]

The Carthage Female Academy located in Carthage, Jasper county, was destroyed during the war. It stood where the public school now stands.[3]

It will be seen that the greatest number of these academies were established during the time when the greatest number of chartered academies were established, - from 1849 to 1861, during which time there were some seven or eight established. None of these schools exist to-day as academies. Some have changed to colleges, for example, Clarksburg Academy, in Moniteau county, but by far the greatest number of them have ceased to exist at all.

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1. History of Boone county; William F. Switzler, 221.
2. History of Buchanan county; 117.
3. History of Jasper county; 284.

CHAPTER IV.

This chapter deals with a few of the academies which may be taken as types of both the chartered and the unchartered academies. These types are intended to show the characteristics of the academy spirit as it was at the beginning of the movement, and as it exists to-day in the few academies which remain.[1]

BONNE FEMME ACADEMY.

The Bonne Femme Academy, established in 1829,[2] was the first one established in Boone county. It was so named from the fact that it was situated on the north bank of the creek by that name. The school was opened the third Monday in May, 1829, with Warren Woodson as teacher, and Mason Moss as president of the board of trustees. That same year, before the academy was incorporated by the legislature, the board of trustees advertised in the Fayette Intelligencer, (Boone county had no newspaper at that time), for an instructor to take charge of the institution competent to teach what are now called the common branches as follows:- reading, writing, arithmetic, grammar, geography, "the mathematicks, and some of the more ordinary branches of belle letters."[3] The result of this advertisement was the securing of the services of Rev.Robert S. Thomas as principal instructor, who added other and secondary subjects to the course of study. The school year, which consisted of eleven months, was divided into two equal terms.

The academy was chartered December 27, 1839, by an act of the legislature, with William Shields as president of the board

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1. For map showing these six academies see opposite page
2. History of Boone County; Wm. F. Switzler, 217-220.
3. Ibid. 217.

of trustees. There can be nothing definite said as to the time when this academy closed.[1]

The academy had no endowment - public, private, or legislative. It depended upon the tuition fees received from the pupils to meet all expenses. "The tuition was $8.00 per term for reading, writing, and arithmetic. $12.00 per term for grammar, geography, and mathematics, and $18.00 per term for the Latin languages.[2]"

The building was of brick and contained two rooms each twenty-two feet square. Board could be had in private families at $50.00 for the full school year, this included washing, fuel and candle light.

Professor Edward Summerfield followed Mr. Thomas as teacher. Upon Mr. Summerfield's resignation, which occurred in a few years, Professor Oliver Cunningham took charge of the school. After he resigned Professor Brown became the principal with Mr. Roche as an assistant. Because of Mr. Roche's intemperate habits he was dismissed,- he established an independent school on the Two-mile Prairie, near Captain Peter Wright and William Robards, which he called the "Classical Institute." This school soon failed.[3] Professor Greege C. Pratt was elected to succeed Mr. Roche and remained as assistant professor until 1843 when he was called to the University of Missouri to fill the chair of Ancient Languages.

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1. The Missouri Statesman; April 26,1844.
2. Ibid. April 26,1844, Columbia, Mo. also History of Boone County; Wm. F. Switzler, 217.
3. History of Boone County; Wm. F. Switzler, 218-219.

This was the day of the Visitor, an important school official at that time. He was generally appointed by some educational institution, often his own institution, to visit schools, examine pupils as to educational ability, examine teachers as to qualifications to teach, employ teachers, fix their salaries, and repair the school property. A good account of how the committee conducted this work is given in Switzler's History of Boone county, page 219-220.

The first board of trustees was composed of the following:- Mason Moss, William Shields, Robert S. Barr, Anderson McPheters, and Sinclair Kirtley. The next mention we have of the trustees is at the time of incorporation of the academy, when it had the following board:- William Shields, Overton Harris, Theoderick Jenkins, John H. Fields, John Jacobs, Gilpin S.Tuttle, and Waller L. Woolfolk, with power to perpetuate their own body, to purchase land for the use of the academy, and to confer the usual literary degrees. This academy was for men only. There is no record of the number of students attending the academy or of the number who graduated.

At first the course of study consisted of reading, writing, arithmetic, grammar, geography, mathematics, "and some of the ordinary branches of belle letters."[1] Later were added rhetoric, logic, composition, declamation, natural and moral philosophy, chemistry, astronomy, and Greek. There is no record as to a systematic course of study for this academy. There is so little known concerning this academy that it is impossible to comment upon it with any degree of accuracy.

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1. History of Boone County; Wm. F. Switzler, 217.

KIDDER INSTITUTE.

This institution was formerly known as the Thayer College, and as such was conducted for five years, - from 1871 to 1876. In 1860 Mr. George S. Harris, superintendent of the New England Land Company, while passing through the northern part of Caldwell county, conceived the idea of founding a Christian institution of learning. Through Mr. Nathaniel Thayer, of Boston, a member of this land company, a conditional offer of 636 acres of land was obtained from the New England Land Company. The condition was that $35,000.00 in buildings be erected by the board of trustees of which Mr. Harris was a member. The building was erected and in 1869 Mr. Samuel D. Cochran became the president of the school. In gratitude to Mr. Thayer the institution was named the Thayer College. It was not a success as a college for want of support. The Franklin Savings Bank of Pawtucket, Rhode Island, held a mortgage on the building and in 1876 foreclosed it. The building remained closed until opened as the Kidder Institute in 1884.[1] It was named the Kidder Institute in honor of H. P. Kidder, a prominent trustee of the land company. Ten thousand dollars was subscribed and forty acres of land purchased from the bank that held the mortgage. The men most prominent in raising this amount were Rev. C. H. Brown, of the Kidder Congregational church, Dr. Harwood, Rev. F. B. Doe, and Dr. Albert Bushnell. There was much difficulty in raising this amount, but through the prominence of the solicitors it was finally secured.

The school was chartered in 1884 and opened to the public in September of that year. G. S. Ramsey was the first president

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1. History of Caldwell County; 555-558.

of the school, with W. M. Wilhoit as the president of the board of trustees. At this time it had 150 pupils.

Not only did the people raise the $10,000.00 by popular subscription, but in 1902 they raised another $10,000.00 in the same manner to be used as an endowment fund. The student body helped to raise this fund, and in 1901 and 1902 the alumni started a movement known as the life endowment to secure the permanency of the school. The academy now has a permanent private endowment fund of $10,000.00. It also has three $500.00 scholarships.

At the beginning and up to the year 1884 it was a college, but from that date to the present time it has been an academy, with the idea of preparing its students for college and the University, for teaching, and for the practical duties of life. Its aim is to make its students strong in Christian manhood and womanhood. It has always been co-educational and is fully accredited to the University.

Students who roomed in the academy building were required to rise at six o'clock A.M., and if they prepared their meals in their rooms all must be over and the room in readiness by 8:30 o'clock A.M. In the evening supper must be over by 7:00 o'clock P.M. Students could not leave town without the permission of the principal, and were required to attend some church each Sunday as long as they attended the academy. The young women were not permitted to receive the company of young men to or from religious services.

In 1873 there were enrolled some 55 pupils. In 1886 and 1887 there were enrolled some 200 pupils, while in 1906 and

1907 there were enrolled 192 pupils. Up to the present time there have been 4050 pupils enrolled, and 347 of these have graduated from the full course.

The course of study in 1873 included:-

(1) Scientific Department

(2) Ladies' Course. This was to take the place of a regular Ladies' Seminary. Its purpose was to give the women a chance to take the work which would be the most beneficial to them in practical life.

(3) Preparatory or Normal Department.

(4) Department of Music. Tuition in the common English branches was $6.00; for the higher English branches the tuition was $7.00; for the classical and collegiate studies the tuition was $8:00; there was an incidental fee of $1.00. Each department or course was divided into three classes,- the Middle class, the Junior class, and the Senior class. In 1886 when the institution had become an academy the course of study was as follows:-

(1) Classical Course.

(2) Scientific Course.

(3) English and Normal Course.

(4) Preparatory Course.

(5) Elocutionary Course.

(6) Musical Department.

(7) Special or Select Studies.

(8) Commercial Course.

Each course, except the preparatory course, was divided into the three classes, namely: Junior class, Middle class, and

the Senior class. The expenses of these courses were as follows:-

Tuition for the Classical Course, per term, ...	$9.00
Tuition for the Scientific Course, per term	9.00
Tuition for the English and Normal Course, per term	8.00
Extra charges, for the above courses.	
Incidental fee	1.00
Piano lessons, per term	12.00
Organ lessons, per term	12.00
Cultivating the voice, per term	12.00
Violin, viola, violoncello, per term	12.00
Harmony (in class)	3.00
Use of instrument one hour per day	3.00
Bookkeeping, one hour per day	2.25
Bookkeeping, two hours per day	3.50
Bookkeeping, three hours per day	4.50
Bookkeeping, four hours per day	6.00

In 1906 the course of study contained the following departments:-

(1) Classical.
(2) Scientific.
(3) English and Normal.
(4) Preparatory.
(5) Commercial.
(6) Theoretical.
(7) Practical.
(8) Shorthand and typewriting.
(9) Penmanship.

One thing to be noticed in this course of study is the absence of the middle, junior and the senior classes of the earlier courses.

There is no good reason for the existence of this academy today as it is in a part of the state which is well supplied with good secondary schools. The only reasons that may be given are those of tradition and the element of religion which pervades the academy movement of to-day.

KEMPER MILITARY ACADEMY.

