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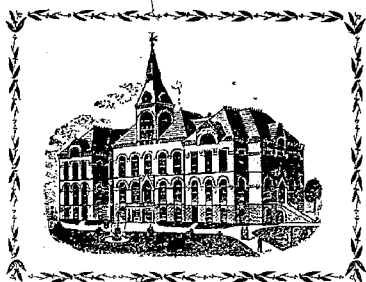
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"FIAT

LUX."

VOL. II.

CARBONDALE, ILL., MAY, 1889.

NO. 5.

Contributed.

ASTRONOMICAL OBSERVATIONS BY THE ASTRONOMY CLASS OF THE 4th TERM.

PROF. D. B. PARKINSON.

During the past term the class in astronomy made more diligent use of the telescope than in any former term.

These observations were confined largely to the solar system. It may be well to state that this system as now understood contains the following bodies:

1. The sun, the great central body, by virtue of whose attractive force all the others are controlled in their motions.



Fig. 1. 4:30 a. m., March 6, 1889.

2. The four inner planets, Mercury, Venus, Earth and Mars.

3. A group of smaller planets, often called the asteroids, numbering about two hundred and fifty. These revolve each in its own orbit out beyond that of Mars, but within that of Jupiter. These asteroids make a very natural division of the eight major planets into two groups of four each.

4. A group of four outer planets, Jupiter, Saturn, Uranus and Neptune.

5. The satellites of these planets, which revolve about them as their primaries.

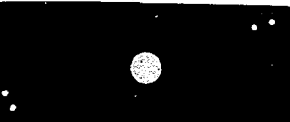


Fig. 2. 5:45 a. m., March 6, 1889.

6. A number of bodies more or less irregular in their apparent movements, and about which less is known than all others of the system; comets and meteoric bodies.

The first observations were made at the home of the teacher, the class meeting as a whole. To do more satisfactory work, the class, composed of about twenty-five members, was divided into four groups, in such a way as to make their phases of meeting as convenient as possible to those constituting the group. Each group to have possession of the instrument for a certain length of time, after which it was delivered to another group.



Fig. 3. 5:00 a. m., March 7, 1889.

The observers were instructed to make pencil sketches of what was observed. Especially was this done with reference to the planet Jupiter. About twenty-four different sketches of Jupiter were made, no two of which gave

the relative positions of the planet and its satellites the same.

Through the kindness of D. W. Warren, a member of the class, wood cuts of eight of these sketches were made. A little study of these cuts will show how rapidly these moons change their relative positions. To better appreciate



Fig. 4. 5:00 a. m., March 9, 1889.

the drawings the following data are given: The planet Jupiter is estimated to be 481,000,000 miles from the sun, (mean distance); mean diameter, 86,000 miles; density, compared with water, 1,378; compared with that of the earth, 0,2435; intensity of gravitation at the surface 2.64 that of this force at the surface of the earth; time required to complete one revolution about the sun, 11.86 years; moves in its orbit at the rate of 8.06 miles per second; rotates on its axis in 9 hours, 55 minutes and 20 seconds.

The four moons of Jupiter are distinguished by the Roman characters



Fig. 5. 5:30 a. m., March 11, 1889.

I, II, III and IV. Their mean distance from the planet are given as follows: I, 267,380 miles; II, 425,156 miles; III, 678,393 miles; IV, 1,192,823 miles.

Their diameters: I, 2,352 miles; II, 2,099 miles; III, 3,436 miles; IV, 2,929 miles.

Their times of revolution about their primary: I, 1 day, 18 hours, 28 minutes; II, 3 days, 13 hours, 14 minutes; III, 7 days, 3 hours, 43 minutes; IV, 19 days, 16 hours, 32 minutes.

From the above it is seen that the moon nearest Jupiter makes one revolution in less than two days, the second one in less than four days, the third in a trifle more than seven days. Even



Fig. 6. 5:45 a. m., March 11, 1889.

the outer one with so great a distance from the sun makes its revolution in less than 20 days. Our own moon, whose diameter is about 2,160 miles, mean distance from the earth about 240,000 miles, requires for its revolution about the earth, about 29 1/2 days. Attention is especially called to the different positions of the satellites of Jupiter with reference to each other and to their primary, as shown by the



Fig. 7. 6:00 a. m., March 11, 1889.

cuts. By reference to the time at which the observations were made it will appear that the observers were obliged to undergo some privation and use more than ordinary diligence to secure the results obtained. As their teacher, I feel that they have merited commendation for their interest and zeal in the work. I will also state that the instrument was placed in charge of a special member of each group. This responsibility fell to the lot of Messrs. D. W. Warren, F. H. Colyer, J. D. McMeen and Clyde Z. Curlee. Although the instrument was in the hands of the students for one month and used very freely, it was returned in perfect condition.



Fig. 8. 4:30 a. m., March 15, 1889.

SOME THOUGHTS ON ENGLISH LANGUAGE AND ITS ETYMOLOGY.

PROF. CHARLES V. JEROME.

The culture of a nation or people is probably secured in no better way, than by the constant attention to the study of language. The most profound students of philology find this field of science broad enough and deep enough for the exercise of their best powers.

Language is the apparel of thought. Whoever would add to knowledge must not neglect its proper embodiment in words; and whoever advances ease and accuracy of expression must necessarily promote general intellectual culture. It is, I think, generally conceded, that a nation's knowledge is greatest at the time of its most correct writers and speakers; and the first tendency to decay and degeneration is seen in the neglect of proper expression in language, or thought utterance. If this be correct, language, or word study, becomes a matter of great importance, and every effort to promote it, should have careful and helpful encouragement. While the progress of scientific thought has been remarkably rapid, and affords hearty congratulation, it is none the less a source of gratification to know, that the friends of advanced education are giving special attention to language or word study, and especially to the accurate use of our own native tongue. The good old

Anglo-Saxon has become a regular study in the curriculums of many of our colleges, and old masters of good English are being read with critical exactness.

The language of our own country, our vernacular, is a marvelous conglomeration—a heterogeneous mass of words thrown together from nearly every tongue that by-gone ages have ever known. Composed of such elements, foreign and degenerate, original and modern, living and dead (for words die), can it be wondered at, that the study and thorough understanding of words becomes a matter of difficulty, continuous toil and persistent effort? It is almost impossible to become a com-

plete master of the correct orthography of words in our language from the fact, that such a large element of foreign words floods the Saxon, whose sounds are similar, but whose orthography is so far different.

The basis of our English language is supposed to be the Anglo-Saxon, a language we are told originally consisting of about twenty-three thousand words, and these were words of home life and domestic relations, fireside words, such as were suited only to the wants of every day life. Into this old Anglo-Saxon has been an influx from the Latin and Greek alone of not less than fifty thousand original and derivative words. To this mass there has been added a multitude from the French, Italian, Spanish, Arabic, Hindoo, ancient Hebrew, and a vast quantity of others from nearly every language and tongue, forming a strange and well high astonishing verbal accumulation.

It is not the purpose of this paper to enquire into the history of language, its origin, whether in its infancy it was God-given, or whether it was of human invention, but to animadvert briefly upon those curiously wrought things which we denominate words. The more we consider them, the more we are led to wonder at their formation, their import, their origin, their magnitude, their variety, their influence and their power. The copiousness of meaning which words envelop in themselves is wonderful. They are, so to speak, the children of the mind, and in some indefinable way, reflect our thoughts and affections. They are capable of producing a surpassing charm, or a feeling directly the opposite. Being the sanctuary of the intuitions, they give an expression of our feelings and faculties from within. They, in some mysterious way, paint the thoughts, the emotions and the aspirations of the human mind upon the "canvas of the evanescent breath."

Words grow from within and from without. The process is something like the plant. First the root, then the stem, then twigs and twiglets, leaves and leaflets, and finally blossoms. Words exist in families also, often migrating from one family to another, possessing parentage both royal and ignoble, and their descendants are well nigh innumerable, reaching often down to the remotest kindred and farthest generation.

