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Normal Gazette, June 1888

Normal Gazette Staff

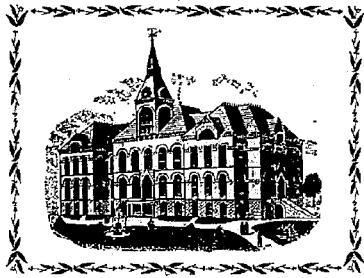
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"FIAT

LUX"

VOL. I.

CARBONDALE, ILL., JUNE, 1888.

NO. 8.

Our Mail Bag.

W. F. Hughes has been teaching in the Murphysboro schools for three years, and has just closed a term as principal of the Mt. Carbon schools.

Miss Della A. Nave reports from Metropolis, Ill., where she has just closed a very successful seven months school. She had enrolled during the year 146 pupils, with an average attendance of over seventy-five.

A letter reaches us from Sergt. E. S. Paokard, of last year. He is at his home near Bloomington, Ill., engaged in the fine stock business. He reports himself flourishing, although he says that he was "lately sick-a-bed with a sun-burnt nose."

A letter lies on our desk dated at Alton, Ill., and signed Ada Zimmerman. She is now teaching a summer school at Holliday, Ill. She taught last winter at the same place, with an enrollment of 70, but still finds the work very pleasant.

Miss Etta Glen tells us that she has been employed to teach an eighth months school, so will not be with us next year. She also states that Lillian Whiteside has been teaching school near her. Miss Whiteside will be remembered as a Zetetic.

W. H. Lively writes from Jonesboro, Ark. He has been teaching at Murta, Ark., at \$50 per month. He says he carries as good a first-grade certificate as any person in the county, having an average grade of 98.9. He hopes to attend school next year again.

A letter is to hand from B. P. Lee. He has taught a very successful nine months school where he has taught for the last four years, and is again employed as principal of the same school at a good salary. Mr. Lee is one of our colored students who has been much benefited by the Normal.

Miss Minnie Mabius tells us that she is at present at her home in Wabash county, enjoying the pleasant life of a country girl. She taught five months in Richland county, twelve miles from Olney, at \$32.50 per month, having an enrollment of 42. She says: "Success to the societies, especially the Societies."

We have a letter from W. S. Jennings, or rather Judge W. S. Jennings, as he is now County Judge of Hernando county, Fla. After leaving school here he spent two or three years in the study of law with his brother at Salem, Ill., when he removed to Brooksville, Fla., where he is now enjoying the fruits of his study.

R. H. Perrott, who always wore such a pleasant smile, writes that he closed a very successful term of school at Calhoun, on the 18th of May. He was assisted by Miss Eva Moore. Mr. Per-

rott has been employed at the same place again, and will be the first to teach two terms there. That is always the way with the Normal teachers.

Miss Della Kimmel writes us from her home in Elkville that she has been at home since leaving school the winter term, and as yet is undecided as to what she will do next year. Her sister Belle, of the class of '83, will take a tour through the west during the summer, probably stopping in California. Miss Kimmel adds her name to the GAZETTE list.

Edgar P. Kenicipp sends fifty cents for a year's subscription to the GAZETTE, as the others do, and says that he has taught five months during the past winter and thinks he will teach again. He says so many complimentary things about the GAZETTE that we are tempted to publish them. He tells us that E. S. Kingsbury is principal of the Belmont schools and that W. M. Tanquary is contemplating the study of medicine.

FIVE PLUS FIVE EQUAL FIVE.

It is with pleasure that we note the marriage of Mr. Robert-Wylie, student of '84-6, to Miss Cora Williams, class '86. The ceremony took place at the residence of the bride's parents, in this city, on Wednesday May 16, 1888, Rev. M. Teague, of DuQuoin, officiating.

Mr. and Mrs. Wylie spent a few days at Marissa, and then proceeded to Pomona, Cal., their future home. The GAZETTE follows them with many good wishes.

News comes of the marriage of Mr. Robert Sheppard to Miss Emma M. Bryan, on May 9, 1888.

Miss Bryan will be remembered as a very jovial and entertaining young lady, a student of '86-7. May happiness be theirs.

MARRIED.—On June 6, 1888, W. S. Stormont to Miss Mollie Young, of Salem, Rev. W. L. Thralls officiating. Mr. Stormont was a student the fall term of '86. He is now an accommodating barber of this city. We wish them unbounded happiness.

Mr. W. B. Reeves, a student of '84-6, being weary of the bachelor's life, joined his hopes with those of Miss Hattie E. Morrell, of Cranmer, Cal., on May 24th, 1888. The GAZETTE extends heartiest congratulations.

While we are in press (June 14) Miss May Davis, a student of last fall term, is changing her name to Mrs. Chas. D. Lide. Mr. and Mrs. Lide will make their home in Mount Pleasant, Texas, where Mr. Lide has already provided a very pleasant home. The GAZETTE follows them with the wish that their married life may be one of richest enjoyment.

No professional work pays better than short-hand reporting. See the full page advertisement of Prof. Melton, in this issue. Young ladies and gentlemen who are looking for a suitable profession to follow should read what is said on page 22.

The Alumni.

WHEREABOUTS AND DOINGS.

G. V. HUCHANAN.

John W. Wood, class of '82, taught last year as principal of the public schools of Cobden, where he is re-employed for the coming year. We congratulate Mr. Wood on the evident results of his good work in that thrifty little city.

Miss Mary McAnally, class of '78, has finished her third year's work in the schools of Collinsville, where she has an enviable reputation as a teacher. Miss McAnally was present to help entertain visiting alumni commencement week.

Charles E. Hull, class '80, in partnership with his father, is merchandising in Salem. Besides being one of the most thrifty and intelligent business men of Southern Illinois, Charlie is the proud paternal ancestor of a beautiful daughter who will, at some time, represent the family in the Southern Normal.