This school, established May 8, 1844, in Boonville, Cooper county, was at first a family school.[1] The first building used was a frame one which stood on the present site of the banking house of Aehle and Dunnica. Until 1845 it was called the Boonville Boarding School. It then changed to the Collegiate Institute and kept that name until 1854; from that time up to 1896 it was called the Kemper Family School, when it was changed to the Kemper School and retained that name until 1899. It then took its present name, the Kemper Military Academy.

Frederick T. Kemper was the founder and first principal of the school and continued at its head until his death in 1881. Colonel T. A. Johnson, the associate principal, became the senior principal and holds that position today. This institution has always been a private school owned and controlled by the principal until the summer of 1909 when it became a corporation. It was chartered by the state in 1852, but as no action was taken by the institution to comply with the terms of incorporation nothing came of it. In addition to the general terms found in such corporations the following were included:- "The establishment in this college of professional instruction and normal and agricultural instruction for the special education of the teachers

1. Life of Frederick T. Kemper; J.A.Quarles, p.291-292.

and farmers, the whole to be dominated by no religious sect, and responsible to no ecclesiastical jurisdiction, and yet remain as it has always been, under Presbyterian influence."[1] In addition to the ordinary powers granted to the board of trustees it had the power to create such other degrees as would promote the education of agriculturist, and professional teachers, for common and high schools.[2]

The school had no endowment of any kind. It was owned entirely by Mr. Kemper, who furnished all the money needed for the enterprise, other than that received from tuition and board. The board and tuition in all branches (except German, French, and piano) including the physician's fee, pew rent, lights, and sick room charges for the scholastic year of forty weeks was $310.00. French and German were $2.00 per month extra; piano instruction was $40.00 per session extra, and the use of the instrument was $10.00 per session extra. Board and tuition were payable one-half at the opening of the session and the remainder on the fifteenth of December.[3]

One recognized feature of this school was the size of the classes which were small. This was intentional on the part of the principal, as it gave a better chance for individual instruction. In this way each pupil came in direct contact with the teachers.

The family physician visited the school daily and gave what advice or service was necessary. He was paid by the month for his service the same as the regular teachers. The first

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1. Laws of Missouri; 1852-1853, 269.
2. Ibid. 1852-1853, 269.
3. Life of Frederick T. Kemper; J. A. Quarles, 291-292.

building to be erected for the use of the school was that of 1845. It had a frontage of one hundred and twenty-five feet on Third Street. The grounds have since been extended until they now cover about twenty-five acres. The building was put up by a joint stock company with the understanding that Mr.Kemper was to purchase the stock in the course of time. This he did and repeated the process when the building received an addition in 1851. The present school-room was built in 1866 and the left front of the main building in 1872.[1]

Boys of bad character were not allowed to enter school. The parent had to guarantee that the boy had never been expelled from any school, that he would, so far as the parent knew, give the school no trouble in regard to discipline. Day scholars were not encouraged to enter, but if they did so they had to enter as the regular boarding pupils. It is recorded that so much in favor was this school that parents living in sight of the building sent their sons to board and room in the school.[2] A school uniform costing from $20.00 to $30.00 was required of each boy. This he had to wear on public occasions and when he went out in town. Pocket money was not allowed the pupil. All such money was sent to T.A. Johnson to be taken care of by him for the pupil's expenditure other than the regular expense. This was with the consent of the parent and he signed a contract to that effect. Pupils could not receive mail from parties in Boonville without inspection from the school authorities. Pupils were allowed to receive neither express packages from the outside without

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1. Catalog of 1876, Kemper Family School, 21-22.
2. Ibid. 10.

the permission of the principal, nor edibles from home[1]. The former was to avoid intoxicating drinks being brought into the school, and the latter to preserve the health of the pupil. Boys who had been expelled were not allowed to write to the boys in school. The boys were not permitted to have fire in their rooms except on special occasions. Their rooms were to be used only for the purpose of sleeping, washing and dressing. In the study and sitting rooms the fuel was free, and in these rooms the boy spent most of his time when not in the recitation room. In the year 1880 there was a graduating fee of $5.00 assessed on every one who graduated. The students were not permitted to wear jewelry, and were allowed to shop but once in two weeks. Cards and other games of chance were strictly forbidden. As an incentive to scholarly attainment the Washington and Lee University, at Lexington, Virginia, offered as a prize, a scholarship for one year in that University to the member of the graduating class of the Kemper Military Academy who should, during his graduating year, attain the best record in scholarship and conduct.[2] This scholarship was valued at $75.00.

A military department was added in 1885 and was approved by the President in 1897, in accordance with the laws of the United States, and received detail of an army officer as professor of military science and tactics, and in 1899 was by the laws of Missouri made a post of the National Guards. The post consists of a battalion of two companies and the United States

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1. Catalog of 1877, Kemper Family School, 11-12.
2. Ibid. 1891, 25-26.

military discipline is closely followed. Both cadets and faculty dress at all times in uniform. Cadets must confine themselves to the school grounds at all times, except as specially permitted. There are appropriate duties for each day in the week. The regulations cover all details of conduct, manner, dress, morals, work and play. The military department is in charge of an officer of the regular army detailed by the Secretary of War. The school is supplied with equipment of Springfield rifles for drill, United States magazine rifles for target practice, two pieces of breech-loading field artillery with ammunition for both small arms and artillery, signal flags, heliographs and other necessities of military practice. This supply comes from the government. The officers of this school bear commissions from the Governor, and its graduates receive commissions from him as second lieutenants. A feature of the military department is the camp of instruction held for one week in May. School duties are suspended, and the cadets go into camp under the orders and instruction of the commandant. With the exception of preparing their food the cadets perform the full duties of soldiers in camp, including drills, guard mount, sentinel duties, pitching and breaking camp, care of tents and other camp equipage. This school was appointed a military school under the new military law, approved May 21,1909, and by this act it was constituted a Post of the Militia of the State of Missouri.

This school was selected by the President of the United States as one of the one hundred throughout the country in which by law the government has established a free military professorship. This selection carries with it the detail of an officer

of the United States Army as professor of Military Science and Tactics. By section 59 of the new military law, this school is officially recognized in the military system of the state. The state provides for the annual inspection of the school. The Kemper inter-scholastic gallery team stood eighth in the final standing in the National Rifle Association of the United States.

At present the school is a corporate organization, all the stock holders working in the school. There is a board of directors but they have no control over the school in any way. The character of the work of the academy is strongly secondary. It is not now co-educational, though at one time it was. But this was due more to the demands of the time than to the desire of the principal to admit girls to the school. He admitted them for the period of the Civil War only. At that time there was a strong opposition to women trying to fit themselves to take the position that men occupied. "Physiologically, mentally, and morally it is best to keep separate schools for girls and boys. Girls lose the soft blush of feminine delicacy by daily contact, as competing companions, with rough boys. The boys lose the high and gallant respect which they otherwise would have for the gentler sex, by being brought into constant intercourse and direct rivalry with them. Cornell and other colleges and universities which invite women to enter the regular classes with men, and strive for diplomas and class honors, are doing an injury to the physical, intellectual, social, and moral future of our country. These are the harbingers of female lawyers, female lecturers, female politicians, female lobyists, female drunkards, and female ruin."[1] A gloomy picture which time has not justified.

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1. Life of Frederick T. Kemper; J. A. Quarles, 223-225.

It was the desire of the school to fit the students for college and the United States Naval and Military Schools. The old regulations as to spending money, students contracting debts with Boonville merchants, parents sending edibles to their sons, and outside expressage, are still in force,- 1910.

In 1910 the school bill, including board with furnished room, heat, light, laundry, tuition in all branches, use of arms, tents, ordinance stores, physician's services in ordinary cases, not including medicine, per school year is $350.00

Uniform complete 54.00

Library and Lecture Courses 4.00

Athletic Fee 4.00

Books and stationery, according to advancement,$5.00 to $15.00[1]

Because of the small number of pupils who could be accommodated at the school it will not be surprising, despite the fact of its long existence, to hear of the comparatively small number of graduates. There have been since 1867, some 251 who have graduated. No attempt is now made to do graduate work. It has been estimated that the enrollment of the school would reach a possible 5000, but this is only an estimate, as no attempt was made to keep the earlier records.

In 1876, this is the earliest record extant, the course of study consisted of four departments, each department having three classes, as follows:-

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1. Catalog of Kemper Military Academy, 1909, 51.

1. Classical Course.
   (a) Junior Class.
   (b) Middle Class.
   (c) Senior Class.

2. Latin Course.
   (a) Junior Class.
   (b) Middle Class.
   (c) Senior Class.

3. Commercial Course.
   (a) Junior Class.
   (b) Middle Class.
   (c) Senior Class.

4. Post Graduate Course. This course included all the pure mathematics taught in the State University, and sufficient Latin and Greek to fit a student for the Senior year in college. This academy claimed that several of its graduates finished the degree of Bachelor of Arts given in the University of Missouri in one year. The present superintendent, T.A. Johnson, is one of this number.

There are some special studies, as astronomy, spelling, vocal music, mental arithmetic, and geography. In the early days the course of study included "The full Cambridge course in mathematics and the classics as usually given in the western colleges."[1] Few completed the course at that time, and there were no real graduates until the early seventies. The school is

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1. Catalog of Kemper Family School; 1876, 20.

now fully accredited to the State University, and approved by the North Central Association.

Course of Study for 1910.

1. Academic Course.
2. Miscellaneous subjects, as spelling, penmanship, singing,etc.
3. College Preparatory Course.
4. Commercial Course.
5. High School Subjects.
   - (a) English.
   - (b) Mathematics.
   - (c) History
   - (d) Latin.
   - (e) Greek.
   - (f) German.
   - (g) Spanish.
   - (h) French.
   - (i) Chemistry.
   - (j) Physics.
   - (k) Manual Training.
   - (l) Drawing.
6. Commercial Course.
7. Grammar School Course.
8. Department of Music.
9. Military Department.

