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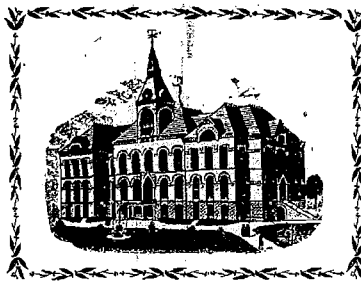
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"FIAT

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VOL. II.

CARBONDALE, ILL., APRIL, 1890.

NO. 4.

**"THE FIRST CHOSEN 'KING OF MEN,'  
PROVIDENTIALLY ACCOM-  
PLISHED.**

ROBERT ALLYN, LL. D.

If ever any event in the world's history was under Divine direction, it certainly seems to have been our Revolution and the election of George Washington to be our First President, and to be in fact the "First King of Men" ever chosen by a consensus of human ballots. Look at the condition of affairs on this continent after the conquest of Quebec in 1759, 130 years ago. Were ever men so busy with work; making homes, subduing the forest and conquering the sea? and yet the aggressions of British foes compelled them to think of human rights and self-governing communities as men had never before thought. They entered on a mighty war and conquered in it almost as much by their dissensions as by their agreements. And almost every event baffled them, and almost everything they attempted resulted differently from their calculations, even if carefully made. The attention of the workers was, of course, so occupied by their immediate duties as to forbid much of thought of futurity. And, besides all, if they were honest they were so unconsciously employed in the affairs in hand as to think of these almost alone. It is, therefore, not a strange thing to be compelled to say that the men, in fact the generation, which framed our present constitution and government and who chose Washington to be really the First popularly elected "King of Men" the world ever saw, and who inaugurated him President of about three and a half millions of scattered soldiers and backwoods-men, on the edge of an unknown continent, did not comprehend the significance of their deeds. They were doing a thing never before heard of. That the people themselves, unknown to each other, without family connections and interest of birth, or wealth, or learning, or business pursuits, scattered for twelve hundred miles along the shore of a treacherous sea, and on the skirts of a howling wilderness should unite, as by some mysterious power analogous to chemical crystallization in an alembic, and form a government, the simplest, the most stable, the most beneficent, the mightiest and most susceptible of improvement, was a wonder, greater than any of the marvels which the ages have called miracles, and ascribed to Omnipotent Divine Wisdom and Power.

And such it is not at all improper for us who stand a hundred years distant from this event, and who are the inheritors of all its benefits and glories, to hold it to be, and give to the Great Giver of human wisdom the honor due to His Name for all His mercies and goodness.

It would not be inappropriate to compare the process of the formation of a single strong government for the thirteen separate colonies, to the exodus of the children of Israel from Egypt and their consolidation into a compact and mighty nation. That is ascribed by all Christian people to Divine and miracu-

lous agency. Though some men doubt or deny this, yet it is safe for our present purpose to follow the line of public opinion and hold to the miracle.

Let us look at some points. The Israelites were clearly one family, having a notable pride in the one ancestor and his twelve sons. They were bound together thus by ties of direct consanguinity, and they had been pressed together by hundreds of years of hard labor and oppression. Then they had by a common impulse broken away from the tyrant's yoke and had dwelt and suffered together for forty years in dangers and trials.

After these influences tending so directly to unify and consolidate these children of Israel into one nation, it was not till David and Solomon, fully nine hundred years afterwards, that they attained any genuine national life and national power. And they were nearly half this long period subjugated and oppressed by the neighboring people.

Our colonies began in 1607, and others sprang up at different times till 1660 when Cromwell became ruler of England, at which time emigration almost ceased to the colonies, it has been estimated that less than five hundred thousand in all who composed their population had emigrated from England. Penn and Oglethorpe came later. But the practical time of colonization was less than sixty years, properly about forty. Then there was growth for about one hundred years; wars with the Indians, with the French, and hard work with the wilderness and on the ocean. The whales and seals were abundant close to the shores of New England. So were the codfish and the mackerel, and hardy enterprise was munificently rewarded, both by return of well earned cash, more bountifully by the more marvelous growth of grand, practical, self-reliant character, personal and colonial. Men conquered nature and hostile Indians, and Frenchmen, and naturally and laudably grew proud of their prowess and of their native colonies. They governed themselves in little town meetings. They learned how to persuade their fellow-townsmen, not by force of muscle, but by logic of truth and argument. They found themselves equal one to another and stronger than nature around them. Hence they were ready to attempt any enterprise and would submit only to the force of argument and to right.

In less than one hundred and eighty years they began another movement toward consolidation—the adoption of our matchless Constitution. It is only 180 years from Jamestown, and if any period of history can show anything like this growth of a nation, we have failed to read it. Is not this marvel to be ascribed to a Divine Providence? May we not take up Whittier's verse and say,

"We lack but open eye and ear,  
To find the Orient's marvels here:  
For still the new transcends the old,  
In signs and tokens manifold."

There is another phase of this first choice of a "King of Men" which de-

serves attention. It is not simply a wonder of Divine direction, as much as a social and political attraction. See how the religious Puritans of the New England rock-bound coast, and the crafty Dutch merchant, of the deep waters of the New York bays, and the pleasure loving aristocracy of the soft climate of Virginia—all jealous of each other, and, in fact, largely hostile, were drawn together by the great General Washington, and in the seven years' strife, so fused, that they seemed in 1787 to act almost by a common impulse, and spontaneously to combine to form a government which they had hardly thought of before, and which every one of them feared and doubted. And, indeed, which all really expected to go to pieces soon, or at least after a time, and yet they courageously and hopefully undertook it, trusting to that good Providence which had controlled all their affairs as colonies and as a fighting confederacy. Every social instinct, every political opinion, every colonial prejudice, every municipal rivalry, turned to this one man, then the prominent and in fact the only name in the whole world, whom all hearts, and all minds declared fit to be chosen to begin an experiment so novel, so desirable and in fact so critical, and yet so hopeful for the entire human race. Here is the second reason which we find for thinking that in the selection of

Washington was due chiefly to the inspiration of Almighty wisdom. It certainly came not from his own self-assertion. Nor did his friends once suggest that he deserved the place, or to speak in the political language of to-day, that he had earned it. No man had done so much as he in a hundred ways, yet the real thinking and speaking which had brought on the Revolution and which had brought the colonies to Independence had not been his. But the stubborn fighting, the stern, heroic endurance, the bold planning which had defeated every foe, was in great measure his. He was therefore first. But not because he needed, nor because the people really thought they needed a head. It was because he alone was the self-restrained man, self-poised and true, and to him could everybody turn, and realize that the power of his genuine worth and the light of his example would almost of itself transform a mob into an orderly line of obedient servants. So call it God's voice or the people's which summoned him to become the first elected ruler of a great continent, and it is the same in either case; it was an inspiration which placed him in a seat of power the extent of which no one then could guess. And if it had, by any accident or by chance of any exhilaration of joy, been announced that the office to which he was so chosen by the spontaneous verdict of the world, would within a single century grow to be mightier than the throne of any monarch, limited or absolute, who would have believed the prediction to be anything but the feverish dream of an incautious enthusiast?

And yet in less than a century, the holder of that seat has been the com-

mander of armies larger than ever elsewhere or in any time have trod the earth, and of navies mightier than ever vexed the seas, and has ministered to the happiness and comfort of more millions of intelligent people than ever looked to one government for protection, or for progress in arts and in science.

And it is almost as much a miracle that he was inducted into office with so much good will and unanimity of every faction of the people. For there were factions, or at least had been bitter ones. Gates had had a large one in the army at one time, and almost a majority of the Continental Congress. Charles Lee had had another and it had been open and bold, and almost successful. Both of these men had had at one time followers enough to baffle the plans of Washington in the army—the latter in the retreat across New Jersey in 1776—and the former in the attack on Germantown after Saratoga.

During the Confederacy from 1781 to 1788, everybody almost, was engaged in cabals and in combinations for some small or selfish end, or for some local enterprise, either to exalt a temporary end or a local enterprise. It was almost the literal prophesy of Ishmael, every man's hand against every other man's hand. But when Washington had been chosen President by unanimous consent, all at once united to support him, and what was, if possible, more than this, to stand by one another. The human crystallization was immediately perfected, and it was the crystallization of every particle of the mass of men. Washington's greatness had swayed the whole of the planets, because it was greater than all, and they seemed to rejoice, even to delight to be controlled by its beneficent power. Never was there such a spectacle, and never was God more clearly seen in human affairs.