Curious and no less interesting is the endless variety of word formations; by combinations, by terminations, transformations, prefixes, affixes single and double, and many times triple, all arranged according to the rules of euphonic affinities.

It is a matter of interest to know from whence come many large families of our ordinary words. Most all of our English words ending in "ty" have a common progenitor, descending to us directly from Latin nouns. Words ending in "or" step into our language from the same source, with little or no change. Even our common titles, such as "Doctor," "Professor," and such ordinary words as "honor," "orator"

and "labor" are as pure Latin words as ever were born into any vernacular. That large class of words, almost endless in number, ending in "tion" and "sion," are all directly and legitimately descended from Ancient Latin. The key to their origin will unravel an almost insurmountable difficulty to the English student in orthography, as to the use of the "t" and "s" in words of such terminations. We have in our language only four recognized words ending in "tion," and one of these Webster pronounces obsolete. The "a-t-e" family is a large race also from Roman stock. There is another large and productive group of words in English coming to us from the Latin term "fer," forming a multitude of combinations and an endless variety of formations. But without further particularizing, it will be sufficient to state that there comes to us through the same channel all words terminating in "ment," in "ious," in "rous," in "ive," in "able, ible, ite, fy, fied, al, anti, ar, ary, ent, ant, aust," and nearly all those ending in "pt" and "ure;" and hosts of others spring from the same fruitful source, dropping into the English with but little modification or change.

The Greek is also another wonderfully prolific source, supplying and enriching our language with marvelous and unexcelled beauty. Perhaps the most numerous family descend from that source, is that good old parent word "logos," giving us all our words ending in "logy." All our words ending "phy, graph, ize, ism, ics, acs, ynx;" words beginning or ending with "hypo, hydro, bapto;" the "logs" and "gogs;" the "mys," the "cycles," the "hecas, zoos, ties, photos, lithos, typos, choncos, theos, baros, chromos, chronos, electros, autos, pseudos, monos, anthos, heptas, hexas," and an infinite multitude of others, had their birth and origin in the same storehouse of Grecian literature.

The study of the etymology and minute formation of words is a source of no little profit to the learner. Emerson says: "The etymologist finds the dearest word to have been once a brilliant picture." Word making is a strange and curious process. The old Saxon word "spell," we are told means word. From it we have God's spell—God's word or our modern "gospel." "Style" and "stiletto" would seem radically different, but they are first cousins. Style is from the Latin "stylus" which was employed in writing upon the waxen tablets. Hence our "style." The style and stiletto both being sharp pointed instruments and stings, were capable of becoming formidable weapons. Cæsar himself it is supposed, received his cruel death wounds by means of the "stylus."

Words often undergo great changes, descending from their original and primary meanings to secondary signification. The word "idiot" is in point, which originally meant a common person or a prose writer in contradistinction with the poets. Plato makes the word "idiot" a person in the private walks of life. With us the word has degenerated to the meaning of one void of sense.

The classification and grouping of words as to their definitions and what they teach, constitute an interesting study. There is a decidedly ethical nature in words. Language is man's own judge. What felicity and depravity they often reveal in the human heart! How grand they become when used to scorn and depict the mean, the base and the vile! Yes, and we have verbal ethics! The right and wrong in our hearts will witness for

us in our own words. They are in many respects the decalogue of human language. It is said in Holy writ, "By your words, ye shall be justified, and by your words ye shall be condemned." Our language is on the increase. Its growth is rapid. Necessity demands new words, and they are coined and put into use. The writer well remembers when such words as "daguerreotype, telegraph, telegram, telephone," and others had not yet appeared in our language. New discoveries in every department of science and art require and develop new words to reflect new truths.

And so our language exists, ever growing, dying, increasing, changing, a multitude of "airy messengers," which we are pleased to call words, whose province it is to portray and represent thought-life.

ORATION.

Delivered on April 30, at the Washington Centennial Exercises, by KENT E. KELLER.

The founders of a nation are they who shape its destiny. The spirit that fills their hearts, will permeate the entire system of government.

If there be more of power and judgment than of weakness and folly, in time the evil will wither and leave a nation of strength and purity as a monument to its progenitors. Every true principle will be assailed by its corresponding opposition of sophistry, and the struggle between these will continue until the limit of the power of the government has been determined and the rights and relations of the people have been established. But how well the ship of state glides onward, rests with the hand that rules the helm.

Upon the scrolls of history we may see the names of those illustrious characters who have risked their lives for love of country. We look with reverence and admiration upon the name of Regulus, who for love of Rome returned to Carthage and to death. We look with astonishment upon the fated son of Corsica, who for love of France dared brave the burning sands of Egypt; him who freed the people from the Reign of Terror, yet but to rear upon their gratitude the throne of his empire, his fabric of selfishness.

Napoleon! selfish despot! lonely sleeper on the rocky isle! what will history say of thee? "Is well that old ocean rolls between thy native land and thee. Sleep on amid the fading twilight of thy fallen glory. How pale the tinsel splendor of the greatest monarch of France when compared with the beacon light of human freedom!"

In 1765 there were in America thirteen petty colonies bending beneath the yoke of British tyranny, totally unorganized, powerless, crouching at the feet of a merciless monarch. The wide-spreading Mississippi valley was dominated by the imperial banner of France. Mexico was a dependent province of Spain, filled with Spanish ignorance and superstition. South America was one vast continent of slaves. In Europe, England was the staunchest of all constitutional monarchies. France was an empire in the height of her greatest glory. Spain was a nation, every rank of whose people was subservient to the Catholic inquisition. Russia was an absolutism whose power and authority not one voice in all her millions dared question.

When the dark war clouds were lowering and all America was trembling at the impending tempest, the hero of colonial warfare was chosen leader of the army. Then began seven years of trial, heroism and final success which the annals of history have not equaled and never will equal.

Under the guidance of that one great mind, the army of America, though un-equipped and insignificant, was victorious over the boasted masters of the world. As the fruits of their labors a nation was made free. A bright light of hope for the coming generations flashed out before the world.

Although the shackles of tyranny had been broken, yet there was a nation without a constitution or any bonds of union, a rudderless bark adrift upon the mighty waters. Ignorant of self-government, the people offered a kingly crown to him who had made them free. He of all men who ever merited a crown, if crown was e'er deserved by any man, picked up the offering and lovingly set it on the altar of the nation.

When, under his care and guidance, the constitution had been formed and put into operation, the election of Washington for President was one ringing acclamation of the whole people. His journey from Mt. Vernon to New York was one grand triumphal pageant, of whose splendor the world's mightiest monarch had not dreamed. In his pathway lay nature's tributes to her heroes, doubly tributes when consecrated by the loving hands of those whose pathway he had first made free. Round him thronged a nation of kings upon whose brows his own hands had placed the diadem, and he, uncrowned, the mightiest of them all.

Father of a great nation! Savior, not of the Eternal City, but deliverer of mankind from eternal bondage! what meet honor can we render thee? The highest tribute that man can pay is to scatter nature's offerings over thy ashes, and that is given thee. To-day thy tomb one pyramid of living beauty. A thousand pilgrims to thy resting place kneel down and kiss the cold stones that encompass thee. A nation of free men stand with uncovered heads to do thee homage. A world gazes in awe upon thy greatness.

When the people of the old world, who for centuries had known naught but the curse of tyrants, now beheld for the first time the blessings of a free government, their cries for release from bondage shook the last throne in Europe. Russian absolutism fostered Russian nihilism. The Spanish kingdom and the ruin of the inquisition came forth an elective monarchy. Out of the ashes of the empire sprung the French Republic. From the staunch kingdom of Britain has evolved the second freest government in the world, a republic but in name. The western continent is almost one entire sisterhood of republics.