This academy has been given at some length, for two reasons: first, it is the best representative of its class, - the military academy,- in existence in the state today. Second, because it is doing better work at present than it has done in the years gone by. It is very probable that this school will always be popular on account of the spirit which pervades it, and to which it appeals, that is to say, the military spirit.

CLINTON ACADEMY.

This academy was founded in 1879 by W. H. Stahl. After conducting it for two years he gave it up, for what reason we do not know, and Mr. E. P. Lamkin assumed the responsibilities in 1881. Mr. Lamkin was at the head of this academy until his death, in 1893. It was continued by Mr. J.C. Worley as principal until 1897, when it closed.

The academy was chartered in 1885, but beyond the mere mention of the fact in the catalog of 1893-94 there is no other data. It was maintained by tuition from pupils and donations from patrons. The expense for attending the preparatory department was $30.00 per year, for the academic department $35.00 to $40.00 per year, for piano lessons, $40.00 per year, for elocution, $2.00 per month. There was an incidental fee of $3.00 and a library fee of $2.00 per year. Graduates were required to pay $5.00 on graduating.

The academy was managed by the principal with the advice and authority of the board of trustees, though this authority was always nominal. A year's scholarship in the State University was offered to that member of the graduating class who secured the highest grade for the year. This scholarship could be exchanged for one with any of the denominational colleges of the state, if the pupil so desired.

The aim of the academy was to attain and maintain a prominent place in the front rank of good secondary schools. It claimed to be recognized by all first class colleges. It further claimed that its work was enough for the ordinary demands of

life and a good foundation for the more advanced education. Being a private institution it could offer Christian influence without being under the influence of any denomination. It was co-educational from the first. It claimed that a diploma from Clinton Academy admitted the holder into the State University as a post graduate.[1] The purpose of the academy was to supply at a reasonable cost and under Christian direction, a thorough education in all the branches generally found in academies and colleges.

In 1893 it granted the following degrees, Bachelor of Letters, Bachelor of Science, Bachelor of Arts, Bachelor of Pedagogy, and Bachelor of Accounts. A military department was added to the course in the school year 1886-87. Special attention was given to the teachers who were just beginning to teach, special classes being arranged for them. One advantage common to all the academies was the small number in each class, which gave a chance for individual help.

At the end of the first year the school had 60 pupils. In 1883 it had 80 pupils. In 1893-94 it had some 180 pupils enrolled. There have been about 1400 pupils to enroll during the entire time, and 75 of this number to graduate from the full course.

At its close, in 1897, the academy had the following course of study:-

1. Preparatory Course .
2. Academic Course
3. Normal Course
4. English Course.
5. Teachers' Course.
6. Scientific Course.

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1. Catalog of Clinton Academy,1886-87, 15.

7. Classical Course.
8. Elocution Course.
9. Commercial Course.
10. Music Department.
11. Military Department.[1]
12. Post-Graduate Course.

Through the influence of its principal, Mr. E. P. Lamkin, this academy did good work. It was the best secondary school in that part of the state and carried out the work of instruction more in the interest of education than in religion.

APPLETON CITY ACADEMY.

This academy was established in the year 1884 by a Mr. Gamble, but he left no record of the work of the academy at that time. He conducted the school for two years and then it was discontinued for the same length of time. Messrs. G.A. and Louis Theilmann took charge of the school August 1, 1888 and opened it to the public in September of the same year. It has been under the direction of the Theilmanns ever since, G.A. Theilmann being the principal at the present time,- 1910. It has always been an academy. It is non-sectarian in belief but Christian in character. It is co-educational and has been so from the first.

The board of directors of this academy is the board of directors of the Academy Company that raised the $10,000.00 for the completion of the building spoken of in the catalog of 1909. This academy company was chartered by the state about the middle of August, 1908. The board of directors has nothing to do with the course of study or selection of teachers. In fact, all they have to do with the academy is to see that the endowment is properly raised and to take care of the buildings. The president of the

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1. History of Henry and St.Clair Counties; 337.

present board of directors is J. M. Burns of Appleton City.

Properly speaking, the academy has never been endowed. It is maintained by tuition from the pupils, which is $30.00 per year. The $10,000.00 subscribed by the stock company was used in erecting buildings, and because of that the company does not consider that the school is endowed. It is not a boarding school.

The purpose of the academy, as set forth in the catalog of 1909 is to give both men and women the opportunity of gaining a liberal and practical education[1] - to make intelligent, refined, and thrifty men and women out of the boys and girls who place their confidence and trust in the academy, to show the students that it is their duty to extend their capacity in usefulness, to arouse a desire for higher attainments, to stimulate the growth of a pure character, to lay the ground work of all professions, and to induce one to make more of himself in every way. This academy has always been co-educational. One of its chief functions is to prepare its students for the University of Missouri, to which it is fully accredited.

There have been about 1600 students who have attended this academy, and some 132 who have graduated from the full course. In 1887 and 1888 near the beginning of the Academy, the full course consisted of five regular departments, as follows:-

1. Classical Course.

2. Scientific Course.

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1. Catalog of Appleton City Academy; 1909, 5.

3. English and Normal Course.

4. Preparatory Course.

5. Commercial Course.

With German, drawing, music, and elocution as special studies.

At present, 1909 and 1910, the course of study is as follows:-

1. Preparatory Course.

2. Academic Course. The academic course was divided into the following departments:-

(a) Scientific Course.

(b) Latin Course.

(c) English Course.

(d) Teachers' Course.

(e) Military Department.

(f) Music Department

(g) Physical culture Department. This course is not so full as the one of the school year of 1906 and 1907, at which time it had, in addition to the above, the following courses:-

(h) Commercial Course.

(i) Theoretical Course.

(j) Practical Course.

(k) Shorthand and Typewriting Course.

(l) Penmanship Course.

This is one of the few academies which is doing some good work among the pupils who can not afford, for one reason or another, to go to some higher institution.

IBERIA ACADEMY.

This academy was established in a building erected by the

citizens of the town and vicinity. A normal school was first established in this building, but it came to grief for want of support. In October of 1890 this building was purchased by a board of ten citizens for the purpose of making it a thorough going academy. It was later organized under the management of twelve trustees, six of whom were elected by this local corporation, three by the Congregational Home Missionary Society, and three by Drury College. It now has a board of trustees, fifteen in number, which is self perpetuating.

The first president of the board of trustees was F.E.Lemlar. Mr. G. Byron Smith, the first principal, is the present principal of the school. The school was chartered in 1891 and was maintained by the Congregational Churches of the state; also it uses the tuition fees for this purpose, as it has no endowment in any form.

Since 1890 it has been called Iberia Academy, and is under the control of the Congregational church. It intends to give such information and knowledge to the students as to give them a good preparation for practical work. At the beginning the academy maintained only a three years high school course, but now it has the full high school course, and is fully accredited to the University of Missouri. It is the special desire of the academy to fit its students for Drury College. While it is under the control of the Congregational church it is non-sectarian in religion. This academy makes a specialty of the training of teachers, and thereby maintains the original idea of academies. It is and always has been, co-educational. It gives some scholarships. Up to the present time there have been about one thousand

students enrolled, and something near one hundred of these have graduated in the full course of the academy. In 1897 the academy had four courses and several departments more or less special as follows:-

1. Classical Course.
2. Scientific Course.
3. English Course. The English was preparatory to the Classical Course.
4. Normal Course.
5. Department of Music.
6. Some special studies, not mentioned.
7. Commercial Course.

This academy is meeting an actual need of the people, because there is no secondary or high school nearer than Jefferson City.[1]

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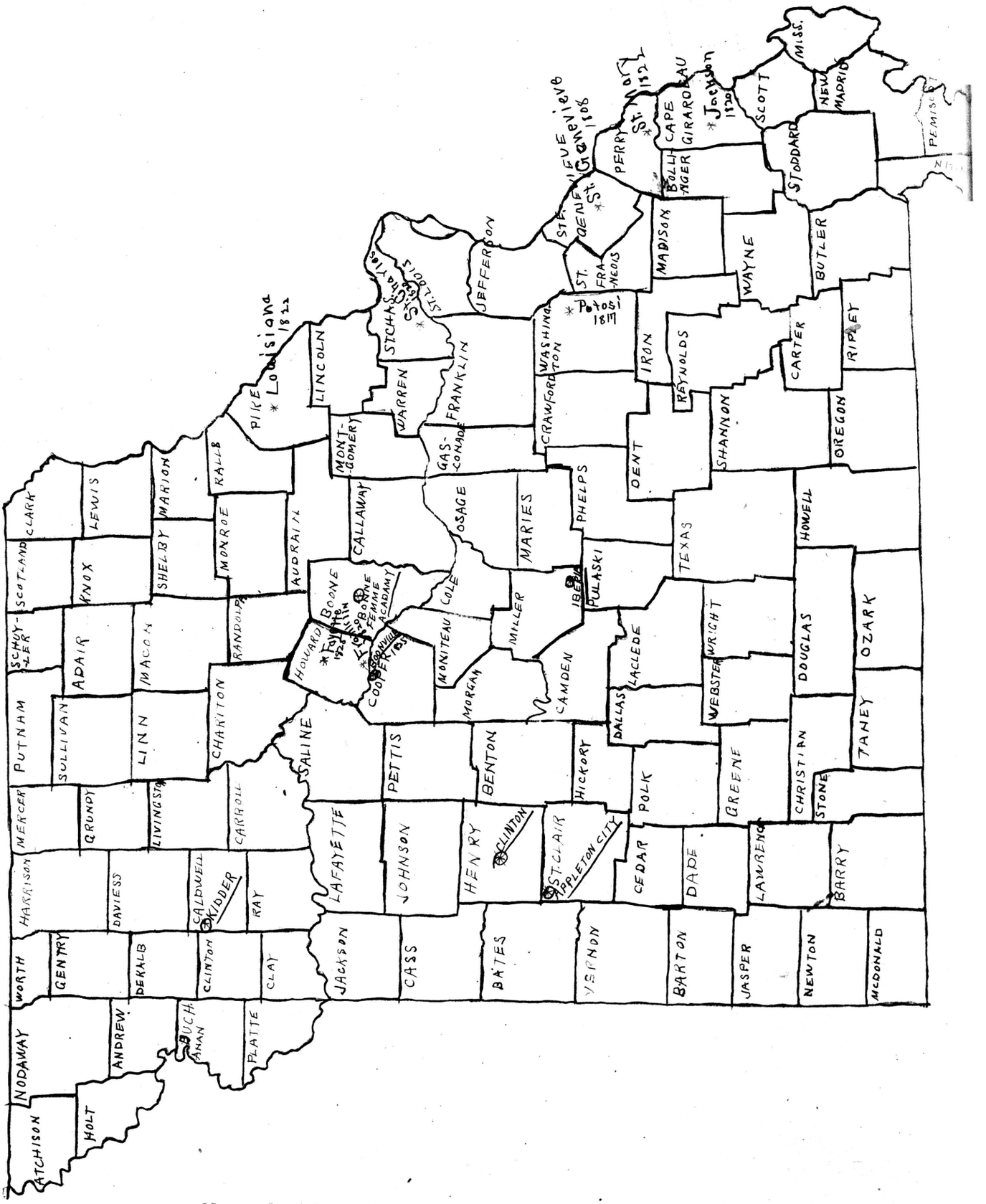
1. This report is drawn from the old catalogs and from information furnished by the present principal of the Iberia Academy - G. Byron Smith.