**A GOOD SUGGESTION.**

We clip the following from the *Free Press* of the 6th, and second the motion: Mr. Editor:—Your suggestions to our school board in last week's *Free Press*, concerning Miss Hord is excellent. She is a fine scholar, having passed a rigid examination of four days' duration, and made the highest grades received by that county for many years, having an average of 99. When it is known that one question required her to draw a steam engine and explain its working; while another was to similarly treat the magnetic telegraph, some idea of the style of questions can be had. She is now teaching in the high school of Charleston, rhetoric, algebra, grammar, reading, physical geography and zoology. Such teachers our town can not afford to lose.

**A TAX-PAYER.**

"The Devil in White," at Moody's Opera House, Tuesday, April 16.

Rev. J. B. Koehne is a lecturer of good standing; has been on the lecture platform for ten years. He is a splendid speaker, and "The Devil in White" is his most popular lecture. Hear him.

Contributed.

THE READING CIRCLE.

PROF. S. M. INGLIS, IN THE COUNTY SCHOOL COUNCIL.

(Began in February number.)

The *North American Review* for April, 1868, in speaking of Charles Dickens, uses the following language: "No one thinks first of Dickens as a writer. He is at once, through his books, a friend. He belongs among the intimates of every pleasant-tempered and large-hearted person. He is not so much the guest as the inmate of our homes. He keeps holidays with us; he helps us to celebrate Christmas with hearty cheer; he shares at every New Year in our good wishes; for, indeed, it is not in his purely literary character that he has done most for us; it is as a man of the largest humanity, who has simply used literature as the means by which to bring himself into relation with his fellow men, and to inspire them with something of his own sweetness, charity, and good will."

We might speak of George Eliot, the lovely Ann Evans, whose delineation of character ranges with the best; of our own Franklin, the statesman and philosopher; of Irving, the fireside companion; of Halleck and Cooper; of Bryant, nature's own sweet bard; of Longfellow and his love of home and faith in nature's God; of Whittier and his song in winter; of the historians, Bancroft and Prescott, and a host of others; but I desist for fear of wearying you.

Fellow teachers, we have but one life here and that life is real, it is earnest. Let us spend a portion of it drinking at the clear, crystal fountains of literature, studying such of the most brilliant writers as will elevate us into the higher realms of intelligent thinking; such especially of these writings as will contribute most directly to our improvement, fitness to impart valuable, practical information to those in whom as instructors we are immediately concerned.

Pliny said, "True glory consists in so living as to make the world happier and better for our living."

Aristotle said, "The end of education is the useful and happy citizen."

Greece utilized such teaching in the training of her youth to love her laws, to be loyal to the power on the throne, the law-maker in the forum, and to die, if need be, for the state.

The Spartan mother sent her son forth to do battle for the state with the admonition to return bringing his shield with him or being borne upon it.

That the common school is the nursery for the future citizen of the state, carries with it its own argument; that the efficiency of the common schools depends upon the knowledge, skill, and energy of the teacher, is as true. Hence our greatest need constantly is an adequate supply of well qualified teachers for these future citizens, the depositories of the brain and heart of the state.

George Brown says, in his articles of educational faith: "We believe that the crowning purpose of the school is to produce a high order of men and women. We would amend the saying of Aristotle, and call the making of the useful and moral citizen the end of education."

The essence of morality is obedience to conviction. Loyalty to intelligent conviction is the sore need of the world.

What ought the 20,000 teachers of Illinois to do toward supplying this need? They are doing much and more than the popular voice credits them with doing; more, even, than they

themselves know, in many instances. Let what is really done be clearly and persistently set forth until its claim is allowed.

"The consciousness of good done is the sharpest spur to doing better."

It is the keen, firm conviction of right that the teacher is to plant in the head and heart of the embryo citizen. It is implicit and willing obedience to the mandates of such clear convictions that the devoted teacher is to inspire in the breasts of those seated before him day after day.

Such obedience and loyalty that spring from an intelligent conviction of right will supply the present great need among our citizenship, create a healthful moral atmosphere about the rising young men and young women, and build up a state cleansed of the withering and blighting seeds of anarchy and rebellion, and moving steadily on to genuine prosperity and a glorious destiny of universal, intellectual empire.

Truly, teaching is an earnest as well as serious business; it is no play; it is earnest labor from which there is but little respite during the lifetime of the faithful teacher.

Through the reading circle, then, we learn of governments, republics, empires and kingdoms; the causes of their rise and decay, and with such a knowledge can better teach duty to the young American citizen. We learn from a study of the masters in literature the convictions and opinions of the philosophers and statesmen in regard to the great issues of the times in which they lived; we likewise learn the vital causes of the important movements among men and nations, and hence, are better prepared to enlighten and carry proper moral convictions to the mind and heart of the students, thus contributing more certainly to the weal of the state.

The reading circle has come to stay, and it must reach every teacher in the state, and that teacher who will not lay hold upon the opportunities it affords, or will not thus inform himself about that which is vital in his sacred calling, must go down before the righteous indignation of parents, county superintendent and school officials, whose inalienable right is to demand the best mental food for the children who are to grace their homes and become the useful citizens of the state.

The day is fast passing away when the teaching No. 12 and No. 20 machine will be placed behind the school desk to grind out the automatic, therefore impractical, student, an incubus rather than an advantage to the state.

The people are demanding a better quality of teachers, and they have the right; for the people are sovereign in such a country as ours; and the county superintendent, who through political or denominational favor, licenses his favorites as teachers despite their inadequate qualifications (a thing I have known to be done more than once), must keep a sharp watch at the next election of county superintendent that he himself is not guillotined.

County normal institutes are normal schools on wheels, and while many teachers attend these normal schools, many good teachers do not have the opportunity of doing so; hence the reading circle is suited to their needs and organized for them.

I am a strong friend of, and an advocate for, the normal schools of the state, but I am not one of those who think there are no good, aye, excellent teachers (instructors) of youth who have never rubbed against the walls of a normal school building; but I do say that no one can be a successful teacher

who does not put himself in contact with the men and women of his day; the better teacher forms his opinions by personal contact or through the press, the school journal, the public meetings, institutes and associations, but another class stay away through indifference, or, as is often the case, self-conceit, and extract imaginary honey from his own floral mental garden.

The animal can for a long time live upon his own adipose tissue, but he finally pines away and dies.

The county superintendent can do much in bringing about efficient work of the reading circle among the teachers of his county.

The directors of the State Reading Circle at a recent meeting in Chicago decided to abolish the bounty board of managers in each county, and ask the county superintendent to take charge of the entire work.

Statistics.—I have taken the pains to write to each one of the superintendents of the twenty-two counties within my jurisdiction as a director of the Illinois State Reading Circle for any statistics regarding the reading circle work in their respective counties. I also wrote to the state superintendents. The result of this correspondence I give below:

States heard from: Arkansas, California, Colorado, Connecticut, Georgia, Illinois, Indiana, Iowa, Michigan, Minnesota, Massachusetts, New Hampshire, Nevada, Nebraska, New Jersey, Ohio, Pennsylvania, Vermont, New York, Kentucky—(20).

Those heard from having reading circles are: Arkansas, twenty-one members known; California, Illinois, 900 members; Indiana, 3,000 members; Iowa, 101 circles, with 1,200 members; Nebraska, organized in twenty-two counties, 700 members; Vermont, fourteen reading circles, seventy-eight members; Kentucky, 800 members.

Counties of the twenty-two within my jurisdiction heard from: Edwards, Franklin, Hamilton, Hardin, Jackson, Jefferson, Monroe, Pope, Pulaski, Randolph, Saline, Wabash, Washington, Wayne, White—(15).

Counties not heard from: Alexander, Gallatin, Johnson, Massac, Perry, Union, Williamson.

COUNTIES.	Number of Reading Circles.	Number of Members in Reading Circles.	Number of Counties in County.	Per cent of Teachers in Reading Circles.
Edwards	1	8	61	13
Franklin			100	86
Hamilton			140	31
Hardin	3	12	149	17
Jackson	1	25	149	17
Jefferson			214	
Monroe	2	12	65	31
Pope			74	
Pulaski	1	15	60	25
Randolph	2	29	200	10
Saline			85	
Wabash			95	
Washington	3	30	135	22 1/2
Wayne			200	
White			150	

\*Will work up by close of next year. Total teachers in reading circles in counties reported (14), 130.

Total teachers in counties, 1,598.

Total per cent of teachers in reading circle, 8 1-7.

Every age has its work, every man his mission, every generation is a link in the chain of passing events. Truth is the great moral lever, and true progress cannot dispense with it in any age.

Every workman is known by his chips; every tree is known by its fruit, and he who would wield this lever of moral power, who would apply needed force to the machinery of the age with telling effect must be equipped for his great work and feel his responsibility.

And first of all he must have an earnest heart; he must understand the

past; must possess a knowledge of facts and, their application to present needs; must comprehend the times in which he lives, the constant changes in passing events, and the movements of men and peoples under existing circumstances.