How has our own republic stood the test of time? Under the constitution, the nation has passed through financial crises; has governed a race of slaves and free men; has endured the horrors of a fratricidal war; has withstood the reconstruction of its fragments. Out of the financial crises has come the most splendid age of progress in the world's history; out of the curse of slavery has come freedom and equal rights to all men. The blood alike of the northern and southern soldier has washed away the sectional misconceptions and animosities; has given us a broader patriotism; has taught us the value of struggling for the whole country. The terrible days of reconstruction have established it as a principle of our government, that no state has a right to withdraw from the union; that this nation is indeed "one and inseparable, now and forever."

When from a retrospective view we look out into the earnest future, we may plainly see that our course has been one of achievement and progress. We have not always followed our best

lights, but they have not been lost upon us. From the gloom of the past shall come the light of the future.

Republic of America! Child of thy childless father! As Washington's life was a blessing to mankind, thou, oh land of our nativity, shall be worthy of thy parentage! Thy name, like his, is known and honored throughout the world. The poor and oppressed of every land have found refuge within thy borders. As long as a tyrant sways a scepter; as long as there is rank and title among men; as long as poverty is oppressed; as long as there is aught of slavery or ignorance; as long as freedom languishes in chains—so long shalt thou, oh our beloved country, be the light and the hope of mankind. Even then shalt thou stand, a magnificent monument to thy innumerable heroes; the embodiment of the spirit of Washington.

TEACHING PATRIOTISM.

So far as education is concerned, patriotism like temperance has two phases, its sentimental side and its practical side. The former, however, antedates and underlies the latter. Unless the sentiment of temperance is well planted there is no hope for the practice; and so unless the sentiment of patriotism is well fixed in the child there is poor encouragement that a genuine patriot will be found in the man.

The foundation of the sentiment of patriotism, like that of every noble and stable sentiment, is an intellectual pre-ception. However difficult it may be to secure the full blossom, there is no difficulty in planting this tap-root, essential knowledge.

But there is no denying the fact that in the past our school work has not been sufficiently flavored with patriotic sentiment, nor have the proper facts in regard to the history and institutions of our country been properly impressed. Those features that distinguished our government from others in such a marked degree have not been presented in that fullness or clearness which they deserve. Even our high school pupils have not been enabled to draw those sharp and gratifying contrasts between the political and social condition of every American, no matter what his station or wealth, and the condition of the citizens of a country under the old style of government.

This is not saying that the American people are not patriotic; but simply that our public schools have not sufficiently taken into account the ignorance upon the fundamental principles of our government from which our voting population has to be recruited, and which must be dispelled before anything like ardent patriotism can be expected.

Of all intelligent citizens, teachers ought to welcome most heartily the movement which is now gathering so much strength and which began in the Old South Historical work in Boston in 1883, for the purpose of creating in the young, and stimulating in the old, that reverence for our institutions and their history which is the beginning of patriotism. It has been by one of those extreme and universal impulses which too often take possession of teachers, that the old-fashioned recitation of "pieces" has been so largely abandoned. There was a time when Patrick Henry's fervid speech in the Virginia House of Burgesses, the famous supposed speech of John Adams, "Sink or swim, survive or perish," Webster's reply to Hayne, Lord Chatham's "If I were an American as I am an Englishman," and extracts from a dozen other speeches, which have gone into the world's literature as fire-brands of patriotism, were

more or less familiar to every school child from the primary grade to the high school. But where is there a boy or girl in the 'progressive' schools of to-day who, with the old time emphasis and vigor, or even with the modern reserve which seems so near akin to inanity, can repeat a single sentence from one of those speeches? Laugh as we may at the ambition which essayed them, they implanted sentiments and cultivated emotions which were on the right side. Although inadequate they served a good purpose, and exerted no small influence, and there is not much risk in prophesying that before long we shall return to the old custom. The memorizing of such extracts is exactly in line with the efforts which are now so warmly seconded by all thoughtful citizens, and it is not wise to omit it, for not only do the facts need to be impressed, but a fervor, a glow needs to be produced, which can come only from contact with the person or the thoughts of a live, ardent patriot; and it is in this respect no less than in the matter furnished, that the living lectures which are now being delivered in many cities are so potent. Over 6,000 tickets have been taken for the present Chicago Course, and there is a corresponding interest in other cities, judging from reports.

But how is this work and spirit to be carried into the school-room in a practical and effective way? One suggestion has already been made, the frequent memorizing and recitation of patriotic pieces, such as we used to learn. But the foundation of all should be the imparting of full and accurate information to our school children about American institutions, and the duties of an American citizen. The very atmosphere of the school should inspire feelings of sincere and earnest love of country. Especially is this needed in our large cities where the schools are full of children of foreign birth or parentage, who hear and learn nothing in their homes about American history. In their minds very often the vicious seeds of alien and revolutionary ideas have taken root before they enter the public school. The only way to counteract the evil is by full and thorough instruction in the history and principles of American Democracy.

In this connection the account given in one of the New York papers of the work being done in grammar school No. 82, by its Principal, Mr. George E. Hardy, is very suggestive. One of the first things done was to place two American flags over the Principal's desk in the great hall where the 600 boys assemble every morning.

Then two pictures, one of Washington and one of Lincoln, were placed under the flags. Then a silk banner, the stars and stripes, was presented to the school, to be given each week to the class which had the best record in attendance. Its standard-bearer holds the flag each morning during the opening exercises. Then a history prize was established to be awarded each year to the best pupil in American history in each of the three highest grades. The prize is always a large octavo history of the United States. The morning exercises in the hall are always patriotic as well as devotional. In addition to the Bible reading and the hymn, there are patriotic declamations, or quotations and songs. Occasionally an invited guest makes a warm fifteen-minute speech of a simple character about the rights and duties of American citizens. By this means the pupils not only learn what Whittier, and Bryant, and Longfellow, and Lowell have said in patriotic verse, but they are fired, so far as their mold will

permit, with the words of Webster, and Henry, and Washington, and Pitt, and Burke. As the boys leave the hall they march to the Battle Hymn of the Republic, or The Star-Spangled Banner, or My Country 'Tis of Thee.

"I came to my school and found a heterogeneous mass representing all nationalities; Germans and Bohemians predominating. The fathers and mothers of many of the children can not speak a word of English. When at home the boys live, as it were, in another land. I know of no better place to instruct them in the principles of our country than in the school-room. If they do not learn to love America here, and to respect the laws of the United States, the chances are that they will never learn. To teach these things should be a part of the curriculum of every school in this land.

"The night before the anarchists were hanged in Chicago I stood in Union Square and watched the procession of their brothers in this city go by with the American flag furled. The next morning I talked to the boys in my school for half an hour. I explained, as well as I could, what anarchism was, its origin and to what it would lead if not checked. Then I told them about America, and of the obligations of her citizens. I considered it my duty; I consider it the duty of every teacher."

Of course the fruit of such work, its practical phase, will be seen only in the future, when the present boys and girls become men and women. It may be, indeed, easting bread upon the water; but it should be east with full faith that the sublime American idea of man and his destiny will leaven the mass wherever there is sufficient intelligence and moral rectitude to receive it. At these foundations the public schools must not fail to work. The results it can safely leave to the future.—[*Intelligence.*]

CHARACTER BUILDING.

BY J. B. STUART.

Miss Grey, the substitute, had come to return the keys and to report the work accomplished during the month's leave of absence that had been granted Miss Osborne. The report was very encouraging, but as Miss Grey was leaving she said: "The children will be glad to see you back; they are not so fond of me as they are of you. I made them mind." Perhaps she had not intended to make that I quite so emphatic, for Miss Osborne flushed as she answered quietly, "When I was with them they made themselves mind," and then smiled at the look of compassion the other gave her.