David J. Cowan, class of '87, taught a good school at Vienna last year, and is now teaching in Kansas, where he expects to remain for some time. We are sorry to see our successful and useful alumni leave Illinois, but Mr. C. will be followed by the good wishes of his host of Egyptian friends wherever he may go.

Albert B. Ogle, class of '80, is busily engaged in the work of journalist and agriculturist, at Birkner. The impress of his active mind are readily traceable in the Grange News and several other influential papers. Mr. O. will be with us at commencement in spirit if not in person and it is to be hoped his spirit and body may be together.

William H. Warder, class of '77, is well launched upon a successful law practice at Marion. He is able and industrious, and such a man needs only time to place himself in the front ranks of his profession, where he will be useful to his fellows and enjoy the fruits of his prosperity. Mr. W. expects to be present at commencement.

Oscar S. Marshall, class of '81, lives in Willis, Kan., where he is agent for the Mo. Pacific railroad and of the Pacific Express Co. Oek is an honest and faithful employe and we wish for him and his little family a pleasant home in their adopted State. They will visit their former home in Salem, and the Normal of course, at no distant day.

Beverly Caldwell, class of '76, was one of the most active and useful of the early students of the Normal and graduated with the first class. Since his graduation he has taught with great success. He is now located at Glassgow, Mo. Mr. Caldwell is visiting his home and friends here at present and took part on the alumni program.

Mrs. Alice K. Livingston, class of '82, lives near Carbondale, where she enjoys good health and looks as pretty

and appears as jolly as when she was a school girl. Master George is a wonderful addition to the Livingston household and even now he is beginning to assert his rights to "life, liberty and the pursuit of happiness." Mrs. Livingston will take part on the alumni program.

Mrs. Alice Buckley Alexander, class of '83, resides in Murphysboro, where her husband is pastor of the Peshtyrjan church. While a student of the University Mrs. Alexander was faithful and earnest in her work and has great ability in acquiring knowledge. She was greatly appreciated for her good qualities and we are glad to know she is esteemed even as highly in her new home.

Miss Mary Wright, class of '76, has spent the year at her home in Cobden. Miss Wright has proven herself a most excellent teacher, but owing to delicate health, she is unable to pursue the work closely and finds the quiet of home life well adapted to her needs. Just now Miss Wright is visiting friends and relatives in northern Illinois, where she will probably spend a large part of the summer.

Lymon T. Philips, class of '79, is a prosperous dentist in Nashville. Mr. P. is known to the alumni as a jolly young man of excellent attainments and very lucky in everything except finding a wife. However, with his untiring energy, we feel sure that success will finally crown his efforts in this direction. We hope the Doctor will be among us this week to renew old friendships and form new ones.

Mrs. Cora Wylie, nee Williams, class of '86, will be remembered by all the alumni because of her pleasant disposition and great activity in school and society work. She had won a good reputation as teacher in the Carbondale schools where she was a general favorite. As the wife of Mr. Robert Wylie, who for several years was a student of the Normal, she will hereafter be at home in Pomona, California.

JOHN D. McMEEN, president of the junior class, has perfected and patented "A Device for Exhibiting School Charts," which, as a practical piece of school apparatus, deserves credit. Mr. McMeen took a class of small children and his device before the faculty on June 5th to illustrate its workings. The members of the faculty made many complimentary remarks concerning it and seemed to think it could be made a very practical piece of apparatus.

It is very simple in construction. But one word or sentence can be seen at a time and by the movement of the rollers and lever, eighty-one different combinations may be made with both the word charts and number charts.

We earnestly request you to aid us in reaching the old students of the university. It is impossible for us to find the addresses of all the students and we ask you when writing to friends to put in a word for the GAZETTE.

Contributed.

THOUGHTS FROM THE WEST.

HARRY Z. ZUCK, STUDENT 85-87.

In Miss Baumberger's oration which appeared in the May issue of the GAZETTE is a short paragraph on the Mormon question. I wish to enlarge somewhat on the statements there made. Before I do so let me state on what I base my claim to any knowledge of the subject. I spent five months of the past winter in an exclusively Mormon town, engaged in "sprouting the young idea." While there I availed myself of every opportunity to learn something of this peculiar people. I have read many of their books, talked to some of their leading men, listened to their sermons, and kept my eyes and ears distended to the utmost.

Lack of space will not permit me to lead you, step by step, to the conclusions I have reached. I must content myself with simply stating them.

As regards polygamy, nine-tenths of the Mormons themselves would heartily rejoice if it were expunged from the church doctrine. This, however, can not consistently be done, because all their doctrine is of Divine origin, bearing the sanction of God's unimpeachable judgment. "Can we set aside for our own convenience the will of God?" they ask. Then, if you should suggest that this one doctrine did not come from God, you will be treated to such a staccato might be expected if you had thrown doubt on the existence of such a place as the United States.

Polygamy, however, though by far the most revolting tenet of their creed, is of minor importance. As Miss Baumberger has so well said, "the real danger lies in the superstition of the people, the priestly despotism, the great wealth of the church." In these words she has struck the key-note.