The human family is divided into three classes. One is conservative, desiring to keep all things just as they are, never looking beyond the narrow limits of its own little neighborhood or State; it never dreams of bequeathing to posterity anything of good, or adding in any way to its enjoyment.

A second class is destructive, ever rushing on in the path of some wild fanaticism—to-day tearing down some stupendous piece of workmanship, a monument to the magic stir of some mighty genius, the result, it may be, of ages of thought and skillful labor; to-morrow damming some stream of beneficence whose waters are flowing on to the low plains of ignorance, it may be to avert want, to raise the degraded and relieve the suffering ones. And all this wanton destruction, this heedless paralyzing of the arms of manly beneficence is the outgrowth of selfishness.

But, thank God, in this great economy of nature and its outgrowth, there is always a balancing power. So we find a third class whose work differs widely from that of either of the other two.

This class is constantly engaged in casting away the evil, and replacing it with the good; rising above the foggyism of the first class, healing the wounds caused by the second, and stimulating the entire people with ideas of true and noble progress.

This class is composed of the men and women who build our churches and schoolhouses; rear our lofty smokestacks; network our continent with railways; plough the waters of our great lakes and rivers with mighty steamers; whiten the ocean with a million sails; knock at our doors the telegraph messengers; turn night into day with the electricity of the clouds; whisper in our ears through the telephone; rebuild our factories; convert our charred cities into marble; lubricate the wheels of commerce and move the world.

Fellow teachers, to which of these classes do you belong? Let your actions answer.

The present is an age of activity, truly; the spirit of restlessness is epidemic. Education and special science, industry and commerce, politics and religion, absorb the time and attention of the masses.

Truth and principle have wrested the scepter of power from the hands of skepticism and a brutal tyranny.

The present is an age in which mind is rising to mastery steadily and to stay. The pen and the tongue are asserting their prerogatives and making their power to be felt more than in any preceding age.

Men reason together, and conclusions are drawn through channels of logic. The convincing power of truth reaches the judgment, and the breadth of the question "What is truth?" is being better comprehended, and more forcibly answered than in any preceding age.

If, then, as teachers, we wish to be prepared for participation in the work of this active, restless age, this age of living truth, we must see to it that we secure a thorough culture of both heart and brain, and there can be no doubt that the most prolific source for such a preparation, and one too so truly within the reach of all, as that of reading.

Let us, then, whether urged by the county superintendent or not, make it

an individual matter. We are largely the architects of our own fortunes, and it comes to us as teachers with greater significance in the light of our special calling—what are we doing to answer the ever increasing demands of the age in which we live?

A word to the wise should be sufficient. Let each one of the teachers of Southern Illinois answer this question for himself, for herself, and let Egypt know that there are still living within her fair borders men and women who are awake to her needs and fully competent to solve the great problem of the day—the proper education of the sons and daughters of our age for future State citizenship.

**POVERTY AND WEALTH.**

CHARLES H. RIPLEY, CLASS OF '87.

Practical life in large American cities has become a painful condition to thousands. Theory laid aside, the revelation of truth is almost revolting. Leaving off the ornate, the plain prose tells tearful tales of woe. We are told by the itinerant orator of what we are to be proud of, a country bounded by a latitudinal gesture embracing the lakes and gulf, and crossed by a longitudinal stroke of the right arm sweeping towards the setting sun. This is good to tickle latent patriotism, but is bad on the real truth.

It does well to interest a fifty cent audience on the possibilities of annexation and socialism, but it never puts bread in the mouths of those actually starving. We have yet to realize that "it is a condition and not a theory which confronts us," using that celebrated phrase in its truth applicable to existence. What another person wears does not impart warmth to those who have nothing to wear. What society thinks of the debutante sends no cheer to the poor wretch praying for death in the loathsome hovel. What wealth spends for flowery decoration for festive dinners put no leaves on the dinnerless table of abject poverty. The brilliant illumination in the mansion on the avenue adds no ray to the dim candle in human hole of life on the squalor alley behind it. What the spring fashion is to be does not comfort the deserving of the fashionable world. The style and exquisite beauty of the new coat does not put one on the coatless.

The elegance of a presidential tea-gown is of little amusement for the husbandless woman who had no gown at all. The ease and luxury of a favored few do not furnish employment and pay to the forty thousand idle hands in the city of Chicago alone. The wealthy grow wealthier, the poor become poorer, every day, a sad thought, a lamentable state of affairs, but true nevertheless, wealth multiplies wealth; poverty deepens and becomes more desperate. The breach widens between the two, and the envy of the one breeds crime to the other. Thoughts burning with want and steeped in misery kindle into flames of desperation. The richness adorning the passing carriage drawn by magnificent steeds gurdled in extravagance burns in the heart of misery as he picks rags on the street. The impression is made; it will be heard from later. The oriental luxury displayed by the exclusive is a curse on the tongue of the hungry. Life is terrible; living is pain; existence only an opportunity for seeking revenge.

We have the effect. What is the cause? From various tendencies may come a sad result. It can not be the boundless fields do not furnish products sufficient for bread, for there are millions of surplus, and yet, thousands of breadless. The warehouse bursting

with grain is no use to the empty flour-barrel of the penniless. What does it mean? Simply an indication of speculation out of which some one will make a fortune, and another will lose one. The tendency of to-day is consolidation. Industries represented by officials meet, and after advisory measures are henceforth known as the consolidated So & So Co. What is the result? No more competition; oneness of interest; advantage for the individuals interested; higher prices for their products and harder on the poor consumer.

Another feature Look, coming from the depot among the arrivals, an old man grown gray in the toils of his native land, a woman with a life in her arms, while five tattered Teutons follow behind. The English language to them is enigma, western life a torture, activity and hurry of the city are curious and tiresome. They have come for fortune; hence did not bring any. They were told of atmospheric life, but soon find it an uncomfortable diet. The honest purpose of expecting work realizes the condition of ten already waiting for the place with priority to the stranger-tongue. The result is reckoned, want becomes dreadful, and America is blamed for what Europe did not have.

But poverty and ignorance are not kindred children by any means. The man who can not read controls the great grain transactions of the country; the man who employs another to write his name in consummating transactions sends fleets of vessels to bring, from his thousand-acred pinneries, the product of his wealth which can only be numbered by the inhabitants of the States. The old rule to persevere in our line to be successful is violated. Every stereotyped principle of gain is ignored, and yet the man who violates it commands those who still hope reward from the dream of infancy. The college bred and diploma disappointed classic is seen pulling the street-car enunciator to the sound of a "fare" while the nickel drops in his pocket. The illiterate vendor, once selling his wares on the street, now owns his blocks, and wonders why illiteracy should transcend education.

Education as a source of fortune is a failure. Its greatest gain is a higher civilization. The serious trouble is, there are too many "would-be" great people; hence no constituency. Too many desirous of being voted for; hence not enough to do the voting. The chief belief of many is that they were born either to be great or rich; disappointed in both, their friends call them failures. Success is measured by dollars; position is purchased by them; poverty is made an enemy to the existing institutions by them, and in raising its arm to extricate itself from the thraldom, calling aloud for succor, its life is extinguished by what is its authority, for disobedience to law, and we call it justice. For justice poverty has no hope; it is beyond its reach; dollars are needed to purchase the proclaimed gift of constitutional right. Courts are to the victim of want organized hypocrisy. His rights are transgressed, he meets affluence eager for waging a legal battle, if need be of years duration, to stifle his hopes and defeat his claims to justice. Summary relief means years of dilatory proceedings; hence justice in the law is a prize for only those who could well afford to lose it. For that different order of things which want is unable to express in constitutional language, yet feeling aggrieved and chilled by delayed justice, it rises in frenzied desperation, strikes beyond lawful limits and falls

back to perish from reaction of the object of reformation of an honest purpose.

Very often a crime, if known in the light of its causes, would find mitigation in the opinions of those who condemn. Starvation is crime; want is incentive to crime, and wealth a justice which knows no mercy or feels no sympathy. With one man expiring in sight of the tempting viands of another without unlawful efforts to take what does not belong to him is suicide—a crime. The unlawful effort is a crime, if he choose that alternative, hence a crime in omission and a wrong in commission. The former we sometimes pity; the latter we punish and call it justice.

**A FEW WORDS ABOUT HOME STUDY.**

Sometimes we may improve ourselves as teachers by looking at matters from another standpoint.

