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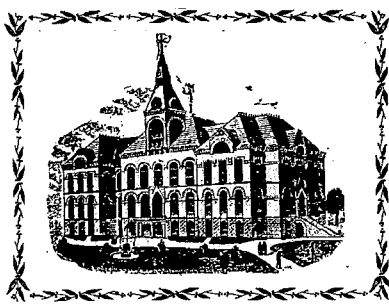
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"FIAT

LUX."

VOL. II.

CARBONDALE, ILL., SEPTEMBER, 1889.

NO. 7.

## Contributed.

### 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 difference between two plants or animals in his course in botany or zoology, and it continues 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 to



Fig. 1.

the question as the following: "A species embraces all the descendants from the same stock;" or "An assemblage of individuals possessed of permanent characters of size, color and ornamentation, by which they may be distinguished from other forms, and which breed true to their type;" or any other of the various definitions that have been given. As clear as they seem it is strange that there is any difficulty in saying whether several different forms are varieties or species; but when we find that different naturalists of merit, working in the same



Fig. 2.

field, do not agree, it is apparent 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 exam-



Fig. 3.

ination 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 grey squirrel or a fox squirrel, as it is claimed that both these species have gray, black and fox forms as to color? While the scientist may be puzzled over the question on some given speci-

men, those not making pretense to be called scientists, believe in the existence and permanency 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 it to one group—and that



Fig. 4.

insects—we find the following practice, much in the form of a compromise, prevailing in settling disputes as to 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 these specimens form a 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 is another form equally constant, but in the terri-



Fig. 5.

tory 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 intergrades 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 satisfactory manner 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



Fig. 6.

common cabbage butterfly that is so destructive of cabbages, or the squash bug that destroys the squash vines or the ten-line potato beetle, as well as the white miller that flits 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 with brief explanations of one of our west coast species, known to science as *Leptarcetia Californica*.

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

Second variety—*Boisduvalii*, Butler, is black, with the band on fore wings

white, slightly red tinted, and the band on hind wings crimson. Fig. 2.

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

Fourth variety—*Albifascia*, French, is all over black except the white band on the fore wings, and this is different in size and shape from that on Fig. 1. Shown by Fig. 4.

Fifth variety—*Occidentalis*, 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 markings different from the others.



Fig. 7.

Sixth variety—*Latifasciata*, Butler. This is black with the band of the hind wings crimson. Represented in Fig. 6.

Seventh variety—*Fulvofasciata*, Butler. This is identical with the sixth variety, only that the band of the hind wings is yellow instead of crimson, and would be represented by Fig. 6 if printed in black.

Eighth variety—*Californica*, Walker, is the typical form or the one first described. The fore wings are black with the light part of hind wings pale yellow, the other parts black. Fig. 7



Fig. 8.

shows the upper surface, Fig. 8 the under side.

Ninth variety—*Wrightii*, French, is the same as the eighth variety, except that the light parts are bright crimson instead of pale yellow, and would be represented by the same figures.

Tenth variety—*Decia*, Boisduval. This form has the hind wings, all but a terminal black border, bright crimson, the fore wings black. Fig. 9 shows the upper surface, Fig. 10 the under side. It will be seen by comparing Figs. 8 and 10 that the under side is quite variable as well as the upper.

Eleventh variety—*Lena*, Boisduval, is yellow where the tenth variety is



Fig. 10.

crimson, and would be represented by the same figures. Fig. 11 shows a more than usually pale form in which the fore wings have considerable yellow mixed with the black.



Fig. 9.

How do I know that these different forms are varieties and not species? some one may say. First, I have raised part of these forms from a single brood of eggs, which is conclusive as far as the forms bred are concerned. There are intergrades also among those 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 B. FAY, NASHVILLE, ILL.

[Paper read before the Southern Illinois Teachers' Association, at Cairo, August 28, 1889.]

The children's poet writes:

Come to me, O ye children!  
For I hear you at your play,  
And the questions that perplexed me  
Have vanished quite away.

Ye open the eastern windows,  
That look towards the sun,  
Where thoughts are singing swallows,  
And the brooks of morning run.

In your hearts are the birds and the sunshine,  
In your thoughts the brooklets flow;  
But in is the wind of Autumn  
And the first fall of the snow.

Ah! what would the world be to us  
If the children were no more?  
We should dread the desert behind us  
Worse than the dark before.

What the leaves are to the forest,  
With light and air for food,  
Are their sweet and tender juices  
Have hardened into wood—

That to the world are children:  
Through them it feels the glow  
Of a brighter and sunnier climate  
That reaches the trunk below.

Ye are better than all the ballads  
That were ever sung or said;  
For ye are living poems,  
And all the rest are dead.

—LONGFELLOW.

Ten millions is the estimate of 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 nation's treasury?" 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 his mind in obedience to the pattern designed by his Creator?

In this noisy, boisterous, merry throng that even now are listening to the first note of the school bell, are your boys and my girls, and the boys and the girls of our 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, sick, peevish children;

bright, good-natured, healthy children: a motley crowd on which parent and teacher, philosopher and statesman, philanthropist and clergy are looking with anxious eyes, each asking of himself and of each other, "Is it well with the child?"

Do we then need any excuse for gathering here at modern Egypt's capital to discuss ways and means for the better understanding of child-life, for the truer development of his latent faculties and their training into harmonious action?

"Rosy and winsome, fresh from the bath,  
Manifold charms the dear baby hath."

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 early childhood, to Him who gave them birth. Of these we may only stop to say with one of sainted memory:

"He saw the sweet limbs faltering and saw  
Rough ways before us where my arms would  
fail,  
So reached from Heaven and lifting the dear  
child,

Who smiled in leaving me, He put him down  
Beyond all doubt, beyond my sight, and bade  
Him wait for me. Shall I not then be glad,  
And thanking God, press on to overtake?"

Controversy meets the child at the moment he draws his first breath, and even attempts to penetrate the mysteries that lie before, opening to parents a world of thought, that we may not enter to-day, as to their responsibility in controlling and shaping not alone the bodily form, but the intellectual powers and moral tendencies with which their unborn infant shall begin this life.

Simile and metaphor have compared the child to objects as remote as light and darkness; a tender plant to be carefully shielded from every evil influence; an unsullied page on which everyone may write; a block of marble to be chipped and chiseled until a perfect image appears; an embryo with all that is necessary for its own development hidden within itself.

"God's apostles, day by day  
Sent forth to preach of love, and hope, and  
peace."