Map showing the location of the nine academies chartered from 1808 - 1830, and showing the six special ones.

CHAPTER V.

Conclusion.

The demand for the academy in Missouri was the same as the demand for it in any other western state - a popular demand for secondary education. This demand was along several lines, first it was to inculcate special forms of religious faith and practice. While this is true of all periods of the existence of the academy, it is particularly true of the academy at its beginning. Second, as the academy became more prominent it began to preserve social class lines, and to cultivate social exclusiveness. In this respect it became decidedly aristocratic. This was true of the female academies and is true of them to-day. A third reason, which developed in the later period of the academy movement, was to assist those pupils who were slow of comprehension. A fourth reason, at this same period, was to meet tastes or wants so closely specialized, or of a character so far in advance of common appreciation, as not to be a fair charge upon the state. A fifth reason of this same period was to afford a place of secondary education in districts not advanced enough to support a high school.

The remark is often made that at the beginning the academies were preparatory schools. This is not altogether true. It is not too much to say that even from the beginning of the academy is taught some subjects of higher education, such as Latin, Greek, Astronomy, Philosophy, Metaphysics, Logic and Ethics. In fact they were the colleges of the people. Still it must be admitted that these subjects of higher education were arranged with reference to college requirements, and this as much

as anything else determined their character. It is true that the academies developed an independent educational movement, but as they came into closer touch with the colleges they had a tendency to drop this independent spirit and develop the idea of the preparatory school.

One thing which made the academy a factor both in education and religion was the men who were at the head of these institutions. Many of these men were real missionary leaders. They conducted the academy as they conceived it with a deep sense of piety. It was a religious calling to them. With the character of the teacher went that of the preacher, as in many instances the head of the academy was the minister for that particular locality. Not only that, but these academies sent out men ably prepared to take charge of the frontier circuit.

One of the great things the academy did for civilization was the advancement of education for women. In the last decade before the war women were coming to be more generally employed as teachers[1]; as teachers they needed training and this brought the academy into more prominence, because there were no normal schools to do this training. Even some of our earliest chartered academies provided for the education of women by requiring the board of trustees to establish a female department when the funds would admit it[2].

There is no doubt but that the academy did a good and noble work in its day of usefulness; but this day, in general, is over. The need that created the academy is no longer in existence.

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1. Laws of Missouri;1853,284-285 and 289-290.
2. Ibid.Vol.I,1825,71-86.

The village containing the academy has become larger with a highly organized high school. The times have changed, and the people have changed with them. The academy was the only form of secondary education possible in the earlier period, and at all times it tried to adapt itself to the needs of the people. It was the only educational institution which could be used before the state was in a position to maintain a high school. Colleges and universities were both too costly and too far advanced. The private tutor, of which there were never many in Missouri, were too isolated, too inadequate to meet the demands for education. The academy was essentially a preparatory school for college; but it lost its value and worth when its method of preparation sacrificed something that was of real use to the student out in the great world of thought and action. When the academy gave place to the high school it proved that its mission was fulfilled, and that its decay was a logical necessity.

The academy failed because first, it was always a pay school. It was never under popular control; that is to say, the people in general had but little, if any, voice in these matters, -in the composition of the board of trustees, in the subjects taught or the course of study, as to who should attend, the price of admission, or the number and salaries of the teachers. In a word, it had become too undemocratic for the times. The result was that the people demanded a complete system of <u>state free schools</u> under state control. Perhaps this demand came as a result of the changes that other states were making in their educational systems. Second, the academies as a general thing, were not equipped fully enough, and this

became more apparent as they began to decline. Third, the old fashioned classical academy gave an education no longer desired, either for want of time to take it, or because it was not practical enough. Fourth, the spirit of the academy, especially those under denominational control, was not in harmony with popular impulse. It was out of touch of civic enthusiasm. Fifth, oftentimes scholarship was sacrificed for religious devotion or pecuniary necessities. Sixth, the academy tried to maintain itself upon an equality with the more richly endowed colleges. Seventh, the whole society had outgrown this form of education.

It may very naturally be asked why a considerable number of academies exist[1] to-day when we have the high school with its splendid system of education and thorough course of study? One reason is that the high school is for the average pupil; while the academy is designed for the few. The instructor in the academy because of the small number of students can come into close touch with his pupils, and give individual instruction. Again, the course of study of the academy is more flexible. Another reason is that in the high school religion is taught, if at all, merely in the form of morals, while in the academy it is made a part of the daily program. There has always been a deeper religious spirit in the academy than in the high school; and religious doctrine can be made a topic of study the same as any other subject. Because of this religious influence and because of their own training in the academy, many parents wish the same training for their children. It is undoubtedly this spirit

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1. For list of academies in existence today and for further discussion, see Appendix G.

in part which has led to the chartering of so many academies by the different denominations.

It is true a few of the old type of academies exist today. The reasons for this are quite clear. To begin with, it might be said nearly all of the existing academies are denominational. The idea still lingers among orthodox churches that it is their function to give a secondary education. The second reason is a few high grade preparatory schools are maintained as a business proposition. All military schools belong to this class, and such schools as Miss Barstow's School in Kansas City, and Mosmer Hall in St. Louis. These secondary schools are on the order of finishing schools, especially is this true for the education for women. Third, and by far the most important reason, is that in some communities of this state the necessity of the academy still remains. A few interesting examples of these academies are Iberia Academy and Appleton City Academy. Iberia Academy is situated in the extreme southeastern part of Miller County, in a district where there are no good secondary schools, the nearest one perhaps being Jefferson City, thirty-five miles away. And the same is true in an equal degree of Appleton City Academy. It is located in a section of the state which is wanting in secondary education. There is a real need for these academies at these places, and it is a noticeable fact that they are maintaining their position and increasing their educational standard. Both of these academies are accredited to the University of Missouri. These academies maintain their position because of the fact that the social and economical conditions are much the same as they were at the height of the academy movement.

APPENDIX A.

The subjects of Milton's Curriculum in the order in which he presented them are as follows:-

1. The Latin grammar with readings in the first two or three books of Quintilian.
2. Beginning of arithmetic and geometry.
3. Easy studies in religion and scripture history, for the time between supper and bed time.
4. The Latin authors dealing with agriculture, Cato, Varro, and Columella.
5. The use of the globe, i.e. astronomy and geography, or some subject in natural philosophy, as history of meteors, mineral, plants, and living creatures, as far as anatomy.
6. The study of Greek grammar.
7. Trigonometry, with practical application to fortifications, architecture, engineering or navigation.
8. Medicine.
9. Nature study, made practical by applying to farming.
10. Greek and Latin moralists.
11. Ethics, economics, and Italian, studied at odd hours.
12. Greek, Latin, and Italian comedies and tragedies.
13. Politics with "legal justice", and the common law.
14. Hebrew, Grecian, Roman, Saxon, Chaldean, and Syrian dialects.
15. Physical exercise, such as would make good soldiers.
16. The great masterpieces of Greek and Roman literature, in history, poetry, tragedy, and oratory.
17. Music for recreation and to assist in digestion.

18. Logic and rhetoric.

Milton insisted that his curriculum was practical and none too difficult, though he admitted that every teacher would not be able to handle it to the best advantage.[1]

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1. Milton's Tractate on Education; Oscar Browning, 1-23. Also The Making of Our Middle Schools; E.E. Brown, 157-160.

APPENDIX B.