I was recently visiting in a family where there were four children, the oldest a boy of nine and a half and the youngest six months. This boy's teacher had many good ideas, but was inclined "to get the children ahead" too fast. The mother had remonstrated with her, but in vain. The teacher was not willing for the boy to be in a lower class. Then the question arose, should the boy learn only what he could in school and his ideas be in confusion, or should he bring his books home, study an hour daily, and be helped as he needed? His mother, though hardly able to spare the time to attend to the study, decided to have his books brought home. One evening the boy had a letter to write to his teacher criticising a mate's composition. Of course it was an elegant plan under proper circumstances, but he had very little experience in either letter-writing, composition, or language-work. He knew not what to do and took the composition to his mother, who, with the baby in her arms, read it through, sighed, and said "Oh, dear!" There were at least twenty-five mistakes in the composition. I offered to help the boy, and the mother expressed great thankfulness for the relief afforded her.

This brought to mind another case of a woman who had helped her boy on his lessons, nights, till she had lost patience, and wrote the teacher a note, saying if the teacher would do her housework, she would teach her school.

I wonder if we teachers appreciate the burden laid upon the mothers by the home work we ask the children to do? Some one would say, "But the children should do the work, not the mothers." I most heartily agree with this, but in many cases children will ask for help and the parents will give it. When the children have reached the age of fourteen or fifteen they may be expected to know how to study by themselves and to be strong enough physically to be able to study some out of school without injury. Younger than that I think work during school hours is enough. I believe in the saying, "Work while you work, and play while you play." If possible let the child finish his work before leaving the school-house and not go home laden with school-books and burdened by the thought of studying to do. I think some time for play is as necessary as the time for work. Of course there are children who need to have the teaching in school supplemented by some further drill or explanation which in some cases can be given satisfactorily at home. I know a woman, formerly a successful teacher, who sees that her children understand thoroughly every point they go over. But she

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an individual matter. We are largely the architects of our own fortunes, and it comes to us as teachers with greater significance in the light of our special calling—what are we doing to answer the ever increasing demands of the age in which we live?

A word to the wise should be sufficient. Let each one of the teachers of Southern Illinois answer this question for himself, for herself, and let Egypt know that there are still living within her fair borders men and women who are awake to her needs and fully competent to solve the great problem of the day—the proper education of the sons and daughters of our age for future State citizenship.

**POVERTY AND WEALTH.**

CHARLES H. RIPLEY, CLASS OF '87.

Practical life in large American cities has become a painful condition to thousands. Theory laid aside, the revelation of truth is almost revolting. Leaving off the ornate, the plain prose tells tearful tales of woe. We are told by the itinerant orator of what we are to be proud of, a country bounded by a latitudinal gesture embracing the lakes and gulf, and crossed by a longitudinal stroke of the right arm sweeping towards the setting sun. This is good to tickle latent patriotism, but is bad on the real truth.

It does well to interest a fifty cent audience on the possibilities of annexation and socialism, but it never puts bread in the mouths of those actually starving. We have yet to realize that "it is a condition and not a theory which confronts us," using that celebrated phrase in its truth applicable to existence. What another person wears does not impart warmth to those who have nothing to wear. What society thinks of the debutante sends no cheer to the poor wretch praying for death in the loathsome hovel. What wealth spends for flowery decoration for festive dinners put no leaves on the dinnerless table of abject poverty. The brilliant illumination in the mansion on the avenue adds no ray to the dim candle in human hole of life on the squalor alley behind it. What the spring fashion is to be does not comfort the deserving of the fashionless world. The stye and exquisite beauty of the new coat does not put one on the coatless.

The elegance of a presidential teagown is of little amusement for the husbandless woman who had no gown at all. The ease and luxury of a favored few do not furnish employment and pay to the forty thousand idle hands in the city of Chicago alone. The wealthy grow wealthier, the poor become poorer, every day, a sad thought, a lamentable state of affairs, but true nevertheless, wealth multiplies wealth; poverty deepens and becomes more desperate. The breach widens between the two, and the envy of the one breeds crime to the other. Thoughts burning with want and steeped in misery kindle into flames of desperation. The richness adorning the passing carriage drawn by magnificent steeds gurdled in extravagance burns in the heart of misery as he picks rags on the street. The impression is made; it will be heard from later. The oriental luxury displayed by the exclusive is a curse on the tongue of the hungry. Life is terrible; living is pain; existence only an opportunity for seeking revenge.

We have the effect. What is the cause? From various tendencies may come a sad result. It can not be the boundless fields do not furnish products sufficient for bread, for there are millions of surplus, and yet, thousands of breadless. The warehouse bursting

with grain is no use to the empty flour-barr of the penniless. What does it mean? Simply an indication of speculation out of which some one will make a fortune, and another will lose one. The tendency of to-day is consolidation. Industries represented by officials meet, and after advisory measures are henceforth known as the consolidated So & So Co. What is the result? No more competition; oneness of interest; advantage for the individuals interested; higher prices for their products and harder on the poor consumer.

Another feature Look, coming from the depot among the arrivals, an old man grown gray in the toils of his native land, a woman with a life in her arms, while five tattered Teutons follow behind. The English language to them is enigma, western life a torture, activity and hurry of the city are curious and tiresome. They have come for fortune; hence did not bring any. They were told of atmospheric life, but soon find it an uncomfortable diet. The honest purpose of expecting work realizes the condition of ten already waiting for the place with priority to the stranger-tongue. The result is reckoned, want becomes dreadful, and America is blamed for what Europe did not have.

But poverty and ignorance are not kindred children by any means. The man who can not read controls the great grain transactions of the country; the man who employs another to write his name in consummating transactions sends fleets of vessels to bring, from his thousand-acred pierineries, the product of his wealth which can only be numbered by the inhabitants of the States. The old rule to persevere in our line to be successful is violated. Every stereotyped principle of gain is ignored, and yet the man who violates it commands those who still hope reward from the dream of infancy. The college bred and diploma, disappointed classic is seen pulling the street-car enunciator to the sound of a "fare" while the nickel drops in his pocket. The illiterate vendor, once selling his wares on the street, now owns his blocks, and wonders why illiteracy should transcend education.

Education as a source of fortune is a failure. Its greatest gain is a higher civilization. The serious trouble is, there are too many "would-be" great people; hence no constituency. Too many desirous of being voted for; hence not enough to do the voting. The chief belief of many is that they were born either to be great or rich; disappointed in both, their friends call them failures. Success is measured by dollars; position is purchased by them; poverty is made an enemy to the existing institutions by them, and in raising its arm to extricate itself from the thralldom, calling aloud for succor, its life is extinguished by what is as authority, for disobedience to law, and we call it justice. For justice poverty has no hope; it is beyond its reach; dollars are needed to purchase the proclaimed gift of constitutional right. Courts are to the victim of want organized hypocrisy. His rights are transgressed, he meets affluence eager for waging a legal battle, if need be of years duration, to stifle his hopes and defeat his claims to justice. Summary relief means years of dilatory proceedings; hence justice in the law is a prize for only those who could well afford to lose it. For that different order of things which want is unable to express in constitutional language, yet feeling aggrieved and chilled by delayed justice, it rises in frenzied desperation, strikes beyond lawful limits and falls

back to perish from reaction of the object of reformation of an honest purpose.

Very often a crime, if known in the light of its causes, would find mitigation in the opinions of those who condemn. Starvation is crime; want is incentive to crime, and wealth a justice which knows no mercy or feels no sympathy. With one man expiring in sight of the tempting viands of another without unlawful efforts to take what does not belong to him is suicide—a crime. The unlawful effort is a crime, if he choose that alternative, hence a crime in omission and a wrong is commission. The former we sometimes pity; the latter we punish and call it justice.

**A FEW WORDS ABOUT HOME STUDY.**

Sometimes we may improve ourselves as teachers by looking at matters from another standpoint.

I was recently visiting in a family where there were four children, the oldest a boy of nine and a half and the youngest six months. This boy's teacher had many good ideas, but was inclined "to get the children ahead" too fast. The mother had remonstrated with her, but in vain. The teacher was not willing for the boy to be in a lower class. Then the question arose, should the boy learn only what he could in school and his ideas be in confusion, or should he bring his books home, study an hour daily, and be helped as he needed? His mother, though hardly able to spare the time to attend to the study, decided to have his books brought home. One evening the boy had a letter to write to his teacher criticising a mate's composition. Of course it was an elegant plan under proper circumstances, but he had very little experience in either letter-writing, composition, or language-work. He knew not what to do and took the composition to his mother, who, with the baby in her arms, read it through, sighed, and said "Oh, dear!" There were at least twenty-five mistakes in the composition. I offered to help the boy, and the mother expressed great thankfulness for the relief afforded her.

This brought to mind another case of a woman who had helped her boy on his lessons, nights, till she had lost patience, and wrote the teacher a note, saying if the teacher would do her housework, she would teach her school.

