WHAT IS A SPECIES?
PROF. GEORGE H. FRENCH, CARBONDALE.

One of the most difficult things the naturalist has to determine is the answer to the above question. The difficulty begins when he first tries to formulate the differences between two plants or animals in his course in botany or zoology; and so great are his difficulties as long as he tries, as a scientist, to unravel the mysteries of nature. To one not familiar with the subject this may seem strange when we read as a definition in the text book such answers as the question as the following: "A species embraces all the descendants from the same stock," or "As a class of individual possession of permanent characters of size, color and ornamentation, by which they may be distinguished from other forms, and which breed true and do not show any of the various definitions that have been given. As clear as they seem it is strange that there is any difficulty in saying whether different forms are varieties or species, but when we think that different naturalists merit, working in the same field, do not agree, it is apparant that the question is not so easy of solution.

Take, for instance, our domestic animals. No one doubts but that all the different forms of horses are derived from the same stock, and yet there is greater variation in size, shape, and color than is found between (in some other groups) undoubted species. The cat is another illustration. All the different colors of gray, black, white, and yellow, and all possible combinations of these colors, are simply cats, and in saying that we say about all that can be said from a casual examination in defining them as forms of a single species. Again, who shall say whether a given specimen of squirrel, because it is gray in color, is a gray squirrel or a fox squirrel, as it is claimed that both these species have gray, black and fox forms as to color? While the scientists may be puzled over the question on some given specimens, those not making pretense to be called scientists, believe in the existence and permanence of species, unless it may be in the belief that wheat may turn to cheat. This is so obvious as to need no illustration.

Leaving the question as a general one applying to all animals and plants, and applying to it one group—and that insects—we find the following practice, much in the form of a compromise, prevailing in classifying species as at the limits of species. If with a large set or series of examples they are found to hold to a certain form of size, shape and marking, it is taken for granted that those specimens that are of the same single species. But this is not always conclusive. The examples of a given locality may have a form and agree very closely to that form, while a few hundred miles from that it is another form equally constant, but in the territory between there is every possible variation between the two forms. Without the border line of variations and lacking any other reason for not doing so, we would call the two forms species, but with the border line irregularities we can only call them varieties. Even this is not always to be trusted as settling a question under dispute, but they should be bred from the egg; in fact this is the most complete and sure method of defining the limits specifically of many of our variable forms of insects.

There is little trouble with most of our species. Every boy knows the common cabbage butterfly that is so destructive of cabbages, or the squash bug that destroys the squash vine, or the tea-plant beetles, as well as the white, meal that flies about the lamp. But these are some of our least variable species. To show how much a given species may vary, I give below some illustrations of a few of our west coast species, known to science as Lepidoptera "California.

First variety—Strethed, Butler. This is black, with a stripe on the fore wings white, and a few crimson scales on the hind wings. Shown in Fig. 1.

Second variety—Bolscheidtute, Butler. This is black, with the band on fore wings white, slightly red tinted, and the band on hind wings crimson. Fig. 2.

Third variety—Dimidiata, Butler. This is black, with the spots on the fore wings white. This is shown in Fig. 3.

Fourth variety—Milipotinkas, French. This is all over black except the white hand on the fore wings. This is shown in Fig. 4.

Fifth variety—Occidentals, French. This, represented in Fig. 5, is black with quite irregular markings of orange on the hind wings. There are two forms of color for the light part of the hind wings, one yellow and the other red; this in color is an intergrade, but in form of marking differs from the others.

How do I know that these different forms are varieties and not species? Some one may say. First, I have raised part of the same forms from a single breed of eggs which is conclusive as far as the forms bred are concerned. There are intermediates also among these bred. Second, close comparison shows a few characters that run through the whole group, and while the species is extremely variable in markings, with a large series a regular gradation may be traced from one to the other.

THE CHILD.

Mrs. Clara A. KAT, SAVANNAH, ILL.

Paper read before the Southern Illinois Teachers Association, at Carbondale, Aug. 29, 1888.