But, how is the danger to be averted; how are we to blot out superstition; how are we to wrest from the despot his power, and from the church her wealth? These are the questions to which, as briefly as possible I shall try to indicate an answer. First let us see what has already been done toward the attainment of this desirable end. Has punishment of polygamy served to lessen the practice of that loathsome vice? To one who has any personal acquaintance with the Mormons, the answer is obviously, No. An instance will go far toward explaining the inefficacy of past and present methods. A Mormon of my acquaintance was sent to the penitentiary for this offense. When he returned he brought three dozen photographs, in which he appeared in all the glory of the convict stripes and shaven head. These were distributed among his admiring friends. In his mind, and in theirs he had suffered, not the merited punishment for a crime from which every moral instinct turns in horror, but "for righteousness sake." "Can it be possible," you ask, "that these men and women are so deluded as to think polygamy a virtue?" Alas! it is too true, and not so very wonderful either. Look at the convents in your own State of Illinois where hundreds of women are sacrificing their lives to a mistaken sense of duty. Many, many Mormons regard polygamy as a sacrifice of a selfish affection for one person by which they gain favor with God, and "an exaltation in his kingdom." When, oh when will man learn that God intended him to be happy? The present course, we must conclude, does not check, but on the contrary lends an impetus to the revolting practice. So long as it is regarded as per-

secution on account of religion the result can not be otherwise. Statistics may be quoted to disprove this statement, but figures, whatever may be their reputation for veracity, seldom penetrate beneath the surface. The number of open polygamists have decreased, but, in the face of the instance already given and which I am assured is one of no rare occurrence, can we say that the practice has become less general?

To say that polygamy should be allowed to go unpunished, is almost equivalent to declaring that adultery is no crime. But, when punishment aggravates instead of suppressing an evil, would it not be well to try some other course? The law is inadequate to cope with this danger which is threatening our Republican institutions. Shall an appeal be made to the sword? In the moral battles of the world, the sword is an obsolete weapon. And besides, this would be like appealing from Philip sulzer to Philip drunk. Persecution never has and never will do ought but strengthen a religious sect. "The pen is mightier than the sword," but the pen does not yet reach this people. It may be a powerful auxiliary but can not be relied on for the main support.

These words may reach the eyes of many noble teachers struggling to eradicate ignorance and superstition from the minds and hearts of men. Whether the objectionable features of Mormonism will continue to exist, rests with the body of faithful workers more than with any other class. Nearly all their converts are drawn from the ignorant peasantry of Europe. They are misled by the plausible fallacies advanced by those people as deluded as themselves, for their acceptance. They are not rascals, only poor, blinded, human beings enveloped by an ignorance and bigotry so dense as to be inconceivable to one who has not come in personal contact with them. Never can they be convinced of this by argument. They must be taught to think for themselves; they must have the ugly bumps of egotism and bigotry smoothed down by hard and persistent friction with their fellow men. A slave is unconscious of his degradation until he fully realizes what a free man is. Mormons are the unconscious tools of men who are perhaps unprincipled rascals, perhaps the victims of their own imagination.

Education, then, is the only panacea. Teach Mormons that they are slaves; that they are simply fastening the same chains on themselves that were struck from mankind over three hundred years ago, by grand, stalwart, pugnacious Martin Luther and his associates, and they will under the bolts of superstition and priestcraft which are binding them to the dead past.

This is a dark picture. Is there no ray of light to relieve the blackness? Yes. The general character of the Mormon people is good. Rough, uncouth, ignorant, and superstitions they are, but underneath all this lies an honesty, uprightiness, conscientiousness and earnestness of belief in the religion of their choice which might well be emulated by the professors of other creeds. Then they are becoming aware of their own ignorance. Parents exhibit a commendable anxiety for the education of their children. I was offered schools in three Mormon towns of this country last fall. The heaven has been introduced into the sodden mass and already a careful observer can see its effects. More willing hands and brains, more money and time are the requisites to complete the work already begun.

Teachers, this is an appeal to you. If you are seeking new fields of labor, where can you find a nobler work or one that will bring you a higher reward in time or eternally, than is offered here? If you are interested in the progress of the human race how can you aid it better than by helping these men and women to rise from the abyss of shame into which they have unconsciously fallen, to the resplendent light of liberty and the dignity of free and honorable manhood and womanhood.

Holbrook, A. T.

ART EDUCATION.

LILLIE SALTER.

In nothing is the advancement of this age more apparent than in the greater interest given to the subject of art education. Until recently drawing has been considered as a pretty accomplishment, but, as something very difficult to acquire and requiring great talent; the idea of its being a practical study, necessary to many, useful to all, did not suggest itself.

In 1870, the State of Massachusetts passed an act making drawing one of the required studies in the public schools; at the same time Mr. Walter Smith was sent for from England to act as art director, and it is greatly owing to his efforts that so much has been accomplished.

This was the beginning of art education as a study in the United States. Attention and interest in the subject have been growing, until now it takes rank in importance and in its practical benefits with such studies as reading, writing, and arithmetic. For the child in the primary school it is one of the best means of developing his mental powers. It will teach him to see to gain more correct ideas of form, to give attention, to remember, and to imagine.

As the basis of industrial training it deserves a place in our public schools. All mechanical work rests upon mechanical drawing, and no man can be a first class mechanic who does not understand it. All industrial art rests upon the art of design.

The commercial value of almost every object made, is dependent, more or less, upon its artistic form. An illustration of this is given in a story, told by Mr. Dresser, an English writer, in a lecture before the Pennsylvania Museum of Industrial Art. "I remember," he said, "a lecturer on art at the old Central School of Design in London, showing three marmalade pots in each of which a pound of the best Dundee marmalade was sold. The first, a plain jar, cost 14 cents; the next, which had a thistle embossed on its side, but the jar was still white, cost 18 cents; while the third, which was decorated with a colored spray of orange, was worth 24 cents; yet neither jar cost the maker 2 cents more than the plain one. Art then has a commercial or money value."

A man who is engaged in the making of any object or fabric for use should have his eye and his hand trained by the study of drawing.

But not only is it indispensable in manufacturing industries, it is valuable in mercantile and professional callings. How often a case occurs when one would give a great deal to be able to represent his ideas by drawing. The aid it is to the teacher is too obvious to need more than a mere mention.

Among its educational advantages for all, may be placed the great help it is as a means of culture in the drawing of beautiful forms and in the study of the best historical work of the ages.

The influence of art education should ever be refining.

