Normal Gazette, October 1889

Normal Gazette Staff

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Contributed.

"BETTER THAN GOLD!" 
ROBERT ALLEY, ILL.

Everybody believes, or at least pretends to, this aphorism. But men's practice very nearly 5 falls short of their professions, in the case. Take an example. Here are not less than four hundred students gathered in Carbondale from every county south of the Ohio & Mississippi rivers, who are coming at an expense on the average for one term—beginning in September and going till Christmas—of about $100. They came here because they thought the association and study in the school would be to them better than that done at home in gold. Will it always be true, that all the knowledge each will pick up be of as much benefit to the student and to the world as about six ounces of gold weighed in the refiner's scale? It might be, and a great deal more. But will that young woman who goes by my window, with a lunch basket in one hand and a strap full of books in the other, make those four months of such value? Or will that young man, striding along rapidly and swinging books and basket rather furiously, get out of this time in which he is going to study a profit to what the god could buy for him? Will they both, and others, come to a place by and by where they will feel compelled to utter these words:

"All the words of tongue or pen, The shadow are these: 'It might have been.'"

This thought has led me to wish to say a few words to these students. And let me put them into propositions, these or possibly more.

1. Study is the most valuable privilege a young person can have. Look a moment at what it is. It is mental activity, or mental food, and of course it promotes, or rather makes, mental growth. This in case of both the old and the young, but more especially in the young. A human being, ever since Adam was created, has been at last very weak and imperfect at his birth. He attains maturity of size, strength of power, both physically and mentally by growth. For this purpose he must exercise or use his body and mind, and he also must have suitable food and drink. So his mind must act and with vigor, and must be supplied with proper mental food for growth, if he is to grow.

Study supplies that activity and books and teachers supply the other condition. Hence the value of the leisure afforded by this time in school. It gives opportunity for thought, and by the arrangement of the regular exercises it gives to that thought the greatest possible utility. It helps to work in a systematic manner and puts the individual under such restraints and provides such stimulants as make all this of most worth, and permits the least possible loss.

2. School provides the best aids to study and to discipline. A strong mind is not all that a man or a woman needs. It is not enough to have it under control and so alert as that it is always ready to do, not only what is required of it, but to do this quickly, and in the best way, and every time. Mr. Hudson says the first life is a weight as much as three thousand pounds. But he practiced daily at lifting, so that at any moment of the day or night he could do it at every trial. This was the effect of discipline. A student at home must be his own dictator and controller. He is largely at the mercy of others and often wholly subject to their influence. It is his business to see to it that every contrivance is made to aid him. He has teachers to ward off, to supply new things and new ideas, and he has the command of books and of time, so that he can use every power with which he is endowed, and use each to the best possible advantage.

Besides, he himself must study the several things. He has named money, and he has found time and labor. The student pays the money for tuition or books, and must find the money for clothes and travel. The time he spends, and the labor he puts forth, are indeed a large cost though not in cash. Mental work is in a power and combines with that mental strain which weakens the muscles. It demands time, for no one can make either body or mind grow in a moment. But it is very important that that time shall be allowed for all these things, for the knowledge desired to sink into the mind, or to become digested, to use a figure applied to physical life. Assimilation is a process requiring time. And one other thing it needs is that there may be attention to regularity. This forms habits of order and thus of course habits of thought.

3. The last thing I desire to name is that the student must do all or nearly all for himself. He might as well ask a teacher to eat for him as to tell him the matter of his lessons. What in pedagogy is very similar—action develops individuality. Now one thinks that this is the slave. There is a mental growth without concentrated mental teaching. Concentration is the key that opens the door of the mind—it is a form of genius. Present every subject, make these four months of your attention and effort. This is the thought has led me to wish to say a few words to these students. And let me put them into propositions, these or possibly more.

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"First Lesson in Pedagogy to the Teachers."

"The Teacher is the Artist."
hors, but we can get along without his favor. We are under no obligations to be consistent—growth and consistency are seldom harmonious conditions. There are only a few who are capable of careful attention to this matter.