The children's root writer:

Come to me, 0 ye children! For I bear you at your play, And the questions that perplex me Have no solution for me. Ye open the eastern windows, That look towards the sea, Where thoughts are singing swallow, And the roses are in bloom. In your hearts are the birds and the sunshine, In your thoughts the brooklet flows, But in the wind of Autumn And the first frost of snow. Ah! what would the world be to us If the children were no more! We should dread and desert behind us Worns not the snow before. What do the leaves in the forest, With light and dark color, Tell us? Under the snow? Have Hardenbeck's wood— That to the world are children: Through them it glow the fire of a bright and shining day. That reaches the skies below. Ye are better than all the ballads That we ever say or said: For ye are living poems, And the rest are dead. A L O V E L O W.

Ten millions was the estimate one of our school journals as to the probable number of children who will enter the school doors of America during the coming year. They have been like the silver dollar, a constantly increasing quantity—until the great pedagogical question of the day is not "What shall we do with the surplus in the fall of the year?" but "What shall we do with the child?" How shall we aid in his growth to the full stature of a man? How shall we help him to unfold himself in obedience to the pattern designed by his Creator? In this noisy, boisterous, merry throng that event now are listening to the first note of the school bell, are the hopes and prayers of the parents, and the boy and girl of their friends and neighbors. There are the children of the rich and the children of the poor; children from homes where every influence tends to lift them to a higher plane, and children from the very haunts of vice; timid, nervous, shrinking children; rude, boisterous, forward children; cross, sly, peevish children;
bright, good-natured, healthy children: a motley crowd on which parent and teacher, philosopher and clergy are looking with anxious eyes, each asking of himself and of each other, "Is it well with my child?"

Do we then need any excuse for gath-
ering here at modern Egypt's capital, to discuss ways and means for the better training of human beings, and the better development of his latest fac-
ties and their training into harmonious action?

"Boy and Winnow, fresh from the bath, Masculin and feminin.

Each second, it is said, a life begins and another ends; but of the little ones who come like sunbeams to brighten our homes and gladden our hearts, at least one-half go back, in every capability, before they can claim their birth. Of these we may only stop to say with one of sainted mem-
ory:

"He saw the sweet little father and saw it born, and said, May God have mercy on it, for I, the Lord your God, am holy;" but with his humanity he inherits a nature tenderness for all beings, a nobility which "Christ to redeem him once for all."

The fountain decides the character of the stream, and although your child may be born into no better a home, he will see many others on our streets and even in our school-rooms that inclined you to the belief that angels of another household may have been attached to his lot.

Instinctively the whole world has recog-
nized something equivalent to what modern writers term the physical, the mental and the moral powers of the human being, and has not declared that which they have placed upon the de-
velopment of these respective powers has given rise to the various educa-
tional theories and practices of the past.

The history of the child and of his training is the history not alone of pedagogy, but also of the history of the world.

China has played them a small part in the affairs of this mundane sphere since the Hindu saw in his child only a possible Bodhisattva who, if he had not attained to the will of the Brahmian priest might, by losing his own individuality, be merged into the everywhere-present God. The inhabitant of the "Oasis" was a slave, and was trained to slavery for civil service examinations, and has never taught but to cram his child, as his ancestors have done, and his child is to grow until he is found of worth and is admitted to the place of every official position.

Peru, the first nation, deemed it all important to train his child and shape him as the best of masters to secure for him physical and moral perfection. Courage, temperance and love of the truth are trained in the virtues they wished for their ages.

In Sparta, the child was nothing if not capable of being a warrior, and it was left to the father to decide whether the new-born child should live or be suffered to quietly die. The law-givers knew no power over men but forces or causes, hence his dominion was over the will. The child at Rome differs but little from the child at Groove, since Greek slaves were the pedagogy, only the machinery of the form of government and its special importance is given to the practical. The mother also shares in the education of the babe, and is the guardian of its tender years; therefore she herself must receive instruction in that she may, in turn, instruct her child.

The Hebraic saw in his child a king or the child of the king, and was made, even at his birth; one who in infancy must be set apart by a religious ceremony as belonging to God's chosen people. Every part of his education taught him that he was child, and there were insurmountable barriers between his nation and any other, consequently there was a constant home education that the child was to be taught the obedi-
ences and the ceremonies of his people. With this people we find the one perfect child, born indeed of woman and yet fashioned in the form of humanity. He was the child of the philosopher, Galilee, not unconscious of the di-

vinity within him and the great miss-
ion that lay before him, as his master and his teacher. The child was trained in the temple shows, but each succeeding year of his life must have disclosed to him more and more of the peril of that mission and its hopelessness as well as its unsanctity. The child, the king of the boy Jesus caring perhaps for the sheep on the hillside, or working by his reputed father's side at the carpenter's bench, may have been a living thing; a boy free from sin.