The ignorance of her people on the subject of design has been a great loss to the United States. It has been necessary to procure designs and designers from foreign countries. The nation is arousing to a sense of the need in that direction and in order that the taste of the people may be educated, efforts are being made to introduce drawing in the public schools as well as to provide special schools of art for the education of those whose professional work needs more advanced study.

In drawing, as in other branches, the course of study should proceed from the concrete to the abstract. Children should be taught the study of form from the solid before the drawing of lines, straight and curved and their combinations in simple designs.

There is so much in drawing to study, and the subject opens such new and interesting matter that it should be enjoyable to all.

Among the objections raised to its introduction has been that of the inability of some people to learn drawing; but "anyone who can learn to write can learn to draw." Probably a more serious trouble is the lack of time; especially in ungraded schools—in a course already overcrowded how can new work be introduced?

In answer to this, testimony has been given by those who have had experience, that if two lessons a week are taken from writing and put upon drawing, the writing, instead of suffering from the change, will be found to be helped. While it is far better that the work should be taken regularly every day, where that is impossible, good results may be obtained from even two lessons a week.

It can not be denied that drawing is a benefit, and let us hope the time will soon come when the State of Illinois, ever anxious for the improvement of her people, shall take one more forward step and make the study of drawing compulsory in her public schools.

DISCIPLINE.

S. M. INGLIS.

MY FRIENDS AND FELLOW TEACHERS.—The discussion of discipline in the public schools of the State is but the discussion of the great factor in the government of the State and Nation.

The children in the public schools are the children of the State, placed there to be properly fitted for the duties of future citizenship. To fill up the true measure of discipline, therefore, the teacher must mould the character of the child into that of a symmetrical manhood.

To be more specific, I remark, that the development of character is the chief work of the true teacher. This is manifestly done through what we are pleased to style discipline. And before we enter upon a discussion of the "Methods of Discipline," let us examine this idea of character development.

Character is a creature of steady growth. Both organic and inorganic bodies are constantly growing. The rock that hurls back the angry ocean, in its surging against the shore, has grown by gradual accretions of sedimentary deposits. The leaf that hangs trembling upon its stem, slowly extends its length and breadth, as the genial warmth surrounds it and the sap finds its way through the arteries nature has so perfectly channeled; the worm that crawls at our feet, the insect that hums its morning hymn, and the bird that cuts the air; each has its growth. So the child grows on and

from the moment it opens its baby eyes upon this wonderful world, creation.

But there is a marked difference in the growth of the various substances in nature. Some attain their wonted size; others are unlimited in growth; some reach a certain size then decay, or lose their identity.

Not so with the child. Beginning in the infantile budding of promise with the impress of God, himself, upon it, it passes through the prattling days of childhood, it gilds its fancy pictures of youth with sunshine; it treads the busy marts of trade in the dignity of manhood; it gathers about it the mantle of old age, and with silvered locks sits down to rest and patiently awaits the coming messenger whose trumpet shall call it to its final resting.

But the grave whose curtain never outward swings, rears no barrier to its progressive pilgrimage. From the meshes of mortality extricated, it plumes its wings for grander flights amid the glories of a purer world, beneath the smiles of that Infinite Author whose power first created, whose loving kindness kept, and whose wisdom trained the temporal for the eternal, the mortal that immortality might bloom in another world, even a heaven where blissful growth is measured only by the cycles of eternity.

The progressive teacher says, give us something practical, something that will make apt men and women of the boys and girls growing up around us. Let us have workmen of whom none shall be ashamed.

Hence you can not take up a school journal of to-day, without finding discussions by able educators, upon methods of teaching, great improvements upon the ways of our forefathers, with brief discussions here and there upon the fundamental principles underlying these methods. The press is thus becoming a mighty factor in preparing the teacher for his noble work.

This is all well. Reading, arithmetic, grammar, geography, language and the rest of the long catalogue of studies pursued in our public schools must receive their due share of attention.

But, fellow teachers, there are methods paramount to these, methods of development that aim at the cultivation of the moral faculties, the molding of character in the boy and the girl—the real life of the man and the woman. This sort of training pertains to actual success in life; hence far transcends in importance, that other training which points to the mensuration of surfaces, the computation of the orbits of bodies flying through limitless space, the daring exploits into sulphurous craters to ascertain the internal heat of our little planet, or the boundless searching through the intricate mazes of philosophy. These are all good in their respective places.

The training I desire to discuss at this time, is that which has in view the formation of good habits, the building of a noble manhood. This kind of teaching is more difficult to attain, but, when attained, is more prolific of good results; its fruits are more delicious, last through a longer season, are more invigorating to the taught, and return a ten-fold greater reward to the faithful teacher.

Such teaching grasps the entire being—physical, intellectual, moral, social. In the language of another: "It pertains to the repetition of good thoughts, feelings and actions, until they become agreeable and pleasing instead of irksome."

It is well to know what to do and

how to do it, but is quite a different thing to do what we know. Too many teachers fail right here; we know our duty and we do it not, and, as a consequence, receive the promised stripes. To teach the youth of our land to know and not to lead them to do rightly what they know, is but to augment their capacity for evil, if it does not produce a corresponding action. Every step of the teacher in his habit instructions, his character building, should be supplemented by actions in the living example.

What would you think of a military academy where students are thoroughly taught the theory of military tactics, yet never required to pass through their actual drill? How futile the aim of a commercial college, however thorough in theoretical teaching, if it fails to impart the actual practice in merchandizing, banking, telegraphy and book-keeping in all its forms, with day-book and ledger lying open before the students. The boy who was required to measure the girth of a tree with a tape-line and then calculate the diameter of the tree, was confused, hesitated; but when told the circumference, then asked to find the diameter, proceeded according to his arithmetical and geometrical rules and soon obtained the result. No more can we successfully teach morals and manners unless the actual doing follows the knowing. We give line upon line, precept upon precept, but fail to follow our teaching with close watchfulness of the conduct of our pupils; such may be good advisers but are poor teachers.