I wonder if we teachers appreciate the burden laid upon the mothers by the home work we ask the children to do? Some one would say, "But the children should do the work, not the mothers." I most heartily agree with this, but in many cases children will ask for help and the parents will give it. When the children have reached the age of fourteen or fifteen they may be expected to know how to study by themselves and to be strong enough physically to be able to study some out of school without injury. Younger than that I think work during school hours is enough. I believe in the saying, "Work while you work, and play while you play." If possible let the child finish his work before leaving the school-house and not go home laden with school-books and burdened by the thought of studying to do. I think some time for play is as necessary as the time for work. Of course there are children who need to have the teaching in school supplemented by some further drill or explanation which in some cases can be given satisfactorily at home. I know a woman, formerly a successful teacher, who sees that her children understand thoroughly every point they go over. But she

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# Normal Gazette.

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At the Southern Illinois Normal University.  
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J. T. GALLERATH,

EDITOR AND PROPRIETOR,

CARBONDALE, ILLINOIS.

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## CALENDAR FOR 1888-9

FALL TERM begins Monday, September 10—ends Thursday, December 20, 1888.  
HOLIDAY RECESS begins December 21, and ends January 1, 1889.  
WINTER TERM begins January 2, 1889, and closes March 21, 1889.  
SPRING TERM begins March 25, 1889, and closes June 13, 1889.  
EXAMINATIONS for the year begin June 10, 1889.  
ANNUAL COMMENCEMENT, June 13, 1889.

THESE are a few of our readers who have not yet responded to the call to pay up. To these we send a mild reminder this month, and we hope that it will be promptly heeded, for we have waited long and patiently and we are now needing it. We also send a notice to those whose time expires with this number, and we hope to receive a prompt renewal.

## "YE OLDE FOLKE'S CONCERT."

The old folk's concert given by the societies under the leadership of Prof. Inglis was a grand success in every particular. The performers consisted of about twenty singers from each society. The costumes were that of the revolutionary times, presenting some very elegant and attractive figures.

The program was a most excellent one, consisting of twenty-two "Sacred hymns and Worldly tunes." The full chorus of forty voices was never beaten by the boys and girls of '76. The parts which deserve special mention would include almost every number, but we can mention only a few.

Miss Mabel Smith sang a very beautiful solo. Mr. R. E. Steele and Miss Hatlie Jenkins rendered a duet which was much appreciated. "The Home Song" by Gen'l and Lady Washington and others was highly appreciated, but Father Kemp at last informed the audience that it was not their custom to prepare encores. The "One Woman Song" by Jennie Scott was well received. The courtship of Miles Standish, by prolix, was well presented by Miss Jennie Hendrickson and Mr. J. M. Parkinson; Miss Jennie Scott and Mr. P. P. Goodnow, also, sang a duet which was much appreciated. Mr. W. M. Tanquary and Miss Mamie G. Landen, as General and Lady Washington, were all that could have been desired for these characters.

Prof. Inglis deserves much credit for the manner in which he conducted the concert, both in its preparation and execution. He had been unceasing in his labors, and we are pleased to say that the concert was all that could have been wished.

The audience, which was large and appreciative, was composed of the very best of Carbondale's citizens, and they were so well entertained that it could not but strengthen the ties of friendship that have so long connected the societies with the people of this city. The citizens always expect something good when the societies have any project on hands and they are never disappointed. Adjoining towns were also creditably represented in the audience.

The societies are to be congratulated on their success, and as they have been to so much expense in the purchase of costumes, music and the loss of time, we would seriously suggest that it be given in the adjoining towns. We think it would, undoubtedly, meet with large audiences.

## THE CARBONDALE PUBLIC SCHOOLS.

The editor of the GAZETTE having a leisure day between terms made a visit to the city schools, which are now presided over by former Normal students. Owing to the uncomfortable and inappropriate rooms the schools were compelled to occupy, the teachers have been at a great disadvantage. Nevertheless there has been good work done. A new school building has just been completed on the old site, which affords ample accommodation for the schools.

The school board now consists of J. M. Richart, president; J. B. Thorp, secretary; Dr. T. C. McKinney, Dr. Lightfoot, J. W. Winfrey, John Arnold, and E. S. Robertson.

Prof. W. H. Hall, class of '88, had charge of the schools as principal, and we found him in his office over Patten's drug store, busy with a language class. He, however, took time to answer our questions about the school and its workings. On the same floor were the grammar grade, consisting of about fifty pupils under charge of Mrs. Lightfoot, and the second intermediate department, fifty-eight children, presided over by Miss May I. Rumbold.

From here we made our way to the West Side Primary, and there found Miss Minnie Fryar surrounded by about fifty little fellows of the first and second year's work. We were very much interested in the work of this grade and had the pleasure of seeing some very creditable work from their little hands. Our next visit was to the rooms of Miss Helen Bryden and Miss Augusta McKinney in the basement of the Christian church. We found the Second Primary singing a movement song under the direction of Miss Bryden, and after this was finished we witnessed some very interesting number work. The enrollment in this room was sixty-

four. Miss McKinney has charge of what is known as the East Side Primary with forty-eight enrolled. This is her first year in the Carbondale schools and she has had excellent success. Leaving these pleasant rooms we soon found ourselves at the door of the First Intermediate grade where Miss Belle Crowther had charge of about fifty pupils. We here saw some very excellent specimens of school work in the way of drawing, penmanship and outline map drawing. There are twenty-seven of this grade recommended for promotion.

The colored school is in charge of Prof. Alex. Lane, who has been in the same position for six years past. His enrollment has been sixty-three for the past year. He is assisted by Miss Mary Knowles who had charge of the Primary department with an enrollment of fifty-four. This makes a total enrollment of 117 in the colored schools.

The total enrollment of the schools is 420, and the average attendance has been 270.

The principal is now preparing to change the grade of the school somewhat, which will enable the students who graduate from the city schools to step into the Normal University work without any disadvantage of incomplete studies in the University grammar grade.

Next year the city schools will occupy a new building, with new furniture, and will be better prepared for efficient work.

## ARBOR DAY.

Gov. Fifer has issued his proclamation naming the 22d of April as Arbor Day, and requesting "the people of the State properly to observe the day in the planting of trees, shrubs and vines around the home, along the public highways, about our school houses, in our parks and other public places," and suggesting that "the children in our schools, the young men and women in our colleges, seminaries and universities, with their instructors, cooperate in the proper observance of the day by planting shrubs, vines and trees that will beautify the home, adorn the public grounds, add wealth to the State and thereby increase the happiness of our people.

The custom of a tree-planting day seems to have originated in Massachusetts, in the town of Lenox, about the year 1863. This custom spread until it became a movement. Nebraska has the honor of originating Arbor Day. Some fourteen years ago, at the request of its State Board of Agriculture, the governor appointed the second Wednesday in April as the day to be devoted to economic tree-planting, and it is claimed that twelve millions of trees were planted at that time. Our old students will remember that such a day was observed here about the same time. In 1885, Ohio, by legislative act authorized the governor to designate a day to be called Arbor Day, and was followed by Indiana in 1886, and Illinois in 1887.

Most of the country schools are out, and in a great many districts there will be no spring term of school; but this should be no excuse for not observing a day for tree planting on the school grounds. Let the teacher gather his pupils and observe the day. The planting might be done in many different ways.

As the object of the celebration is to instill into the minds of children and older citizens correct sentiments in regard to trees, and to store their minds with information relating to forestry, and to distinguished individuals, let all the trees around which the celebrations

take place be dedicated to great authors, statesmen, soldiers—in brief to famous men and women, whose lives have reflected honor upon our country. It might be well this year to plant an authors' group, to be followed next year by a statesmen's group, and the next by a soldiers' group, each of which should be accompanied by its appropriate exercises. Or: plant trees to the honor and memory of pioneers and distinguished citizens of each township, village or district, as the case may be, and thus "make trees," as Holmes says, "monuments of history and character.

During the visit of the editor to Shaw's famous botanical garden at St. Louis, nothing excited our admiration as did the magnificent forest of trees containing specimens of every known variety in the world. Among these we were attracted by some which were donated by such notable characters as Gen. U. S. Grant, Gen W. T. Sherman and others of prominence, to be known as the Grant and Sherman trees, etc. Such a thing would be impossible, of course, in the towns and districts, but a planting could be made of the native woods, containing one of each variety which would make a good sized grove. (Jackson county contains one hundred and ten varieties), and such collections made by the pupils, and correctly labelled under the care of the teachers, would become living object lessons of vast importance as an agency for instruction. Trees could be dedicated to the memory of these noted men and women, and lessons drawn from their lives in the exercises of the day.