Teach your classmates about the process. Teachers should early feel the influence of the fact that there is neither inspiration nor force of character in a life that is not your own. The teacher should never try to please anyone. His purpose should be higher than that—his life nobler than a mere repetition of the facts of his occupation. Teachers, living in the past never satisfied a healthy soul. Contentment is a form of death—the denying telegraph pole and the growing oak point to the wretchedness of such a life. It is man's normal condition—not contentment. The logic of association is agreement. Forms of stupid unworldly and unworldly conditioned recognitions by association—differences vanish as we incline to accept established customs.

Moral—Keep your ideal high—born it out of your best experiences. Pursue, as in seen in, is the only measure of the value of a life. Speeds, not creeds, relate us to mankind. Character is doing—the sympathetic feeling following. Proper properness helps us to get hold of the right handle to life.

With the energy of developed purpose—without energetic effort, God will give you what you ask. Heaven is no friend of the timid, the indifferent, or the unworldly. There is but one law—how then? If we hope in what we must work. It is not manly to beg, for there is always a vacancy.

Every man is seen in his own light; a man is blind who can not see this. Apologies only emphasize and enlarge our absurdity.

Moral—purpose—purpose defined by a determination to succeed—by a resolution to work for success—a guarantee success.

The greater contains the less—the detail of success in the school room is hidden in the spirit which you take to your work. You can not long live on such a foundation. That can be do manifested in trying to do usually yields ample reward. We must meet the requirements of our profession by qualifying ourselves to meet the demands of the profession. Qualify yourself in that higher sense which forces recognition. Become leader by virtue of your power to lead. Following others is temporary and in the long run are still a world of sham. Enthusiasm is a good thing, if generated in a large vessel.

To know, that the world is no mind is no more governed by death than the world of mind. Mind is your subject—seek to know something of its operations by studying the operations of your own mind—there is no other reference.

Definiteness of purpose should characterize the life of every teacher as it has always characterized the life of every great man. This alone always recognizes and encourage your interest in them and thus strengthen your efforts.

You are also usually young enough to argue, reach the parents via the children. The adult is lost—save your child. I am too old—to unbelieving, go to my boy—he will fill my place to the letter.

Teachers, your success depends upon yourselves. Native force is always attractive. It is self that teaches. Never mind the Smiths or the Browns, do your duty—success is the advocacy of principle—not applicable or place. The child is not your property, you should inspire him and dignify your work. A teacher should be as active, aggressive, sympathetic, charitable man or woman—as influence in the child's life. An illustration of the beautiful thought:

"Live availably—nothing living." In my next little talk I will call attention to a friendship of Damon and Pythias, of Grecii, of his daughter Zallia, of Sir Wm. Herschel and his sister Caroline; also of Dante and Beatrice, of Goethe and Bettina, of David and Abigail; of Paul and Artemissa; of the mutual devotion of woman and woman. There are reasons for this, one being that the lives of most men are not such a victim admired in home life and its duties little time has been left for them that deep intercourse of soul with soul which constitutes the essence of true friendship. To see too close attention to relations—the petty perplexities of domestic life have left too little room for a growth of noble sentiments and rewar. Send women to the world. A man is往往 tor, a man is blind—too unbelieving. If we see in what we must work. It is not manly to beg, for there is always a vacancy.

The present agitation concerning the duties of women brings into prominence their personality and creates a new interest in them as individuals, as a friend, and as a maternal and distant, and resisted from mankind.

As our world progresses women become less the echoes of men; more like the beings God intended they should be; after life—until you have some idea of the value of a year in the school life of children—until you understand, in some measure, the influence of your acts, before their growing more numerous as this of Damon and Pythias.

Pausanias tells of a pairing of the underworld in which were set forth the cases of unselfish, life-long attachment. Some cases have been recorded instances of this of Damon and Pythias. It is the infantile stage characterized by a determination to succeed, by a resolution to work for success—a guarantee success.

