

8-1888

Normal Gazette, July and August 1888

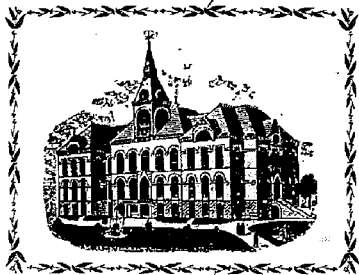
Normal Gazette Staff

Follow this and additional works at: http://opensiuc.lib.siu.edu/de_1888
Volume 1, Issue 4. The July-August issue are two separate newspapers but given the same issue number.

Recommended Citation

Normal Gazette Staff, "Normal Gazette, July and August 1888" (1888). *Daily Egyptian 1888*. Paper 4.
http://opensiuc.lib.siu.edu/de_1888/4

This Article is brought to you for free and open access by the Daily Egyptian at OpenSIUC. It has been accepted for inclusion in Daily Egyptian 1888 by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.



"FIAT

LUX"

VOL. I.

CARBONDALE, ILL., JULY AND AUGUST, 1888.

NO. 4.

Contributed.

DISCUSSION OF THE PAPER BY
"PRACTICAL METHODS OF USING
LITERATURE IN TEACHING CHILDREN TO READ."

PROF. D. B. PARKINSON.

[Read before the National Teachers' Association, San Francisco, Cal., July 18, 1888.]

It may be said to the credit of the teaching profession that quite all the advancement made in the science and art of pedagogy comes directly through the teacher himself. And, strange as it may seem, but few of these progressive steps look to a more liberal compensation for services rendered, other than that they enable the public to recognize the value of the teacher's work touching the general welfare of the commonwealth.

All studies of child-nature and the development of his powers are the outgrowth of the spirit of inquiry and an earnest desire to arrive at the truth, and the best methods of securing the highest type of results. It may be further stated that the teacher is quick to discern merit in the new, and recognize defects in the old. While marked progress has been made along this line of investigation, there is a deep conviction that we are far from the acme of perfection; that we have not reached all that is within our grasp in the sphere of mind training and character building.

The theme before us considers that phase of the work that lies at the foundation of all; it truly is the substratum of the entire structure. It is the avenue through which all else must pass; it is the "Golden Gate" to the Pacific ocean of man's mental activities. If we have not attained unto the most perfect methods, where shall we go for light? There is surely one anomaly in the executive committee of the National Educational Association going to Egypt, and not only to Egypt, but to a laboratory amidst its theories of atoms and molecules, its alchemistic-problems, its weird lights, its demon-like mutterings and purgatorial smells, for enlightenment upon a theme so lofty in its conceptions, so far-reaching in its possibilities.

However, whatever affects the children of our land is of intense interest to every lover of the human family. The eye of all civilized people is focused upon the welfare of the child as never before. Why? Because men are learning that whatever is of vital interest to the nation is affected by the conditions of her children. These have to do with the beginnings of her people in thought and character. These are supreme in importance: "Practical methods of using literature in teaching children to read."

The paper read upon this theme states the following purposes of reading in the schools: To give the ability to read aloud, to develop the power to read mentally, and to cultivate the reading habit. These indeed look to the training of the vocal organs, the power of correct expression, and the proper habits of reading. Mr. Chairman, is it not within the scope of the theme to

consider the interest of the child regarding what he should be as well as what he should do? If so, the following aims have much value in shaping the plans and directing the prosecution of the reading exercises in the schools and the home: To select such literature as will enable the child to acquire a knowledge of those facts of the material world about it as will be most helpful later in its school work and in after life; to direct the child in its choices and strengthen it in its will power; to assist the child in acquiring



Prof. D. B. Parkinson.

an appreciation of the beautiful, the pure, and the good in literature; to arouse and nurture a love of home and country; to awaken and foster the religious sentiment, at least to the recognition of, and fealty to, the Supreme Being. These aims will affect in no small measure the matter and methods used in conducting the reading work of the child.

Our teaching must look further than the training of the powers of body and brain. The need of the hour, especially in our land of vast territory, immense wealth, varied resources, enormous numbers and varied nationalities of her people, is self-acting, self-regulating, living forces in the individual, who is actuated by the highest impulses and guided by such counsel as will enable him to meet the demands of the age and the race. The value of these conditions aimed at is readily appreciated and needs but a few words of amplification. Much valuable knowledge of nature may be gathered by the child during his early reading work for the use of such matter as is presented in Mr. Johnson's series of readers; such as "Our Friends in Furs and Feathers;" of history, by reading the "History of the United States in One Syllable"; of story, by reading "Robinson Crusoe in One Syllable," and many other books of like character.

The teacher in charge of the training department of the Southern Illinois Normal University reports very gratifying results from the use of such reading matter as supplementary to the numbered readers in use. She does not recommend the ejection of the graded readers, but favors the liberal use of such literature as will give the variety needed, and such knowledge as will prove of the greatest benefit in the upper grades. The same teacher states

that the children look forward with delight to the time when they have earned, by diligent use of the graded readers, the privilege to read by sight such pieces about which they have previously conversed, so as to be familiar with the meaning of the words used.

Even those who deny the moral depravity of man admit that the child needs instruction concerning the questions of right and wrong, the true and the false, in the home, in the social world and in the affairs of government. It is a mistake to leave these lessons for the Sunday school and the pulpit, or the specific study of ethics with the doctors of philosophy. There are opportunities without number when the teacher, especially in the reading exercises, may enforce these practical lessons so as to have a positive effect upon the whole being.

The same may be said with reference to their ability to choose and the strengthening of their power to will. Every close observer of the habits of the child has noted the wonderful power of the child to execute when he once has willed to do a thing, especially in the field of material contrivances. But in the matter of doing what he knows to be right and is contrary to his wishes he is weak. May he not be strengthened during his training years for these emergencies? Would there not be far less of the smoking of cigarettes and cigars, less tipping of the deacon, less giving way on every hand among our young people, were the teachings of our schools more helpful in strengthening the will-power of the children?

Mr. Depew, in his late speech at Syracuse, N. Y., gave as the secret of financial success this motto, which depends upon will-power more than upon anything else, "Stick, dig and save." The youth who in school learns self-control, has learned one of the most valuable lessons of life. Should not the school look to this phase of self-regulating citizenship?

Mr. Soldan, of St. Louis, says: "Education should develop ethical character. The practical ethical ideas are: Rectitude and vigor of will; charity, or love; devotion to the interest of civilized life." Children should learn at an early age that doing according to law in the home, in society, in business, and in the world at large, brings with it success and triumph; that doing contrary to law just as surely brings with it failure and defeat. It will be granted that our peculiar form of government and conditions of nationality demand that our people be strengthened in their love of home and sentiment of patriotism. The schools of America in their tendencies and teachings should be decidedly American. The imminent dangers arising from our vast foreign element may be largely averted by instilling into the hearts of the native-born and foreign-born children a profound respect for our American institutions; a reverence for the stars and stripes. The reading matter and the songs of the schools of the land should be laden with the spirit of loyalty,

which, should the occasion demand, will burst forth as a passion of patriotism that sweeps over the entire land and carries victory before it; such a passion as was exhibited a quarter of a century ago and gave to the world the deeds of the gallant Logan and thousands of other volunteer soldiers.

Ruskin says that patriotism is a king-like virtue. "Home, Sweet Home," and "My Country 'tis of Thee," should echo and re-echo over our entire domain until our children and youth regard the hearth-stone and native land dearer than life itself. A liberal use of the American classics in the reading exercises will do much in securing this most essential feature of American citizenship.

Mr. H. E. Scudder, in the Atlantic Monthly of July of last year, says: "It is not the 'Golden Texts,' so called, which animate the religious mind; it is the free use of the whole Bible. And the literature of America, taken in its large and comprehensive sense, is worth vastly more to American boys and girls than any collection that may be made from it of 'Memory Gems.'" Mr. Scudder further says in this connection: "If love of country is something more than a creature's instinct for self-preservation, if it be involved with love of righteousness and the passion for redeemed humanity, then it may be cultivated and strengthened, and should not be left to the caprice of fortune."