But on Friday night, at the close of this first week since her return, she is obliged to confess that whatever the children had done in that line, it could no longer be said of them that they controlled themselves. Not that there had been any serious disturbance, but there had been an underlying spirit of lawlessness; they had "taken advantage" at every turn; they had obeyed because they must, rather than because they wanted to; the best of them had been guilty of those little misdemeanors which denote indifference to law and a disregard for the teacher's wishes. Miss Osborne had reasoned, had appealed, had tried all the minor forms of punishment that had formerly proved effective, without success. She sighed as she thought of the measures Miss Grey would recommend. "Give one or two of them a good whipping, show them you mean to be obeyed, and you will have no more trouble." She sighed again as she thought of Miss Grey's corporal punishments that had marred last month's reports, and which she firmly believed were the cause of much of this week's disorder. Miss Osborne used corporal punishment when she considered it necessary, but she looked upon it as simply a means of checking evil till corrective measures could be applied.

We will go to school on Monday and see what she has found to help these children in self-government. It is not that she wishes to escape the trouble of governing her class, though she knows it is much easier to teach when the children have reached the plane where they do not have to be constantly watched. She feels she can not train them to be good men and women, law-abiding citizens, when controlling them simply by the force of her own will; her aim is character-building.

Every one of her fifty boys and girls were present and ready to break into new mischief, some not waiting for the work of the day to begin, but lounging in from the files and slyly poking a neighbor; we catch suppressed whispers and giggles. It is an average class, doing fourth year work, with some good, and many bright faces, a few hard, sullen ones. But now the devotion exercises are over, and Miss Osborne proceeds to the little talk which they half long for, half dislike. They think they know what is coming, and it is curious to see how the faces change; some grow repentant, some show shame, and some harden into lines of resistance. Most ears are open, for, as one of her girls once said, "Miss Osborne doesn't make you feel ugly when she tells you you have been doing wrong; she makes you feel sorry, and think you won't do it again."

"I'm going to tell you a story."

The teacher's tones are so far from reproof or appeal that the bad boy forgets his resistance and the good girl feels more repentant than ever. "I am in a new and strange country (she describes the foliage and animals as they learned them from the geography lesson, and the faces before her beam in confirmation of the correctness of her description), and am surrounded by fierce animals. I can only escape from them by building a wall from a soft stone near by, which hardens as soon as exposed to sun and air. I can only cut one block at a time. (As she goes on with her talk Miss Osborne cuts from a large mass of clay, block after block, smoothing and squaring them to build a neat wall.) The man who was showing me how to build came every night to see my work. Sometimes the block was neither smooth nor square because I had spent the time picking pretty flowers. Then he said I would have to fill up the place with mortar or I would not be able to keep out snakes and centipedes."

So she goes on building, putting in good square blocks with generous layers of mortar, but now and then a rough, uneven one, that makes it hard to build smoothly above it.

Then when all fear of moral has been forgotten, she turns suddenly, and says: "Did you know that each of us is building a wall,—walls of character about our hearts, to keep out sin and evil? What do you suppose our blocks are?"

Then she passes to the board and unpins the newspaper that has covered a portion of it, and the children see the wall, with a scholar's name written in each block, and they slowly read.

"For the structure that we raise
Time is with materials filled:
Our to-days and yesterdays
Are the blocks with which we build."

"I've made a picture of your blocks of character for to-day; each is square and whole. See if we can't find them so to-night. As we cut out our blocks to-day, let us not take off a piece by whispering or playing; let us not knock off the corners nor spoil the sharp edges by laughing or being inattentive.

"Let us see how our blocks are like those we've been talking about. Can you make to-day's blocks square? Can you put in a rough block,—a bad day,—if you choose? How about yesterday's block,—can you change it now? If you played and whispered on Friday, can you change it? If, on Friday, you put in a block with holes in it, isn't it easier for sin to get in to-day through those places? If you build a good wall of character when you are young, won't it be easier to keep out sin when you are older?"

"But suppose Friday was a bad day and we can't change it now, is there no help; must we leave the holes there? What could I do for the holes in this wall?"

"Put in mortar."
"How long have you got to keep putting it in?" asks a round-faced rogue, half in mischief, half in earnest.
"Till I find that sin doesn't come in any more in that place," says Miss Osborne, seriously.

Well, perhaps all the blocks were not square cornered when night came. Five weeks of freedom from responsibility had not been a good preparation for persistent hewing to make square blocks; but they all tried, and that was as much as Miss Osborne had expected or hoped for. Even Willie Pike looked sober when he found he must go to the board and take off a little corner of his block because he had just whispered. And what an opportunity it gave his teacher in her after-school talk with him that night, to show him that he harmed himself by giving away to temptation.

Miss Osborne would not have felt more pleased if every child in her room had attained one hundred per cent. in an examination than she was when impulsive Alice came to her one morning after a trying yesterday, and throwing her arms around her neck, whispered, "I put in mortar last night, and I do mean to have a square block to-day." Or when conscientious Laura said, "I think I ought to take off a little piece of my block on the board, for I laughed to-day when you didn't hear me"; and even Napoleon, her dark-skinned, black-eyed, rough, surly, over-grown French Canadian, would quietly turn to his work when she said, after the less and less frequent rebellions, "Now don't spoil the rest of the day; finish that up square and true"; and at night she would catch his eye actually watching for her smile of encouragement and approval as she saw the square end of the block.

And as each night she erased the corners that had been taken off during the day and left the blocks square and clean for the morrow, she could say, with a sigh of thankfulness, "My children do govern themselves."—[*The American Teacher.*]

Milton S. Price; one of the leading merchants of Syracuse, N. Y., who died a few days ago, bequeathed \$50,000 to charitable and educational institutions, \$10,000 of this amount going to Syracuse University.

Andrew D. White, ex-president of Cornell University, has sent from Cairo, as a present to the University library, a papyrus found about two years ago in the tomb of a priest of the Ptolemaic period. In a letter he says of this interesting document: "It represents certain chapters of the 'Book of the Dead,' is a beautifully executed, perfectly preserved and complete document in every respect." Mr. White also sends 140 large photographs illustrative of ancient and modern Egyptian art, and a collection of more recent works on Egypt.

Normal Gazette.

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J. T. GILBERT,
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.
EXAMINATION OF YEAR begins June 10, 1889.
ANNUAL COMMENCEMENT, June 13, 1889.

NATIONAL TEACHERS' ASSOCIATION.

Through the kindness of the passenger department of the Illinois Central railroad, we have received their announcement to the teachers of the northwest, of the National Teachers' Association to be held at Nashville, Tenn., on July 16-20.

Prof. John W. Cook, of Normal, Ill., has been appointed manager for Illinois by the executive committee of the National Educational Association and sends out a circular urging a large delegation from this state. Prof. Inglis, of this University, is also one of the committee and will be glad to aid those who expect to attend in every way possible.

The detours to be made from Nashville at a nominal expense to Mammoth Cave, to the "Old Hermitage," the former home and present tomb of General Andrew Jackson, to Mt. Freesboro, to the Nashville National Cemetery, to Chattanooga and thence by rail to the summit of Lookout Mountain, where a picnic dinner above the

clouds will be served, are a few of the enjoyable things connected with the trip. No more favorable opportunity than this will ever be afforded the teachers of the northwest of visiting these points of interest and at the same time attending the largest and most useful educational gathering in the land.

OBSERVATION OF THE CENTENNIAL.

As had been announced, the Normal and the citizens of Carbondale joined in the celebration of the centennial of Washington's inauguration in a manner to make the day one to be long remembered by all who were fortunate enough to enjoy the exercises of the day.

At sunrise the boom of the national artillery salute announced that the cadets were at their posts, and that the exercises of the day had begun. A short time after the Stars and Stripes were run up on the staff from the dome. In a little while, the flag and illuminating committees, anticipating the magnitude of their work, commenced the decoration, and the building began to assume its national holiday dress.

Services of an interesting character, were held in the several churches of the city at 9 o'clock. These were well attended and lasted something over an hour.