The confidence and tenderness existing between Princess Ida and Psyche, Psyche and Melissa in Tennyson's poem of "The Princess" is the sweetest picture of friendship ever found. The marriages of these two women are chiefly recorded in unwritten histories, inscribed on the fibres of hearts which best express sentiments. Yet there have been many, many instances of friendship between women, and these cases are growing more numerous as this broader work of women gives them more facilities, freser interest and higher interests.

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In the early part of the school term, the teachers are often amazed at their children's rapid growth. In the early part of the school term, the teachers are often amazed at their children's rapid growth. In the early part of the school term, the teachers are often amazed at their children's rapid growth.
bored, but we can get along without his favor. We are under no obligations to be consistent—growth and consistency are seldom compatible conditions. There are only exceptions, and then only in certain environments and certain epochs. Teachers should early feel the influence of the fact that there is neither inspiration nor force of character in a life, nor vocation, nor moral law. The teacher should never try to please anyone. His purpose should be higher than that—his life nobler than a mere utility to the community. Teachers, living in the past never satisfied a healthy soul. Contentment is a form of death—the denying telegraph pole and the growing oak point to the same thing. The one is man's normal condition—not contentment. The logic of association is agreement. Forms of stupid unworthiness become recognized conditions by association—differences vanish as we incline to accept established customs. Moral—Keep your ideal high—born it out of your best experiences. Purpose, as seen in action, is the only measurable rule of the mode of life. Foods, not creeds, relate us to mankind. Character is doing—the sympathetic force behind believing. Proper purpose helps us to get hold of the right handle to life.

With the energy of developed purpose—with courageous effort, God will give us the strength to accomplish it. Heaven is no friend of the timid, the indifferent, or the unworthy. There is but one law—ow—then reap. If we hope for what we want, work. It is not mainly to beg, for there is always a vacancy.

Every man is seen in his own light—a man is blind who can see this. Apologies only emphasize and enlarge our actual want. Moral purpose—purpose defined by a determination to succeed—by a resolution to work for success—agrees success.

The greater contains the less—the detail of success in the school room is hidden in the spirit which you take to your work. We can not long live on such detail and avoid the letter of moral purpose. We must be content to do in try to do usually yields ample reward. We must meet the requirements of our profession by qualifying ourselves to meet the demands of the profession. Qualify yourselves in that higher sense which forces recognition. Become leaders by virtue of your power to lead. Following others, however much the leader is a follower, is still a world of sham. Euthanasia is a good thing, if generated in a large vessel.

You know, that the world of mind is no more governed by deviation than the world of matter. Mind is your subject—seek to know something of its operations by studying the operations of your own mind—there is no other reference.

Definition of purpose should characterize the life of every teacher as it has always characterized the life of every man. Such teachers always recognize and encourage your interest in them and thus strengthen your efforts.

She is rarely, if ever, seen as a wife, who is a child's constant, unassuming friend. Her voice is a child's constant companion, especially in the little hours. The teacher is in the world of thought—she is the teacher of the soul. She is the friend of the child's heart—her teachings are in the heart—waiting and longing for its personal embodiment. Repeated disappointments finally lead them to the belief that no such woman—save themselves—exist.

Kugens de Gucira, a woman of rare insight and affection, failing to find, save in her brother, a fulfillment of her longing for the kindred heart of a woman, was led to write in her journal that "there is nothing fixed, enduring, vital in the feelings of women; their attachment to their children is only temporary and their pretty bows of ribbons." Unhappy, unhappy woman! Unhappy in failed.
They were two young ladies of wealth and position—Lady Eleanor Butler and Miss Sarah Ponsonby—and they formed an extreme regard for each other they became possessed of a desire which developed into a determination to withdraw from the world. Like many other young women and men, they resolved to give up their own lives to other women and men purely as themselves. They determined to live a life of solitude, to live a life of love, to live a life of service.

Miss Ponsonby, who was the older, was a model of tenderness and gentleness. She had a heart full of love, and a mind full of wisdom. She was a woman of great beauty, and a woman of great grace. She was a woman of great strength, and a woman of great sweetness. She was a woman of great courage, and a woman of great faith. She was a woman of great tenderness, and a woman of great gentleness.