Again the reading in our schools and homes comes short of perfect results unless the children are given the power to appreciate the beautiful, the pure and the good, in thought and word, as well as in morals. With this capacity enlarged as it may be, what stores of mental pleasure and soul enjoyment are opened to the student of choice literature! What a safeguard it is to the youth of any country to have the companionship of those who have possessed the best thoughts of the race, from the time of Homer to the present. What a possession is the desire for all that is beautiful, pure and good in the Grecian mythology, poetry and philosophy; in the Roman poetry, oratory and history, and in the English and American classics! Is this too much to hope for, to plan for? Surely not. By careful guidance in this matter the child and the youth may be led into these delectable fields, and while they may not understand all (their older brothers and sisters do not understand all), they will find in them their greatest mental enjoyment; and in later years, laden with the cares and toils of life, will delight to return to the fountain of intellectual waters for a refreshing draught. The reading exercises of the school may do even more than these; it may awaken and foster the religious sentiment at least to the recognition of and fealty to the Supreme Being. He who passes his school days and has not learned to revere the Creator of his own being can scarcely be expected to entertain the spirit of obedience toward the authority of the home and the municipal and national governments.

Men who believe in no Designer of the universe and no hereafter, and that affected by moral conduct in this life, are the men who resort to dynamite to adjust their grievances, real or imagined. Crush out the religious sentiment of our people and the Haymarket tragedy of Chicago may become a thing of common occurrence. Let the atheist say what he will, our American people can not afford to allow the teachings of the infidel to choke out the idea that the God of nations must be honored. In spite of the predictions of the sages of the orient, this nation need have no fear that she will crumble into ruin because of her own weight so long as her people live in loyal subjection to the Ruler of the Universe. He who guides the worlds in their courses through space can easily lead our nation safely through the ages so long as His name is sacred in the hearts of her people. What is it that ever revolutionizes the world in its thoughts and conduct? It is not the politician. It is not the statesman. It is the heaven of right thinking, of right doing of the mass of her people. Those quiet forces acting with the lever of God's providence are steadily lifting the race higher and higher, until in the appointed time our humanity will reach the summit of its glory. Do not sin against the child by underestimating his ability to appreciate and comprehend the better class of composition. Without doubt we have done him serious injury by furnishing him reading matter far below his capacity. The clergyman is often accused of putting the fodder too high in the rack in feeding his flock. The opposite charge may justly be laid at the door of the teacher and parent.

The writer of this paper knows of a little boy who in his sixth year asked that he might, upon going to bed, be allowed to repeat the "Lord's Prayer," instead of "Now I lay me down to sleep," which he had been accustomed to say from the time he began to talk. The former he had learned by hearing it repeated in the Sunday school and church services. This case is cited to illustrate the error made by parents in undervaluing the mental grasp of their children. Adults are simply grown boys and girls; there is not so vast an intellectual chasm between them as men first supposed. If this is true, the statement signifies much in connection with the reading in the schools. A high-school teacher of Illinois states that his pupils grow enthusiastic over such masterpieces as "Fairy Queen," "Essay on Man," "The Bunker Hill Orations," "Child Harold," "The Two Voices," and others of like character. He states further: "I have found my pupils aroused to admiration of the heroic, the good, the beautiful and the true; and equally incited to earnest condemnation of the mean, the unworthy, the impure and the sensual in literature."

Much profit will arise from the use of ingenious contrivances showing the notion of the earlier and later writings. The "logical sequence," as worked out by Miss Burt, of Illinois, exhibiting the development, growth and evolution of literature, must necessarily be very helpful. Miss Burt says on this subject: "There is no doubt that there should be a graded course of literature in our schools in place of what is now called 'reading'—a course in which the mythic or fairy story shall inevitably lead on to the thing that belongs next to it, so that when a boy leaves school, at the age of ten, he shall carry with him the power and the wish to develop what he has already begun."

It may be urged that the use of suitable literature for the reading in the schools will be burdensome on account of the expense. With the demand for publications will soon come the supply. Already some of our enterprising houses are providing excellent editions for this purpose. Others will soon follow, and soon there will be furnished all that is required and at a reasonable cost.

Before closing the discussion of the excellent paper, allow me to commend most heartily the suggestion of Mr. Halsey, that children should be encouraged to purchase books of their own and begin the selection of a library. Also the importance of giving proper direction to the reading of children, both at school and in the home. The home should not be divorced from the school, more particularly in the matter of reading. The one should supplement the other. Children should be encouraged to talk and write of what they read around the family circle and at the family board. They should be taught to see that a thought, like a child, appears all the more attractive when clothed in a beautiful dress. In the judgment of the writer, "The Children's Reading Circle" may be so operated as to be a decided help to our children in the matter under discussion. The human family, large and small, delight in doing what their neighbors aspire to; they are ambitious in keeping up with their fellows in laudable undertakings.

"The Teachers' Reading Circle," "The Chataqua Literary and Scientific Circle," and "The International Sunday-School Lessons" are noteworthy examples of what may be accomplished through organizations to bring about a desired end in reading. Nothing will so develop the ability in thought reading as the free use of literature in the work of the school-room. Nothing will so add to the conditions of general culture as the formation of a correct reading habit; nothing will so prepare the child for the higher forms of citizenship as a frequent use of the entire classics, more especially of the American classics. I close by quoting Mr. Scudder in his noble defense of the American classics in our schools: "Think for a moment of that great, silent, resistless power for good which might at this moment be lifting the youth of the country were the hours for reading expended upon the undying, life-giving books. Think of the substantial growth of a generous Americanism, were the boys and girls to be fed from the fresh springs of American literature. It would be no narrow provincialism into which they would emerge. The windows of Longfellow's mind look to the east, and the children who have entered into the possession of his wealth travel far. Bryant's flight carries one through upper air, over broad champaigns. The lover of Emerson has learned to get a far vision. The companion of Thoreau finds Concord suddenly become the center of a very wide horizon. Irving has annexed Spain to America. Hawthorne has nationalized the gods of Greece and given an atmosphere to New England. Whittier has translated the Hebrew scriptures into the American dialect. Lowell gave the American boy an academy without cutting down a stick of timber in the grove or disturbing the birds. Holmes supplies that hickory which makes one careless of the crackling of thorns. Franklin makes the America of a past generation a part of the great world before treaties had bound the floating States into formal connection with venerable

nations. What is all this but saying that the rich inheritance which we have is no local ten-acre lot, but a part of the undivided estate of humanity? Universality, cosmopolitanism—these are fine words, but no man ever secured the freedom of the universe who did not first pay taxes and vote in his own village."

DISCIPLINE.

PHIL. S. M. INGLIS.

(Continued from June number.)

I do not mean a straight-jacket system which denies the pupils' looking in any direction save that of a perfectly horizontal line to the front, or changing the feet to an angle either greater or less than 90.5 degrees. No! I mean a system—the offspring of a brain—the stock in trade of a judicious teacher—a teacher with that highest gift of humanity—common sense.

The systematic training of pupils in all departments of school work is of vastly more value than all the knowledge learned from books.

Energy.—Another important requisition is energy. "Like people, like priest," is in the main a true maxim. A lazy teacher in a school room is a parasite upon society, a leech upon the body politic; but unlike the leech that bleeds and leaves the patient better, the lazy teacher bleeds the patient people by robbing the public treasury, not only promising value received, but even lessening the prospect of its future replenition.

Such a teacher always sits instead of stands; never thinks of preparation for recitation hour, that by illustration he may make the truth clearer to the minds of the pupils of his class. In fact, he cares very little "whether school keeps or not." He was not born to teach. The inevitable results of such teaching are restlessness, disorder, mischief, anarchy, rebellion. From such teachers let us pray the good Lord that the school room may be delivered. The energetic teacher, on the other hand, infuses life into everything about him. He beautifies the school grounds, and, recognizing his responsibility, he looks after the public property. He prepares his mind with fresh food for his pupils; he is ever on the alert to know the wants of his pupils and quick to supply them, with an eye single to their individual necessities, thus imparting enthusiasm and insuring success.

Vigilance.—A third element of this wonderful power of school management is watchfulness. Some one has said, "eternal vigilance is the price of liberty," and may I not add of "victory" also? You may have an engine with all its perfect system of organism; you may apply the steam until it throbs throughout the ponderous machinery, anxious to send the thrill of life away on its mission of commerce; but unless the skillful engineer direct that power that engine may become an instrument of destruction. No more can the teacher fill up the measure of his profession unless in addition to system and energy he possesses the power to discern the dispositions of his pupils, to anticipate offences and prevent them; for the teacher who, by carelessness, begets in the pupil the disposition to criminal action is himself barbarous whenever he punishes the student after the crime has been committed. But need I remind you that the watchful teacher may be too watchful. There are a thousand little acts in the school that should never be noticed—acts that are only the ebullitions of some bright-eyed little elves, akin to the boy who, when asked why

he whistled in school, replied: "It whistled itself." The teacher who detects every fault and makes the molehills mountains, hectors his pupils and meets failure half way.