Up to the Christian era with few ex-
ceptions, as that of the Hebrew family, the State claimed the child and care for him as the complete stake of its property, the same being the complete sacrifice of the family to the State, and as the child was to know neither father nor mother, nor tribe nor home training. Rome is one of the first to give to the mother her place as the earliest, and therefore the most im-

portant instructor of the child.

With the downfall of Rome and the invasion by the northern hordes of barbarians the child was suffered to lapse into ignorance, the reign of Charle-

magne, the "model of Christians," was the last of the night of ignorance, the reign of liberty for the things that await the applicant at the door of coming to liberty. The church took the child and was brought in by his father, and by magic among them, giving the complete sacrifice of world into ignorance, the reign of

darkness, and the church has been, and is, the place of prayer for the child, and the church has been, and is, the child's "school." It seems to be a one-sided development to the child, him, not as a playing entirely, but as a sacred trust; a talent to be put at best account. "Train him to be pure, fruitful, unselfish, independent. Teach him to love solitude and a spot of the weak and to recognize the gentle-

ness and respectful consideration due to those around him."

This, however, must be a step in the child's development, but is it going to be the cradle under a loving but discredible mother's care, or can it be, at the most, a care which is neither just so to be called helpful than harmful? The child's self-respect is raised, his sense of honor stimulated and duty made the ruling motive of his life. His course of study includes those things which touch on the social and the everyday life, will increase his mental vigor, develop his love for the beautiful and fit him for the life to come. With these surroundings the child will develop into noble mankind or wretch, strong in love of "God, and home, and native land."

When the school-days on earth are ended, a child may be set apart to serve the com-
nons each of us for the final roll-call, will you, fellow teachers, and I, be there, ready to answer, "Here am I and the children whom Thou hast sent me!"

"FROM TRAINING, STRUGGLE, WORK, LEAD TO"""
ing into life; his perceptive powers are teaching out in the events and facts within the range of his observations. He is prompt to apply his knowledge of the world, and to apprehend things from a standpoint that inspires him to investigation and the acquisi-
tion of knowledge. He is bright and wide awake—a surprise to parents and teachers.

His principles are crude and inconsistent; he follows the promptings of his feelings and emotions. He is indifferent to the rights and feelings of other children. He is an agnostic, and his em-
"adorn the back of his house. Let imagination of self— is the product of father, mother, associations, conditions and circumstances, etc.

The sum of perception which a child learns up to his fifth or sixth year is incalculable. He learns amazing much of the great and infinite specta-
tacle of life. To this child what do we owe the world? To the young child. Young hope of earth and heaven we owe training, and to him training means accuracy, encouragement and stimulation.

Every mother and teacher is conscious (or should be) that the child is the high priest— the wise director of these Godlike powers of the child. He is also bowed dumb when we realize that we are the sculptors of opportunities born out of the infinitely wise purpose of God. God has given the child an education—character.

The prime question here arises: "Whom and where is the be-
ing of our work?"

O. W. Holmes places the beginning somewhere in the birth of a mother, or one hundred years before its birth. But knowing that this begin-
ning has not been made, and re-
membering that the birth of a child is already here, what then? Milton tells us in his "Tractate" that the end of educa-
tion is to repair the work of our par-
count. Allowing this to be true, when and where is the place to begin the repair? The time is now, the place home.

"Education can not create—it can only emancipate. It is one common consent, prvalate an emancipation proclamation!"

"The family is the center of all so-
cial culture, and the social develop-
ment and culture are the result of all practical education," says Harris, and the school is the complement of the home.

"The environment of a child deter-
dines the kind, quality and direction of his mental action. Intellectual and moral training are inseparable. The powers of the mind determine, by their limitations, the child's place in the world. There is no mental environment, every act leaves its trend upon character. There is little or no difference of opinion in the minds of the most widely read, which form the common ideal of character. In brief, the common ideal is a summation of all reasonable goodness. Does our training result in this? Every effort is made to prepare the place to begin—what is the matter? Why the matter is with us, mothers and teachers, and many of us feel it, too. I commend Solomon's proclamation: "Get wisdom and with it get understanding."