Even among Christian philosophers different opinions prevail as to the moral status of the child at birth, and there are all shades of belief from Rousseau's confidence in the innocence and perfect goodness of the new-born babe, to the Jansenist's distrust-of-human-nature belief that the child was wholly inclined to evil, and as prone to it as the "sparks to fly upward," if the latter carried to excess their ideas of total depravity in the child in the words of Compayre, "In the presence of their pupils they felt touched with an infinite tenderness for those poor, sick souls whom they would willingly cure of their ills and raise from their fall at the cost of any and every sacrifice." Vigilance, patience, mildness; these are the instruments of discipline in the schools of Port Royal. There were scarcely any punishments in the Little Schools.

Both Rousseau and the Jansenists were extremists. The truth lies between them. The child is not an angel, neither is he possessed of a devil. He is a human soul, with God-given capabilities for doing the right, also why the command, "Be ye perfect, even as your Father in Heaven is perfect," and "Ye shall be holy, for I,

the Lord your God, am holy;" but with his humanity he inherits a nature bruised by the fall, and must have "Christ to redeem him once for all."

The fountain decides the character of the stream, and although your child may be an angel of light, you have seen many others on our streets and even in our school-rooms that inclined you to the belief that angels of another hue were still abroad in our land.

Instinctively the world has recognized something equivalent to what modern writers term the physical, the mental and the moral powers of the child; the different relative importance which they have placed upon the development of these respective powers has given rise to the various educational theories of the present and of the past. The history of the child and of his training is the history not alone of pedagogy, but it is also the history of the world.

India and China have played but a small part in the affairs of this mundane sphere since the Hindoo saw in his child only a possible Budha who, if taught to bow in meek submission to the will of the Brahmin priest might, by losing his own individuality, be merged into the everywhere-present God. The inhabitant of the "Celestial country" was, and is to-day, a slave to civil service examinations, and he has time for naught else but to cram his child, as his ancestors have done for ages, for those tests of scholarship that await the applicant at the door of every official position.

Persia, the first real nation, deemed it of national importance that the sons of their nobility should be trained by the best of masters to secure for them physical and moral perfection. Courage, temperance and love of the truth were the virtues they wished for their sons.

In Sparta the child was nothing if not capable of being a warrior, and it was left for 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 force or cunning, hence her dominion was of short duration.

The child at Rome differs but little from the child at Greece, since Greek slaves were the pedagogues, only the important factor of utility is added and 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 that she may, in turn, instruct her child.

The Hebrew saw in his offspring a being for whom atonement must be 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 there were unseemly but impassable barriers between his nation and any other, consequently there was a constant home education that the child might learn the laws, the traditions and the ceremonies of his people.

With this people we find the one perfect child, born indeed of woman and so fashioned in the form of humanity. He grew up among the vine-clad hills of Galilee, not unconscious of the divinity within him and the great mission that lay before him, as his answer to his parents when they sought him 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 majesty.

I love to think 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, the friend of every living thing; a boy free from sin.

Up to the Christian era with few exceptions, as that of the Hebrew family, the State claimed the child as its care and some times as its property, some advocating the complete sacrifice of the family to the State, and as the child was to know neither father nor mother, of course there was no home training. Rome is one of the first to give to the mother her place as the earliest, and therefore the most important, 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 Charlemagne with its "model school" being the first glimmering twilight that precedes the dawn of a new day. During the middle ages the power of the church was strengthened and the modern parochial school was born, giving a one-sided development to the child, for liberty of thought was denied and the dogmas of the church took the place of scientific and practical instruction.

Shall the church control the education of the children? is one of the vexed questions of to-day—one that is coming to be of serious importance in many of the rural school districts in our State, as well as in the large cities. The family, the church and the State must all combine in the true training of the child.

Germany awoke earlier than France to the need of universal education, for with the Reformation came the idea of personal responsibility and therefore the need of personal instruction. If the child is to give an account of his deeds, whether they be good or whether they be evil, he must be taught what constitutes right and wherein is wrong. He must be made an intelligent being.

When France, weary of her sinful rulers, sought personal liberty for the masses, each child was to her a citizen in embryo, and bill after bill, during the fearful times of the French Revolution, was brought before various legislative bodies. Some were full of practical suggestions, others chimerical, but all had the same objects—to abolish the nobility and monarchy and by educating the common people to establish the security of their republic.

Napoleon, although he professed to have something else to do besides discussing a, b, c, soon saw that they were the ones that he could not ignore. To him the training of a child was summed up in two results: loyalty to the State and church, and loyalty to himself. All else was of little value.

Our own people have been quick to respond to the watch cry, "We must educate or we must perish as a nation." Schools came with the colonists and love of liberty was born in the children of the new world.

It was not an ignorant, howling mob that fought for independence, but men who had been regarded as intelligent, responsible human beings, even in their cradles. As our population has increased by large additions from foreign countries, we have opened our public schools to their children, and in teaching the child our language and

our methods of thought, we have changed both parent and son from aliens and strangers into fellow citizens and friends.

We enfranchised the slave, but the dangers to the ship of state, that many feared, have been in a great measure averted by the teachers that have sprung up as if by magic among them, and the privileges secured to their children in our free schools.

Here, too, as in no other land, the world recognizes the fact that woman has her share in the work, and therefore her share in the care that develops her physical powers till

"The brook and river meet,  
Womanhood and childhood meet,"

and also in the culture that recognizes in her a mind and a soul.

Men of wisdom and experience have differed in their opinions as to the relative merits of different methods. Educational journals have made common cause or fought wordy battles over some educational theory, but they have all the same high purpose—the good of the child.

"Then, whether you are parent or teacher, if a child is given, accept him, not as a plaything entirely, but as a sacred trust; a talent to be put to best account. Train him to be pure, truthful, unselfish, independent. Teach him to hate cruelty, to take the part of the weak and to recognize the gentleness and respectful consideration due to those around him."

This training or culture must begin in the cradle under a loving but discreet mother's care; if this cannot be, let the nurse be virtuous and prudent. A father's wise counsels will be needed, and patient, judicious teachers to carry on the work until they reach the result desired by all: Bacon's "sound mind in a sound body."

In the midst of fresh and soothing impressions—the home and school room both pleasant and cheerful—he is led by gentle degrees from the known to the unknown; the concrete to the abstract. His self-respect is roused, his sense of honor stimulated and duty made the ruling motive of his life. His course of study includes those things which will be useful in 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 manhood or womanhood, strong in love of "God, and home, and native land."

When the school-days on earth are ended and the Great Teacher summons 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 given me?"

#### "HOME TRAINING VS. STREET TRAINING."

MISS CLARA B. STEPHENSON, CAIRO.

[Paper read before the Southern Illinois Teachers' Association at Cairo, August 28, 1888.]

Long ago our philosophers agreed that everything reasonable had been already thought out, so I can hope to give nothing original in this little paper. Being a ten-minute paper I can only present a smattering of the subject—just a few quotations!