Franklin's Curriculum is inserted that it may be contrasted with that of Milton to show the progress of education and the different academic or secondary school devices of the two countries. Briefly stated it is as follows:

1. All should be taught to write a fair hand, and swift, as that is useful to all.
2. Drawing may be learned with writing, at least some of the first principles of perspective.
3. Arithmetic, with accounts, and the first principles of geometry and astronomy, is to be taught.
4. The English language may be taught by grammar, in which some of our best writers, as Tillotson, Addison, Pope, Algernon, Sidney, Cato's Letters, etc. should be classics, the styles principally to be cultivated are the clear and the concise.
5. Reading should also be taught, and pronouncing properly, distinctly, and emphatically should be the aim sought.
6. To form their style the pupils should be put to writing letters to each other, making abstracts of what they read, or writing the same thing in their own words; telling or writing stories lately read, in their own expressions. All is to be revised and corrected by the tutor, who should give his reasons and make such explanations as are necessary. To form their pronunciation, they may be put to making declamations, repeating speeches, and delivering orations; the tutor assisting at the rehearsals, teaching, advising, and correcting their accent.

7. History is made a constant part of their reading, such as the translations of the Greek and Roman historians, and the modern histories of ancient Greece and Rome. With history is correlated geography, through the use of maps, chronology, ancient customs, oratory, civil government, logic, language, and even morality and religion.
8. Students intended for the ministry should be taught Latin and Greek.
9. Those intended for scientists should study Latin, Greek and French.
10. Those students who wish to become lawyers should study Latin and French.
11. Those who wished to become merchants should study French, German, and Spanish. No one should be compelled to take the foreign languages, yet none that had an ardent desire to learn them should be refused; their other studies being at the same time not neglected.
12. The new Universal History should also be read, followed by a modern history of England, then of the colonies.
13. Natural history, such as Arbuthnot on Air and Aliment, Sanctorius on Perspiration, Lemery on Foods, and some others. Practical agriculture and horticulture, commerce, industry, and mechanics were included in this subject.[1]

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1. Franklin's Works; Albert Henry Smyth, Vol. II, 388-396.

APPENDIX C.

List of academies taken from the Reports of the State Superintendent of Public Instruction.[1]

The information contained in these reports regarding the academies is very meager. The many omissions in this list is because the authorities of the academies fail to report to the state superintendent. In many cases the superintendent's report is taken for the academy report of a previous year. Undoubtedly there are academies in existence to-day which are not reported to the superintendent, and consequently do not appear in this list. The reason of this negligence on the part of the academy authorities is the fact that there is no law compelling them to report to the state.

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1. For map showing the location of these academies see opposite page

(These academies are not mentioned in any other list.)

Name of School.	Location.	Sex.	Denomination.	When Founded	Date reported to Superintendent
Academy of the Holy Innocents	Jefferson City	Fem.	Catholic	1868	1871
Academy of Drury College	Spring-field	Mixed	Congrega-tional	1873	1898
Acad.of Our Ladies May.	Joplin	"	Catholic	1885	1900
Acad.of the Sacred Heart	St.Charles	Fem.	Catholic	1822	1900
Acad.of Sacred Heart	St.Louis (South)	Fem.	Catholic	1872	1898
Acad.of St. Francis de Sales	St.Gene-vieve	Fem.	Catholic		1903
Arcadia Col. & Ursuline Acad.	Arcadia	Fem.	Catholic	1877	1906
Avalon Acad.	Avalon	Mixed	Presbyterian	1870	1898
Bellevule Academy	Caledonia	Mixed	Methodist	1867	1894
Bloos Mil. Academy	Macon	Male	Non-Sec.		1902
Brashear Academy	Brashear	Mixed	Non-Sec.		1884
Brookfield Academy	Brookfield	Mixed	Presbyterian		1884
Bunceton Academy	Bunceton	Mixed	Non-Sec.		1891
Cabool Acad.	Cabool	Mixed	Non-Sec.		1884
Cassville Academy	Cassville	Mixed	Non-Sec.		1884
Centenary Academy	Palmyra	Mixed	M.E.South	1864	1900
Chariton Academy	Salisbury				1893

Chillicothe Normal Acad.	Chillicothe	Mixed	Non-Sec.	1899	1908
Clinton Acad.	Clinton	Mixed	Non-Sec.		1895
Clinton Co. Male & Female Academy	Plattsburg			1870	1871
Collins Acad.	Laddonia	Mixed	Non-Sec.	1893	1898
Columbia Mil. Academy	Columbia	Male	Non-Sec.	1894	1900
Dadesville Academy	Dadesville				1903
Elmwood Seminary	Farmington	Mixed	Presbyterian	1850	1909
Eldon Academy	Eldon	Female	Congregational	1887	1892
Edgerton Presbyterian Academy	Edgerton	Mixed	Presbyterian	1902	1909
Foster Academy	St.Louis	Mixed	Non-Sec.		1896
Gaylord Academy	Platte City	Female	Non-Sec.	1853	1889
Gorin Academy	Gorin				1903
Grand River Academy	Gallatin	Mixed	Baptist		1907
Haynes' Academy	Excelsior Springs	Mixed	Non-Sec.	1896	1900
Henderson Academy	Henderson	Mixed	Non-Sec.	1892	1900
Horner Academy	Fair View	Mixed	Non-Sec.	1904	1908
Hooper Academy	Clarksburg	Mixed	Non-Sec.		1902
Hosmer Hall	St.Louis	Female	Non-Sec.	1884	1909
Howell Academy	Mechanicsville	Mixed	Non-Sec.		1884
Howard Payne College	Fayette	Female	M.E.South	1844	1909
Hurdland Acad.	Hurdland	Mixed	Non-Sec.		1884

Jackson Mil. Acad.	Jackson	Mixed	Non-Sec.	1892	1900
Jamestown Acad.	Jamestown	Mixed	Non-Sec.		1890
Kansas Mil. Academy	Kirkwood	Male	Non-Sec.		1902
Kirkwood Mil. Academy	Kirkwood	Male	Non-Sec.	1890	1894
Licking Acad.	Licking	Mixed	Non-Sec.		1887
Loretta Acad.	Moberly	Mixed	Catholic		1903
Labaddie Acad.	Labaddie	Mixed	Non-Sec.	1893	1900
Lowry City Academy	Lowry City	Mixed	Non-Sec.		1902
Macon Dist. Academy	Clarence	Mixed	M.E.South		1902
Marmaduke Mil.Acad.	Sweet Sprgs.	Male	Non-Sec.		1894
Maryville Academy	Maryville	Mixed	M.E.	1889	1906
Marionville Col.	Marionville	Mixed	M.E.	1871	1909
Mayfield-Smith Academy	Marble Hill	Mixed	Baptist	1884	1896
Merwin Acad.	Merwin	Mixed		1899	1905
Miller Co. Academy	Aurora	Mixed	Christian	1883	1884
Military Acad.	Camden Point	Male	Non-Sec.	1893	1898
Missouri Mil. Academy	Mexico	Male	Non-Sec.	1890	1894
Missouri Wesleyan Academy	Cameron	Mixed	Methodist	1889	1896
Missouri Valley Coll.Academy	Marshall	Mixed	Cumb.Pres-byterian	1888	1899
Morrisville Academy	Morrisville	Mixed	M.E.South	1872	1899

Mountain Grove Academy	Mountain Grove	Mixed	Non-Sec.		1891
Noble Acad.	Noble	Mixed	Congre-gational		1892
New London Male & Female Academy	New London			1860	1871
North Missouri Academy	Salisbury	Mixed	Non-Sec.	1888	1896
Park College Academy	Parkville	Mixed	Presby-terian	1875	1894
Perryville	Perryville	It was in oper-ation in		1893	1895
Pilot Grove Academy	Pilot Grove	Mixed	Non-Sec.		1902
Pleasant Hill Academy	Pleasant Hill	Mixed	Non-Sec.		1884
Prairie Hill Academy	Prairie Hill	Mixed	Non-Sec		1903
Prosso Prepar-atory School	Kansas City	Male	Non-Sec.	1884	1909
Prairie Home Academy	Prairie Home	Mixed	Non-Sec.	1891	1896
Robertson Hall	St.Louis	Female	Episcopal	1874	1909
Rugby Academy	St.Louis	Male	Non-Sec.	1890	1894
Sedgewickville Academy	Sedgewick-ville		Lutheran	1894	1906
Sikeston Acad.	Sikeston	Mixed	Non-Sec.	1892	1895
Smith Academy	St.Louis	Male	Non-Sec.	1853	1894
Smithville Academy	Smithville	Mixed	Non-Sec.	1900	1901
Sproul Academy	Mexico	Mixed	Presbyterian		1902
Spring Garden Academy	Spring Garden	Mixed	Non-Sec.	1870	1885

Summit Acad.	Marshfield			1869	1871
Southwestern Academy	Bolivar	Mixed	Baptist		1906
St.Ann's Parochial Academy	Normandy				1903
St.Cecilia's Academy	Holden	Female	Catholic		1908
St.Charles Mil.Acad.	St.Charles	Male	Methodist	1831	1908
St.de Chantal Academy of Visitation.	St.Louis	Female	Rom.Cath.	1867	1898
St.James Acad.	Macon	Male	Episcopal		1884
St.James Acad.	St.James				1871
St.Joseph's Academy	Clyde	Female	Catholic	1881	1900
St.Joseph's Academy	Chillicothe	Mixed	Catholic	1866	1901
St.Joseph's Academy	Hannibal			1864	1903
St.Joseph Academy	Edina	Female	Rom.Cath.		1888
St.Mary's Academy	Perryville	Male	Catholic	1818	1900
St. Mary's Academy	Moberly	Female		1868	1900
St. Mary's Academy	Independence	Mixed			1884
St.Patrick's Academy	St.Louis		Catholic		1895
St.Savier's Academy	Marshall	Female	Catholic		1902
St.Teresa's Academy	Kansas City	Female	Catholic	1866	1900
Synodical Col.	Fulton	Female	Presbyterian	1871	1909