Man is a bundle of habits. What a man will be here and hereafter will depend upon his character here; no more, no less: for "whatsoever a man soweth that shall he also reap." What a field is here for diligent labor on the part of the teacher. How emphatically may he shape the destiny of man! How infinitely important that the soil be well cultivated, that good seed be sown in order that the harvest be plentiful and of good quality. Habits are thoughts and feelings formulated into actions and repeated until they become, in a measure at least, a part of our life.

We are constituted with a three-fold nature: *physical, mental and moral*. These act conjointly in most of the labors of life. Every act on of the physical is impelled by the mental that directs the will power to a successful prosecution of the work. There are departments of labor simply mechanical; or essentially physical, and a few purely intellectual. But in all labors involving the question of wrong—and such form the greater part of life-work—the moral nature is truly the controlling power. The intellectual perceives the truth, the moral faculties guide and the physical nature responds by action; the right is thus established and a perfect work is accomplished. I am aware that an individual may be immoral to a certain extent and yet his action may not correspond to his moral status, and under certain circumstances these actions may have a salutary influence upon others: this is the exception. The primary source of good action is manifestly an intellectual perception of the truth under the control of the moral faculties. Again, there is a reflex influence of the external physical action upon the mental and moral nature of the actor; for an act may, at the first be distasteful, but by repetition this reflex influence renders it pleasant, and it now becomes part of us. This is equally true of good and bad actions; hence a good man may become a bad man, and conversely. In either case the action finally be-

comes a fixity and determines the character.

In view of these facts, fellow-teachers, the question for us to answer is, how can we mold the character of those placed under our care and thus shape their destinies? Not for this life alone—this is fleeting, temporal—but for the life beyond, that is lasting, eternal! What methods shall we adopt to start and quicken the child in its growth towards the perfect man or woman? Prof. Hallman, speaking of the new education, referring to the kindergarten, says: "It looks upon the human being as an organizer, subject in all its parts, and attributes to the ordinary laws of organic development, but possessing a soul endowed with powers far surpassing those of other organizations, and constituting at the same time a part of another, looser organization, called society. Hence its methods aim at growth from within outward, and at the production of beings whose receptive and expressive powers have reached their highest degree of harmonious development, fit to continue their growth independently, and to become healthy members of society. In short, its aim is the development of independent individualities, fitted for life in society, capable of happiness and efficient for usefulness on the basis of morality and reason.

Methods.—It would be wearisome to you were I to traverse the entire range of methods, good and bad, by which the teacher may manufacture the future citizens of our republic. I would not enumerate them if I could. Their name is legion. I shall present but a few of the most important, and perhaps, the most efficient in securing the highest possible attainment in the character of the child—the crystals from which pure manhood must, if at all, develop.

System.—The first and perhaps the most important element in school government, as well as other governments, is system. There can be no good government without it. System is composed of three essential factors: time, place, method. There must be a time for everything to be done, a place for everything to be put, and method in doing and arranging all the work of the school room. Through our perfect system of telegraphy the dumb iron is made to utter sounds, and contented converses with content, except during war among strikers. By our complete system of time-tables we may seat ourselves in a Pullman palace and be hurried across the continent without a single break in connections. Everywhere it is systematic business; every person must be busy if he expects to thrive. Business moves by the puff of the steamer or the system of the rail.

Napoleon once said to his officers: "Give your men plenty to eat and plenty to do, and you will find little difficulty in governing them." "Steady and congenial employment for the people," says another author, "is the profoundest maxim of human government." "Keep the pupils interested and busy," is the best rule ever given for management of schools.

Again, the teacher's desk should be a picture of systematic neatness, afterwards the pupils'. The goings and comings in the school room, in the management of recitation, and recesses, should be done with systematic precision.

(To be Continued.)

President Eliot says a student can live at Harvard for \$500 a year, and enjoy "all the advantages" for \$800.

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Fashionable Barber.

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Special attention given to shampooing, dyeing, ladies' hairdressing, trimming bangs, etc.

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EDWARDS HOUSE.

J. H. EDWARDS, Prop.

N. W. Cor. Square, - Carbondale, Ill.

Newly Renovated and Refurnished.

BEST SAMPLE ROOMS.

THIS PAPER

Is printed at the

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Printing House,

CARBONDALE, - ILL.

Normal Gazette.

PUBLISHED MONTHLY,
At the Southern Illinois Normal University.
Subscription price 50 cents a year, in advance.

J. T. GALBRAITH. L. E. BAIRD.
CALDERAITE & BAIRD,
EDITORS AND PUBLISHERS,
CARBONDALE, ILLINOIS.

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C. M. Morgan was chosen president of the evening by the society and made a very appropriate address of welcome, after which was delivered the program which we give in full:

Instrumental solo, "Op. 33 Willie Page;" Ollie Robinson.

Oration, Hidalgo, the Washington of Mexico; Kent E. Keller.

Recitation, "Lost on the Shore;" Rosa Williams.

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Essay, Trial of Susan B. Anthony for Voting; L. E. Baird.

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Humorous, "She Wanted to Learn Elocution;" R. E. Steele.

Recess.

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Oration, Conflicts of To-day; W. P. Cochran.

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Concert Recitation, "The Bells;" Lois Allyn, Theodora Sprecher, Jennie Hendrickson, Helen Meyer, Lena Bridges, Grace Burket.

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Piece song; school.

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Picnic song; school.

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Essay, "Good, Better, Best;" Kate E. Richards, Delphos, Kan., (short course).

Essay, "Touissant L'Ouverture;" Margaret E. Wham, Foxville, (long course).

-Essay, "Minute Influences;" Ada Hickam, Carbondale, (short course).
 Essay, "Rills and Ripples;" Calla E. Johnston, Carbondale, (long course).
 Oration, "Liberty;" David W. Lindsey, Grand Rapids, Mich., (long course).