Will Power.—This may be said to be the greatest drawing force in man's makeup. Baldwin says: "Law is but the expression of will. In all ages it has been the iron will that has mastered the world. Will may be termed decision of character; persistency of purpose. The law of the school—its rule of action—should be stamped on the personality of all connected with it. Law pervades the universe. The child should be made to know law, to love law, to sustain law." The teacher should possess an iron will tempered with kindness; his requirements should not be without reason, and his penalties for non-conformity to his wishes should be certain. A vacillating system of school government has never yet made, and never can make, a good citizen, much less a true statesman; and the teacher who follows such a system will die unwept, unhonored, and unsung. But obstinacy in carrying a point, whether right or wrong, or as is often the case because the teacher has not the true manliness to acknowledge his error in being hasty, perhaps, is not and can not be true firmness; it is the attribute of a tyrant, and not in harmony with the true elements of school government.

Self-control.—This naturally follows will power. We must not expect to control others if we can not control ourselves.

When Gen. Grant sat down before Vicksburg, with his map spread out before him, upon which map was marked the method of his attack upon that doomed city, he coolly and quietly smoked his cigar and issued his orders. Suddenly one of his aids came riding up, and, heated with excitement exclaimed: "General the enemy is pressing hard upon the left and I fear a retreat." To whom Grant replied: "Tell the general to hold his position until I order the left to retreat. At another time when the contest raged hottest and the union soldiers were falling like grass before the keen edged scythe, Gen. Sherman came dashing forward at a furious rate, upon his charger, and said to Gen. Grant: "General, the center is giving way." To which the gallant commander-in-chief replied: "Gen. Sherman, hold the center." Vicksburg was taken and the Mississippi was opened to the gulf. But a wise man has said that he that ruleth his spirit is better than he that taketh a city. Prov. 16:32.

The school room is the place where the battle of life begins and the commander-in-chief, the teacher, must direct with a composure that points to victory. There should be no exhibition of temper growing into anger, no antagonizing, no palpable impatience. It is said that Wesley's mother would tell him the same thing twenty-times. Are there not many of you, my fellow teachers, who would rather thus treat one of your child pupils than grow impatient and refuse the little seeker after knowledge to drink from what should be the fountain of his supply?

Confidence.—Confidence should be a cardinal virtue of every one in the school district who is in any way connected with the school. Suspicion with all its damning poison should never be permitted to strike its fangs into the heart of the teacher nor tighten its coils about his nobler impulses until all sunshine is gone from his soul. The love of the father and the mother prompt the child to act because he

loves to obey his parents and fears lest he should do aught contrary to their wishes, hence the child grows in the confidence of the parents, the parents make sure the sweet confidence of the child, and the matter of proper home discipline is no longer an unsolved problem. Teachers, trust your pupils. Let your loving hearts warm with sympathy for them in their many school trials; for they have them. Love begets love; 'tis the fulfilling of the law. Trust them and they will not often betray that trust. At suitable times, if convenient, leave your pupils alone in the school room; show them that they can govern themselves, and it will not be long until order will be the rule instead of the exception, established through a principle of right that the pupils have not been long in discovering. But, fellow teachers, there is another kind of confidence, I pray you avoid. It is self confidence which some assume, that all knowledge belongs to them, that it had its growth with their growth and will disappear when they are laid beneath the valley clouds. To such Job addresses himself thus: "No doubt but ye are the people, and wisdom shall die with you." Job 12:2.

Such school room prodigies strut their hour of self-righteousness before their pupils, play the farce of their own composition—the curtain falls—and Ichabod is written over their school room doors for the balance of the term. But I would urge upon every one that broad culture of brain and heart together, a culture that yields a higher, nobler sort of confidence, seasoned with that prime factor of the good teacher, common sense. Confidence that begets confidence of pupils in teacher, and, consequently an earnest desire to learn from him whose supply seems to be exhaustless. Do not appear to know what you do not know; the pupils will detect your ignorance and condemn you for your cowardice. Acknowledge that you do not know everything; but search for what you do not know and satisfy the inquiring mind of the student. The entire being should be cultivated: mind, manners and voice. Politeness is said to be contagious.

It pays to be a gentleman or a lady. A musical voice makes musical hearts in the denizens of the school house—hearts that beat in harmony with every desire of the instructor. Nothing is so grating upon the ear and so harrowing to the soul of the pupil, as the shrill or peevish voice of the teacher. Never scold.

The coming teacher will not need muscle so much as mind, manners and soul power. The calls for Arkansas teachers, with their bowie knives and revolvers, are fast becoming less frequent. Kindness rather, and a keen insight into human nature, aptness to teach, so that pupils may be awakened, instructed, cultured, fully prepared for practical life; such will be some of the higher attributes of the coming teacher; such are the attributes of those of the profession to-day who are seeking the higher plains of school work. The faculty of knowing how to teach; how to call forth the powers of the pupils; how to keep them busily employed, interested in their work, so that promptness becomes an element in their characters; so that absence, except under circumstances beyond their control, forms no part of their school record. This is a wonderful power wielded by the skillful teacher. It is a sceptre in the hands of a gracious sovereign who steadily grows his subjects into kings and queens of society. One has said, "genuine teaching results in a power-

ful manhood; machine teaching produces learned dunces and ninies." I may add that the former builds up a healthy confidence, the latter precludes the possibility of such a thing, and in addition destroys independent individualities in the subjects of instruction.

Regulations.—The old-time teacher, with his long list of rules and penalties, his black-strap, his cat-o-nine-tails, and his thousand other heathenish modes of punishment, has passed off the stage of action. Let the mantle of charitable silence be spread over his tomb; let us remember him for the good he did accomplish, for the language of "Kirkham" and "Lindley Murray," the mathematics of "Pike" and "Daboll" and the orthography of "Cobb," all of which he so modestly bequeathed as a legacy to our fathers and mothers. But we have the modern teacher, with no rules, no rods, no system, save a go-easy-air in the school room. She would punish by fawing or whimpering; thus insulting the nobler nature of the child.

A young man claiming to play the role of teacher attended an institute some time since, where he heard a fellow teacher relate a method which he had used in bringing under subjection an unruly puglist of his school, viz: adopting Christ's plan of the redemption of this sin-cursed world, that of bearing the sinner's burden; hence he received the punishment at the hands of the culprit. It proved effectual in his case.

This young man returned home all aglow with enthusiasm over the practical advantages gained at the institute. He secured a school (for he "kept" school sometimes,) and improved the first opportunity that was afforded to try this new departure in punishment. He drew his coat that the punishment might be more salutatory, and bade the victimized student lay on the stripes, which he did most vigorously, thus seizing this golden moment to satisfy a grudge which he owed his teacher. (?) I have never been informed whether or not that young man incorporated this as one of his later modes of punishment. Such teachers belong to the other extreme. Happy the teacher who adopts the golden mean between the old-time teacher and such modern types of the profession as I have referred to above. Regulations must be few and simple and reasonable. They should be general, not special. Our fathers could not foresee all of our necessities as a nation, hence did not make a perfect constitution, but one that has been the subject of amendment throughout almost a century of its existence. Nor can the teacher comprehend the passing wants of his school for the entire term and make regulations for all special emergencies before they arise. Regulations should also be positive, that positive good may be accomplished.

Regularity and promptness should be watchwords in every school room. By this I mean not only promptness in being punctual at the opening of each half-day session of school, provided you begin at the hour of nine instead of eight, but also promptness in class recitation, in obeying the teacher's requirements; in short, in the performance of every school duty. The tardy boy or girl at school is the one in manhood or womanhood who is too late at church service, too late at the public meetings, too late to perform some noble act for humanity, and finally too late to win success in life. Washington once said to a tardy officer, "Sir, you

may waste your own time, but you have no right to waste ours." A good motto for the school room—your school room. It is said that "the disobedient boy is the logical antecedent of the lawless man. The boy who is persistently disobedient in school and not properly restrained by his teacher, not kindly and firmly led in the right direction—prompt obedience to law through a love for the right, is but the prospective leader of the mob." The teacher, therefore, who is careless in his discipline, who lacks promptness to inculcate correct ideas of right, and energy to secure faithful, willing obedience to the just regulations of the school room, and then at all times to maintain through positive will power, a generous doing of the right on the part of his pupils, signally fails in his



Prof. S. M. Inglis.

profession; and such a teacher may be justly classed among the foes of the state. And may I not go further and say that were it not for a principle of law that crime is the offspring of motive to do wrong on the part of the criminal, such a teacher would escape the claims of justice upon him so long as he or she remained unpunished by the arm of the civil law. A careless disciplinarian would not excuse himself on the plea of ignorance. But, should such escape the penalties of the civil, they need not hope as much under the moral law; for "Justice sleeps, but never dies."