University Academy	Columbia	Mixed	Non-Sec.	1894	1895[1]
Ursuline Academy	St.Louis	Female	Rom.Cath.	1849	1901
St.Xavier's Academy	Marshall	Mixed	Catholic		1906
Watson Acad.	Ashley	Mixed	Non-Sec	1855	1894
Wayne Acad.	Piedmont	Mixed	Presby-terian	1893	1894
Weaubleau Acad.	Weaubleau	Mixed	Christian	1870	1894
Wentworth Mil. Academy	Lexington	Male	Non-Sec.	1879	1894
Mt.Vernon Academy	Mt.Vernon	Mixed	Presby-terian	1869	1898
Western Acad.	La Belle	Mixed	Non-Sec.		1884
Westminster Col. Academy	Fulton	Male	Presby-terian	1852	1899
Willow Sprgs. Academy	Willow Springs	Mixed	Congrega-tional		1902
William Woods College	Fulton	Female	Christian	1890	1909
Woodland Acad.	O'Fallon	Mixed	Presby-terian	1863	1899
Woodson Acad.	Richmond	Mixed	Non-Sec.	1893	1906
Young Ladies Academy	St.Joseph	Female	Non-Sec.	1887	1895

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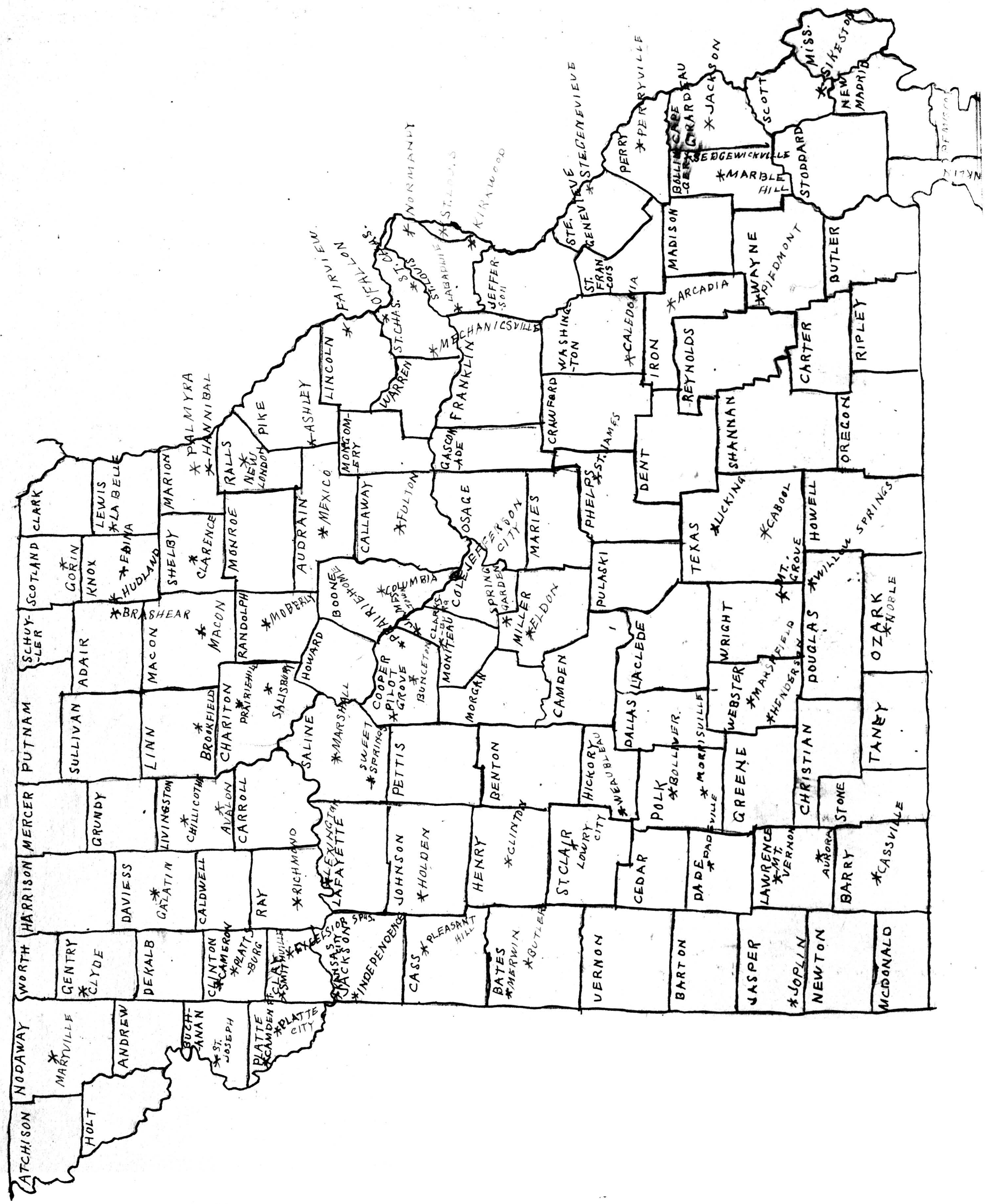
1. This academy was in its last years under the management of Mr. Beasley and known as the Besley's Normal School. It was sold to the University of Missouri in the year 1908.



Map showing the location of academies taken from State Superintendent's list.

APPENDIX D.

List of Chartered Academies.[1]

Name of Academy.	Location	Date academy was founded	Counties	Date county was organized.
Acad. of Visitation[2]	St.Louis	12/13/1855	St.Louis	1812
Acad. of Sisters of the Sacred Heart[3]	St.Joseph	12/13/1855	Buchanan	1838
Acad.of Christian Brothers[4]	St.Louis	12/13/1855	St.Louis	1812
Acad. of Science of St.Louis[5]	St.Louis	1/17/1857	St.Louis	1812
Acad. of Sisters of St.Joseph[6]	St.Joseph	2/23/1853	Buchanan	1838
Auburn Male & Female Acad.[7]	Auburn	2/10/1864	Lincoln	1818
Arrow-Rock Acad.[8]		2/24/1843	Saline	1820
Barry Acad.[9]		2/12/1857	Platte	1838
Bloomfield Acad.[10]	Bloomfield	3 /3/1855	Stoddard	1835
Boonville Acad.[11]	Boonville	1/14/1825	Cooper	1818
Bonne Femme Acad.[12]		2/27/1838	Boone	1820
Bridgeton Acad.[13]	Bridgeton	2/12/1864	St.Louis	1812
Butler Acad.[14]	Butler	3/27/1875	Bates	1841
Calhoun Male & Female Academy[15]	Calhoun	12/12/1855	Henry	1834
Camden Point Male Academy[16]	Camden Pt.	2/28/1851	Platte	1838

1. For map showing these academies see opposite page 19.
2. Laws of Missouri; 1855,280.
3. Ibid.1855,284
4. Ibid.1855,320
5. Ibid.1856-7,542
6. Ibid.1853,284
7. Ibid.1864,648
8. Ibid.1843,153.
9. Ibid.1856-7,490
10. Ibid.1855,296
11. Laws of Missouri, Vol.I. 1825,83.
12. Laws of Missouri;1838,33
13. Ibid.1864,651.
14. Ibid.1875,358.
15. Ibid.1855,245
16. Ibid.1851,411.

Camden Point Female Academy[1]		1/28/1851	Platte	1838
Cape Girardeau Academy[2]	Cape Girardeau	2/12/1843	Cape Girardeau	1812
Carroll Acad.[3]	Carrollton	3/2/1855	Carroll	1833
Carthage Female Academy[4]	Carthage	3/3/1855	Jasper	1841
Caruthersville Academy[5]	Caruthersville	3/15/1861	Pemiscot	1851
Columbia Acad.[6]	Columbia	2/3/1837	Boone	1820
Cooper Agricultural Acad.[7]		2/6/1837	Cooper	1816
Cotton Wood Female Academy[8]	Cotton Wood Point	3/8/1849	Lewis	1851
Cumberland Acad.[9]	Kirksville	3/23/1861	Adair	1841
Danville Acad.[10]	Danville	10/29/1857	Montgomery	1818
Daviess Co. Female Acad.[11]		3/12/1849	Daviess	1836
Daviess Co. Acad.[12]		2/25/1855	Daviess	1836
Elizabeth Aull Academy[13]	Lexington	3/23/1861	Lafayette	1820
Fairmount Acad.[14]		3/5/1849	St. Louis	1812
Farmers' Male & Female Academy[15]		12/1 /1855	Newton	1838
Fayette Academy[16]	Fayette	2/12/1825	Howard	1816
Female Acad. of Platte County[17]		2/17/1849	Platte	1838

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1. Laws of Missouri;1851,425
2. Ibid. 1843,154.
3. Ibid. 1855,299, and Adjourned Sessions;1855,192.
4. Ibid.1855,427.
5. Ibid 1861,125.
6. Ibid 1836,125.
7. Ibid.1836,143.
8. Ibid.1861,132 and also History of Adair County;385, and also History of the First District State Normal School; E.M.Violette 25-26.
9. Laws of Missouri;1849,193
10. Ibid. 1857,376.
11. Ibid. 1849,188.
12. Ibid.1855, 300.
13. Ibid. 1859, 40
14. Ibid.1849. 196
15. Ibid.1855. 152.
16. Laws of Missouri,Vol.I. 1825,86.
17. Laws of Missouri,1849,195.