First, I'll make a brief sketch of child-nature along about the early school ages of five, six, seven years, when he begins to see, say and do. All of his mental powers are quicken-

ing into life; his perceptive powers are reaching out to take in the events and facts within the range of his observation. His unbounded curiosity inspires him to investigation and the acquisition of knowledge. He is bright and wide awake—a surprise to parents and society.

His principles are crude and inconsistent; he follows the promptings of his feelings and emotions. He is indifferent to the rights and feelings of others, but, all along with his curiosity, observation and wilfulness he has a quick sympathy and a warm love. He attaches himself to friends and imitates their sayings and doings, both good and bad. He is largely educated through imitation, as the end of education is character—character is a bundle of habits—habit is an imitation of self—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 amazingly much of the great and infinite spectacle of life. To this child what do we owe as mothers and teachers? To this 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 she is the high priestess—the wise director of these God-like powers of the child-mind. We grow dumb and helpless when we realize that we are the sculptors of opportunities born from out the infinitely wise purpose of God. Our work then is the superstructure—character. The prime question here arises: "When and where is the beginning of our work?"

O. W. Holmes places the beginning about with the child's great grandmother, or one hundred years before its birth. But knowing that this beginning has not been made, and remembering that the child is already here, what then? Milton tells us in his "Tractate" that the end of education is to repair the work of our parents: Allowing this to be true, when and where is the proper place to begin the reparation? The time is now, the place home.

"Education can not create—it can only emancipate." Let us, then, with one common consent, promulgate an emancipation proclamation!

"The family is the center of all social culture, and the social development of man is the beginning of all practical education," says Harris, and the school is the complement of the home.

"The environments of a child determine the kind, quality and direction of his mental action. Intellectual and moral training are inseparable. The powers of the mind determine, by their limitations, all human action." There is no neutral ground—every act leaves its trend upon character.

There is little or no difference of opinion in regard to the elements 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 effect has its cause—back to the cause—what is the matter? Why the matter is with us, mothers and teachers, and many of us feel it, too. I commend Solomon's prescription: "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 understanding of child-nature. Right here let's make a little but important recognition—dispositions are heir-looms. The second essential is an intelligent sympathy with child-nature, without which training is a soulless thing—pitiless of morals and fruitless of happy results.

Is it not a lamentable fact that an appalling number of mothers, represented numerically by 99 per cent., are by purpose or practice mere supporters of physical life—providers of clothing and physical comfort? Some even enjoy the distinction of being living paradoxes—occupy space but are not quantities! Can this statement be controverted in the face of all the throng of children that haunts our streets? Mothers, look at your ideal families; compare yourselves; measure yourselves; what are you? There is one pitiful cry that goes up from humanity, "Time, more time." Mothers, too, have heard that Time has a forelock, but a very few of them have ever seen his radiant adornment. God be praised for the immortal few! Is it not strange that our primary grades are crowded with infants whose mothers introduce them thus: "He is very young and tender, very peculiar, doesn't know anything, but I want him in school; or 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 little 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. Yes, perhaps so; perhaps better off than on the street, or upon the thread-bare grace of an overworked, harassed mother, if he chances to fall to the lot of an able teacher, and they are like capital prizes in the Louisiana lottery. Yet after all, childhood is the elysian field of life.

There is no time for elaboration. Out of the conditions and statements of the great question, "Home training," arise the suggestions and inspiration that lead to the idealization and realization of character.

For economy of time may I submit these questions:

1. Have you made a study of child-mind?
2. Have you made a study of the disposition of your child?
3. Have you a well defined purpose in the state of motherhood 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 child and 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. Do you develop self-activity—brains—in your child?
8. Do you plan both his work and his play—are you omnipresent with your child?
9. Have you studied the ethics of punishment—is your punishment reformatory or vindictive?
10. Is your control firm, kind and just—your discipline mental and moral culture?
11. Are you an example worthy to educate posterity?

Remember that "Childhood is a mirror catching and reflecting images." Again, "Example is the most con-

spicuous instruction and the most infectious incitement to action." Our part is to give him chaste ideals, high examples; surround him by every incentive to right doing; develop in him spontaneity, individuality, rationality and self-activity; cultivate industry, prudence and courage; teach him obedience and reverence for authority; give him our intelligent sympathy; make him an active, responsible member of home and society, with every individual right; plan and control all his work and play; give him all the advantages we can command. Will not this develop manhood and womanhood 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 contains 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 schools. We all see one slow, sure way to redeem the future: Eternal vigilance, eternal toil, eternal thought, eternal prayer.

Teachers, keep up the watch-word, "Work and pray." But may I slyly and respectfully suggest that you do more of the former than the latter, because the former regulates your—pay.

UNION COUNTY.

Where are the hundred students who have heretofore attended the S. I. N. U. from Union county? As it seems but few are to be found at present within her borders.

Miss Grace Angel teaches at Cobden. Miss Nellie Plater may be found in the Murphysboro schools, which are under the supervision of our worthy friend, Prof. J. D. McMeen.

Mr. H. T. Cox and Mr. Ralph Davis, both of whom attended the Normal last spring, expect to teach the coming winter; Mr. Cox near Grand Tower, and Mr. Davis north of Jonesboro. The GAZETTE follows them.

Miss Emma Schluter, a student of '87, still continues to teach in Dongola. O. A. Cover, a very successful teacher of this county, is engaged as principal at Alto Pass. He is an old Normal student, and of course subscribed for the GAZETTE without a word.

Mr. Joseph L. Lyerley, one of the first representatives from Union county to the Normal, still teaches during the winter.

E. L. Boans is again engaged in the teachers' profession. He has an idea, however, of becoming a lawyer.

Miss Dona Samson, who will be remembered in the Socratic Society for her excellent music last spring term, spent vacation at home in Jonesboro, continuing her musical studies.

Mr. Joseph E. Gray, a Normal graduate, begins his third year as principal of the Anna public schools. Another evidence of Normal training.

We welcome the Misses Kimmel, Leary and Teeter as teachers of our county. We are sure of their success, and trust the time is not far distant when Normal teachers will be more plentiful in Union county. They teach in Anna.

The four Miss Skehans, with the exception of a two weeks' stay in Georgia, spent the summer at their home in

Cobden. Miss May is employed in her home school, where she has taught for several years. Misses Kate and Jo will attend the Normal during the year. Miss Esther, after a short stay of seven months with Illinois friends, returned to California. We hope she may again be seen within the walls of the S. I. N. U.

F. F. Sams began an eight months' siege as principal at Summerfield, Illinois, September 2. We bespeak for him success in his new field of labor.