At two o'clock both the students and citizens repaired to the Normal hall which was soon filled to overflowing. E. J. Ingersoll, chairman of the day, called the audience to order and in a few well chosen remarks introduced the program. The music by the school, led by Prof. Inglis, was well up to the standard of excellent music. The society orchestras rendered music equal to some professional orchestras which have furnished music within the walls of the University. The address of Dr. Allyn was one containing many rich thoughts and being delivered with his characteristic earnestness, made a deep impression on the audience. The oration of Kent E. Keller, of Campbell Hill, which we print in another column, surpassed other orations which he has given before the school and similar audiences of this city. It was well delivered and is worth a careful reading. The delivery of Washington's Farewell Address, by J. T. Ellis, of Mt. Vernon, was well received by the audience, and was a credit to that gentleman. Miss Mamie Lansden's essay contained many valuable points which were well presented. Judge W. W. Barr, of this city, was to give an oration on the part of the citizens; but being absent on urgent legal business, Rev. F. F. Stoltz was called upon and made a short but pointed talk on "Why we celebrate this day." His closing words, "And when I look at these things, I thank God that I am an American citizen," drew enthusiastic cheers from the audience; The song by the citizens choir, under the leadership of Chas. A. Sheppard, called out a hearty and continued encore which it well deserved.

In the evening a very creditable display of fire-works was given on the public square, after which the University was beautifully illuminated by the committee in charge. The three hundred Chinese lanterns besides the gas jets made a most magnificent illumination. The rooms were crowded for the reception by a happy company who enjoyed themselves until a late hour.

The day was one of the most pleasant, and we hope the most profitable, that has been known in the history of the University. It will long be remembered, as one of the speakers said, "a happy day." May the lessons of this day be a teacher of patriotism and loyalty for the next century.

MRS. HARRIET BEECHER STOWE.

The author of "Uncle Tom's Cabin" is passing to the winter of life with a veil drawn over her memory. The genius which created that wonderful story has departed, and a cloud rests over that former vigorous mind, leaving Mrs. Stowe unable to remember people who were formerly her dearest friends.

The work of Harriet Beecher Stowe is ended. A short time and she will pass from us, and the country will lose not only one of its most distinguished writers, but nearly the last member of a remarkable family.

Mrs. Stowe's fame rests upon one book, and, as it were, in a double sense, for "Uncle Tom's Cabin" was not only a book with a great moral purpose, which at once appealed to humanity the world over, but it was also a distinctly American book. She has written other books which have contained some notably clear and graphic sketches of New England rural life, and are conspicuous for their genial native humor, but it is doubtful whether they would have attracted much attention had it not been for the fame of her earlier and greater work. Everything that followed "Uncle Tom's Cabin" shone by its reflected light.

The great work of Mrs. Stowe's life was a phenomenal success. In circulation no book of the century can compare with it. In its powerful effect it transcended all others. Its circulation was unprecedented. It was found in the homes of the rich and the poor, in the store, the factory, and on the farm. It appealed to all classes by its humor its pathos, and its dramatic power, and the latter quality admirably adapted it for dramatic presentation. It traveled the world over, and appeared in almost as many different languages as the Bible for it went directly to the human heart, and the human heart is the same the world over.

The great success of her book has amply supplied her declining days with comforts and even with luxuries. Her name will be remembered so long as the story of the freedom of a race remains a part of American history.

A PROFESSOR CAINED BY A PARTY OF STUDENTS.

On Friday evening, the 11th inst. just after the students had assembled in the hall, Prof. Inglis stepped upon the platform and conducted the calling of the roll. Immediately at the close of this exercise W. M. Tanquary and Miss Lizzie Parks stepped quickly from the north door, upon the platform behind the professor, and before he had time to recover from his surprise Mr. Tanquary struck him in this manner:

"Prof. Inglis: You remember that a few weeks ago the Socratic and Zetetic societies gave an entertainment in the Opera House in the quiet little city of Carbondale. Owing to your perseverance and energy that entertainment proved a grand success in every respect. The members of those two societies realize that you are the principal one to blame for this success and they have unanimously decided that you actually need a good caning for this kindness. Now, you probably know that in this day of White Caps it is the custom to give a fair warning before inflicting the punishment. I have been appointed a committee of one to warn you while Miss Parks has been commissioned as the one to administer your deserved medicine. Therefore I now inform you that unless you pack your things and leave this country before I count three, this young lady will proceed to cane you

until there will not be enough left of you to weigh more than 350 pounds. One—two—three; let him have it."

The professor bravely received his warning and unflinchingly bore the caning which Miss Parks administered in the form of a beautiful, gold-headed cane. It bore the inscription "From the Socratic and Zetetic societies of the S. I. N. U." Prof. Inglis retaliated in a manner most deserving of the appreciation shown by the spectators.

This is a recognition from the societies which Prof. Inglis well deserves, for to him, more than to any other, was due the grand success of the Old Folks' Concert. He has ever been a staunch friend of the societies, many times sacrificing his own pleasure and time to aid in drilling the members for special programs. We heartily endorse the assault, and think he justly merited the caning.

RESOLUTIONS OF RESPECT.

WHEREAS, The great ruler of the Universe has, in his infinite wisdom, removed from our number our worthy and esteemed fellow Zetetic, James R. Goodall, and

WHEREAS, His exemplary deportment, diligent application to study, and the faithful performance of every duty, had greatly endeared him to both faculty and students, and it is but fitting that we record our appreciation of his character, therefore,

Resolved, That the vacant place of our fellow student should be to us a reminder of his many virtues and an inspiration to follow the example he left us of a beautiful life,

Resolved, That with deep sympathy for the bereaved family of the deceased, we express an earnest hope that even so great a bereavement may be overruled for their highest good.

Resolved, That a copy of these resolutions be sent to the family of the deceased, one to the NORMAL GAZETTE and also to the Marion papers, for publication.

J. T. ELLIS,
J. B. JACKSON, Com.
WILLIAM WALLIS, Secy.

A GOOD TEACHER.

I commend to you the school teacher who cares for atmospheres, impressions and tone quite as much as for text-books, tasks, and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness with plants, flowers, pictures, statuettes, window and wall hangings, and whatever beside may give ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safeguard against evil. We have been in school-rooms that were thus ornamented and beautified from month to month, from year to year. Flowers and vines graced the windows, engravings and portraits adorned the walls, stately beautified odd niches, objects of interest and curiosity relieved the corners, a congenial and happy teacher presided, and bright children filled the room with sunshine from happy faces.—
[Bishop J. H. Vincent.]

The finest botanical gardens in the world are said to be those of Peredinja, in Ceylon. They comprise 150 acres. Among the curiosities are bamboos a hundred feet high and nine inches in diameter, which in the month of July grow between one and two feet a day; and India-rubber trees with immense roots three or four feet in width above the ground.

The number of students enrolled in the 355 colleges in the United States is 65,728.

University Notings.

The campus presents a very beautiful appearance now.

L. E. Baird will likely teach near Makanda this winter.

Miss Sheppard expects to visit Omaha during the summer.

Rev. L. Sprecher, of Richview, visited his daughter Theo. on the 14th instant.

Mrs. Prof. Inglis is visiting her mother Mrs. W. K. Jackson in Hillsboro.

Gussie Pace, of Mt. Vernon, was the guest of Miss Green a few days this last week.

S. Y. Smith, county superintendent of Johnson county was among our visitors last month.

J. H. Barton, of the *Free Press*, is in Springfield urging the passage of the University appropriation bill.

A number of the faculty picniced on the 11th. The consequence was they didn't have their lessons on Monday.

Prof. Melton's short-hand school is growing in numbers each month. His corresponding class is exceedingly large.

Trustee E. J. Ingersoll went to Springfield on Monday evening to meet with Hon. S. P. Wheeler on business with the University.