Florida Academy[1]		2/6/1837	Monroe	1831
Franklin Academy[2]	Franklin	11/16/1820	Howard	1816
Franklin Co.Female Academy[3]	Union City	2/6/1843	Franklin	1818
Fremont Academy[4]	Fremont	3/5/1855	Cedar	1845
Georgetown Female Academy[5]	Georgetown	11/30/1840	Pettis	1 833
Glasgow Female Acad.[6]	Glasgow	3/3/1849	Howard	1816
Hannibal Academy[7]	Hannibal	2/6/1837	Marion	1826
Hannibal Christian[8]	Hannibal	2/28/1857	Marion	1826
Houston Academy[9]	Houston	3/14/1859	Texas	1845
Independence Acad.[10]		2/11/1861		
Independence Acad.[11]	Independence	2/11/1835	Jackson	1826
Jackson Academy[12]	Jackson	10/14/1820	Cape Girardeau	1812
Knob Noster Male & Female Academy[13]	Knob Noster	3/12/1861	Johnsen	1834
Lathrop Academy[14]		3/8/1859	Boone	1820
Lebanon Academy[15]		1/28/1853	Laclede	1849
Liberty Academy[16]	Liberty	12/22/1836	Clay	1822
Liberty Female Academy[17]	Liberty	2/5/1849	Clay	1822
Little Bonne Femme[18]		3/12/1859	Callaway	1820

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1. Laws of Missouri,1836,127
2. Laws of Missouri,1825,Vol.I. ,73-76
3. Laws of Missouri 1843,156.
4. Ibid.1855,155.
5. Ibid.1840-1,157.
6. Ibid.1849,314.
7. Ibid.1836,129.
8. Ibid.1856-7,432.
9. Ibid.1859,24.
10. Ibid.1861,121.
11. Territorial Laws of Missouri, 1824-36,449.
12. Territorial Laws of Missouri 1804-24,636.
13. Laws of Missouri,1861,134.
14. Ibid.1859,55.
15. Ibid.1853,266.
16. Ibid.1836,131.
17. Ibid.1849,140.
18. Ibid.1859,22.

Locust Grove Acad.[1]		1/14/1860	Newton	1838
Louisiana Academy[2]	Louisiana	2/12/1839	Pike	1818
Louisiana Academy[3]	Louisiana	1/12/1822	Pike	1818
Marshfield Academy[4]	Marshfield	1/14/1860	Webster	1855
Melville Male & Female Academy[5]		3/12/1855	Dade	1844
Memphis Male & Female Academy[6]	Memphis	2/12/1857	Scotland	1841
Merrimack Academy[7]		1/10/1837	Franklin	1818
Miami Academy[8]	Miami	2/5/1849	Saline	1820
Minerva Academy[9]	Hannibal	3/3/1855	Marion	1826
Montevallo Academy[10]	Montevalla	12/12/1855	Vernon	1851
Monroe Academy[11]	Paris	1/3/1837	Monroe	1831
Neosho Female Acad.[12]	Neosho	2/22/1853	Newton	1838
New Hope[13]		1/7/1860	Lincoln	1818
New London Academy[14]	New London	12/31/1838	Ralls	1820
New Madrid Academy[15]	New Madrid	1/11/1841	New Madrid	1812
Palo-Alto Academy[16]	Warsaw	2/11/1847	Benton	1835
Palmyra Academy[17]	Palmyra	1/18/1831	Marion	1826
Perryville Academy[18]	Perryville	2/22/1845	Perry	1820
Pike Academy[19]	Bowling Green	1/31/1837	Pike	1818
Pinkney Academy[20]		2/17/1835	Warren	1833

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1. Laws of Missouri,1860,132.
2. Laws of Missouri, Vol.I. 1825,76.
3. Ibid.1822,907.
4. Laws of Missouri,1860,132.
5. Ibid.1855,302.
6. Ibid.1856-7,524.
7. Ibid.1836,133.
8. Ibid.1849,151.
9. Ibid.1855,232
10. Ibid.1855,315.
11. Ibid.1836,135.
12. Laws of Missouri,1853,292
13. Ibid. 1860,119.
14. Ibid. 1838-9,192.
15. Ibid.1840-1,156.
16. Ibid.1847,155.
17. Territorial Laws of Missouri 1824-36,268.
18. Laws of Missouri,1845,130
19. Ibid.1836, 136.
20. Territorial Laws of Missouri, 1824-36,454.

Platte City Acad.[1]	Platte City	2/27/1851	Platte	1838
Pleasant Green Academy[2]	Pleasant Green	2/8/1853	Cooper	1818
Pleasant Hill Acad.[3]		1/14/1860	Platte	1838
Pleasant Point Acad.[4]	Pleasant Point	2/28/1851	New Madrid	1812
Pleasant Retreat Academy[5]		12/7/1855	Polk	1835
Pleasant Retreat Female Academy[6]	Boonville	3/1/1855	Cooper	1818
Polk County Acad.[7]		12/12/1840	Polk	1835
Potosi Academy[8]	Potosi	1/30/1817	Washington	1813
Prairie Point Acad.[9]	Pettis township.	3/3/1855	Platte	1838
Ralls County Male & Female Academy[10]	near New London	1/10/1860	Ralls	1820
Richland Male & Female Academy[11]	Richland	2/11/1857	Pulaski	1832
Richmond Academy[12]	Richmond	12/10/1836	Ray	1820
Rocheport Academy[13]	Rocheport	3/12/1859	Boone	1820
Sarcoxie Academy[14]	Sarcoxie	2/27/1849	Jasper	1841
Savannah Academy[15]	Savannah	1/7/1860	Andrews	1841
Six Miles Academy[16]		2/23/1843	Jackson	1826
Spring River Acad.[17]		2/2/1847	Lawrence	1845
St.Charles Academy[18]	St.Charles	11/16/1820	St.Charles	1820

1. Laws of Missouri,1851,389.
2. Ibid.1853,268.
3. Ibid.1860,136.
4. Ibid.1851,413.
5. Ibid.1855,265.
6. Ibid.1855,249.
7. Ibid.1840-1,159.
8. Territorial Laws of Missouri, 1804-24,517.
9. Laws of Missouri,1855,228.
10. Laws of Missouri,1860,124.
11. Ibid.1856,267.
12. Ibid.1836,138
13. Ibid.1859,62.
14. Ibid.1849,321.
15. Ibid.1860,135.
16. Ibid.1843,158.
17. Ibid.1847,194.
18. Laws of Missouri,Vol.I. 1825,73.

St.Ferdinand Acad.[1]	St.Ferdinand	3/15/1845	St.Louis	1812
St.Ferdinand Loretto Academy[2]	St.Ferdinand	3/4/1861	St.Louis	1812
St.Genevieve Acad.[3]	St.Genevieve	6/21/1808	St.Genevieve	1812
St.Louis German Academy[4]	St.Louis	2/6/1837	St.Louis	1812
St. Mary's[5]	Perryville	11/28,1822	Perry	1820
Steelville Academy[6]	Steelville	2/3/1853	Crawford	1829
Sugar Tree Grove Academy[7]		1/15/1855	Clay	1822
Troy Academy[8]	Troy	1/24/1835	Lincoln	1818
Truxton Male & Female Academy[9]		3/12/1861		
Union Academy[10]	Union	2/29/1836	Franklin	1818
Union Academy[11]		1/2/1841	Jackson	1826
Union Independent Academy[12]		2/25/1857	Dent	1851
Van Rensellaer Acad.[13]	Rensellaer	2/24/1853	Ralls	1820
Warrenton Female Academy[14]	Warrenton	3/5/1855	Warren	1833
Watson Academy[15]		1/25/1847	Pike	1818
Waynesville Acad.[16]	Waynesville	1/30/1857	Pulaski	1832
Western Academy of Natural Science[17]		2/6/1857		
Western Academy of Art.[18]		3/14/1859		

1. Laws of Missouri,1845,174.
2. Ibid.1861,120.
3. Territorial Laws of Missouri, 1804-24,189.
4. Laws of Missouri;1836,139.
5. Laws of Missouri,Vol.I. 1825,77.
6. Laws of Missouri,1853,287.
7. Ibid.1855,322.
8. Territorial Laws of Missouri, 1824-1836,440
9. ~~Ibid.1824-36,440~~
10. Laws of Missouri 1836,140
11. Ibid.1840-1,161.
12. Ibid.1856-7,326 and History of DentCounty;612.
13. Ibid.1853,278.
14. Ibid.1855,238.
15. Ibid.1847,198.
16. Ibid.1856-7,498.
17. Ibid. 1837,142.
18. Ibid.1859,58.

Western Academy of Natural Science[1]	St.Louis	2/6/1837	St.Louis	1812
Weston Academy[2]	Weston	1/2/1847	Platte	1838
Wood Academy[3]	Louisiana	3/2/1855	Pike	1818

1. Laws of Missouri;1837.142.
2. Ibid. 1847,166.
3. Ibid. 1855, 298.

APPENDIX E.

The Jefferson Plan.

In 1779 Jefferson drew up a general plan to educate the "youths of the country ". A brief synopsis of his plan is here given.

1. Each county was to be divided into small districts five or six miles square, called hundreds.
2. In each hundred there was to be established a school for teaching reading, writing, and the essentials of history.
3. The teacher was to be supported by the district.
4. Every parent could send his children three years free, and longer by paying a tuition fee.
5. Every ten district schools were to be presided over by an overseer appointed by the county office,- the alderman.
6. This overseer selected the brightest boy of poor parents and sent him to the grammar school.
7. The grammar schools were to be organized by dividing the state into twenty districts, each district ruled over by an overseer.
8. Each district, for the grammar school, must provide one-hundred acres of land on which to build the school-house and to help support the school, the house must be of brick or stone. The building must have at least sixteen rooms, corresponding somewhat to our modern township high school.
9. The state was to pay for the site.
10. The course of study in the grammar school was Latin, Greek, English grammar, geography, and the higher parts of numeral arithmetic.