Quiet.—There must be quiet in the school room. To secure this, the teacher must be quiet and gentle in his manners and movements about the room. I would not have the quiet of death. There will be in every well regulated school room the hum of the hive of busy workers, laying up rich honey for the winter of old age. Suffice it to say, an air of business should pervade the entire school family.

Virtue.—Positive virtue must be inculcated. Truthfulness, honesty, generosity, fidelity to trust—all these must be systematically taught. This higher type of instruction is attained only by the example of the loving teacher. Never say you will and neglect to do; never deceive your pupils; be generous in your dealings with them, and when they trust you never betray them.

Decorum.—Proper decorum must characterize every act of both teacher and pupil; position in sitting or standing; manner of address; cleanliness and arrangement of apparel. This is peculiarly the training of ladies and gentlemen for society.

Morality.—Morality must maintain its supremacy through all our teaching. This is the chief corner stone of true statesmanship, the anchor within the vane to every worthy citizen of his country. The sentiment of the teacher must ever be pure and pointing to nobility

of character. "Reputation is what we seem to be; character is what we are; it is character that tells. Hence the finer impulses of true moral character must be scrupulously guarded and systematically trained.

Character.—The pupil must be taught to love right for its own sake. This may be effected incidentally, at proper times, by seizing the golden opportunity to exalt the right and condemn the wrong. It may be taught by administering punishment in love, with coolness, and only after the justice of the penalty has been reasonably set before the pupil; it may be taught by avoiding shams in the school room, such as cramming for examinations; giving out work in advance, that the pupil may be on exhibition to show off his good (?) teacher (which, unfortunately for the public, he fails to do); prayer before the school when your heart is not in it. No teacher can practice these giant frauds and escape detection by his pupils. They see these things and remember you for them. But worse than all else, you have ruined them for honesty in future life. You have too often made them shams themselves.

Morality is a positive principle. It is the "I ought" of conscience; the shaping influence upon immortal destiny. "Conscience," says Baldwin, "is the basis of discipline. In the child conscience is not well developed; hence, may be aroused to propitious action by a love for approbation, hope of reward, ambition to excel."

Kiddle and Schem agree in urging the "need of moral discipline in order to afford to the educator the means of bringing to bear upon his pupils external restraint as preliminary to self-restraint; for it must be borne in mind," they continue, "that any government that does not contemplate the cultivation of the elements of self-control can scarcely be considered as forming a part of moral education. The three elements of sensibility usually appealed to in connection with moral discipline, or restraint are fear, hope and love."

Punishment.—The last thing I shall mention, though not by any means the least, is punishment. The school room would be but a place of preparation for the farce of "Life in One Act" if no penalty attached to wrong doing. While penalties for the violation of law are as important here as in the natural world, we must remember that we are dealing, not with material bodies which perish, but with immortal minds that live beyond the waste of matter. The teacher should be calm, even generous in giving the pupil the full benefit of every doubt, yet firm in rendering judgment of the guilt. Punishments should be reasonable, within the range of common sense and not barbarous; they should aim at the preservation intact, of the higher sense of honor in the mind of the pupil. A punishment that robs the pupil of self-respect, withers his soul, dwarfs the man in embryo, and, if persisted in, drags the boy down among the criminals that haunt the dark places of our cities, that populate our jails and penitentiaries, and too often supply the scaffold with its unfortunate. I might, if I dared to trespass longer upon your time and patience, present a number of methods of punishments salutary in restoring obedience to law in the school-room, as well as many that might prove disastrous to both teacher and pupil.

I will only refer to corporal punishment, which should never be employed as a common method of exacting obedience to school regulations; it should only be used after all other

methods have been brought into requisition, save expulsion, which should be the last resort of every good teacher. The eyes, ears, nose, the head intact, the sacred citadel of the brain power must be left alone; self-respect reigns here; dethrone it and you are shorn of your strength in discipling. Corporal punishment is not a creature of statutory law, but sanctioned by custom; hence, in the opinion of the courts would be justified only by the common law of usage. While the teacher, by common consent of the community, is said to be "in loco parentis," and the law seems to thus recognize his position, yet he must be very careful in exercising this right, which he evidently holds by courtesy only, that he does not abuse it and subject himself to serious difficulties with parents, which difficulties are rarely, if ever, abridged. Public opinion is largely against this mode of punishment, hence the good teacher will be circumspect in wielding the rod. Use it sparingly, but enough to not spoil the child; measure its use according to the enormity of the offense; use it only after the child is fully aware of your reasons for resorting to such a penalty; use it not in anger, but in love that may be seen beaming from the eye, that window to the soul through which the model teacher in his noble aspirations is recognized; but better still, use it not at all if it be possible.

I would not have you abolish the rod from your school room. Grant the right, rather, but avoid the use. The former will be sufficient in nine cases out of every ten that might have occurred had it been abolished.

I knew a principal of a school in Southern Illinois who, in his fourteen years of teaching and superintending a school of nine different rooms, never had a rod in his own room. An army of students and graduates from his school, scattered throughout his own and adjoining counties, attest the value of his discipline by the profound respect and deep-seated love they entertain for him; the high tone of moral character which they everywhere bear, thus emphasizing our claims to a higher court of justice than that which would yield brute force in combat. But should necessity, which knows no law, compel the use of the rod as a mode of correction, do not forget to follow it up with friendship for the pupil. Show that you are his friend, eye, his best friend, both by word and actions. "Reformation is a growth," says one, "it must be carefully cultivated."

But enough. I can not make a code of rules for your government in the management of your school. My methods may suggest to you a course of action, but you must be yourself in adopting it. Individuality in the teacher is as necessary as it is in the pupil.

The fond father, who was informed by a president of one of our eastern seminaries, that his daughter had no capacity for acquiring knowledge, was anxious to know where such a thing could be purchased. Money was no object when the education of his child was in question. While private, and especially Normal schools, may aid one in becoming an instructor of youth, yet they can never make successful teachers out of men and women who are not gifted with talent to instruct and tact to govern. Paul may plant and Apollus may water, but innate genius alone is the royal power of success.

Fellow teachers, I can not close this paper without telling you what I be-

lieve to be the touch-stone of success in school government, the key that unlocks the gate through which you must pass, should you merit an entrance into that "Eldorado Land," with its rich fruitage which is promised to every true type of our noblest of professions. I believe it is the very key-stone to the arch that spans the successful life, the life that thinks the most, does the most for his fellow men. You ask what this wonderful secret is. I answer, it is not wonderful, it is simply this: "Do not forget that you were boys or girls once yourselves." This is all; it is truly simple, but potent in its influence upon the conduct of a reflecting teacher. How few, alas! heed his counsel. Remember this simple admonition, and you will learn to sympathize with the boys and girls, for you once needed sympathy as they do now. Remember it, and you will not appear to see the thousand little things that you render annoying by noticing; little things that only show the current of restless life in the boy or girl; remember this, and you will pause and consider, ere you rashly rob the child of self-respect, quench the little spark just kindling into a flame that may set on fire the world of intellect about it, in short crush out a life and start a soul toward the Niagara of death.

Be content only when you have reached the highest attainable results. I quote, in closing, the words of a brother educator, which words are attuned to my own ideas of this grandest of works, character building as developed by soul culture:

"Discipline the pupil to self-control. Train him to the habit of right acting. Develop in him mental powers. Lead him up to noble manhood. Inspire him for achievement. Minds only are immortal."

The noblest creations of art fade and crumble. Cities, nations and worlds, grow old and pass away. The teacher's work alone endures. Minds grandly developed, hearts attuned to the true, the beautiful and the good; lives devoted to every ennobling work; spirits occupying a lofty position among the eternal tenantry of God's boundless universe—these are to be the everlasting monuments of the teacher's labors.

THE VOTERS OF OUR COUNTRY.

ESSIE C. FINLEY.

We "Americans," as with unconscious concert we citizens of the United States call ourselves, take great pride in the equality which prevails in our favored land. All men here are equal before the law, we say. The humble bar-foot canal boy or rail splitter feels no painful sense of inferiority. All avenues of improvement and profit are open to him; he is eligible to the highest office and honors of the nation. Even the youngest, he is still a sovereign, for in his toil hardened hand he holds as a scepter of power the ballot.