The Union County Teachers' Institute opened August 19, at Jonesboro, with Superintendent Baggott in the chair, and Prof. Clendenen, of Cairo, and Prof. Shipley, of Maroa, as instructors, and continued one week. The following Normalites were present: Misses Grace Angel, Eunice Barrow, May Skehan, Nellie Plater, Emma Schluter, Mary Kimmel, Mary Leary, Anna Teeter, Nettie Anderson, Mary Anderson, Letta Town, Lou Rich, and Messrs O. A. Cover, H. T. Cox, J. E. Lyerley, Ralph Davis, W. A. Wall, F. F. Sams and E. L. Boans.

Mr. J. T. Galbraith, editor of the GAZETTE, made us a running visit in behalf of his paper. He remained long enough to get acquainted with quite a number of our teachers.

This year's institute proved to be the best ever held in the county, all of the 110 teachers being present. The GAZETTE was ably represented by Mr. F. F. Sams, who is always ready to lend a helping hand to the Normal cause. He succeeded in obtaining a good list of subscribers, and we earnestly hope that the GAZETTE may be the means of sending many young people from Union county to attend the Normal.

We are glad to know that Supt. O. P. Baggott appreciates the work done by Normal teachers in his county. He says he finds their papers in better shape, and wishes he had more of them. We feel sure he will recommend the Normal to his younger teachers.

Why is it that comparatively few students of the S. I. N. U. are from Union county? Is it possible that the people are not fully alive to the educational interests of their children? Such, we believe, is not the case, yet the influence of this State institution fades away almost into infinity before it reaches the southern border. Why go abroad to secure that which you have at home? It is evident that a large portion of the people of Union county have never looked upon this school in its true light. We have heard various religious and political prejudices set up, as argument against this noble institution of learning; we have even known directors to refuse to employ teachers from the fact that they had attended the Southern Normal. Allow us to say to the young people of Union county, as one who speaks from experience and is interested in you, that these things which you have been made to believe to be dangers in your path to the Normal do not exist. The way is clear and a hearty welcome awaits you. Why not come?

A JONESBORO BOX.

After January 1, 1890, the GAZETTE will be one dollar per year. Any one subscribing for the paper between this issue and January 1, 1890, will get it for 50 cents.

The GAZETTE is sent till we receive an order to discontinue it, and till extra copies are paid for at the rate of 10 cents per copy.

# Normal Gazette.

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EDITOR AND PROPRIETOR,  
CARBONDALE, ILLINOIS.

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After January 1, 1890, the NORMAL GAZETTE will be one dollar per year.

Persons 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 Southern Illinois, visiting the counties of Marion, Jefferson, Washington, Perry, Union, Johnson, Massac, Pulaski and Alexander. We highly appreciate the many courtesies extended to us by the county superintendents and teachers of the several counties, and we hope we may have occasion to meet often in similar meetings. We not only had a very pleasant time, but we feel that our effort was in no way a failure financially, as the subscription list of the GAZETTE has been increased by over two hundred names since our last issue.

### STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Prof. Hull closed his work in the Williamson county institute yesterday. The Professor is very popular as an instructor, and stands in the front rank of the educators of the State. He is being favorably spoken of as a candidate for the office of State Superintendent of Public Instruction. No man is more competent to fill that responsible position, and should he consent to have his name used in that connection, he will be the next State Superintendent.—*Free Press*, Aug. 17.

Prof. Hull has lost none of his former popularity. He is always prepared to instruct and interest in any line of school work. He has few equals and no superiors in the State. Some day the *Journal* hopes to see him filling the office of State Superintendent, a position for which he is most admirably fitted.—*Albion Journal*, Aug. 1.

Prof. Hull's reputation as an educator is by no means confined to this State; but he is widely known as a popular and efficient teacher. This has been his life work. Graduating from the Northern Normal in 1860, he has been successively high school principal, teacher in the State Normal School, Normal, Ill., editor of the *Ill-*

*nois Schoolmaster*, and County Superintendent of McLean county, to which position he was re-elected. This position he resigned to accept the chair of mathematics in this university. For some years he has been teacher of pedagogy and superintendent of the training department, in all of which places he has given entire satisfaction. Modest and unassuming, an accurate and thorough scholar, he stands in the front rank of the Nation's educators.

This is not the result of any action on the part of Prof. Hull, for he has no desire for public office; rather a dislike for it. That he is admirably fitted for the office of State Superintendent of Public Instruction, no one will question; and should his friends insist on his nomination, his rare merit and popularity as an educator will gain for him a large majority, and as State Superintendent would be a subject of pride to the State. Mr. *Free Press*, Mr. *Journal*, we second the motion.

## University Notings.

The enrollment reached 271 the first day.

Miss Finley visited Chautauqua in the vacation.

After January 1, 1890, the GAZETTE will be \$1 per year.

The GAZETTES mailed the last issue amounted to 141 pounds.

Miss Green spent most of the vacation in Texas, visiting relatives.

The interior of the Normal looks bright with its new coat of varnish.

Miss Sheppard took an extended tour through the West during her vacation.

A. H. Hooker, formerly of Vienna, will attend medical lectures this year.

Miss Anderson and Miss Salter spent their vacation among the northern lakes.

The next meeting of the Southern Illinois Teachers' Association will be at Carmi.

Lulu Blackman was present at the opening of school; she will teach near Richview.

Clyde Curlee expected to be with us at the beginning of the school year, but was prevented by ill health.

Hon. S. P. Wheeler, of Springfield, one of the trustees, visited the University on Wednesday evening. He is always a welcome visitor.

The faculty and students of the Normal University were largely represented at the Southern Illinois Teachers' Association at Cairo in August.

Miss Emma Hewitt spent the vacation at home. She returned to her duties as teacher of music in Hickman, Ky., the latter part of last month.

Old Zetetics wishing to give entertainments at their homes, will do well to engage H. Goodwal Dickerman. See advertisement in another column.

Walter R. Kinzey was shaking hands with his many friends on the 13th. He assumed his duties as principal of the Tamaroa schools on the 16th.

Over two-thirds of the Johnson county teachers are taking the GAZETTE, and we hope two-thirds of the remaining will be taking it before the year is closed.

The last issue of the GAZETTE reached 1,458 copies. It is not unsafe to say that each copy was read by three or four, so we see that the GAZETTE had nearly 5,000 readers the last issue.

Prof. Parkinson was elected vice-president of the Southern Illinois

Teachers' Association at the meeting in August, and at the same time Miss Anderson was elected to a place as secretary.

It is with sadness that we note the death of Mrs. Salter, mother of Miss Salter of the Normal University. She died at Alton, September 9. The bereaved family have the sympathy of the entire school.