Oration, "A Monument of the Nineteenth Century;" Jasper N. Street, Waggoner, (short course).

Essay, "Ancient Languages in Public Schools;" William H. Hall, Albion, (short course).

Essay, "Life's Compensations;" Mary Leary, Carbondale, (short course).

Essay, "What Next?" Catherine Briback, Cairo, (long course).

Oration and valedictory addresses, "Real or Ideal?" Charles M. Morgan, De Soto, (long course).

Principal's address to the graduates. Conferring diplomas. Benediction.

The following is the Principal's address to the graduating class:

GRADUATES: On the Sabbath the idea was impressed that faith and labor are the impartial factors, and that nothing is impossible to them. To-day, allow me to reinforce it. The mighty men are the learned, the bold; the men who believe something, and are not afraid to say so and do accordingly. It has always been from creation. As Whittier says:

Not untrue those tales of old.
 Now, as then, the wise, the bold,
 All the powers of nature hold
 Subject to his kingly will;
 Still to such life's elements,
 With their sterner laws dispense,
 As the chains of consequence
 Broken in his pathway lie;
 Time and tide their vessels making,
 Flowers from icy pillows waking,
 Tresses of the morning shaking
 O' the midnight skies.
 Still to earnest souls the sun
 Hangs on toward Giboon,
 And the moon of Aazon
 Lights their battle grounds of life;
 To his aid the wise reserves
 Hidden powers and secret forces,
 And the high stars in their courses
 Mighty in their daily strife.

Everything works with you. Do not be afraid. Your influence will live forever. Only obey and your power is irresistible. Have life in you and your influence shall live also.

CLASS NOTES.

"Post Prandiu, primum."

William H. Hall is yet undecided as to his next year's work.

Both the valedictorian and salutatorian are Jackson county boys.

Lulu Baumberger spent two weeks of the seniors' vacation at her home in Greenville.

Ada Hickam will stay in Carbondale this summer and teach near Carterville next winter.

Kate Richards spent some time of the seniors' vacation in visiting relatives at Rockwood.

Eight of the class are Zetetics and four Socratic, while one belonged to neither of the societies.

Maggie E. Wham will spend the summer at her home in Marion county and expects to teach the coming winter.

Callie Johnson has not yet decided to teach the coming winter, and expects to spend the summer in Carbondale.

Miss Mary Leary will spend the vacation in Carbondale, and return to her old place at Makanda next winter as first assistant.

Miss Kate E. Richards expects to attend the institute during the summer and has not yet decided what she will do the coming winter.

Charles M. Morgan, the valedictorian, will put in the summer as telegraph operator and will attend the law school at Ann Arbor, Mich., the coming year.

Jasper N. Street, will superintend the Kimmunity schools this year at \$75 per month. He will have his excellent wife as first assistant in both the school and home.

Frank Trobaugh will till the soil on his father's farm west of Carbondale during the summer and will wield the rod at Pleasant Grove, his home-school, the coming winter.

Catharine J. Briback has not yet informed us as to her future expectations, but the GAZETTE will be ready to inform its readers of her whereabouts in the next issue.

The class purchased and planted boxwood shrubs in the form of the figures "1888" near the east walk. This will be something to remember them by for years to come.

D. W. Lindsey has been elected to the position of superintendent of the Greenville public schools at a salary of \$1,000 per year. Mr. Lindsey will prove himself worthy of the confidence placed in him.

William A. Reef, the salutatorian, will travel for a publishing house during the summer, and will teach at Tunnel Hill, Johnson Co., next winter at \$45 per month. This is Mr. Reef's first school; but his Normal training will not fail him.

Miss Lulu Baumberger has the position of first assistant in her home school, Greenville, receiving \$50 per month. Miss Baumberger is contemplating a trip west of the Rockies this summer in company with Miss Buck and will likely attend the National Teachers' Association at San Francisco.

COMMENCEMENT JOTTINGS.

Prof. Inglis will conduct institutes in Perry, Johnson and Jackson counties this year.

Miss Buck contemplates attending the National Teachers' Association at San Francisco.

Miss Sutor's room had many visitors commencement week. The display of work in her department is excellent and well worth the seeing.

Miss Finley has her room very nicely decorated with the stars and stripes and a large eagle holding in its mouth the national motto: "E Pluribus Unum."

The trustees held their meeting on June 13th in the parlor. The members present were T. S. Ridgeway, Dr. H. C. Fairbrother, S. P. Wheeler and E. J. Ingersoll.

Mr. H. B. Waterman, of Griggsville, Ill., visited our S. I. N. U. during commencement week. He represents a book agency at 1810 Olive st. St. Louis, Mo., which offers exceptional terms to canvassers on salary.

The following is a poem composed by Geo. C. Ross, class of '76, on the stage while the graduating exercises were going on this morning, (June 14):

With owl's eyes,
 We grads, look wise;
 Editors seem sharp,
 White tilters sharp;
 Preachers erect,
 Judges elect
 And candidates many.
 Oh, how funny!
 And the faculty,
 The teachers all,
 Command like Saul.
 But we are all here,
 Never fear;
 We sit with grace—
 Look in our face.

Don't go home without subscribing for the NORMAL GAZETTE.

The Societigs.

SOCRATIC SOCIETY.

C. M. MORGAN.

"Nulla vera felicitas sine sapientia."

Friends of the Socratic Society will be glad to know that another year has been completed which records for us a success far beyond that of any previous year. The beginning of the year, indicated everything but a happy ending; an old member scarcely to be seen within our ranks; we were indeed almost a new organization, but the new members have shown the old Socratic spirit and it is to these we owe whatever we have achieved. For many years past it seems to have become a fixed custom that the interest in society work should slacken at the close of the spring term; we rejoice that custom has been reversed this year. A great many were taken away from the regular work by the annual entertainment, but enough were left to carry on the work to the very end of the year. Those members who return next year have shown a determination to go onward and upward. A corps of able and willing officers have been elected, whose administration will doubtless be a credit to the society. Programs have been already prepared for the first two meetings of the year, so that a good beginning is certainly insured.