A very pleasant exercise would consist of reading, by the pupils; compositions and essays on the importance and usefulness of forests; of reciting, individually or in concert, selections on trees from various authors; of giving sketches of the life and work of the particular person in whose honor or memory each tree or group is planted; of singing the national and other appropriate songs; of the ceremony of throwing in the soil, each pupil in turn, about the trees, and of appropriate talks by trustees, teachers, and others. Two hours is sufficient time to occupy with all these exercises and the children should then be permitted to enjoy their holiday, (within proper limits), after their own manner.

In addition to the results of Arbor Day, there is no school house in the country, whether in city and village or in rural districts, which might not have at slight expense, an interesting collection of native woods of the vicinity. These specimens should be prepared by having one or more faces planed and polished or oiled to show the grain of the wood when worked to the best advantage, and another face simply planed and left in its natural color. There should be some portion of the bark and it would be still better if there were shown in connection with the wood dried specimens of the leaves and blossoms, the fruit and the resinous or other products. If the teachers would superintend the collecting and correct labelling of such specimens, they would afford the most profitable kind of employment for the leisure hours, and might awaken a love of close observation and a thirst for further knowledge that would ripen into the best of fruits.

On next Tuesday evening Rev. J. B. Koehne will deliver his lecture, "The Devil in White," at the Opera House. You can not afford to miss it.

Mr. L. A. Phelps, of the Normal Art Gallery, is making the best photos. Call and see for yourself.

**University Notings.**

Read North's ad. on this page.

The enrollment of the first week was 417.

The enrollment up to the 13th number 471.

To-day is the GAZETTE's birth day. It is one year old.

Miss Carrie Lane, of Nashville, is the guest of Miss May Zetzsche.

Rev. T. A. Templeton, of Pinckneyville, conducted devotional exercises on the 8th.

Quite a number of students attended the county examination at Murphysboro on the 6th.

Frankie C. Titus orders her GAZETTE sent to Villa Ridge as she is not to be with us this term.

Three wise owls now grace the revolving book case of the history room. The last is a little fellow.

County Superintendent, Thomas H. Sherridan, of Pope county, was among the visitors of last month.

We are sorry to report that Miss Salter has been too unwell to attend to her school duties, one or two days lately.

Miss Dora Wham who has been teaching near her home in Marion county is with us again for the spring term.

The societies are making arrangements for a grand excursion in the near future. It will likely be to Grand Tower.

John W. Wood, class of '82, was a caller on the first of the month. He has had charge of the Cobden schools this year.

W. P. Cothran stepped in to shake hands all around on the 10th. He is at present making his headquarters at Makanda.

Thomas H. Wilson after closing his school at Ora, went to Valparaiso, Indiana, where he will spend the summer in school.

Since the last report from the library there have been added one hundred and sixty-seven volumes, besides a large number of pamphlets.

Charley Davenport, formerly of Salem, and well known to the students of the early 80's, is now a thriving druggist of Ravenna, Nebraska.

Dr. J. T. McAnally left for Mt. Vernon on Friday for a short visit with friends and relatives before settling down to steady practice again.

Prof. French has at last procured a living curiosity. Its a snake, and a "rattler." He is to be allowed his life on condition of good behavior.

**MARRIED**—On April 7th, at Grand Tower, Mr. S. E. De Haven, of Pilot Knob, Mo., and Miss Nellie Evans. The GAZETTE extends congratulations.

North's dollar must be won.

Miss E. E. Barter was greeting her old friends of the Normal the first of the term. She has been teaching in Williamson county the past month.

The Normal Art Gallery has turned out some very excellent work in the last few weeks. We can heartily endorse the work as equal to any city work.

The faculty were all present at the opening exercises on April 1. According to the course of events such a thing will not happen again for seventeen years.

Mr. James R. Goodall has been dangerously ill during the past two weeks with pneumonia. We are glad to report that he is slowly regaining his health.

Prof. G. V. Buchanan has received an invitation to attend the Alumni meeting of the Salem high school on the 14th and 15th of May. He will no doubt accept.

Dr. Lyman T. Phillips, of Nashville, was in the city the 9th and 10th attending the dental association, and found time to greet his old Normal friends. He is of the class of '79.

The many friends of Della Caldwell, class of '78, will be glad to know that she has entirely recovered her health, and is spending much of her time among her beautiful flowers.

P. P. Bennett a student of two years ago has been teaching the past winter at Advance, Arkansas. He has returned to Illinois, and dropped in to see his old friends on the 1st.

Try for North's dollar. See ad.

Prof. Inglis has received a deserving compliment from the Illinois University at Champaign, in being chosen as a judge on composition and thought in an oratorical contest in that University.

Dr. J. T. McAnally has returned from Evanston, where he has been pursuing his studies, and will probably permanently locate in Carbondale. He was greeting his friends at the University on the 8th.

Mr. D. A. King, of Rose Bud, was in the city on the 8th. He was accompanied by his wife, formerly Miss Eva Lightfoot, and their bouncing boy. Mrs. King will remain for a short visit with her relatives.

Jos. B. Reynolds is still employed in the county clerk's office at Poplar Bluff, Mo., and says he is putting in odd moments reading Blackstone. He sends some notes of old students, which we highly appreciate.

Helen Meyer having finished her school near Nashville came down to see her many Carbondale friends last week. Were we asked the question "Will she remain with us?" we would say, "No, not this time."

T. S. Calvin, who will be remembered as a student of 84-5, has lately married and is soon to locate on a farm near Poplar Bluff, Mo. Since leaving school he has taught every winter, and employed his summers on the farm.

If you want to be highly entertained by an eloquent man, you should hear Dr. Koehne on next Tuesday evening.

Miss Emma Hewett spent a week's vacation at home the first of the month. She is still engaged as teacher of music in the academy at Hickman, Kentucky, and is meeting with merited success. She will not complete the year until June.

At the end of last term the "Q" drawing class presented Miss Salter with a beautiful basket of flowers, as a slight token of their appreciation for her kindness and trouble in hearing their recitation at the general exercise hour.

J. B. F. Aird writes us to send his GAZETTE to Valparaiso, Ind., where he is enrolled as a student. He chose that place in preference to the Normal, not because it is a better school, but for the reason that he can stay in school until the last of August.

Go for North's dollar.

Hon. Norman H. Moss, of Mt. Vernon, was a visitor on the 1st. He is very much interested in the Normal and was one of its staunch friends when its friends were trying to get a reasonable appropriation for the purpose of rebuilding.

One of our board of trustees, Dr. H. C. Fairbrother, of East St. Louis, was with us on the last day of last term. He favored the students with one of

his characteristic speeches, in which he expressed himself well pleased with the rapid growth of the Normal.

A student of the zoology class, who speaks German with fluency, but who as yet does not express himself in the best of English, made the remark, while the giraffe was under discussion, that it would make a good cyclopædia. Being questioned it was found that he meant a bicycle.

S. E. Calvin entered this University in the fall of '84 and remained but one term, afterwards spending a year in the Hayward College. He began teaching in the spring of '87, and has been employed in the schools of Butler county, Mo., continually, winter and summer. His steady employment proves his success.

Saline county presents a delegation of twenty-one at the Southern Normal this term. Before last year there had been only three in all from that county. The increase is due to the distribution of the NORMAL GAZETTE throughout the county and the personal efforts of county superintendent, James E. Jobe, and Mr. S. T. Robinson.

On the 3d instant, Col. and Mrs. D. H. Brush sent a wagon-load of shrubbery, embracing quite a variety, for transplanting in the Normal grounds. A donation of this character is most highly appreciated by every one connected with the school—trustees, faculty and students; and all, of one accord tender thanks for the magnificent and liberal donation.

An ordinance has been passed by the city council to extend the streets on the north and south of the University campus across the Illinois Central tracks, and to make the road on the east of the grounds to be on the east side of the railroad instead of between the Normal yard and the railroad as it is now. The Illinois Central grounds are to be improved and set with trees.

During the last month the sad intelligence reached the University that Spencer Anderson, of Centralia, who was with us last term as a student, had been adjudged insane and sent to the Kankakee asylum. The following from the Centralia Sentinel will be gladly received by his many friends here: "The doctors of Kankakee, write that Spencer Anderson is doing as well as could possibly be expected. He is enjoying a good appetite and they expect to have him out and cured in time for strawberries."

It will be a matter of interest to our old students who formerly attended the M. E. Sabbath school to know that Prof. Jerome who has for the last thirteen years so ably performed the duties of superintendent of the Sabbath school, feeling the need of a rest, has resigned, and Mr. E. J. Ingersoll, the resident trustee of the University, has been elected to fill the position. A few Sabbaths ago at the close of the lesson the Professor was called forward, and Mr. Ingersoll, in a very appropriate speech, presented to him, in behalf of the school, a beautiful Rochester extension lamp finished in antique brass, costing thirty dollars, and also a large album containing the pictures of both the old and the new M. E. churches, and the card autographs of the entire school, officers, teachers and pupils, about 225.