With regard to the conditions of this exercise of the right of suffrage let us see if we find perfect equality throughout our country?

Who are our qualified voters? Who have a voice in the elections in which the public interests are at stake?

"Male citizens, born or naturalized in the United States, of twenty-one years of age, or upwards," you reply—"there can be no inequality here; the Constitution secures equal rights to all; as to foreign born citizens, the laws of naturalization are made by Congress and must be uniform over the United States."

But the qualifications for voting were not settled by the Constitution of the United States nor fixed by Congress, but

were left to the States; hence so great a diversity in the conditions established for the exercise of this privilege, and while in some of the States the ballot is withheld from many native born male citizens of legal age, in others this most important trust is committed to the hands of those who are not even citizens of the United States.

Let us note how greatly the regulations of the States vary on this point. From a recent and carefully prepared table of "Qualifications of Voters in the United States" we find that in a few of the States in our Union the right of suffrage limited to those who possess a certain amount of property or pay a poll tax; in most of the States, however, no property qualification is required. Only two of the States make an educational requirement, and that not strict enough to be much of a protection against ignorance.

The greater number of the States require registration of voters previous to election, while three absolutely prohibit registration as a barrier to suffrage.

As to residence in the State, the longest time required is two years, the briefest, three months.

At least a recognition of the importance of honesty is shown in the fact that thirty-two of the States make some requirement looking to the moral character of those who possess the right of a voice in the choice of our rulers and making our laws.

Convicts are excluded from voting in many States. In some the crimes of forgery, dueling, bribery and betting on elections are a barrier to the exercise of the ballot.

If one wishes to vote in Kentucky, whose requirements are more strict than those of other States, he must have reached the age of twenty-one years, must have resided two years in the State, one in the county and sixty days in the precinct; must not be guilty of "forgery, bribery, etc.," and must be an actual citizen of the United States. If he wishes to exercise the same privilege in Michigan, he may have resided in the State only three months, ten days in the precinct, may be guilty of any crime, may still be a citizen of some other county; provided only he be not a duelist and has declared his intention of becoming a citizen of the United States his vote can not be rejected.

In our own State of Illinois the qualifications required are: One year's residence in the State, ninety days in the county, thirty days in the precinct. The convict may not vote, though "the meaner rogue" who has evaded justice and escaped conviction, may cast a vote unchallenged. Moreover, the voter in Illinois must be an actual citizen of the United States.

The very spirit of the Constitution seems to imply citizenship in the United States as a qualification for suffrage, and yet almost half of our States in establishing the requirement for the voting, either omit any mention of this essential or require only "declared intention" of becoming a citizen.

Are the democratic institutions, so dear to us, safe while the ballot is in the hands of the ignorant, the unprincipled or the alien who has no knowledge of our form of government and no appreciation of what to us is most sacred?

Some educational test it seems reasonable to require; some standard should be adopted by which those violating the laws of the land might be excluded. Proper registration of voters would certainly aid in keeping from the polls those not possessing the legal qualifications. It might be wise to make the period required for the nat-

uralization of foreigners longer, and surely no one not an actual citizen of the U. S. should be allowed to vote. Uniform regulations on these points might be secured by agreement in the States in establishing election laws, or by an amendment to the Constitution which should make uniform and suitable conditions of eligibility to suffrage in the United States.

PHONOGRAPHY, OR SHORT-HAND WRITING—WHAT IT IS—SOME THING OF ITS HISTORY.

The word Phonography is derived from the two Greek words, *Phone*—sound, and *Graphain*—to write, and therefore signifies the science of writing by sound, or characters representing sound.

Of course, silent letters are not written, having no sound. For illustration, in long-hand (in ordinary writing) we write the word Education, with nine letters or characters, in short-hand (improved system) it is written with two; in long-hand we write through, with seven letters, in short-hand with two characters, and in like manner everything is written.

Short-hand writing, by means of abbreviations and contractions, was practiced before the Christian era. In the middle ages it was lost sight of. Three centuries ago it revived and made progress slowly until between 1813 and 1822, Conen de Prepan introduced his phonetic system in France. Following this, in 1833, also in France, was introduced the famous Duploye System, (the one now used in France), and since that time the authors and books upon the subject have multiplied, each succeeding author getting light from all the preceding ones.

In 1837 Isaac Pitman, of England, invented, or rather arranged, a system of phonetic writing, the foundation of which was taken from Taylor's method (invented in 1786) and called it phonography. Mr. Pitman's system was the first known by the name of phonography, but it was not the first phonetic system; however, he deserves great credit, as his system was the best of its day; it has had its day though, and, like the wooden plow and the sickle, it is a thing of the past. Every one who has tried to use Pitman's system realizes the fact that something is wanting, hence many have undertaken to improve it; some of these have become quite popular; but all of them are hard to learn. Many short-hand reporters have spent years trying to patch and daub up the old hulk—Pitman's system—but some of the best reporters decided that the foundation was wrong and began to look for a better to build on. Space will not admit of us giving the names of these different systems; several have been invented which are to-day quite popular in certain localities; having examined them all we have selected the best—the famous Sloan-Duployan system, (as improved and taught by Prof. W. O. Melton), an invention of J. M. Sloan, of London, who in about 1880-81, revised, improved and adapted to the English language, the Duployan system, hence the name Sloan-Duployan, and published same in 1882, and which after spreading over the entire United Kingdom, was, one year later, brought to the United States, and is now receiving unprecedented favor and patronage in this country.

Sloan-Duployan schools have been established in every country where the English language is spoken. There are several schools and private teachers teaching it in America. But the most successful in the United States is the well known Prof. Melton's of St. Louis.

This system thoroughly removes all difficulties in acquiring the art of short-hand. It is so simple that a child can learn it. The insertion of vowels renders a transcript easy to make at any distance of time, and it is briefer than any other method in the world.

The history of short-hand, past and present, speaks for itself. By it we are enabled to commit our thoughts to manuscript. Many ideas which daily strike us, and which are lost before we can record them in long-hand by this art can be preserved. Science and religion are indebted to short-hand for the preservation of many valuable lectures and sermons which would otherwise have been lost. To young men and ladies short-hand offers great inducements. The correspondence of business houses of all kinds is now done by short-hand writers, to whom the letters are dictated by their employers, and after writing them in short-hand the stenographer (short-hand writer) writes them out in long-hand, or on a type-writer, thus saving a great deal of time and labor.

Day by day it grows in popularity. Many of our best institutions of learning teach it, and now recognize it as a necessary part of education. The legislatures and the courts employ short-hand service and the legislatures have established the profession by legislative enactments. The demand for good stenographers is greater than the supply, and the grandest opportunities for pleasant and paying work for young men and young ladies are now found in the short-hand profession. Writing cannot be dispensed with, and for this fast age we must have fast writing.

The question of the age is a "question of time." It is who, which or what makes the best time? Old methods must and do get out of the way for the new and quicker. Hence it is we have many systems of short-hand writing, and for the Sloan-Duployan we do not claim perfection, but progress, improvement and superiority over all others.

Superiority from a financial standpoint, as it costs less than half to learn it, superiority in time-saving, as it takes from one to three years to acquire a thorough knowledge of the old complicated systems, while the Sloan-Duployan may be, and has been, mastered in from six weeks to three months time. Life is short, time too precious, and duties too pressing, for us to lie still in the old ruts, clinging to the slow and old ways, while the great tidal waves of progress and reform sweep over us and on toward the better and higher life.

The avenues for the practice of this art are developing so rapidly that the supply of competent stenographers is now far inadequate to meet the demand, and from all indications but a short time will elapse until a practical knowledge of short-hand, and the ability to apply the same, will be necessary to complete one's business education; therefore, this demand for stenographers makes it necessary for young men and women who desire such positions, to meet this demand by studying the simplest and quickest, and at the same time the best method of short-hand, and be ready for work as soon as possible.

The intricacies attending short-hand as taught by the Pitman and other systems have rendered it impossible for any one to prepare for its successful practice without the aid of a personal instructor, and then only those possessing the very best of natural abilities (by devoting their entire time to it for at least six months, oftener one year or more), could make a success of it.

These difficulties, however, all vanish before the exceeding simplicity of the Sloan-Duployan System, which can be mastered by any one possessing ordinary ability in three months.

The work is desirable for ladies as well as for gentlemen. The position of a stenographer is a pleasant as well as an intellectual one. By spending an hour each day in studying phonography, any one of fair education will be enabled to vastly better his condition and at the same time receive an equivalent for his work.