Ruby Kimmel was exhibiting quite a curiosity, a short time since, in the way of a banana bloom. It was sent from Florida by her father.

Cora Cable was a welcome visitor the first of the month. She has been at home most of the year devoting herself to the study of music.

Rev. C. Nash, of this city, went to Chicago last week to visit his son W. A. Nash, who is now employed with A. C. McClurg & Co., of that city.

K. D. Root went home on Saturday last to gather his crop of strawberries, after which he will return to complete his short-hand course under Prof. Melton.

P. P. Goodnow left for his Salem home on Saturday last. He has not been well for some weeks but we hope to have him with us soon in renewed health.

Prof. Parkinson invited members of the school, who so wished, to view the planet Venus through his telescope on the 22-24 ult. Quite a number telescoped.

Miss Callie Johnson, of the class of '88, accompanied by her mother and Mr. and Mrs. Breunler, of Metropolis, paid the University a call on the 14th instant.

Prof. Inglis now dismisses the school in the evening by a march. Mamie Lansden presides at the piano, while we all catch step and march out in perfect order.

Memorial exercises were held in the Zetetic Society on the 10th instant, for James R. Goodall. Resolutions presented at the same will be found in another column.

The library is steadily increasing. Since our last issue there have been two hundred and eighty volumes received, which includes the magazines sent from the library to be bound.

Mrs. Lieut. Bell went to Rock Island on Wednesday morning to visit relatives. She does not expect to return to Carbondale. Lieut. Bell will not leave until about commencement.

The Sallust class is preparing to build a model of Caesar's bridge across the narrows of Lake Ridgway. It is expected it will be completed in time for dedication commencement week.

A cyclone struck the Normal at opening exercises on the 10th, and turned all the quotations on "Love." The girls started it, of course, but the boys soon caught it, and it became mutual.

Dr. D. S. Booth, jr., who has been located at Palestine, Tex., in the employ of a railroad company, having charge of the hospitals, is now located at Webster Groves, a suburb of St. Louis.

Our next issue will be the commencement number and we hope to chronicle a large attendance of former students and their friends. While in the city don't forget to report to the GAZETTE.

The enrollment so far has reached 478, which lacks but two of reaching the estimate which the GAZETTE made last term. We think there will be no doubt that the other two will be found.

Edgar L. Sprecher, who we mentioned in the March number as being in Mexico, is now in the employ of the Wells Fargo Express Company. He sends five dollars to the Dr. Allyn portrait fund.

A large company went to Giant City picnicing on the 11th. They had a time—such a time as only a party of students bundled into wagons and driving over such hills can have, "a jolly good time."

J. N. Street and his wife have been retained as principal and first assistant in the Kimbudy schools at an increase of salary. We hope they may be able to greet their Carbondale friends about commencement.

MARRIED.—Near Ashley, Illinois, on the 17th of April, Mr. Frank Treat and Miss Artelia Carter. Both are well known to S. I. N. U. students and their many friends will join the GAZETTE in congratulations.

We understand that our genial friend W. P. Cochran has been elected principal of the Campbell Hill school, of this county, with a salary of \$60 per month. The people of that village are to be congratulated.

Chas. H. Alexander is now in Denver, Colorado, where he expects to engage in business. A few days before he left a young lady remarked to us, "I am going to Denver to live, some time." It explains itself.

Fred. G. McMackin's eyes have troubled him so this term that he has at last given up his school work and returned to his home in Salem. We hope to be able to report a great improvement with him shortly.

Kittie Hord returned to Carbondale quite unexpectedly on the 12th, on account of the illness of her aunt. She has been employed in the schools of Charleston the past year, and we understand that she is offered the position again at a large increase of salary.

Prof. Buchanan and wife went to Salem on Tuesday evening to be present at the commencement exercises, and alumni reunion of the Salem schools, of which the Professor was principal for three years just previous to his appointment to the chair of mathematics in this University.

Prof. Inglis expects to attend the alumni reunion of the public schools of Greenville on the 29th instant, having received a pressing invitation from the school to be present and deliver an address at that meeting. The Professor was principal of the schools in that place for fifteen years.

The excursionists who were going to Grand Tower and Cape Girardeau were very much disappointed by a breakdown of the boat they expected to take.

The managers have postponed it for two weeks and will try to make arrangements for a pleasure trip which will balance the disappointment.

Since the last report of the treasurer of the Dr. Allyn portrait, contributions have been received from the following: Hon. Jos. B. Gill, John Rapp, Harold W. Lucrie, Edgar L. Sprecher, Bertha Lawrence, Frank E. Trobaugh and May Copeland, which adds nineteen dollars to the last month's report, making a total of \$598.75 cents.

A short time ago, Prof. Inglis, in order to find the time it would take to remove the students from the Normal hall to the yard, caused the fire alarm to be sounded and it was found that the five hundred students who were in the hall at that time cleared the building and were on the campus in one minute and fifty seconds.

We find the following among the army orders as published in the daily papers of April 25: "First Lieutenant Hugh T. Reed, 1st infantry, on account of disability, is retired from active service." Lieut. Reed will be remembered as having been military instructor in this University six to nine years ago, and the author of the tactics now used by the cadet corps.

The school board of this city at their last meeting returned the same teachers who were in charge last year, with one exception: Prof. W. H. Hall, principal; Mrs. Emma Lightfoot, grammar grade; Belle Crowther, first intermediate; May I. Rumbold, second intermediate; Helen Bryden, second primary; Minnie Fryar and Augusta McKinney, primary; Alexander Lane and Lizzie Carter, colored schools.

Married—on the evening of May 12, in the parlor of one of Jonesboro's pretty residences, a company of friends and relatives witnessed the marriage of Miss Susie Storm to Mr. James Walton. Students of '84-5 will remember Miss Storm as a bright and attractive young lady. Mr. Walton is a promising young pharmacist of Anna. To them both the GAZETTE extends congratulations and best wishes.

There is nothing you can give a friend, classmate, teacher or fellow student at parting that will be so appropriate or more highly appreciated than a perfect and life-like photograph of yourself. Then do not fail to improve the rare opportunity offered by Mr. Phelps and secure some of the excellent work which he is making for the Normal students at such unusually low rates, at the Normal Art Gallery.

To the Faculty and Students of the S. I. N. U.

As the present term is near its close, and as very many have expressed a desire to exchange photographs with their fellow-students, classmates, and teachers before they separate, in order to accommodate as many as possible of those desiring FIRSTCLASS PICTURES, I have concluded to reduce my price ONE HALF to members of the Normal University (only), and during the month of May, and until commencement, I will make the BEST grade (full figure) Cabinet Photos for \$2.00 per dozen, and "Cartes de Visite" for \$1.50; provided the sitting be made before the end of the term—possibly no later. After that time the regular prices will be charged.

Negatives made from 9 a. m. to 5 p. m., equally as good in cloudy as clear weather. All work strictly FIRSTCLASS and SATISFACTION GUARANTEED. Please call and examine work and, if possible, make engagements at least forty-eight hours in advance of sitting. Respectfully, L. A. PHELPS, Prop'r Normal Art Gallery, Cor. Main and West Sts. Carbondale, Ill., May 15, 1889.

Our Mail Bag.

Mary Begetian has been teaching very successfully near Steeleville the past year, and will likely teach the next winter.

Ada Hickam is teaching a nine months term in the Mt. Carbon schools, and is employed in the primary department, which enrolls sixty pupils.

Maude Loonis is engaged in school work at Corinth and is having more pleasure in her school work this term than ever before. Her enrollment is fifty pupils, and her success has been such as to warrant the board in extending her term another month.

The primary department of the De Soto school, having an enrollment of sixty-eight, was in charge of Miss Anna L. Morgan the past term. This is her first teaching experience, outside of our University walls, and we are glad to know that in it she has been successful.

Maggie Weldon, who attended the Normal in '83-4-5, has been teaching continually since leaving this institution, one year in Edwards county, two years in Perry, and the last term at Oroville, Butler county, California, during which time her salary has been increased from \$35 to \$65 per month.