As education is an art based pri-
marily upon the nature of the being educated, the first requisite is under-
standing of child-nature. Right here is a little bit but important recogni-
tion—dispositions are heirlooms.

The second: essential is an intelligent sympathy with child-nature, without which there can be no child-like thingness of- pigness of morals and fruitfulness of happy results.

Is it not a lamentable fact that an apposing number of mothers, repre-
sentative not only by property or purpose or practice mere supporters of physical—providers of clothing and physical comfort? Some even ca-
not feel if their child is growing living para-
doxes—occupy space but are not quanti-
tes! Can this statement be construc-
ted in the face of all the throng of children that haunt our streets? Mothers, look at your ideal family; compare yourselves; measure your- selves: what are you? There is one pithy cry that goes up from humanity, "Time, time, more time." Mothers, too, have heard that Time has a forelock, but a very few of them have ever seen his radiant adoration. God be praised that many have found in their primary classes that our primary grades are crowded with infants whose mothers introduce them thus: "He is very young and tender, very peddler, doesn't know how to put his bed on, just any place to get him out of my way and off the street." He is started to school with a grateful sigh, and when the fellow goes home he is washed, fed and put to bed—out of his mother's way.

Mother says he is better off in school. You, perhaps, perhaps better off in the home, or in your room, or in your bare grace of an overworked, harassed mother, if, besides, with the sheet to the floor, he is like the shiny child of a New Orleans street. Yet after all, childhood is the eolyn in field of life. There is no time for elaboration. Our present article is intended to throw light upon the great question, "Homemaking," arise the suggestions and inspirations that lead to the idealization and realization of character.

In the case of time may I submit these questions?

1. Have you made a study of child-

2. Have you made a study of the disposition of your child?

3. Have you a well defined purpose in the state of maternal or teacher-
hood?

4. Have you created and cultivated an ideal child and mother or teacher and child?

5. Do you realize the possibilities of the responsibilities of your profession?

6. Are you soul to soul and heart to heart with your child in the great work of character building?

7. Are you self-activity—brain in your child?

8. Have you planned both his work and his play—are you omnipresent with your child?

9. Have you studied the ethics of punishment—is your punishment re-
formatory or vengeful?

10. Is your control firm, kind and just, in your discipline mental and moral culture?

11. Are you an example worthy to educate posteriority?

Remember that "Childhood is a mir-
ro catcher and reflecting images." Again, "Example is the most com-

pendious instruction and the most in-
fecious incitement to action." Our part is to give him chaste ideals, high purposes, an effective moral sense, and to be persistent to right doing; develop him sympathetically, individually, rationally and self-activity; cultivate industry, justice, sincerity, kindness, and teach patience and reverence and reverence for authority; give him our intelligent sympathy; make him an active, responsible member of his home and society, with every individual right; put you, mother, in your work and play; give him all the ad-

vantages we can command. Will not this develop manhood and woman-

and work out the liberty of the race?

What shall I say on the other side of the question—"Street training"?

Simply this: "The greater contents the less." If school and home training are approximately perfect such a word as street training would be wiped out of existence. We know, at the present day, that the street in its function is a public convenience, but by use is a public calamity. We are all at fault, both mothers and teachers, homes and streets. The only sure way to redeem the future: Eternal vigilance, eternal toil, eternal thought, eternal prayer.

Teachers, keep up the watchword, "Time! Time! Time! But may I say and respectfully suggest that you do more of the former than the latter, be-

cause the former regulates pay—your.

UNION COUNTY.

Where are the hundred students who have heretofore attended the S. I. N. from Union county? As it seems there are none to be found at present within her borders. Miss Greece Angel teaches at Cohen. Miss Nellie Piater may be found in the Murphyboro schools, which are under the supervision of our worthy friend, Prof. J. D. McMoon.

Mr. H. T. Cox and Mr. Ralph Davis, both of whom attended the Normal last winter, to teach in the Union county public schools in the coming fall. Mr. Cox near Grand Tower, and Mr. Davis north of Jonesboro. The Gazette follows them.