Messrs. J. C. Stormont and P. S. Ayre, after a short term of School in Arkansas, returned and again enrolled themselves with the S. I. N. U. students. Mr. Stormont will make a member of the class of '90.

H. Goodwal Dickerman, graduate of the Martyr College of Elocution, Oratory and Acting, at Washington, D. C., proposes giving a series of entertainments in Southern Illinois. He can be engaged by societies, churches, clubs, etc.

M. T. Vanclave is this month in the employ of the John C. Buckbee Co., and is introducing the books, "A Healthy Body" and "Welsh's Language Series" into the schools of Johnson county. He is meeting with good success.

Mr. E. J. Ingersoll, one of our popular trustees, was with us on Friday of the first week. Being asked by our president to address the students, he made a very pleasant talk, replete with common sense advice. We hope to have him with us often.

Mr. Emil Schmidt, of Nashville, one of the trustees, was present on the opening day and expressed himself very much pleased with the beginning of the term. Mr. Schmidt takes a lively interest in the Normal, and as a trustee, is the right man in the right place. We hope he may visit us again soon.

Mr. Philip Fager visited the Normal on the 16th. By the way, a story is going the rounds of the county, confirmed by all the teachers, which may affect his prospects for re-nomination for the position he now holds in this county. It is that he is making a most excellent County Superintendent of Schools.

The meeting of the Southern Illinois Teachers at Cairo in August, was the most successful in the history of that organization. The teachers in attendance from Carbondale were: Dr. Robert Allyn, Prof. and Mrs. Inglis, Prof. Parkinson, Misses Ann C. Anderson, Esther C. Finley, Mary Roberts, Lizzie Sheppard, Bertha Lawrence, and Prof. W. H. Hall, of the city schools.

While in attendance upon the Vienna institute we met quite a number of students from the Normal of years gone by; among others were G. L. Stout, of '77, who has been teaching continuously since that time; F. N. Foreman, of '75; M. L. Burnett, of '81; J. K. Brown, of '76-7, and O. P. Brown, of '77; besides quite a large number of both ladies and gentlemen who have attended in latter years.

The way the Mt. Carmel *Register* talks about their new superintendent: "Mr. Parkinson, elected superintendent of the city-school, is a graduate of the Southern Illinois Normal University, and has had ten or twelve years of successful experience as teacher, and is endorsed in the highest terms by the entire faculty of his *alma mater*, and by school directors and prominent citizens wherever he has taught. He is a young, unmarried man, of irreproachable character—level-headed and even-tempered; and we have confidence that

he will amply justify all reasonable expectations.

Prof. Inglis and wife spent the summer at Sargents' School of Physical Culture at Boston, Mass. They returned, however, in time to conduct the Pulaski county institute at Mound City. The teachers of that county are very complimentary in their expressions of the instruction given. At the end of the institute work, the Professor and his wife, assisted by the teachers of the county, gave an entertainment, which was highly appreciated by a large audience.

The Southern Illinois M. E. Conference will convene in this city October 9, Bishop Merrill, of Chicago, presiding. An exceptional large number of eminent ministers will be present; among others, Dr. Spencer, Philadelphia, secretary board of church extension; Chaplain McCabe, New York City, secretary mission society; Dr. C. H. Payne, New York City, secretary board of education; Dr. J. C. Hartzell, secretary freedman's aid and southern educational society, and J. C. W. Cox, of Iowa, secretary of Sunday school union.

The Normalites in attendance upon the National Teachers' Association at Nashville, Tennessee, in July were Dr. Robt. Allyn, W. P. Cochran, Clyde Curlee, Robt. E. Steele, J. D. McMeen, M. T. Vanclave, D. B. Fager and wife, Mrs. Laura Wooters, Misses Alice Sprecher and May Robinson, and the editor of the GAZETTE. Besides the meetings of the association and points of interest in and about Nashville, the party visited "The Hermitage," Chattanooga, Lookout Mountain, Missionary Ridge and Mammoth Cave. To say that the party had a most enjoyable time would express it in the mildest terms.

Dr. D. S. Booth, Jr., the genial, popular and skillful young physician, who has been located here for several months past, making many friends and building up a growing and lucrative practice has the past week taken down his shingle and removed to Belleville, Ill., where he will make his future residence. His father, Dr. D. S. Booth, Sr., of Sparta, Ill., and himself will form a partnership and succeed to the business and practice of Dr. Parryman, who retires from a large and lucrative practice, by reason of old age and ill health. Dr. Booth's host of friends wish him success and prosperity in his new field.—*Webster Grove Record*.

Prof. Parkinson conducted institutes at Vienna, Nashville and Metropolis during the summer, and his manner and methods of instruction were highly appreciated. The following clipped from the resolutions of the Washington county teachers is but a sample of the many well deserved compliments he received from the teachers with whom he came in contact in his institute work:

*Resolved*, That the teachers of the institute hereby express their sincere thanks to Prof. D. B. Parkinson, of the S. I. N. U. for the efficient and pleasant manner in which he has conducted our institute, assuring him that we heartily appreciate his efforts to instruct us, and that we feel that we have been greatly profited by the same; we also thank him for two very instructive lectures, and express the wish that we may have him for our instructor for a few weeks session next year.

One reason that Prof. Parkinson is such a success as an institute worker, is that he never allows the teachers to become weary under his instruction. As the *Nashville Journal* says: "It is an uncontrovertible fact that it is very difficult to amuse a body of pedagogues sufficiently to provoke laughter. Prof. Parkinson is, nevertheless, very successful in this line. The Professor can provoke the most grotesque watermelon smile on the driest magister face in the institute. This is very refreshing during the busy daily sessions."

**EGYPTIAN PEDAGOGUES CONVENT AT CAIRO—AN ENTHUSIASTIC AND PROFITABLE SESSION—TRAIN TO THINK.**

[Cairo Daily Bulletin.]

The ninth annual convention of the Southern Illinois Teachers' Association met at Cairo Opera House, Tuesday evening, August 27, 1889.

Prof. Storer's orchestra entertained the assembling guests with some excellent selections.

Dr. Allyn opened the meeting by Divine invocation.

Mayor T. W. Halliday delivered a happy and hospitable address of welcome, cordially inviting the teachers to become acquainted with Cairo, and extending to all visitors the freedom of the city. The outgoing president being absent the incoming president, S. B. Hood, of Sparta, replied in a bright, beautiful, little speech, calling up some amusing reminiscences of Cairo as she was twenty-five years ago, and complimenting the present prosperous, thrifty city.

A quartette consisting of Mrs. J. M. Lansden, Miss Mary Baker, M. Porteus and David Lansden sang "Hush, thee, my baby," with exquisite grace and feeling.