The University will observe the one hundredth anniversary of Washington's inauguration in an appropriate manner. The students will attend services in the morning. During the day three salutes will be fired by the battery, the continental, presidential and national, making in all seventy-six

guns. The literary exercises will consist of the same program which was printed in the last GAZETTE. In the evening arrangements are being made for a grand illumination and display of fireworks from the roof of the Normal. This is decided upon by the committee of arrangements, and we can safely say that it will be the grandest display of that kind that Carbondale has ever seen. A reception will be held in the evening at the University building to which all are invited. We would suggest that Father Kemp, General and Lady Washington, and the old folk's concert troupe be especially invited to be present in costume.

**TESTIMONIAL.**

J. F. Rutherford, who spent a part of the winter in Prof. Melton's shorthand class, has been appointed official Court Reporter at Marshall, Mo., at a salary of \$10 per day. Mr. Rutherford first learned the Sloan-Duployan system from Prof. Melton by mail and then came to the Institute to obtain a practical training. At the time he left here, he could write with ease 150 words a minute. He was only in our midst about seven weeks but made many friends, all of whom will be glad to hear of his success.

Feeling a deep interest in the important subject of short-hand, and being a graduate of Prof. Melton, I take great pleasure in recommending him to the favorable consideration of all who are interested in this much neglected branch of education. As a teacher he is surpassed by none; his system and method of teaching is strictly scientific and practical, and he labors to fit young men and women for practical reporters. I have examined a number of systems and I find the Sloan-Duployan, as improved and taught by Prof. Melton, to be far more practical, legible and easy to acquire than any other. In this progressive age no one can consider this education complete without a knowledge of short-hand, the lawyer, the physician, the minister and in fact every one finds short-hand of inestimable value; life is too short for us to be contented with the old style of communicating our thoughts on paper, besides this, business men are realizing the necessity of dispatching their work with greater rapidity; therefore, creating daily a greater demand for stenographers. We owe Prof. Melton a debt of gratitude, that can never be paid, for the good he has afforded the short-hand profession. His graduates have all been successful in their short-hand career; and we unhesitatingly say the no man in the United States is better prepared to instruct one in this art, than Prof. Melton.

J. F. RUTHERFORD,  
Law Stenographer,  
Marshall, Mo.

Student are coming from all parts of the United States to Prof. Melton's short-hand school, and many more are taking the course by mail. Our readers will do well to correspond with Prof. Melton in regard to his system which is the best. Address, W. O. Melton, Carbondale, Illinois.

**MONEY VS. INTELLECT.**

One dollar will be given to the student of the S. I. N. U. on the publication day of the GAZETTE in May, who will produce the greatest number of words and deliver same at our store on or before said day, from the following:

S. E. North and Son sell the best clothing and furnishing goods. Their styles are bon ton.

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## The Societies.

### ZETETIC SOCIETY.

"Learn to Labor and to Wait."

The president has appointed as leaders for the spring term, Theo. Sprecher, Harry Campbell and Lizzie Peebles. These are well chosen and members among our most zealous workers.

Misses Jennie Hendrickson and Theo. Sprecher by the beautiful rendering of the vocal duet "Hunter's song," at our first meeting of the term, strengthened their well earned reputation as our best vocalists.

W. M. Tanquary has made for himself an enviable reputation as an extempore speaker. The best he has ever given us was that on "girls" at the first meeting of the term which was pregnant with wit and happy humor.

Our president, Miss Mamie Lansden, is making a very excellent officer in that capacity. Her decisions in points of order are promptly and accurately given; she is energetic and untiring in the preparation of special programs, giving them her personal supervision; she has the good of the society at heart, and spares neither time nor labor to promote its success. The society did well to confer such an honor on one so deserving.

We have excellent musical talent in the society this term, and an orchestra will be organized for society work. There is no reason why the society should not have its own orchestra for the spring entertainment program. The music will in no way be inferior to that of former years, society talent will be better appreciated. The seventy-five dollars we have been accustomed to pay for the spring entertainment music would also be saved.

One of the very best meetings of the year was that of March 29, with a program as follows: Instrumental duet, "Gems from Evmine," Julia Campbell and Bertha Hull; recitation, "The boy who went from home," Grace Brown; book review, "Macbeth," J. T. Ellis; vocal solo, "Katy," Jennie Scott; humorous, "Some bits of college poetry," J. T. Galbraith; essay, "On essays," Lizzie Peebles; vocal duet, "Hunter's song," Theo. Sprecher and Jennie Hendrickson; recitation, Lena Bridges; male chorus, "Skidmore guards;" extemporaneous, "Girls," W. M. Tanquary; slide trumpet solo, "Serenade," Arthur Purdy.

Among our recent subscribers is another old student—J. K. Miller, formerly of Sparta, Ill., and whom Zetetic's of '79 and '80 will remember as one of their co-workers. Dr. Miller has been practicing medicine for the past six years, having graduated from the Rush Medical College, in Chicago, in 1883. He first located at Steelville, Ill., near his old home, but, like many other enterprising young men, concluded the west held stronger attractions and better advantages. He is now well established in Jetmore, Kansas, a thriving town of 1000 inhabitants, where he has so good a practice he has no desire to return permanently to Illinois. Sad to relate, the Doctor yet remains a bachelor.

Mr. J. M. Parkinson the librarian has proposed a scheme connected with his department, with which we most heartily concur. By his motion a committee has been appointed to investigate and report on the practicability of purchasing from the society funds a small library of books, which would be of use in the preparation of our programs in the way of recitations, reading, declamations, dialogues, tableaux,

etc. We all know how difficult it is to find "something" when our names appear on the bulletin board and how glad we would then welcome such a resource. We hope this movement will be received with favor for it is one worthy of consideration, a step in the right direction.

A. J. Snyder writes us that he is enjoying the wild west at Erwin, Dakota, a town of two years. He is teaching the Dakota youngsters, and says that he has excellent furniture, apparatus, organ, etc., for school use. He also tells a story of his experience with the climate which reminds us very much of the hunter's dog up the mountain side. Mr. Snyder says he went hunting one morning with two overcoats on and other wraps in proportion, and then it was uncomfortably cold. In the evening a very slight amount of clothing was too warm, while the sun almost blistered his face, and he wished for a straw hat and seersucker coat. He failed to tell any thing about the mosquitoes; but of course they were there.

On the 5th instant the society gave a highly entertaining program, "An evening with Dickens." It consisted of readings, a recitation, essays, and music, both vocal and instrumental. The most striking part of the program however was the introduction of some of Dickens' most noted characters. Mr. W. M. Tanquary, personating Sam Weller, introduced the characters to Mr. Pickwick (Mr. J. M. Parkinson), by a slight description of the characters quoted mostly from Dickens' works, while the persons representing the characters presented themselves upon the stage in the costume of the character. The characters were well represented and Mr. Tanquary deserves much credit for the excellent manner in which he performed his part. Much of the success of this program is due to the energy and untiring efforts of our president, Miss Mamie Lansden, who superintended the preparation in its most minute details.

We have never had occasion to say a derogatory word in any way of the Zetetic Society. The members have always been the very best students of the school; the programs have, without an exception, been most excellent and of the choicest character, until the society has become known throughout the country as a society unexcelled for its talented members, and its select and very entertaining programs. It is with regret then, that we refer to an exercise on a recent program which we consider beneath the standard that the Zetetic society has so well maintained for many years. We do it in no ill feeling toward the participants; we hold them in the highest esteem because among them are some of our most energetic and talented members. We refer of course to the "Skidmore Guards." We find no fault with the execution, for it was rendered in the Zetetic's usual excellent style, and showed talent worthy of a better selection. We think such an exhibition inappropriate in a literary society of the Southern Illinois Normal, and beneath the dignity of the Zetetic society. If it had ended here this article might not have been written; but in response to an encore, which surprised us, a very disgusting performance was introduced, a regular negro jig dance, accompanied by an irreligious song. Not content with this, some of the representative negroes must go over and disturb our sister society, and then return to make fun in the business meeting. We hope the leaders will see to it, that such an exercise may never again leave a blot on the excellent record of the Zetetic literary society.

### SOCRATIC SOCIETY.

*Nulla Vera Felicitas Sine Sapientia.*

Mr. J. K. Morton having closed a most successful school at Bingham, Fayette county, this state, is with us again.

Mr. Emerson has been away several terms, but returned in due time to read a most excellent essay in the contest. Your scribe, being a boy, regrets to say that John got beat.