Miss Schoen, student of '87, still continues to teach in Dougla.

O. A. Cover, a very successful teacher of this county, is engaged as principal at Alto Pass. He is an old Normalite, and of course sub-

scribed for the Gazette without a word.

Joseph L. Lyerly, one of the first graduates of the Normal, still teaches during the winter.

E. L. Beans is again engaged in the teachers' profession, has an idea, he says, to become a farmer some day.

Miss Dona Samsen, who will be re-

membered in the Sooeritic Society for her excellent music last spring term, goes abroad to Chicago, continuing her musical studies.

Mr. Joseph E. Gray, a Normal gradu-

ate, begins this year his principal of the Anna public schools. Another Sooeritic member takes his place in the Southern Normal.

We welcome the Misses Kimmel, Learoy and Teeter as teachers of our county. We are sure of their success, the beauty of the coming Normal at Anna.

We welcome the Misses Schoen, with the ex-

ception of a two weeks' stay in Geo-

orgia, spent the summer at their home in

Cobden. Miss May is employed in her school, where she has taught for several years. Misses Kate and Jo

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J. B. SALTMAN, EDITOR AND PROPRIETOR.
CARBONDALE, ILLINOIS.

SCHOOL DIRECTORY.

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Lizzie M. Shepherd, Assistant in Grammar Department.

After January 1, 1890, the Normal Gazette will be one dollar per year.

Personals subscribing for this paper between this issue and January 1, 1890, will get it one year for fifty cents.

DURING the vacation the editor of the Gazette made a tour of the institutes of higher learning, visiting the counties of Marion, Jefferson, Washington, Perry, Union, Johnson, Cass, Pulaski, and Alexander. We highly commend those institutions which have made an effort to keep in touch with us, and we feel that our efforts were no way a failure financially, as the subscription list of the Gazette has been increased to more than twice the number of names since our last issue.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Prof. Hull closed his work in the Williston county on Sunday. The principal of the district is the same, but we feel that our efforts were no way a failure financially, as the subscription list of the Gazette has been increased to more than twice the number of names since our last issue.

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Resolved, that we, the teachers of the State, in association assembled, heartily commend the condition of our people, prepared for the common schools of the State of Illinois, and that we earnestly recommend its universal adoption and faithful pursuance.

Resolved, That we extend our heartfelt thanks to the citizens of Carle in general for the courteous and hospitable treatment we have received at their hands. In particular we desire to thank the members of the reception committee, the Board of Trade, the board of education, and all those who have so kindly cooperated with us during the sessions of the association.

Resolved, That the thanks of the association are due to the members of our executive committee and to the officers of Carle for the efficient discharge of their duties.

The auditing committee made the following report, which was adopted:

Total receipts...$19,058.70
Total expenses...$16,115.35

Balance on hand...$58.47

By the president, John W. Bushara, of the association adjourned sine die.

S. B. Hood, President.
CLAIR B. STEINHILSER, Sec'y.

We have had a limited number of the Comencement number of the Gazette, which contains the orations and essays of the graduating class, a full write-up of the commencement exercises, with society items, personal notes, educational articles, &c. This number is twenty-five copies, neatly bound and attractively covered in a tasty cover! We will send them postpaid for 10 cents per copy.
THE SORORITY SOCIETY.

Miss Annie Hall spent the vacation in Centralia. We are glad to hear her back again.

Our popular deejay, Commodore Hamilton, is with us again this term. We gladly welcome him back and expect to hear some splendid declamations.

Otto J. Rude, of Desoto, is with us again. Mr. Rude will be remembered as an ardent Socrot of '86-'7. He expects to take an active part in society work this year.

Miss Ida Beier is not in school this term. We will greatly miss her rich contralto voice. Ida aided to the success of many programs by her beautiful solos.

All again to mv will be found in his father's store at Harrisburg the remainder of the year. Ralph filled the position of concertist in our orchestra and will be missed.

Sister Jane will manipulate the hickory limb this winter four miles of roulette. Monroe forms quite an addition to our society and we shall miss him, but we hope to see him again in the spring.