Then followed the president's annual address, in which he traced the progress of education from the days of primeval man, when he trained the faithful ox and ass, up to the present electric age when he husbands the products of the soil, steals the secrets and spoils of endless ages from the rock-bound chambers of mother earth, controls the winds and tides, enslaves matter, chains the lightning and hitches his star to some far-off world!

After a selection from the Cairo Juvenile Band the meeting adjourned.

WEDNESDAY A. M.

Called to order at 8:30. President appointed the following committees:

On resolutions, D. B. Parkinson, T. H. Sheridan, Mrs. H. M. Smith, G. W. Smith and C. H. Kammann; on finance, Maud Rittenhouse, A. P. Manley, W. L. Martin; on nominations (each county represented being entitled to one member), Alexander, Mrs. P. A. Taylor; Coles, J. M. Henniger; Clinton, J. Greening; Marion, Miss Murphy; Clay, Miss Hanna; Wabash, A. P. Manley; Jefferson, W. T. Sumner; Washington, Robert McElhannon; St. Clair, Miss Eisenmeyer; Randolph, Miss Snell; Franklin, John Washburn; Hamilton, G. W. Buck; White, C. P. White; Williamson, Mrs. G. B. Murrar; Jackson, Esther C. Finley; Union, Ida Baker; Pope, George A. Weldon; Mascoutah, Graco Smith; Pulaski, W. A. Moyers.

"The Child" was then taken up, Mrs. Clara B. Way, of Nashville, presenting the leading paper. With words grave and tender Mrs. Way fashioned the ideal child and held it up before the mothers and teachers to love, work and pray for. The child smiles, beckons, beseeches, it coos, it speaks: "Make me an angel, O sculptor, I pray thee!"

Clara B. Stephenson followed with "Home Training vs. Street Training." The argument of her paper may be comprehended in Solomon's words: "Get wisdom, and with it get understanding."

Prof. F. B. Shipley, of Maroa, who was to talk of "The Physical Training of the Child," was absent; also Misses Houser and Shadwell, who were to lead in the general discussion.

Prof. Inglis gave a vigorous talk, insisting that the physical nature of the child receive more training. "Let education produce a sound mind in a sound body."

George Schindler favored the assembly with a beautiful violin solo.

After a recess of fifteen minutes David Lansden sang a solo with his usual charm and ease.

G. W. Smith, of Flora, introduced the subject, "The Teacher." His paper was a strong, thoughtful production. Among the many virtues a teacher should cultivate he insists upon cheerfulness as an essential to physical, mental and moral health, and an element of happiness and progress. "The teacher is the thermometer of the school room." "Like teacher, like pupil."

J. H. Lane, of McLeansboro, took up "The Qualifications of the Ideal Teacher." Look into thy heart and think!

"Among the many qualifications may be mentioned: A cultivated voice and manner, simplicity, energy, dispatch, forbearance, foresight, explicitness, firmness without obstinacy, determination without passion, generosity, sympathy, ease, elegance of address and personal appearance, sociability, moderation, integrity, zeal, severity of purpose, mildness of manner, habits of neatness, order, promptness, punctuality and cleanliness—and last, but not least, good common sense."

W. A. Moyers gave an excellent paper on "What a Teacher Ought to Do." His paper was very pleasing and practical, abounding in pith and flavor, and well received by the body of teachers.

A beautiful piano duet by Mrs. George Parsons and Miss Fritchie closed the morning session.

WEDNESDAY P. M.

Miss Cummings opened the afternoon session with a piano solo.

J. H. Henniger, of Charleston, with excellent oratorical force, enthusiasm and wisdom of words set forth "The State as an educational power."

His paper was elaborate, careful and brilliant. "The five great factors in education are the family, the state, the church, the school and society. \* \* Let us soar upward into the pure and beautiful sunlight of liberty under law."

David Caruthers, of Chester, defended the schools against political influences, in a clear, earnest, well-written article.

The public schools are the safeguards of our country and should be protected from all petty schemes and corruptions.

After a few minutes recess Dr. Allyn gave a charming historical recreation on "The Correlation of History and Literature," his subjects being those suggested by the audience, which were Shakespeare, Longfellow, Wordsworth, Tennyson, Tyndall, Bunyan and other great authors.

A sextette of female voices composed of Mesdames Swartz, Spencer, Whitaker and Misses Baker, Nellis and Rittenhouse, gave a couple of selections which closed the afternoon session.

AT NIGHT.

The Opera House was filled with an elegant audience to compliment the musical and literary program of the evening.

Prof. Buchanan's band opened the exercises.

Flora Price, of Mound City, possessed of a charming, cultured voice, trilled a song and was rapturously encored.

The Misses Corliss, of Cairo, familiar names in musical circles, captured the audience with one of their peculiarly pleasing duets and were vigorously encored.

Dr. Hurd, of Blackburn University, gave an illustrated lecture on "Mary Queen of Scots." By the magic of the stereoscope and the comments of the learned doctor, the life and time and scenes of the hapless Queen were pictured to the audience.

Mrs. S. M. Inglis contributed materially to the evening's delight, reciting with dramatic grace and skill, "The Tiger at Bay."

Prof. Inglis, a vocalist and dramatist of merit, also favored the audience with "The Tempest" and two woful humorous selections, "Why the Donkey Bit the Parson" and "I'm an Unfortunate Man."

The secretary pro tem read a telegram from Ethel Sprigs, secretary of the association, absent by reason of a long illness, in response to a resolution of regrets and sympathy wired her by the association during the afternoon.

Committee on nominations reported the following officers for the ensuing year: For president, T. C. Clendenen, Cairo; first vice president, D. B. Parkinson, Carbondale; second vice president, Miss Hanna, Flora; recording secretary, Clara B. Stephenson, Cairo; corresponding secretary, C. P. White, Carmi; financial secretaries, Mrs. P. A. Taylor, Cairo, Anna C. Anderson, Carbondale; executive committee, Julia McNeil, Mound City (chairman), C. H. Kamman, Mascoutah (recording secretary), J. H. Lane, McLeansboro.

Motion was then made to waive the program and settle place of meeting; carried. Mt. Vernon and Carmi were placed in nomination and after one ballot the vote was made unanimous for Carmi. Association stood adjourned.

THURSDAY A. M.

Miss Andrus, of Mt. Carmel, opened the exercises of the day with a wonderfully sweet vocal solo and responded to an ardent encore.

J. N. Patrick, of St. Louis, gave the association a very valuable paper on "Habits—Methods," whose positive worth may be slightly suggested by some of his special points: "(1) The teacher as much a special creation as the poet. (2) Method determines habit—they are related as cause to effect. (3) Method either retards or stimulates mental growth. (4) There is too much text-book, too little teacher; too much memory, too little thinking in our public schools."