Program for September 10, 1888:—Oration, K. E. Keller; instrumental solo, Grace Tyndall; recitation, Lizzie Parks; essay, F. H. Colyer; instrumental trio, Anna Fitzgerald, Louie Youngblood, Joe. Youngblood; recitation, Rosa Williams; optional, Nellie Tierney; vocal solo, Dula Pease; extemporaneous, E. P. Trobaugh; normal notes, Mary Alexander; charade, L. E. Baird; vocal solo, Mabel Smith.

Program for September 17, 1888:—Instrumental solo, Ollie Robinson; optional, Ida Baird; oration, J. D. McMeen, instrumental trio, M. C. Moore, John Davis, Mabel Smith; recitation, Ida Jones; humorous, R. E. Steele; vocal solo, Daisy McKinney; recitation, Julia Hanson; declamation, J. S. Stonecipher; extemporaneous, Walter Kinsey, instrumental solo, Lelia Abel.

P. E. Hileman is a prominent lawyer of Fort Smith, Ark.

Florence Barber, of the class of '86, is still teaching in Minnesota.

T. O. Rusey is principal of the Cutler, Ill., school for this year.

W. P. Cochran will teach near Murphysboro the coming winter.

C. A. McCounel is fast becoming famous for his original humor.

F. S. Smith will teach an eight months school at Parker City.

J. S. Stonecipher has been employed for a six months school at Alma.

W. R. Ramsey has a position in the schools near his home at Mount Carmel.

J. B. Airl has secured the principalship of the Odin schools for next year.

Miss Alice Boesely is enjoying herself in the quiet of her home at Linn.

We gladly class Miss Whittenberg and Mr. Ayre among our best essayists.

Miss Lizzie Rush is at Metropolis, Ill., reveling in the luxuries of housewife.

S. P. Young has just finished a good year's work at McKendree college, Lebanon.

Miss Minnie Tait, well remembered as one of our best singers, is teaching a music class at DeSoto.

The junior class paid the Socratic

Society a compliment by electing J. D. McMeen to the presidency.

J. B. Bundy will teach near Carbondale. We understand he has a pleasant school and a good salary.

We may justly add Miss Mary Strait, Miss Jennie Crosnow and Miss Leona Andrews to our list of reciters.

Miss Della Brown, now engaged in missionary work at Cairo, Egypt, reports a happy and successful year.

Mr. Vanolive has given abundant proof that the little title of "Bill Nye" No. 2 would not be understood by him.

Guy Blanchard favored us with a splendid poetical medley. Guy may be depended on for anything in that line.

Sylvan Young, after having spent a term at Lebanon, has returned home and has taken up the role of the farmer's life.

C. J. Huey has been compelled to leave school on account of ill health. He will soon leave for Los Angeles, Cal.

We are glad to count among our members Misses Alice and Eunice Barrow whose vocal duets can not be excelled.

Alexander H. Fulton, of the class of '86, is now traveling in California, hoping that it may prove beneficial to his health.

Otto Rude has closed a term of school near Ava, Ill., with great credit to himself and perfect satisfaction to his patrons.

Misses May and Clara Cleland both taught school at Des Moines, the past year. May attended commencement exercises.

D. M. Guthrie writes that he is now devoting his time and labor to agriculture and may be found at his home near Marissa.

K. E. Keller added fresh luster to his name in an original poem. Such work is unusual and we are always pleased to see it.

Mr. A. J. Rendleman one of our newest members took an early departure from literary study and has taken a place in matrimony.

The Socratic roll of musicians has been honored by the addition of the name of Miss Dula Pease whose vocal solos never fail to please the most critical.

C. H. Ripley, class of 1887, has just completed a successful year in the study of law at Ann Arbor, Mich., and after examination has been admitted to the bar of that state.

R. M. Allen, whom the members of last year will remember as a staunch supporter of the old constitution, has been roaming through California in quest of pleasure.

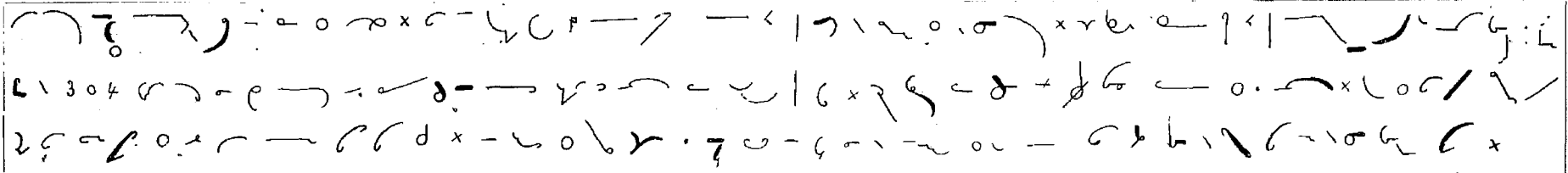
E. J. McCurdy has held the position of salesman in the "Famous House," of St. Louis, since leaving school; we learn that his great aptness for business has pushed him rapidly forward.

Miss Cora Williams, of Carbondale, and Robert Willie, of Marissa, have united their destinies and made their home in Pomona, Cal., where Robert is engaged in business. All Socratic is will be pleased to learn of their success.

The following officers, the first chosen under the new constitution, which makes the official term six weeks instead of five, will continue in office for some time in the next year: President, L. E. Baird; vice president, F. F. Sams; recording secretary, R. E. Steel; corresponding secretary, Mima King; critic, W. P. Cochran; chaplain, May Strait; pianist, Ollie Robinson; treasurer, Guy Blanchard.