With it students can qualify themselves for office or press reporting in three to six months, stay at home and not lose an hour from their daily employment, as it is taught by mail as successfully as by personal instruction. We are well aware that many who have spent two or three years learning other systems will say this is impossible. It is, no doubt, hard to realize that an art hitherto so difficult of attainment can now be acquired in three or four months' study (some students have mastered it in six weeks), through a system affording a degree of speed and legibility never before reached. Yet such is the fact now placed out of the region of controversy. Short-hand in its most perfect form, whether as a source of pleasure or profit, a lever for the acquisition of knowledge or the lightening of labor, is now within the immediate reach of all classes, and must in the near future be the common acquirement of all persons possessed of the rudiments of education. The salaries paid to stenographers range from \$50 to \$125 per month for common correspondence; higher grades of work command much larger salaries.

Court reporters receive from \$8 to \$10 per day, with an additional compensation of 10 to 20 cents per 100 words for transcription.

H. A. Phillips, of Alton, Ill., a telegraph operator receiving \$50.00 per month, was induced to study Sloan-Duployan short-hand of evenings, which he did, putting in one hour each day for about four months, in which time he thoroughly mastered the art, and a few months later accepted a position with a Chicago firm as stenographer and telegrapher for \$100 per month.

Other similar cases could be given, but space will not admit of it. For further information address:

PROF. W. O. MELTON,
Box 310, St. Louis, Mo.

OBITUARY.

J. Fred Gillman, for two years a student of the Normal, in '84 and '85, died of consumption, at the home of his parents in Belleville, July 23rd, 1888. He was born in Centerville in 1848 and departed this life in his 20th year.

Never were mourning friends called upon to weep over a dispensation of Providence more afflicting, and never were tears shed over the grave of one more truly entitled to sympathy. Just entering upon that most interesting period when youth mingles its bloom and its freshness with the full maturity of manhood; when visions of happiness seem crowding all the future; when loving parents were looking for the consummation of their hopes and the reward of their toil and anxiety in the development of their son; when loving friends were contemplating the purity of his spirit, the goodness and amenity of his disposition and the promise of a bright future; at this most interesting period the fell destroyer came, and all that skill could perform or suggest; all that love, affection and devotion could crave, or tears or agony could implore, never for one moment could persuade him to release his relentless grasp, but went steadily forward until he has laid in the grave another bright trophy of his countless victories.

While Fred was with us in school, his conduct and demeanor were such as won the confidence and respect of all. He was attentive, kind, dutiful, and, indeed, lacked none of those elements that constitute a noble young man.

In 1885, in Beardstown, Cass county, he entered into a clerkship in a store of a friend, in

which he remained for nearly three years, performing the duties of that position faithfully and successfully. His friends in Beardstown are many, and they uniformly award him a life devoted to virtue, purity and truth. Fred was a Christian young man, active and consistent, and his example was faultless. About a year ago, incipient consumption laid its unwelcome hand upon him, but hoping to find relief, or that he might possibly outgrow the disease, he continued at his work, but gradually growing worse; and about four months ago he went home to the parental roof, possibly to die. Without a murmur or complaint, he continued to decline rapidly, until death was the result. He has left a memory sweet and fragrant with affection and love. A beautiful and noble young life has ended on earth, only to begin and be continued in Heaven.

A. FRIEND.

Students should get their Prescriptions Prepared at

**E. PATTEN'S
Old Reliable
Drug Store,**

Where they will find the Best Stock of

DRUGS,

Toilet and Fancy Articles,

BOOKS AND STATIONERY.

Try our ARCTIC SODA and our new drink—MILK SHAKE.

Patten's Store has been removed to the Hindman corner, west side of Square.

J. H. Edwards, M. D.

Treats all Diseases of the

EYE, EAR, NOSE AND THROAT.

CARBONDALE, ILL.

M. G. Parsons, M. D.

Practice limited to Medical and Surgical DISEASES OF THE EYE AND EAR.

CARBONDALE, ILL.

Practices at Cairo, Ill., Thursday and Friday of each week.

J. Keesee, M. D.

CARBONDALE, ILL.

Office, second door north of the Edwards House. Residence, corner North Main street and Normal avenue.

G. W. Entsminger, D. D. S.

RESIDENT DENTIST.

CARBONDALE, ILLINOIS.

OFFICE IN BORGER BUILDING.

W. S. STORMENT,

Fashionable Barber.

All kinds of work done to order.

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

SHOP IN BORGER'S BUILDING.

EDWARDS HOUSE.

J. H. EDWARDS, Prop.

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

Newly Renovated and Refurnished.

BEST SAMPLE ROOMS.

The Normal BOOK STORE

—Can furnish you with—

Time Stationery,

MISCELLANEOUS BOOKS,

PHOTOGRAPH AND

AUTOGRAPH ALBUMS,

Normal School Books & Stationery,

POCKET BOOKS,

CARD CASES,

FANCY GOODS,

PICTURES, Etc.

MUSICAL INSTRUMENTS!

OF ALL KINDS.

Agent for MASON & HAMLIN PIANOS and ORGANS.

—FULL LINE OF—

Periodicals,

Magazines, Etc.

Daily, weekly and monthly.

NORMAL GAZETTE ALWAYS ON HAND.

—LARGE STOCK OF—

Artists' Materials.

ALL TEACHERS' SUPPLIES furnished at Special Rates.

HEWITT'S PEDAGOGY.
LONDON'S SCHOOL MANAGEMENT.

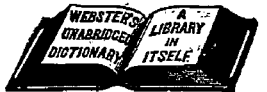
SWEET'S and WICKERSHAM'S

METHODS OF INSTRUCTION.

Correspondence Solicited.

C. A. SHEPPARD, Proprietor.

WEBSTER'S UNABRIDGED.
STANDARD AND BEST.



3900 more words and nearly 2000 more illustrations than any other American Dictionary.

Among the supplementary features, original with Webster's Unabridged and unequalled for concise and trustworthy information, are

A Biographical Dictionary

Containing nearly 10,000 names of Noteworthy Persons, with their nationality, station, profession or occupation, date of birth and death, (if deceased), etc.,

A Gazetteer of the World

Of over 2,000 Cities, locating and briefly describing the Countries, Cities, Towns, and Natural Features of every part of the Globe, and The Explanatory and Pronouncing Vocabulary of the names of

Noted Fictitious Persons

and Places, such as are often referred to in literature and conversation. The latter is not found in any other Dictionary.

WEBSTER IS THE STANDARD

Authority in the Gov't Printing Office, and with the U. S. Supreme Court. It is recommended by the State Super's of Schools of 26 States, and by leading College Pres'ts of U. S. and Canada.

It is the only Dictionary that has been selected in making State Purchases for Schools, and nearly all the School Books are based upon it.

An invaluable companion in every School and at every Fireside. Specimen pages and testimonials sent prepaid on application.

Published by G. & C. MERRIAM & CO., Springfield, Mass., U. S. A.

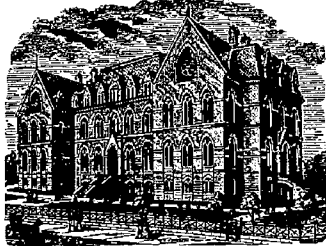
THE OLD AND THE NEW.

SOME HISTORY.

An act of the General Assembly of the State of Illinois, approved April 20th, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix a location, erect a building and employ teachers for the school. The Governor, General John M. Palmer, appointed Captain Daniel Hurd, of Cairo; General Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville; and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of \$325,000, to be obtained as follows: \$75,000 from the State and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the



THE OLD BUILDING

ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work, so that the building was dedicated and a Faculty of instruction inaugurated as follows: Dr. Robert Allyn, Principal and Teacher of Mental Science, Ethics and Pedagogics; Dr. Cyrus Thomas, Teacher of Natural History and Physiology; Prof. C. W. Jerome, Teacher of Languages and Literature; Prof. D. B. Parkinson, Teacher of Mathematics and Natural Science; Prof. Jas. H. Brownlee, Teacher of Reading, Elocution and Phonics; Prof. G. F. Foster, Teacher of History and Geography; Prof. A. C. Hillman, Principal of the High School and Teacher in the Normal Department; Miss M. Buck, Teacher of Grammar and Etymology. The departments of Drawing and Penmanship, Assistant in Model School, and Instructor in Military Science and Tactics were not supplied until later.