Lady Eleanor Butler, who was the younger, was a model of nobility and nobleness. She had a heart full of honor, and a mind full of virtue. She was a woman of great power, and a woman of great grace. She was a woman of great beauty, and a woman of great strength.

These two women, who were so different in character, were so different in temperament, were so different in disposition, were so different in all respects, yet they were so the same in heart.

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Normal Gazette.

Small Gazette.

CARBONDALE, ILLINOIS.

SCHOOL DIRECTORY.

JOHN HULL, Professor of Natural History, Chemistry, and Literature; and Registrar. He joined the book pool.

A. H. PARKINSON, Professor of Latin, and Principal of the High School.

FACULTY.

The student of nature finds a well-illustrated method to satisfy his every whim or fancy. He reads the vastness of power in the rushing mountain torrent; in the majestic sweep of the mighty river; in the reddening plumes of theattered in the electric flash of the lightning, and the roar of the distant thunder. There is dignity in the forest oak, the monarch of the woods; and the grandeur of an age; there is modesty in the daisy nestled at this monarch's base. The delicate stings you, while the roses charm you.

But why this all? What has this to do with good reading? I answer, much. Every way. This same sense of process must be met and mastered before the minds of expressive readers, probate in transcribing the thoughts of others, orally or silently.

A remedy for the listless sort of reading is the effort to make every page a thing to be read with new light; the group of meanings always that form words are left cold and undefined by the reader, and the true...
It is pleasant to witness the manner in which the new members are entering the work. They are very ready for the Socratic spirit, and are rapidly learning the ways of the society. Some of our best literary productions come from the new members. We bid them welcome to our membership. May they enjoy all of the many benefits to be derived, and help to keep the society in the right path.

The Socratic and Zetetic societies have secured the services of Mr. H. Goodwill Dickerman, who will give an elocutionary entertainment for them Friday night, Nov. 8. Mr. Dickerman is an electioneer of race merit and should be heard by everyone. He is spoken of most highly by the press, and those who miss this opportunity is doomed. His recitation is debilitating to the society as a body, and members lose the active interest which should always be kept up.

Only thirty old members were back in the spring, and of these only about twenty-five of us were taking hold and keeping the society up to its usual standard. Dickerman and Enterprise were taking hold and expressing themselves well pleased with the old members. We are about to see some more equally as good.

A. H. Gilmartin is the principal of the schools at Pleasant Plains, with a salary of sixty dollars per month. We are glad to say that Mr. G. was a Zetetic, a member of which the society is proud.

Mrs. J. H. Edwards, who was with us last year, is teaching a term of nine months at Knobol, Ark., where he is having good success, and a very enjoyable time.

Normal teachers are in demand in that state.

W. Sherman Jennings is still the very popular county judge of Hernando County, Fl., with his address at Brooksville. We have no doubt about his high mark in his profession in the "Flower State."

A. J. Snyder was in Carbondale a day or two during the fair, the first of the month. He is retained as treasurer in the district in which he taught last winter, near Makanda. Jie has a cousin, Miss Annie Snyder, of Patna, as a professor.

Mr. L. D. Murphy is the residence of the bride's parents, Mr. and Mrs. J. B. Kuykendall, in Vienna. On September 23, Mr. P. Redman Woodell and Miss Carrie Kuykendall. Miss K. will be retained as a brilliant Zetetic, and we join with a host of friends in extending congratulations.

Louis Koch is the first assistant of the Highland public schools, a position which he has held two years. Last year, Louis was married on the 8th of August to a pretty Highland lass, and he says it’s a heap nicer to care for a young wothan to edit a paper.

We are glad to again welcome to our midst Mr. Harry Goodwill Dickerman, who went from the Zetetic ranks some years ago. He returns to us one of the most popular of the deepest impsators in the Nation. He has just given us an advertisement in Ashley to a crowded house. It was his first appearance in Illinois, and we doubt if he will be well pleased with his reception and success.

The first corps of officers of the Zetetic society was as follows: Mary Wright, president; Ellen N. Sherman, vice-president; Robert Roberts, corresponding secretary; Nettie Middleton, corresponding secretary; John N. Brown, treasurer; J. R. Deans, offic. Bob Roberts and Ellen N. Sherman, editors; and R. H. Flannigan, janitor.