Norman A. Jay has completed a term of school at Walnut Hill, near Chester, and is now at his Steeleville home for the vacation. He expects to teach again next year. He sends a dollar to keep the GAZETTE coming to his address, and ends his letter by saying: "I am always anxious to receive the GAZETTE each month. It is a valuable, entertaining and welcome visitor, and I hail its appearance with delight. Every student, old and new, should take it. It serves to hold together the great family of Normal students who are now scattered all over the land, and some in distant lands." We doubly appreciate such encouraging words when they are accompanied by some of the substantial.

SPECIAL PRICES.

Look at these prices for commencement; kid gloves 75 cents, worth \$1.25; ladies' and misses' silk mitts from 15 cents upwards; ladies' Windsor ties, three for 25 cents; endless variety of ladies' handkerchiefs at 4 cents and upwards; ladies' gauze and silk under-vests, very cheap; a large stock of parasols and fans at your own price; ladies' white dress goods as low as 8¢ cents per yard; white Marseilles dress goods, all wool goods, just what is wanted for graduating and commencement dresses. These goods must be sold as I wish to go north as early as possible on account of my health.

Mrs. H. TAIT.

A. R. BURKITT

Has just received a Five Hundred Dollar Soda Fountain and a new Milk Shaker, and will keep on hands at all times

ICE CREAM?

And all Fancy Ice Drinks.

Fine Candies, Cigars and Tobaccos.

Don't fail to call and see for yourself. At Hewitt's old stand, west of depot, Carbondale.

The Societies.

ZETETIC SOCIETY.

"Learn to Labor and to Wait."

May Zetzache went to Richview the first of the month to attend the wedding of her brother.

The ladies' program rendered at the first meeting of the month was a decided improvement on the one given by the gentlemen the Friday night before.

Anna Torrance made a visit to Salem the latter part of last month. She is not an active member this term but never loses a chance to say a good word for the society.

Mamie Lansden was honored by the managers of the Washington Centennial exercises, with a place on the program of the day, as essayist. This is a compliment no other Zetetic can have for one hundred years.

Mr. Ed. T. Dunaway has gone to Poughkeepsie, N. Y., where he will take a full course in one of the celebrated business colleges of that city. He was accompanied by his sister, Miss Ada, who will make a visit in New York, Boston and Philadelphia.

W. O. Bryden left for Dunmore, Penn., on the 7th instant, where he will make an extended visit with relatives and friends. We are sorry to lose Mr. Bryden from our ranks even for a short time as he has always taken an active part in the society work.

One of the best original productions, with which the Zetetic society has been favored for a long time, was the essay, a short time ago, by Myrtle Phillips, one of our new members. It was attractive for its simplicity, originality and pleasant blending of words and meaning.

The editor of the Wabash county *School Journal* seems to think that W. M. Tanquary is a special favorite among the ladies here. Mr. Tanquary numbers a host of friends both among the ladies and gentlemen; but he is not partial to the ladies and is in no wise a "dude" or a "mash".

Since leaving this University two years ago, Mr. C. A. Vancil has spent the most of his time in Nebraska. He is now at Courtland where he has just completed a school term of eight months, with such success that he is offered the same position for the next year, and will likely accept.

John W. Andrew has increased the roll of S. I. N. U. teachers in Kansas by teaching a seven months school in Crawford county. If the expression of his patrons be an index to his success, he has done good work. Mr. Andrew expects to teach again next winter and thinks he can demand fifty dollars per month.

Dora E. Hunter, a student from Mound City, reports that she has just completed a five months term in the primary department of the schools at New Grand Chain. Miss Hunter was one of our enthusiastic Zetetics and we hope to have her with us again next year. However we are not advised as to her expectations.

Before the next issue of the GAZETTE the society will, practically, lose four of its members. We have reference to the Zetetic members of the graduating class, Lois Allyn, Mamie Bridges, J. M. Parkinson and William Wallis. We shall feel very sad at the thought of parting with them as active members of the society.

The Zetetic orchestra is fast gaining a reputation, as amateurs, far excelling the impressions made by some orchestras, claiming to be professional, who

have visited the University in the years past. The music given by this orchestra on the 30th and in the society has been very creditable and the young people deserve much credit for the success of their efforts.

The committee did well in choosing J. T. Ellis to deliver Washington's Farewell Address at the centennial exercises. His delivery was clear and forcible. We are glad to know that the committee on the commencement program have asked him to take the oration, and that he has consented. They will not have reason to regret the confidence they have placed in him.

The committee on the spring entertainment program have arranged for the following exercises: Instrumental solo, Dora Mertz; recitation, Lena Bridges; oration, J. T. Ellis; essay, W. M. Tanquary; vocal solo, Jennie Scott; comic recitation, Jessie Barr. The presentation of the diplomas will be made by J. B. Jackson, J. M. Parkinson has been chosen president of the evening.

We clip the following from the county superintendent's paper of Wabash county, as complimentary to an old Zetetic, E. S. Kingsbury: "We had the pleasure of attending the closing exercises of the Belmont schools. The afternoon was occupied by the exercises of the primary and intermediate rooms, under the care of Miss Edith Ballard and Miss Kate Great-house. The house was crowded with patrons of the school and the exercises were exceedingly interesting and instructive. At night the house was crowded to suffocation to hear the program which had been prepared by the grammar department, under Prof. Kingsbury. All spoke of this exhibition of the literary talent of the young people of Belmont in the highest terms of praise, and the patrons of this district are anxious to retain Prof. Kingsbury and his able assistants for another year."

The emblems of mourning in our hall tell again the sad story that death has entered the Zetetic ranks, and has taken from our number one of its most promising members. We take the following from an obituary in the *Free Press*: "James Rankin, son of John and S. A. Goodall, was born in Marion, Ill., October 17, 1869, died at Carbondale April 14, 1899, at the residence of Dr. H. C. Mitchell. He died in the spring of his manhood, dearly beloved by all. He was stricken with typhoid pneumonia, and his case, from the first, was pronounced critical in the extreme by his physician. He bore his sufferings with Christian fortitude. After an illness of nearly two weeks, he began slowly to recover, and there was universal rejoicing at the thought that he would soon be well and with us again. But the arm of affliction fell a second time when he was taken with an inflammation of one of the parotid glands of the neck which caused his death in less than three days. He died as he had lived, trusting in Jesus with that simple, child-like faith which wins the love and admiration of all. James was the pet of the household, and was ever devoted and affectionate to his family and friends. He seemed never so happy as when doing for others and would often deny himself that he might lighten others' cares. He was particularly devoted to his teachers and class-mates. He appreciated a kindness and was never known to utter an oath nor an angry word. One look at his sweet, even countenance was enough to quiet the most provoked. James was the fifth member of the family sent to the Normal University by Mr. and Mrs. Goodall, and they feel that their patronage has been worthily bestowed."

SOCRATIC SOCIETY.

Nulla Vera Felicitas Sine Sapientia.

Eureka!

One time less.

One time more.

Annual entertainment, June 11.

We perform on Tuesday evening.

Look out for the Socratic notes in June, we have something for you to think over.

In the person of Maude Blanchard, we have a very excellent pianist in our orchestra.

We are glad to know that J. C. Stormont will be in school all of next year, finishing the course. J. C. is an excellent student and a No. 1. teacher.

Anna Teeter recently made a visit to Anna and obtained a position in the public schools of that place. We know that she is fully competent to fill the place and wish her success.

On the centennial anniversary of the inauguration of George Washington as President of the United States, the Socratics showed their patriotism by a very tasteful and pretty decoration of their hall.

W. P. Cochran has passed through our place several times recently, but we have not seen him in our society hall for quite a while. We would like very much to have him stop over with us some evening. He is now in the business of book canvassing and is meeting with fair success.