The building was of brick, in the Norman style of architecture, with trimmings of sandstone in two colors. It was 215 feet in extreme length, and 109 feet in extreme width. It had a basement story 14 feet in the clear; two stories, one eighteen feet, the other 22 feet, and a Mansard story 21 feet. The basement was devoted to the heating apparatus and Laboratory and dissecting rooms, exercises in unpleasant weather, residence of the Janitor, etc. The Mansard was for Lecture Hall, Library, Museum, Art Gallery, and rooms

for Literary Societies. The other two stories were for study and recreation. The total cost was about \$265,000.

The University was opened for a special term of school July 1st, 1874, with forty-three pupils enrolled. The first regular term was begun in the same fall, September 6th, with an enrollment of 143.

On September 19th, 1874, the Zetetic Literary Society was organized and Miss Mary Wright, of Coiden, class of '76, was made the first President.

In the fall of '75 nine young men met in the Mansard roof of the Normal and organized the Socratic Literary Society.

Both societies flourished from the beginning, and each purchased a piano, pictures, etc., and laid the foundation for a library. They continued to prosper until that dark day, November 26th, 1883. But the societies held meetings under the smoke of the burning building, and the result of that determination to not give up hope has resulted in placing the societies on a firmer foundation than ever before.

Quite a number of changes were made in the Faculty during the reign in the old building. Miss Julia Mason became Mrs. Prof. Parkinson in '76, but went to her reward in August, '79. Mrs. Nash, teacher of Drawing and

Penmanship, resigned in '78 and is now living in Wisconsin. In 1880 Capt. Spencer was superseded by Lieut. Reed, as instructor in Military Science and Tactics; also Dr. Cyrus Thomas resigned and is now Antiquarian for the Smithsonian Institute, Washington, D. C., and Miss Candee, Mrs. Nash's successor, became Mrs. Sam T. Brush, of this city.

In '83 Prof. Hillman and Prof. Foster both took their departure. Prof. Hillman now occupies the chair of Pedagogy and Principal of Normal School at Wesleyan University, Salina, Kan., while Prof. Foster is teaching in California. In '84 Miss Mary A. Sowers, in charge of the Training Department, closed her work here and was followed by Miss Alice Krysher, who, in '85, resigned her work to Miss Ann C. Anderson, the present teacher, and became Mrs. Livingston.

In '84 Miss Alice Raymond, desiring a change, transferred herself to Prof. Parkinson's department as Mrs. Parkinson. Her place was filled by Miss Lilian Forde, who the following year secured a better place as superintendent of the writing and drawing departments in the Mankato (Minnesota) schools, where she still remains. Prof. Brownlee left this institution in '85 to take the department of elocution and literature in the University of Illinois, at Champaign. In '86 Prof. Bengel went to the Hannibal (Mo.) schools as Professor of German and French, where he died last fall.

No other changes were made until after the dedication of the new building.

The institution flourished from its first year, gaining steadily in popularity and in the number of its students. The library had been increased to nearly

8,000 volumes, and the museum was fitted with a valuable collection of rare specimens which would have been a credit to a much older institution.

Over two thousand students had been enrolled before the burning of the building, and about seventy-five per cent. of these had taught in the schools of the State. Eight classes had been graduated, aggregating 62 graduates.

Near the close of school on the evening of the 26th of November, 1883, fire was discovered in the Mansard story just over the museum and near the Socratic Hall, above the tanks of water especially provided for fire. The fire soon was beyond all control. Then it was that the students showed the value of order and discipline. Not a student lost his self control, but all worked with a will to save what they could.

The Socratic saved only their piano. The museum was an entire loss, but most of the other movable furniture was saved, together with the Library and Philosophical apparatus. In a short time what was the pride of Southern Illinois was in smouldering ruins.

A meeting of the citizens of Carbondale was called that evening, and such was the sentiment that Dr. Allyn announced that "School will be called at the usual hour to-morrow morning at the M. E. church building." *Not a single tile was lost, scarcely an hour.*

The students en masse pledged themselves to stand by the school. Rooms in different parts of the city were proffered and the term was finished without any perceptible jar. In two days after the burning of the building the handsome sum of \$4,500 was raised by the citizens of Carbondale, and plans perfected for the erection of a temporary building, which was completed in time for the winter term of school. It was in the form of a Greek cross, 160 feet long and 120 feet wide, having thirteen department rooms and an assembly room capable of seating 400. This building still remains as a monument of Carbondale's generosity and is used as a residence for the janitor and drill hall for the Military department.

The united cry of Southern Illinois was "The Normal must be rebuilt," and such was the effect of the earnest appeal that the legislature appropriated \$152,000 to rebuild the Southern Illinois Normal University. The contract was immediately let to Parry & Deal, of Peoria. The work was pushed forward with all possible haste so that



THE NEW BUILDING

Was completed and ready for dedication on Thursday, the 24th day of February, 1887. The beautiful new edifice was dedicated to the noble cause of education with appropriate ceremonies. Addresses were made by Hon. Thomas S. Ridgway, President Board of Trustees; Gov. Richard J. Oglesby; Dr. Robert Allyn, Principal; Dr. Richard Edwards, State Superintendent of Schools, and others. The school moved into its new and commodious quarters on the following Monday. This is, as Dr. Allyn has said, "the best school building in the nation."

This building, being erected on the old foundation, has the same length and width. It has three stories and

the shed rooms in the attic, are of brick and trimmed with rock finish stone. No change was made in the foundation, except the taking away of the steps at the front and placing there a small veranda. The building contains twenty-seven large rooms, also ten cloak rooms. The diagrams on page 39 will show the teachers' rooms and their numbers:

The building is beautifully furnished with all the latest and best furniture, is heated by steam, lighted by gas, and has every convenience that could minister to the student's accommodation.

Prof. French has labored unceasingly and as a reward for his labors even now has a very creditable museum which is fast gaining its former interest and dimensions. Prof. Parkinson has his laboratory furnished with all the necessary apparatus and his philosophical apparatus is almost complete. The library occupies a spacious and well lighted apartment on the second floor and now contains over 8,000 volumes. The study hall is 100x60 feet and will seat 500 students. It is appropriately decorated by paintings and busts. The frescoing of itself is a masterpiece of decoration. The societies each have a beautiful, well-furnished hall and they are now doing good work. The Southern Illinois Normal University still lives, shedding its light through every town and hamlet and to the remotest part of the grand old State. May she never cease to exist, but may her light shine on and on till she illuminates every State in this grand union of ours and every nation of the world.

No profession or work pays better than short-hand reporting. See article on short-hand in another column.

GROWTH OF A BIG BOOK.—When Webster's Unabridged was first published in one volume, it was a comparatively small book. Some years after, an addition was made of 1500 Pictorial Illustrations, A Table of Synonyms, and an Appendix of New Words that had come into use. A few years later came an entirely new revised edition of larger size, with 3000 Pictorial Illustrations, then after an interval of a few years, a Biographical Dictionary of nearly 10,000 Names, and a Supplement of nearly 6000 New Words were added, and now there has come a new and most valuable addition, "A Gazetteer of the World, of over 25,000 Titles. The work is now not only the Dictionary, par excellence, but a Biographical Dictionary, a Gazetteer of the World, and a great many other good things in its many valuable Tables.

Those having friends who are interested in the study of short-hand should mark the article on short-hand in this month's issue, and send a copy of this paper to that friend.

THIS PAPER

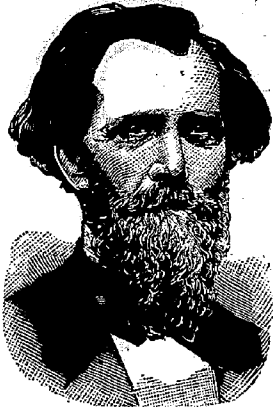
Is printed at the

FREE PRESS

STEAM

Printing House,

CARBONDALE, ILL.



ROBERT ALLYN, LL. D.