E. S. Kingbury, a Zetetic of '96-7, is now editor of the Rural Republican, of Lawrenceville, which is published by E. S. Kingbury & Co. Emory is a prominent lawyer in the county, which, coupled with his ability, will do mighty things for him in his new field. This, one by one, our members were the places of the Zetetic society.

The first program of the Zetetic society was rendered on Friday evening, on the 29th, to consist of three parts: "Declaration by L. W. O. born," Essay by Mary Eddy; Debate—Resolved, That the love of reward is a greater incentive to action than the fear of punishment; which should be taken that it is make one of the class of learning; which, coupled with his ability, will do mighty things for him in his new field. This, one by one, our members were the places of the Zetetic society.
The senior dress. Without doubt it was the best... the young students... The registrar's... Hattie and Mamie Lansden presides at the... David H. Carson is teaching near with that... The school was dismissed a day and... for... Guy Blanchard... October... Mrs. Inglis attended a Boston school of physical culture during the... Evans' bakery is the place for nice bread.

Ladies' and children's housekeeping and underwears at Dunway's. Dunway's is headquarters for men's new neck shirts and furnishing goods.

At Dunway's you can find black velvet ribbon and trimming braid, corks and wafers.

Just received 500 pairs of shoes. We have the best shoes made for the least money. Dunway's.
For Bovs, Children and Men.

Our selections this fall are undoubtedly the LARGEST and MOST ATTRACTIVE ever offered in Carbondale, and we invite the public in general, and students in particular, to call and inspect prices and goods.

W. P. SLACK,
N.W. COR. SQUARE.

It is very flattering to the great Clothing firm of

S. E. NORTH & SON

that S. E. North, Jr., has secured the entire trade of the Normal students, and of the young men in general.

Right, boys: you could not do better anywhere.

H. GOODWAL DICKERMAN,
Carbondale, Ill.

G. W. ENTSMINGER, D. D. S.
RESIDENT DENTIST,
CARBONDALE, ILLINOIS.

Office in new building, West Main street, west of Patton's drug store.

Geo. E. Ewald,
Fashionable Barber & Hair Dresser,
One door north of S. E. North's Clothing House.

GIVE ME A CALL.

J. H. Edwards, M. D.
Treats All Diseases of the
EYE, EAR, NOSE AND THROAT.
CARBONDALE, ILL.

S. A. HENKEL & CO.'S
DRUG STORE.

Next week we shall make an ASSIGNMENT and before we do come in and get

12 Good Lead Pencils for 5c.

In Perfume

A few Handsome Lamps at
Small Prices.

MORE QUININE for 5c.

than anywhere.

Grover's Tasteless Cold Tonic
is sure and good to take.

All of the above interesting facts realized at the LITTLE
DRUG STORE. It does more than Sorger's Big Grocery Store.

By S. A. HENKEL & CO.

Choice City Property for Sale and Rent.

THE MIDGET
THE BEST
SELF-INKING STAMP
In the World!

Price from 1 to 3 lines
15c. Sizes without re-inking.

Price only 5c. Pen and
Pencil Gag, only.

Tongue Thumb Self-inking, 75 cts.

Send to DALLAS MEDHENVMEYER, manufacturer and dealer in Rubber Stamps of All Kinds, Carbondale, Ill.

H. GOODWAL DICKERMAN,
Humorist,

Character: Impersonator.

Can be engaged by Societies, Clubs, Oratory and Acting,etc. His entertainments are of a high artistic order, consisting of extracts from popular publications of the day and character impersonations with quick change of costume.

Mr. Dickerman is a graduate of the MARTYN COLLEGE OF ELOCUTION, ORATORY AND ACTING, Washington, D. C.

Can be engaged to direct any kind of Literary or Dramatic Entertainment, or to coach pupils for appearance in public. For terms, dates, etc., address,

H. GOODWAL DICKERMAN,
Carbondale, Ill.

AUTUMN

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