11. The overseers of each county appointed a visitor whose duty it was to appoint and remove teachers, visit the schools twice a year, examine the scholars, and see that the plans recommended by the visitors from William and Mary College were properly carried out.

12. The pupil sent to the grammar school, from the district, attended the grammar school two years. He was boarded and educated at the expense of the state.

13. At the end of the two years all the pupils, save one, were returned to their home district, and this one was sent to William and Mary College, to be educated, boarded, and clothed for three years at the expense of the state.[1] This plan of Jefferson's was not adopted by the laws of 1796.

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1. The Writings of Thomas Jefferson; Paul Licester Ford, Vol. II, 220-229.

APPENDIX F.

List of County Academies not Chartered.

Name of Academy	Place	County	Denomination.	Date founded.
Columbia	Columbia	Boone	Non-Sect.	8/9/1831
Columbia English and Classic	Columbia	Boone	Non-Sect.	1832
Stibbs	Rocheport	Boone	Non-Sect.	5/-/1842
Newton Female		Boone	Non-Sect.	4/7/1845
Rocheport Male & Female	Rocheport	Boone	Non-Sect.	1845
Pleasant Hope		Polk	Non-Sect.	1849
Warsaw Male & Female	Warsaw	Benton	Non-Sect.	4/4/1853
Female	St.Joseph	Buchanan	Non-Sect.	1855
Pleasant Hope Normal		Polk	Non-Sect.	1855
Lancaster	Lancaster	Schuyler	Non-Sect.	3/12/1859
Bethany	Bethany	Harrison	Non-Sect.	1860
Cumberland	Kirksville	Adair	Presbyterian	1861 Chartered 3/23/61 p.232 Laws
Female	St.Joseph	Buchanan	M.E. South	9/-/1865
Female	St.Joseph	Buchanan	Presbyterian	1865
Kirksville Christian	Kirksville	Adair	Christian	1/2/1866
Richmond	Richmond	Moniteau	Non-Sect.	1870
Salem	Salem	Dent	Non-Sect.	1872[1]
Clarksburg	Clarksburg	Moniteau	Baptist	1877
Salisbury	Salisbury	Chariton	Non-Sect.	1868
Bear Creek		Boone	Non-Sect.	—
Bloomington	De Kalb	Buchanan	Non-Sect.	—
Carthage Female	Carthage	Jasper	Non-Sect.	—

1. Built before the war, but burned during the war and rebuilt in 1872.

APPENDIX G.

List of academies in existence to-day in Missouri.

This list is made up from the Report of the State Superintendent of Public Instruction, 1909, and confirmed by Mr. J. D. Elliff, State Inspector of Accredited Schools to the University of Missouri. That part of the list which deals with the Catholic Academies is from information furnished by Father J. T. Lloyd of Columbia, Missouri.

List of Academies in existence to-day in Missouri.

Name of Academy	Place	County	Date	Sex	Denomination
Academy of the Sacred Heart	Kansas City	Jackson		Fem.	Rom.Cath.
Academy of the Sacred Heart	St.Charles	St.Charles		Fem.	Rom.Cath.
Academy of St. Francis De Sale	St.Genevieve	St.Genevieve		Mix.	Rom.Cath.
Academy of the Sacred Heart	St.Joseph	Buchanan		Fem.	Rom.Cath.
Academy of the Sacred Heart	St.Louis	St.Louis		Fem.	Rom.Cath.
Academy of Visitation	St.Louis	St.Louis	1833	Fem.	Rom.Cath.
Academy of Our Lady of Mercy	Joplin	Jasper		Fem.	Rom.Cath.
Academy of Loretto	Florissant	St.Louis		Fem.	Rom.Cath.
Academy of Sisters of St.Joseph	Carondolet	St.Louis		Fem.	Rom.Cath.
Academy of the Ladies of the Sacred Heart	St.Louis	St.Louis		Fem.	Rom.Cath.
Academy of the Ladies of the Sacred Heart	St.Charles	St.Charles		Fem.	Rom.Cath.

Appleton City	Appleton City	St.Clair	1886	Mixed.	Non-Sect.
Blees Mil.Acad.	Macon	Macon	1899	Male	Non-Sect.
Camden Point Mil.Acad.	Camden Point	Platte		Male	Non-Sect.
Carleton Acad.	Farmington	St.Francois		Mixed	Non-Sect.
Centenary Acad.	Palmyra	Marion		Mixed	M.E.South
Chillithe Normal Academy	Chillicothe	Livingston	1890	Mixed	Non-Sect.
Clarksburg Acad.	Clarksburg		1876	Mixed	Baptist
Edgerton Acad.	Edgerton	Clinton	1902	Mixed	Presbyterian
Grand River Academy	Gallatin	Daviess	1850	Mixed	Baptist
Haynes Acad.	Excelsior Springs	Clay		Mixed	Baptist
Hosmer Hall	St.Louis	St.Louis	1884	Fem.	Non-Sect.
Howard Payne College	Fayette	Howard	1844	Fem.	M.E.South ?
Iberia Academy	Iberia	Miller	1890	Mixed	Congregational
Kemper Mil. Academy	Boonville	Cooper		Male	Non-Sect.
Kidder Academy	Kidder	Caldwell		Mixed	Congregational
Kirkwood Acad.	Kirkwood	St.Louis	1862	Male	Non-Sect.
Loretta Academy	Kansas City	Jackson		Fem.	Rom.Cath.
Loretta Academy	Springfield	Greene		Fem.	Rom.Cath.
Loretta Academy	St.Louis	St.Louis		Fem.	Rom.Cath.
Marionville	Marionville	Lawrence	1871	Mixed	M.E.
Missouri Mil. Academy	Mexico	Audrain		Male	Non-Sect.
Prairie Hill Academy	Prairie Hill	Chariton		Mixed	Non-Sect.
Prosso Preparatory School	Kansas City	Jackson	1900	Male	Non-Sect.

Robertson Hall	St.Louis	St.Louis	1874	Male	Episcopalian
Sacred Heart Academy	S.St.Louis	St.Louis		Fem.	Rom.Cath.
Smith Academy	St.Louis	St.Louis		Male	Non-Sect.
Sproul Academy	Mexico	Audrain		Mixed	Presbyterian
St.Cecelia Academy	Holden	Johnson		Mixed	Rom.Cath.
St.Charles Mil. Academy	St.Charles	St.Charles	1832	Male	Methodist
St.de Chantel Academy of Visitation	Springfield	Greene		Fem.	Rom.Cath.
St.Elizabeth's Academy	14th & Morgan St. St.Louis	St.Louis		Fem.	Rom.Cath.
St.Elizabeth's Academy	3400 Arsenal St.Louis	St.Louis		Fem.	Rom.Cath.
St.Joseph's Academy	St.Louis	St.Louis		Fem.	Rom.Cath.
St.Joseph's Academy	Chillicothe	Livingston	1871	Fem.	Rom.Cath.
St.Joseph's Academy	Clyde	Nodaway		Fem.	Rom.Cath.
St.Joseph's Academy	Hannibal	Marion		Mixed	Rom.Cath.
St.Mary's	Moberly	Randolph		Fem.	Rom.Cath.
St.Teresa's	Kansas City	Jackson	1867	Fem.	Rom.Cath.
St.Vincent's Academy	St.Louis	St.Louis		Fem.	Rom.Cath.
Synodical Col.	Fulton	Callaway	1871	Fem.	Presbyterian
St.Xavier's Academy	Marshall	Saline		Mixed	Rom.Cath.
Ursuline Acad.	Arcadia	Iron	1877	Fem.	Rom.Cath.
Ursuline Acad. & Day School	St.Louis	St.Louis		Fem.	Rom.Cath.

Van Rensselaer Academy	Rensselaer	Ralls	Mixed	Presbyterian (Chartered 2/24/1853)
Watson Academy	Ashley	Pike	Mixed	Non-Sect.
Weaubleau Acad.	Weaubleau	Hickory	Mixed	Christian
Welsh Military Academy	Columbia	Boone	Male	Non-Sect.
Wentworth Mil. Academy	Lexington	Lafayette 1880	Male	Non-Sect.
Will Mayfield Academy	Marble Hill	Bollinger	Mixed	Baptist
William Woods College	Fulton	Callaway 1890	Fem.	Christian
Woodland Female Academy	O'Fallon	St.Charles 1852	Fem.	Non-Sect.
Woodson Academy	Richmond	Ray	Mixed	M.E.South

This list shows several facts, first, over fifty per cent of these academies are in the hands of the Catholic Church, the reason for this is found in the attitude of the Catholic church toward the education of children of its members, another reason is that Protestant denominational academies are declining on account of free public schools. Second, that the non-sectarian academy is passing away. There are at present but eighteen per cent of non-sectarian academies as against fifty-three per cent in 1850. Third, the different Protestant denominations of to-day are represented by twenty-one per cent as against twenty-seven per cent in 1890, again, showing a decrease in the sectarian academies. Fourth, that nearly fifty per cent of these schools are for women. This shows that a complete change from the old system of educating none but boys has been effected. Most of the academies for women are under the influence of the Catholic

church. Another fact which may be shown is that the academies of to-day are situated in the cities and towns as against academies in the country as was the custom at the beginning. About twenty-nine per cent of the existing academies of to-day are in the four largest cities, St.Louis, Kansas City, St.Joseph, and Joplin, while about seventy-one per cent are found in the different towns of the state. In regard to the academies under Catholic influence it may be said that more than forty-six per cent are in the four largest cities, as above, and more than fifty-three per cent of them are in the towns.

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