PRESIDENT OF THE SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The face we here present is familiar to all our readers, each one of whom knows him as a friend. Dr. Allyn stands in the front rank of educators and has ever been identified with the cause of education and right. He began teaching when but seventeen years of age, and has taught some each year since, making fifty-four successive years in the school room. Thinking that our readers would like to know something of his work before he became identified with this University, we append the following biographical sketch:

ROBERT ALLYN LL. D.,

Principal of the Southern Illinois Normal University, was born January 23, 1817, in the town of Ledyard, New London county, Connecticut. His parents were in comfortable circumstances honest farmers, and he was trained to that noble calling. His early education was in the public schools of a rural neighborhood, supplemented by such miscellaneous reading in books obtained from a public library which the citizens of that town established and have liberally maintained till the present day. Before he was thirteen years of age he had read Rollins' Ancient History, Addison's Works, Johnson's, Pope's and Dryden's prose and poetry, Botta's American Revolution, Weems' and Marshall's life of Washington, and a large number of books of travels and adventures. He graduated from the Middleton University in Connecticut, August, 1841, and at once began to teach in the Wilbraham (Mass.) Academy. After two years he entered the Methodist ministry and for two years was a circuit preacher, though he taught classes all that time. In 1845 he was chosen principal of the Wilbraham Academy, and remained there three years; he then went to Rhode Island and took charge of the East Greenwich Academy for six years. He was twice chosen to the Legislature of that State, and helped enact for the people what was called the "Maine Law;" he was also appointed visitor to the West Point Military Academy in 1854, and in the same year the Governor of the State made him Commissioner of Public Schools. He held this position three years and a half and was then elected professor of Latin and Greek in the Ohio University at Athens, Ohio. At the end of two years he was chosen President of the Wesleyan Female College of Cincinnati, and remained three years. In 1863 he was elected President of McKendree College at Lebanon, this State, and held that office eleven years. During the years of 1868 and 1869 he was in convention with most of the educators of Southern Illinois he being chairman of the com-

mittee which took action in securing the establishment of our Normal University and bringing the subject before the General Assembly. In 1874 he was chosen to be the Principal, and opened the school July 1, 1874. He has been a member of the Association of Teachers in every State in which he has lived, and has always been forward in discussions, essays, lectures and addresses. He is a member of the National Educational Association and of the National Council of Education, which consists of sixty of the most active teachers in the profession. While he has done much writing and some preaching, his life work has been teaching; and for more than fifty years he has done something in that line each year of his life.

W. P. SLACK,

—HEADQUARTERS FOR—

◀ CLOTHING ▶

—AND—

Fine Furnishing Goods.

New and seasonable goods just received.

CADET SUITS A SPECIALTY.

Extra Inducements to Students.

N. W. Corner of Square.

J. H. Edwards, M. D.

Treats all Diseases of the

EYE, EAR, NOSE AND THROAT.
CARBONDALE, ILL.

M. G. Parsons, M. D.

Practice limited to Medical and Surgical

DISEASES of the EYE and EAR.
CARBONDALE, ILL.

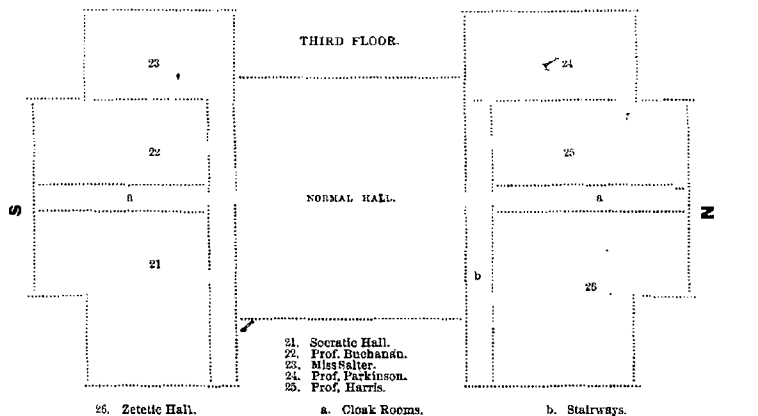
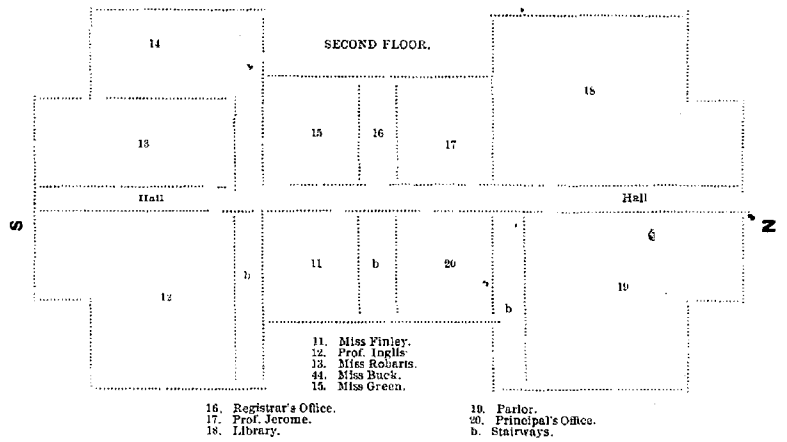
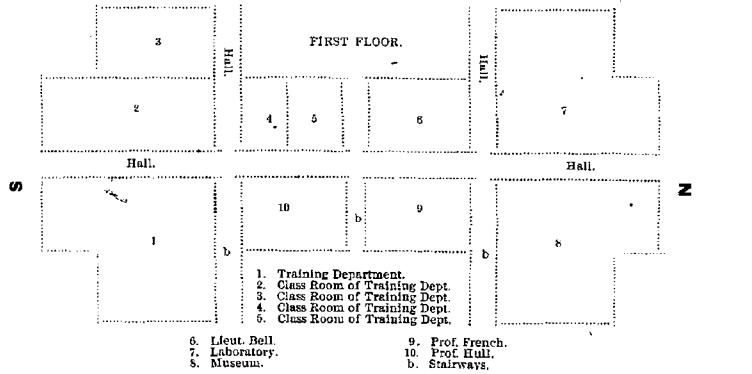
Practices at Cairo, Ill., Thursday and Friday of each week.

J. Keesee, M. D.

CARBONDALE, ILL.

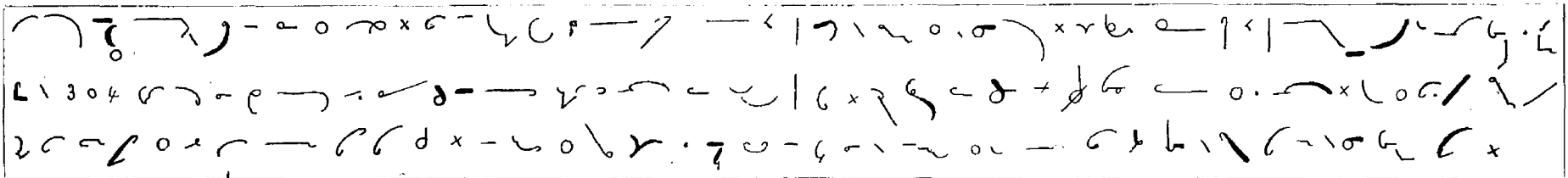
Office, second door north of the Edwards House.
Residence, corner North Main street and Normal avenue.

DIAGRAMS OF NEW BUILDING. FOR DESCRIPTIONS SEE PAGE 38.



REVOLUTION IN SHORT-HAND!

SPECIMEN OF THE FAMOUS SLOAN-DUPLOYAN SYSTEM.



Translation of the Above.

This system thoroughly removes all difficulties in acquiring the art of Short-hand. It is the simplest, most rapid and legible, and can be learned in half the time of any other system. Any one possessing ordinary ability can, by devoting their spare time to this method become a competent reporter in three or four months, stay at home and not loose an hour from their daily employment, as we teach it successfully by mail, any have mastered it from the text books without the aid of a teacher.

Some of its great advantages are, namely: It is written regardless of line, thus doing away with position.

The insertion of vowels renders a transcript easy to make at any distance of time, and it is practically better in every way than any other method in the world.

TAUGHT BY MAIL

This Method is the Only One that can be Successfully Taught by Correspondence.

Prof. W. O. MELTON, Principal Teacher and Sole Agent,
ST. LOUIS, MO

Complete set of Instructions, consisting of Instructor, Reporter, Improvements by W. O. Melton, five Instruction Letters, and a complete set of Lesson Blanks, regular price \$3.75,

REDUCED TO \$2.00.

For further Particulars, Terms, Etc., address Prof. W. O. MELTON, Box 310, ST. LOUIS, MO.

This system has been awarded eleven gold medals and is now the most popular method in all parts of the world.

It is taught in over one hundred of the most popular schools in the United Kingdom, and although it has only been in America about three years, it is now taught in many of the most popular schools, including the famous Georgetown and Gonzaga Colleges, Washington, D. C.; St. Vincent College and St. Vincent Institute, Cape Girardeau, Mo.; Wm. Jewel College, Liberty, Mo.; and Glendale Institute, Kirkwood, Mo. Besides the schools, there are many private teachers teaching it.

If there is no one near you teaching the Sloan-Duployan short-hand system, apply to

PROF. W. O. MELTON,
St. Louis, Mo.