C. H. Kammann, who followed, says "The Aim of Education" is to prepare our pupils for citizenship. As a chain is no stronger than its weakest link, a government is no stronger than its weakest element. Give to all equal chances and you ennoble labor, equalize classes and strengthen every link in the endless chain that binds mankind."

W. Y. Smith, next on the program, was absent.

Howarth, of Fairfield, Henniger and Patrick made some brilliant, bristling impromptu efforts that covered them with glory and raised the temperature of the audience several degrees.

Miss Dunning executed a brilliant piano selection and Miss Baker soothed the elements with a rich contralto solo.

Dr. John Washburn gave the teachers a beautiful and able talk on the "Training of Teachers," which was respectfully and attentively received.

Utterback, Threlkeld and Ward were not present.

Superintendent Barber was absent but his paper was read by Miss Stephenson. He argues that the Normal schools were called into creation by the needs of the common schools, hence, "Should restrict their work to training teachers for skillful instruction in the common branches of an English education."

Laura Yocum gave a piano, solo and the meeting adjourned till 1:30 when business reports were made.

The committee on resolutions submitted the following:

WHEREAS, The ninth annual meeting of the Southern Illinois Teachers Association is just closing one of its most pleasant and profitable meetings; be it

Resolved, That we heartily indorse the recent enactment of our legislature requiring that physiology, with special reference to the evil effects of alcohol and narcotics upon the human system, be taught in all grades of our public schools, and also that we see great wisdom in the law fixing a minimum wage for teachers, and a qualification clause for directors.

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

Resolved, That it is the sense of this association that since we have been furnished by the State a uniform course of study, we recognize the necessity of uniform questions covering the work.

Resolved, That we extend our heartfelt thanks to the citizens of Cairo 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 furnished us such delightful music 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 other officers of the association for the efficient discharge of their duties.

Resolved, That we tender thanks to the press of Southern Illinois, and especially this city, for its hearty support and co-operation; and that the several newspapers of Cairo be requested to publish the above resolutions.

On motion the resolutions were unanimously adopted.

The auditing committee made the following report which was adopted:

Total receipts.....	\$125 80
Amount in treasury.....	37 92—173 72
Total expense.....	115 35

Balance on hand..... 58 47

On motu of J. N. Patrick the association adjourned sine die.

S. B. HOOD, President.

CLARA B. STEPHENSON, Sec'y.

We have on hand a limited number of the Commencement number of the GAZETTE, which contains the orations and essays of the graduating class, address of Dr. Allyn to class of '89, and a full write-up of Commencement week, with society items, personal notes, educational articles, etc. This number is twenty-four pages, neatly bound in a tasty cover. We will send them postpaid for 10 cents per copy.

## The Societies.

### ZETETIC SOCIETY.

"Learn to Labor and to Wait."

Again the Zetetic gavel has descended and the society has entered upon a new year. The secretary has called the roll, but the answer to many names is silence. Where are the members who answered to the roll call in the Zetetic hall last year? Some of the true and tried are here; some are in other schools; some are teaching; "some are married, some are dead." Below we give a report of such members as we have been able to hear from:

William Wallis will wield the hoop-pole at Herrin's Prairie, a little village of Williamson county.

May Robertson has a very pleasant position under the supervision of Prof. M. N. McCartney of the Mound City schools for the coming year.

William A. Reef is now reading law with W. H. Boyer of Harrisburg. He has been employed as stenographer for a law firm during the vacation.

The sad news comes of the death of Mark Kerby, a faithful Zetetic of last year. His quiet ways and gentlemanly manners had won the hearts of all.

Anna Torrance will pass the winter in Salem reviewing some of her Normal studies. She returns to us in the spring to make one of the class of '90.

W. Osborn Bryden returned on the first of the month from an extended visit with relatives in Pennsylvania. He has enrolled himself as a student again.

Bertha Laurence, class of '87, was tendered a school at Paw Paw, Greene county, which she accepted. She left to begin her school work on the first of the month.

Married—On June 12, at Foxville, Ill. Dr. Luther Holt and Miss Josie Huff. Both of the parties are old students and Zetetics. The GAZETTE extends congratulations.

In the marriage of Miss Mary McAnally and Mr. Norman Moss, we lose another Zetetic; no, we gain a member, an honorary one, Mr. Moss, and we know the Zetetics will give him a hearty welcome.

Anna Moss was in our little city at the time of the Moss-McAnally nuptials. She is still employed in the Mt. Vernon schools. We hope to welcome her to the Zetetic ranks as an active member again next year.

Flora Barton has been quite ill for some time with a form of typhoid fever, and was unable to begin her school work. She is one of our most brilliant young members and we hate to lose her even for a term.

Alice Sprecher visited her Carbondale friends while on her way to the National Teachers' Association in July. She is now a "school-marm" at Nogales, Arizona, where she has been teaching for two years past.

Lizzie Lawrence, after spending most of her vacation in Carbondale, left early in August to attend the Randolph county institute, after which she went to Chester to assume her duties there as teacher in the public schools.

George Roberts spent his vacation in Carbondale, in the office of Doctors Mitchell and McAnally, occupying his time in turning over the leaves of their

big medical books. He has now established himself in a Chicago medical school.

Kate Richards, class of '88, began a term of school at Minneapolis, the county seat of Ottawa county, Kan., on the 9th inst. It is not only a very desirable position, but is quite near her home, being only twelve miles by rail from Delphos. She sends greetings to her host of friends.

We shall miss the genial presence and efficient aid of Jennie Hendrickson within our society hall this year. She spent most of the vacation in visiting friends at Marion. She can be found at her home in Chester this winter; but we hope to have her with us again in the spring.

J. T. Ellis has been in Carbondale two or three times since June; but in his visits we think we could detect an air of uneasiness, a feeling as if something was wanting. If he has lost anything it would be well for him to advertise in the GAZETTE. Mr. Ellis will have charge of the Galatia schools this year, at a good salary.

W. M. Tanquary, after his trials as a West Point cadet and a pedagogue, has concluded to test his skill as a pill dispenser, so has packed his grip with the expectation of entering a Philadelphia medical college. We hate to lose him as badly as we shall hate to take his pills when he returns with his well earned sheep-skin.

J. M. Parkinson has recently been tendered the principalship of the Mt. Carmel schools, which he has accepted. This is a most desirable position, and has been held for a number of years by Prof. Geo. L. Guy, one of the most prominent teachers of Southern Illinois. We join with all Zetetics in wishing him a very prosperous school year.