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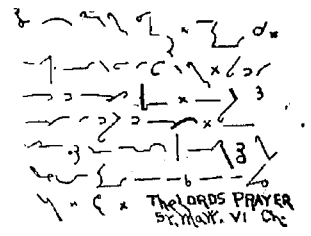
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EDUCATIONAL CLIPPINGS.

Indiana takes the lead in the number of teachers in the reading circle work.

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Prof. Moses Coit Tyler, of Cornell University, will go to Europe in June for a year's study.

The seven wise men of Greece were Solon, Chilo, Pillacus, Bias, Periandes, Cleobulus and Thales.

Prof. James H. Howe, of Greencastle, Indiana, will conduct an excursion to Europe during the summer.

The University of New York is to have two new chairs established; one of English and another of History.

Columbia College has a special room for the library of history and political science, which now numbers 15,000 volumes.

Dr. I. S. Hopkins, President of Emory College, Georgia, has been elected President of the Georgia School of Technology.

Miss Olivia Briggs has given a square of ground in Washington for the foundation of an institution for the higher education of girls.

The secretary of the North Carolina Teachers' Assembly has engaged Frank Beard, the great blackboard artist, for their coming session at Morehead City.

The University of Leipzig, which is more than four hundred years old and has large possessions in real estate, is endowed every year \$400,000 by the Saxon government.

The American Institute of Instruction, which is believed to be the oldest teachers' organization in the world, will hold its annual meeting this year at Newport, R. I., on July 9.

Henry Bprgh succeeds his uncle as president of the society of the prevention of cruelty to animals. He is a single man, and has been connected with the society for fourteen years.

Dr. B. A. Hinsdale has been unanimously elected to the chair of "The Sciences and Art of Education" in Michigan University. He has accepted the position and entered upon its duties.

The Seven Wonders of the World were the Pyramids of Egypt, Pharos of Alexander, Gardens of Babylon, Temple of Diana at Ephesus, Statue of Olympian Jupiter, Mausoleum of Artemisia and Colossus of Rhodes.

Three of the grandsons of Emperor Dom Pedro, of Brazil, ages twelve, ten and seven, are publishing a bright little paper called the Courier Imperial. They are the editors, printers, and pressmen of the little sheet, which is liberal in politics and opposed to slavery.

The new Clark University, of Worcester, Mass., has called as its president Prof. G. Stanley Hall, Ph.D., professor of psychology and pedagogics in Johns Hopkins University. Prof. Hall is a graduate of Williams, class of '67, was a special student at Harvard, for several years a student in the German universities, an instructor in Harvard, and a lecturer at Williams, prior to his appointment at the Johns Hopkins.

The King of Siam has sent his four sons to Europe and given them some good advice. He tells them not to assume the title of prince in Europe and not to boast that they are princes. As he is defraying all of their expenses from his own private purse, he has decided on depositing a sum in the banks sufficient to give each of them \$1,000 a year for the first five years and \$2,000 a year for the second five years.



— THE —

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TERMS BEGIN AS FOLLOWS: Fall term, second Monday in September; Winter term, last Monday in December or first Monday in January; Spring term, third or fourth Monday in March. Commencement, second or third Thursday in June.

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COMPANY A:
CAPT. S. E. NORTH, Company A.
CAPT. C. M. MORGAN, Company D.

BAND:
E. T. DUNAWAY, Captain.

The medal for best in manual drill was awarded to Cadet Private T. F. Hord.

The last sham battle took place on June 4, and was a decided success. The battle was witnessed by a large number of visitors.

Sergt. J. L. Whitaker took the guide's medal, while against him were Sergts. W. F. Whitaker, W. B. Whitney, and E. J. Hobbs.

In the competition for the "Best Company Banner" and "Reed Prize" the result was as follows: Company "D," Capt. C. M. Morgan, 8.85. Company "A" Capt. S. E. North, 7.77.

As no provision has been made for transportation and subsistence, the intended trip by the cadets to the State Encampment at Springfield will be given up. This is quite a disappointment.

In the competition for medal for the best officer, 1st Lieut. J. C. Salter won with a grade of 89.65. The other competitors were 2nd Lieut., W. O. Bryden, grade 79.99 and Capt. S. E. North, grade 72.33.

The cadet corps took part in Decoration Day exercises by a salute from the battery at 12 m., and by marching in line with the G. A. R., and a salute by the corps, which was under command of Capt. North.

Capt. Morgan takes his honorable dismissal from the Douglas Cadet Corps and steps out into the world to put into practical application the lesson of self command and systematic order he has so well learned as a cadet. There is not a cadet who will not be sorry to see him go.

Lieut. Bell left on the evening of June 4, to be gone during vacation, which he expects to spend in the northern part of this state. Lieut. Bell has worked hard for the promotion of his department, and his efforts are rewarded by the best drilled officers and men that the corps has ever seen. He has succeeded against discouragements when men less energetic and enthusiastic would have utterly failed. Let the boys come back next year with the determination to make the Douglas Cadet Corps the best military organization in the state.

The presentation of the best company banner and the medals was made on

June 1. The corps was formed on the parade ground, when Lieut. Bell requested Capt. Morgan to march his company to the front, and directed the officers who had won the medals to come to the front also. Dr. Allyn in a short and appropriate speech presented the ladies who were to present the banner and pin the coveted medals. Miss Baumberger presented the "Best Company Banner," while Misses Leary, Meyer, Johnson and Brilback presented the medals to Messrs. Morgan, Whitaker, Hord and Salter.

DIED.

The sad news has reached us of the death of D. A. Hayden, of Villa Ridge, a student of '83-4. He was twenty-six years of age, had just bought a nice little home, where he and his wife were enjoying the hope of a bright future. He attended school here four terms and the book shows him on the Roll of Honor each term. We extend our most heartfelt sympathy to his bereaved family.

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