L. C. Chandler has been spending the vacation in Carbondale. Mr. Chandler is one of our most accomplished violinists and we look forward to hearing his sweet music again in the spring term. We will again hear some of his solos.

W. H. Koessel and Will Young have been studying medicine during the summer in Dr. Koessel's office. They expect to return to school this year but expect to commence in October as students of the Missouri Medical College.

A. L. Bliss expects to be an active member again this term. Mr. Bliss is one of our most earnest young men, but a deep thinker, and whenever his name is on the program we may expect something good.

Mable Blanchard is in school again this term. The Socratic Society cordially welcomes her. She will be remembered as quite a talented performer on the piano and as president of our orchestra for a considerable term.

Frank E. Troupman, of the class of '84, is now a student of medicoine in Cincinnati, Ohio. As an earnest student and Socratic Frank made many friends while he was in our school and we all hope that he will follow him with many kind wishes. He is located at No. 17, Curry avenue.

Frank H. Golyer, the salutatorian of the class of '84, who was elected president of the Edward's County Rendering Circle, has filled the eight months' school at Brown's this winter. We know Frank will always be successful in whatever he undertakes.

Miss Louise Youngblood spent the greater part of her vacation at home. Louie is not in school last term and although we consider our ways and splendid musical talent she is a most desired acquisition to any society. We hope to welcome her back this term as an active member.

J. H. Manloy will not be with us this term. He expects to instruct the youthful minds until spring when he hopes to bring several others with him. Though a member of our society only a short time, he has already identified himself as a most energetic worker. We wish him abundant success.

Our enterprising corresponding secretary, J. M. Raromec, will tend this winter in Edwards county. Though he will not be with us this winter we will be glad to welcome him in the spring. Jetha is one of our best members, and we hope that the part of the program that is assigned to him will be well executed.

Walter R. Kimzey, noted as a loyal scout and a faithful society worker, will join us as a student this year. He will attend Tamarac public schools for the coming winter. There is no doubt about Walter's ability in the teaching line and we predict for him success at Tamarac a most successful term of school.

Miss Rosa Williams is in school again and expects to take part in the program. Rosa Williams is an earnest member and never fails to say a good word for the Socrates. As a dweller she is second to none in her school, and any of her recitations, orations, and any compliments.

R. D. Kimzey has been working off some of his surplus energy on his father's farm. Dwight is our very enthusiastic student. He has not failed to do the duties of that office better than we have had for several terms. He has been busy all year, and the school is doing well under him.

He reports his finances in quite a flourishing opinion. He has been ordered up by his father, Mr. Steele suffered a severe misfortune in July by the death of his father. Dr. Steele always had a pleasant smile for everyone. He was a man, and his absence will be greatly missed. Our school mourns his loss, and it is hoped that it is the result of a natural death.

Dwight is a very energetic student and does everything according to the wishes of others.

Mr. Charles Wimmer is again the head of the halls. He is a man of great character and is always well liked. We are glad to see him again in the halls this term.

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CARBONDALE, ILLINOIS

RECIPIENTS OF MASSAC COUNTY TEACHERS

We, the teachers of Massac county, at the closing of our institute, this, the 24th day of August, 1888,

Resolved, That our thanks are due to the board of education of Metropolis and the authorities of the M. E. church for the use of their buildings; also to Mr. L. Volle for the use of an organ.

Resolved, That we are under obligations to our instructor, Prof. D. B. Parkinson, and Capt. F. A. Armstrong for their earnest and effective efforts to promote our best interests; and to J. T. Galbraith, for assistance and entertainment.

Resolved, That we feel that the interest manifested by the citizens and by visitors from other counties has greatly encouraged us in our work, and we cordially invite them and all others interested in the work of education to be present with us at our next institute.

Resolved, That we will, at all times, heartily cooperate with the various school officers of the county in the discharge of their respective duties.

Resolved, That we will earnestly endeavor to make the coming year of school work the most successful in the history of the county.

Resolved, That we have the establishment of township high schools throughout the county, and pledge ourselves to use all honorable means to bring the same about.

J. HENKEL, Chairman;
JOHN R. BEYNON, Secretary.

Massac County, Illinois,

24th day of August, 1888.

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Robert Allyn, LL.D.

E. J. Ingersoll, See'y Board Trustees.

Carbondale, Ill.