R. E. Tyner has taught a class in short-hand and type-writing at Marion during the vacation. Mr. Tyner has secured a position as teacher of short-hand and type-writing in McKendree College of Lebanon, Ill., a situation for which he is well qualified, being a regular graduate of Prof. Melton's short-hand school. We commend him to the people of Lebanon as a young gentleman worthy of confidence.

Married—At 8:30 p. m. Wednesday, in the M. E. church, Rev. C. Nash officiating, Hon. Norman H. Moss, of Mt. Vernon, and Miss Mary C. McAnally, of this city. The groom is a gentleman of rare culture and business ability, a lawyer of high standing in Southern Illinois, and a gentleman highly esteemed by all who know him. The bride is one of the most honored and talented young ladies of Carbondale, and for the past year has been engaged as teacher in the University. The GAZETTE extends hearty congratulations.

To the new students, we bid you a hearty welcome; visit our society, and should you decide to cast your lot with us, you will find a pleasant and profitable home; should you, on the other hand, prefer to join our sister society we will extend our hand in brotherly greeting, knowing you will have a pleasant home there. We would urge you to join one or the other of the societies; but you must make the choice, and we assure you it will be a pleasure as well as a profit, whether you adopt the Zetetic or the Socratic.

### THE SOCRATIC SOCIETY.

*Nulla Vera Felicitas Sine Sapientia.*

Miss Mamie Hall spent the vacation in Centralia. We are glad to her back in school.

Our popular declaimer, Commodore Hamill, 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 Socrat of '86-7. He expects to take an active part in society work.

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

Ralph Towle will be found in his father's store at Harrisburg the remainder of the year. Ralph filled the position of cornetist in our orchestra and will be missed.

F. G. Curtis has been farming and feasting during the vacation and will teach in Edwards county during the fall and winter. He hopes to be with us again in the spring.

C. M. Hamill will manipulate the hickory limb this winter four miles west of Belleville. Monroe forms quite an addition to our society and we shall miss him, but we hope to see him again the spring term.

L. C. Chandler has been spending the vacation in Carbondale. Mr. Chandler is one of our most accomplished violinists and we look forward with pleasure to the time when we will again hear some of his solos.

W. H. Keesee and Will Young have been studying medicine during the summer in Dr. Keesee's office. They will not be in 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 best debaters. He is a very quiet young man, but a deep thinker, and whenever his name is on the program we may expect something good.

Maudie Blanchard is in school again this term and 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 time.

Frank E. Trobaugh, of the class of '88, is now a student of medicine in Cincinnati, Ohio. As an earnest student and Socratic Frank made many friends during his school course here, who will follow him with many kind wishes. He is located at No. 17, Carlyle avenue.

Frank H. Golyer, the salutatorian of last year's class, has recently been elected president of the Edward's County Reading Circle. Frank teaches an eight months' school at Browns this winter. We know Frank will make a success for he always succeeds in whatever he undertakes.

Miss Louie Youngblood spent the greater part of her vacation at home. Louie was not in school last term and all missed her. With her winning 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. Menely will not be with us this term. He expects to instruct the

youthful mind until spring when he hopes to bring several others with him. Though a member of our society but a short time, he has already identified himself as a most energetic worker. We wish him abundant success.

Our enterprising corresponding secretary, J. M. Emmerson, will teach this winter in Edwards county. Though he will not be with us this winter we will be glad to welcome him in the spring. John is one of our best members, and is always ready to take any part on the program that is assigned to him.

Walter R. Kimzey, noted as a loyal Socrat and a faithful society worker, will act in the capacity of principal of the Tamaroa public schools for the coming winter. There is no doubt about Walter's ability in the teaching line and we predict for the people of Tamaroa a most successful term of school.

Miss Rosa Williams is in school again and expects to take part in the society with her usual energy. Miss Williams is an earnest member and never fails to say a good word for the Socrats. As a reciter she is second to none in school, and any of her recitations elicits much applause and many compliments.

R. D. Kimzey has been working off some of his surplus energy on his father's farm. Dwight is our very efficient treasurer and he has performed the duties of that office better than any we have had for several terms. He has been very active in collecting dues. He reports our finances in quite a flourishing condition.

Frank and Robert Steele suffered a severe misfortune in July by the death of their father. Dr. Steele always had a pleasant smile for every one. During the latter part of his life he could seldom speak above a whisper but we knew that his best wishes were with us. Our society tenders its heartfelt sympathy to the boys.

Below we give a list of Socratics of last year who expect to teach and the location: Eunice Agnew, primary department, Smith; L. E. Baird, near Makanda; J. L. Baker, near Galatia; Nellie Plater, Murphysboro; James Small, Abney school, Saline county; K. E. Keller, Ava; Lizzie Parks, Coulterville; Charles A. Taylor, Hartford; Ida Jones, Thompsonville; J. D. McMeen, Murphysboro, and Charles Wiederman, near Equality.

Clyde Curlee spent the greater part of his vacation on his father's farm, near Tamaroa; Clyde has not been enjoying good health this summer. He will not start to school until the winter term. This destroys his prospects of belonging to this year's senior class. We are sorry to lose Clyde from school or society even for a term. He is one of our energetic hustlers, and has a way out of every difficulty. We hope he may speedily regain good health.

The Socratic Society held its first meeting of this term on Friday evening, September 13. Very few old members are here this term, but those who have returned seemed filled with the true Socratic spirit, and are ready for hard work. Socratic Hall, as usual, had not a vacant chair and quite a number were obliged to stand. The following program was rendered, and that it was a complete success was evident from the appreciative manner in which it was received: Music, orchestra; declamation, P. S. Ayre; recitation, Kate Hackney; instrumental solo, Grace Tindall; reading, W. H. Keesee; optional, Louie Youngblood; recitation, Guy Blanchard; violin solo, L. C. Chandler; poetic melody, R. E. Steele; vocal solo, Julia Hanson; humorous, Rosa Williams.

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We, the teachers of Massac county, at the closing of our institute, this, the 24th day of August, 1889,

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. Valle for the use of an organ.

Resolved, That we are under obligations to our instructor, Prof. D. B. Parkinson, and Supt. 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 co-operate 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 favor the establishment of township high schools throughout the county, and pledge ourselves to use all honorable means to bring the same about.

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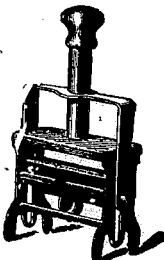
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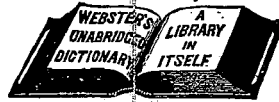
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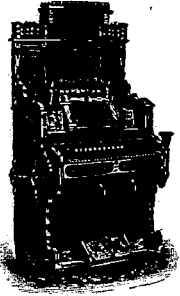
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