J. C. Stormont, P. S. Ayre, H. W. Schwalm, J. B. Bundy, J. P. Gerlach and L. E. Baird, of the Socratic society, R. E. Tyner, of the Zetetic society, and Prof. Parkinson as leader of the delegation, attended the Annual District Conference of the Y. M. C. A. at Fairfield, on Saturday and Sunday, May 27 and 28. The delegates report a most excellent meeting and a good time.

J. E. Stone who has been with us through the year has developed into quite a good orator. Mr. Stone speaks readily upon any familiar topic without any previous preparation, making a good and interesting extemporaneous speech—something that few members easily acquire; while in debate his arguments are concise and to the point. We congratulate ourselves on having Mr. S. with us.

We are sorry to learn that P. P. Goodnow does not expect to return to us after this year. Press has been a good member of the society and has helped keep the ship afloat whenever there was an opportunity for him to do so. We understand that he expects to begin the study of law at once. We heartily wish him success in his calling and hope to see and hear from him often.

From the *Free Press* we see that K. E. Keller has made application for the principalship of the Cobden schools, and we are glad of an opportunity to say that the *Free Press* has not in the least over estimated Mr. Keller's abilities. He is well advanced, a splendid student and has given sufficient demonstration to substantiate the assertion that he can discipline, govern and teach any public school successfully.

How many Socratics are going to the National Teachers' Association at Nashville in July? We may not have so good an opportunity to visit a National Association again for a good while, and those who can, will do well to take advantage of the opportunity. Prof. Inglis is on the committee and doubtless be glad to talk it over with anyone who contemplates going. The principal points of interest near Nash-

ville will be visited by excursions during the stay there.

Among the many Socratics that expect to teach next year are, Lizzie Parks, Emma Roane, Anna Teeter, Sarah Wittenberg, Kate Hackney, Esther Skehan, Edna Barrow, J. D. McMeen, F. H. Colyer, Keat E. Keller, F. F. Sams, James Taylor, O. L. Ross, L. E. Baird, John Rapp, J. K. Morton, Will. Holden, and doubtless several others of whom we have not heard. However, these are enough to show that we are up with the times and that the Socratics are active and progressive.

A very interesting debate took place on Friday evening May 9. The question was: Resolved, That calisthenics should be taught in the public schools. Affirmative, J. D. McMeen and Esther Skehan; negative, Kate Hackney and P. P. Goodnow. The young ladies deserve special mention for the manner in which they acquitted themselves. The points made by all of them were good, numerous and presented in the shortest way possible to make them clear and easily caught. The decision of the judges was in favor of the negative.

Our graduates are four in number and all are energetic society members. While we are sorry to lose them from our midst, knowing that others will have to be drilled, before they can successfully fill the vacant places, we are glad for and with them that they have so successfully completed the course here. We shall always have an interest in them and wish them the best of success in their life work, upon which they are so soon to enter. The Socratic members of the class are Lizzie Parks, J. D. McMeen, F. H. Colyer and Walter Kimey.

The present term of society offices has been thus far a very pleasant and successful one. Mr. Keller, as president of the society, has made a most excellent officer and presides with ease. The corresponding secretary, Mr. Bundy, aided by his able assistants, Julia Hanson and J. C. Stormont, has prepared some excellent programs which have been rendered with much credit to the performers and honor to the society. While the individual members are to be accredited with a good share of the success, it is due in a great measure to the activity of these officers. Esther Skehan presides at the recording desk, and she can be easily heard, too. Miss Skehan makes a good secretary and disproves the statement made by one of our young men that, "a girl can't fill that place."

The committee on spring entertainment have canvassed their ground thoroughly and have succeeded in forming a program which if successfully carried out will make a grand entertainment. The committee have done well in making J. D. McMeen the president of the evening. Mr. McMeen is a gentleman of true sterling worth, whose record as a student can not be beaten for faithfulness to work and for integrity, and he will lend grace and dignity to the occasion. The following is the program as it now stands: Music, Socratic orchestra; instrumental solo, Maude Blanchard; essay, Sarah Wittenberg; recitation, Rosa Williams; oration, L. E. Baird; comic duet, J. C. Stormont and Anna Teeter; medley, P. P. Goodnow; vocal solo, Mabel Smith; humorous, R. E. Steele; recitation, Guy Blanchard; instrumental duet, Grace Tindall and Dona Samson; oration, F. F. Sams.

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

Interesting Clippings.

"Think truly, and thy thoughts
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a faithful seed;
Live truly, and thy life shall be
A great and noble creed."

It is estimated that about 18,500,000 individuals, counting scholars, teachers, and officers, are guided in their study of the Scriptures by the International Lesson Committee.

Kentucky was the first State in the Union to give school suffrage to women. The law was passed in 1852. It provided that "any widow having a child between six and eighteen years" might vote for school trustees, either in person or by written proxy.

In view of the shortage in the appropriation of the present year for the maintenance of the Minnesota State University, ex-Governor John S. Pillsbury, who is one of the Regents of that institution, has presented \$150,000 for the immediate use of the University.

Washington received the degree of LL.D. from Harvard in 1776, from Yale in 1781, from the University of Pennsylvania and from Brown in 1791. A greater scholastic distinction was bestowed upon him in 1788, when, by a unanimous vote, he was designated the chancellor of the College of William and Mary.

It looks as though the steamer Bothnia, which has been chartered to take the American delegates to the World's Sunday-school Convention in London, would be unable to accommodate all who desire to go, and it is probable that an additional steamer will have to be procured. It is already certain the convention will be by far the largest of the kind that has ever been held.

Hon. Simeon B. Chittenden, one of the five first proprietors of the New York *Independent*, died at Brooklyn, April 14, at the age of seventy-five years. He was one of the incorporators of the Church of the Pilgrims, Brooklyn, and was largely interested in works of beneficence. Among his numerous benefactions were more than \$200,000 to the Yale College and \$50,000 to the Brooklyn Library.

"THE THREE R's."

The origin of this famous saying is found in the "History of Advertising," by Henry Sampson. It originated in a bulletin or hand bill issued by a Mr. James Williams, who kept a small store not far from Lancaster, England, which read as follows:

"James Williams, parish clerk, sexton, town crier, and bellman, makes and sells all sorts of haberdasheries, groceries, &c., likewise hair and wigs dressed and cut on shortest notice. N. B. I keeps an evening school, where I teach at humble rates reading, riting and rithmetic, and singing. N. B. My shop is next door, where I bleed, draw teeth and shoe horses, with the greatest skill. N. B. Children taught to dance, if agreeable, at 6d. per week, by me, J. Williams who buy and sell old iron, and coats—boots and shoes cleaned and mended. N. B. A hat and pr. of stockings to be outdressed for, the best in 5, on Shroff Tushday. For particulars inquire within, or at the horse shoe and bell, near the church f'other side the way. N. B. Look over the dore for the sign of the 3 pigeons. N. B. I sells good ayle, and sometimes cyder. Lodgings for single men. N. B. I teaches jography, algebray, and them outlandish kind of things. A ball on Wednesdays and Fridays.



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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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Teachers' Examinations for 1889.

There will be held during the year 1889 six public examinations of applicants for teachers' certificates at the following named places and dates:

At Murphysboro, Saturday, April 6.
At Ava, Thursday, May 2.
At DeSoto, Tuesday, May 20.
At Carbondale, Tuesday, June 25.
At Murphysboro, Wednesday, July 24.
At Murphysboro, in August, at the close of the annual institute.

An average grade of 85 per cent. will be required for a first grade certificate and an average of 75 per cent. for second grade. Minimum grades 85 and 45. No private examination will be granted. Those who desire to teach in this country must take advantage of the regular examinations or be refused a certificate.

Examinations will begin at 8 o'clock sharp.

PHILIP FAGER,
County Supt of Schools,
Murphysboro, Ill., February 5, 1889.

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