Our ex-vice president, Mr. Troy Felts, is not with us this term. As a declaimer he has few superiors, and is second to none as a writer of poetic medlies. We are sorry to lose him this term.

We are happy to welcome back to the shelter of the Socratic hall Misses Whittenberg, Walker and Skehan, and Messrs Ayre, Allison, Morton, Taylor and Ross. All Socrats of Auld Lang Syne.

Messrs. Stormont and Ayre have just closed a most successful term of school at Grand Tower and are again with us, adding to their store of knowledge. We expect to hear their voices in our hall as they are both earnest workers.

We are sorry to state that Capt. Goodnow finds his voice in poor condition. He has decided to take a rest for this term, and though we may not hear him sing we may expect something good, once in awhile, from his pen.

The society is happy in the knowledge of the fact that it is now safely out of debt. From this time forward there is plain sailing for the Socratic ship, and with a trusty pilot at the helm we are confident we can weather any storm that may assail us.

Miss Esther Skehan returns to us in the full bloom of health and its accompanying complement of good spirits. She made a most valiant stand for "woman's rights" in our late contest, and, though beaten once, declares she is again ready to meet her opponents in the forensic arena.

We are sorry to state that Miss Louie Youngblood has left us. The society deeply feels its loss, and we are looking almost in vain for one to successfully fill her place. She has gone to Harrisburg, there to instruct Young America in the mysteries of the piano-forte. We wish her success in her new field of labor.

Owing to the illness of Mr. Towle, April, 5th, the orchestra was unable to play for the society. By the departure of Miss Youngblood the old orchestra is forced to disband, but a new one, under the direction of Mr. L. C. Chandler, is being organized to begin work at once. We expect to hear them within the coming week.

Mr. J. B. Bundy, our newly elected corresponding secretary has entered upon the duties of his office with the vigor and energy that characterizes every true Socrat. Our programs promise to be as good and interesting this term as they were last term. Mr. B. expects every one to have his part prepared, and no excuse will be granted for non-performance of duty, unless in case of sickness.

The society has been successful in securing a large number of new members, who give promise of talent, and the power to use it. A more earnest and energetic body of new members we have never seen and we expect good work and successful programs from them. Let each one put his shoulder to the wheel and the triumphs we have achieved heretofore will be overshadowed by the triumphs we will achieve in the near future.

Mr. Guy Blanchard our enterprising ex-corresponding secretary, has just closed one of the most successful terms of office this year. Mr. Blanchard had charge of the programs and the energy with which he performed his work deserves every praise. All his programs have been rendered successfully, and he has farther exhibited his talents by displaying on the bulletin board some of the most unique and tasteful programs ever originated. Mr. Blanchard's talents and energy are recognized by the society, which tendered him a vote of thanks at its regular meeting, April 5th.

Our committee for the spring entertainment are hard at work arranging a program. They have hard work to suit every one where so many are to be selected from. But there is no doubt but that the best one for the right place will be selected. Every effort is being made to make this the most successful of all our entertainments. Let each one on the program see that his part is thoroughly leaped and that he can deliver it in the most approved style. If each one will look out for "Number One" and allow the committee a chance to oversee the entire thing, we can not fail of success. "Too many cooks spoil the broth," and the committee is fully able to engineer the matter safely through.

Possibly the closest and most hotly contested election we have ever had in the society occurred Friday, April 5th. Nominations had been made on the 2d, and the friends of the different candidates had worked hard electioneering. The best of humor prevailed, for each believed his candidate to be the lucky person. If one had desired to predict the future of the ballot he had only to glance at the earnest workers, who were hurrying up the tardy voters, to say that politics hereafter will be conducted by earnest working men and women. More interest was never displayed at any election. The contest was close, all round, as was shown by the returns. The vote for president being a sample of all; eighty-nine votes were cast, of which Mr. Keller received forty-eight and Mr. Goodnow received forty-one; a majority of seven for Keller. The new officers will take their seats Friday April 12, and the society looks upward to a most successful and prosperous term of office.

The Socratics opened this term's work with a contest between the ladies and the gentlemen. The program consisted of the following: Instrumental duet, Louie Youngblood and Maude Blanchard; instrumental duet, L. C. Chandler and M. T. van Cleve; oration, K. E. Keller; oration, Lizzie Parks; recitation, Rosa Williams; recitation, Guy Blanchard; vocal solo, Mabel Smith; vocal solo, P. P. Goodnow; essay, John Emerson; essay, Kate Hackney; humorous Laura Youngblood; humorous, R. E. Steele. Debate: *Resolved*, That women should be allowed to exercise the right of suffrage; affirmative, Esther Skehan and Jo. Skehan; negative, W. R. Kimzey and F. H. Colyer. The judges were Misses Salter, Green and Holland, and Messrs. Inglis and Buchanan. The ladies won the instrumental duet, recitation, vocal solo and essay, while the gentlemen won the oration, humorous and debate. Every part of the program was admirably executed, and the judges were often divided in a decision, so closely were the points contested by each side. Although the ladies did not win the debate, they produced a most convincing argument for their side when they point to the societies. Woman's rights in its purest form exists in the societies and the ladies are more zealous of their ballots and work harder for their principles and candidates than the gentlemen. The Socratic society should be proud of its rising generation of men and women.



**Interesting Clippings.**

Rev. Dr. E. G. Robinson has resigned the Presidency of Brown University.

Miss Sanger, President Harrison's type-writer, is said to be the first woman ever employed at the White House in a clerical capacity.

Prof. P. C. Wilson is fitting up an interesting museum at Chattanooga University, having brought several tons of "curios" from China and Japan.

Thirty-six young women have just graduated from the Woman's Medical College of Pennsylvania. They came from all parts of the Union and from India, Russia and Japan.

Thomas Ewing Sherman, son of General Sherman, has become a member of the Society of Jesuits, and is to be ordained priest at Philadelphia some time this coming summer.

Miss Mary L. Booth, is said to have read the bible and Plutarch at five years of age, to have begun the study of Latin at seven, and to have become familiar with Hume and Gibbon before she was ten.

Dr. Dollinger, the famous old Catholic leader and before his defection the most honored of Roman Catholic Church historians, has reached his ninetieth birthday. He has been a professor at the University of Munich since 1826.

Jefferson Davis is now past 80 years of age, yet he stands as erect and moves about as easily as a much younger man. Although his hair is white and his voice is not as strong as it once was, intellectually he is as bright and clear as ever.

Dr. Oliver Wendell Holmes advises young men not to smoke. "It is liable to injure the sight," he says, "to render the nerves unsteady, to enfeeble the will and to enslave the nature to an imperious habit likely to stand in the way of a duty to be performed."

Captain Wissman, the German explorer, who is going to Africa to look after Stanley and Emin Bey, possessors, says Sir Charles Wilson, all of Livingstone's indomitable courage, his constancy of purpose and his kindly feelings toward the natives; and he has twice crossed Africa in its widest extent without once firing a shot in anger.

Seven ex-mistresses of the White House are living. They are Mrs. Tyler, who reigned in 1844, and is yet living in Georgetown; Mrs. Polk, who succeeded her in 1845, and still lives in the Polk mansion in Nashville; Mrs. Johnson, who as Harriet Lane is remembered as one of the most accomplished of women, and is living in Baltimore; Mrs. Grant, who is living in New York; Mrs. Rutherford B. Hayes, of Fremont, O.; Mrs. Garfield, who is living at Mentor, O., and Mrs. Cleveland.

The debate on our common school system and the possible moral influence and training which it may exercise, is calling out a wide expression of opinion from the best men in the country. The conclusion reached by Rev. Dr. A. D. Mayo, a very competent authority in many respects, is, "Whatever temporary success may attend any hostile or rival system, the American common school, working on its present broad lines of instruction and discipline, will abide, and more and more be held to the nation's heart as the sure defense against the illiteracy which is not mere ignorance of letters, but the sum of all weak and harmful tendencies working together for mischief in the Republic."



— 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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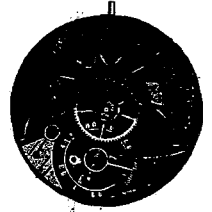
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Other contributions will be acknowledged in these columns upon receipt of same.

N. B. Do not send subscriptions for this fund to the **NORMAL GAZETTE**, but to Prof. C. W. Jerome, or the Alumni committee, Prof. G. V. Buchanan, Miss Lizzie Sheppard and Miss Mary A. Roberts. Any one giving \$1.00, or more to this fund will receive an elegant cabinet photograph of Dr. Allyn.

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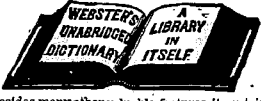
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