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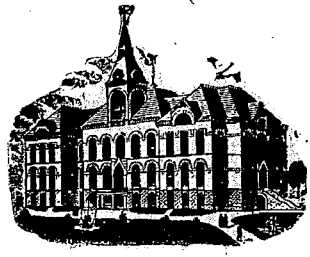
Normal Gazette, October 1889

Normal Gazette Staff

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CARBONDALE, ILL., OCTOBER, 1889.

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"BETTER THAN GOLD."

ROBERT ALLEN, LL.D.

Everybody believes, or at least pretends to, this aphorism. But men's practice very nearly belies their words 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 railroad. They have come at an expense on the average for one term—beginning in September and going till Christmas—of about \$100. They came here because they or their friends thought the associations and study in the school would be to them better than that sum told out in gold. Will it though?

Will 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, too. 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 these four months of such a value? Or will that young man, striding along rapidly and swinging books and basket rather furiously, get out of this time which he is giving to study a profit equal to what the gold 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:

"Of all sad words of tongue or pen,
The saddest 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, three 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 best 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 thought, if he will 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 efficiency. It compels 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 more to have the mind so 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. Winship could at times lift 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 is 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 circumstances. But at school others help him. Every contrivance is made to aid him. He has teachers to ward off annoyances, to supply incitements and to suggest motives. 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.

But all this will cost the student several things. I have named money, and I have hinted time and labor. The student pays the money for tuition or incidental fees, for board, for books, 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 him a power and consolidates his mental fibres, as work does the muscles. It demands time, for no one can make either body or mind grow in a moment. But it is very important 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 husbands power.

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 the teacher is to do—and when he has done that in a skillful way his duty is finished—is to set before him the knowledge of the subject in proper portions, and prepared in an appetizing form, so to speak. The scholar is to take this into his mind, not exactly to remember it, but to understand it, and appreciate it, or rather to let his mind absorb it and incorporate it into its own substance.

A final question springs up: How are the four hundred students now here using their time, and money, and other advantages? Will each one go home at Christmas and carry to that home a culture in gentleness and refinement that shall be seen to be better than if he had bought ornaments of gold? Will he exhibit a knowledge of

facts useful for daily living in our common life, and an understanding of practical principles applicable to the every-day circumstances in which they live, which shall be felt to be more valuable to the family than a hundred dollars in hard cash?

I have no doubt but that in the great majority of cases, these questions will be answered in the affirmative. If this were not my firm persuasion I should at once quit my position. Honest effort is, I believe, the rule and determination of most. I trust this effort is intelligent and will be made with energy, with patience, and with perseverance.

PRactical PEDAGOGY.

BY J. N. PATRICK, ST. LOUIS.

Any system which distracts the mind by jumping from one subject to another will yield unsatisfactory results. There is no mental growth without concentrated mental tension. Concentration is the key that opens the door of the mind—it is a form of genius.

Present every subject topically, if possible—enlarge it by consulting different authors on the same points, and by your own thought. You will thus incline your pupils to investigate for themselves.

You should be greater than your text-book and more independent than a mere follower. Individuality is the characteristic of the successful teacher. Teachers should bear in their very presence the courage of conviction, and support it with the enthusiasm of definiteness.

There is no sentiment in our relation to the world—the school is a business institution supported by the public for the protection of the public.

It is in no way related to favoritism or merely personal ends. It should be greater than an "ism," a creed, or a party. As teachers we should ever exhibit that form of courage and purpose which relates us to the future. The first lesson in pedagogy for the young teacher is to define your purpose by your action—the second lesson in pedagogy is very similar—action defines, all else is cheap. If you do not feel the purpose of your life, you can hardly expect success. If you do not feel the responsibility of your place, you are hardly fit to fill it. If you think that success is a gift rather than a reward—päck your trunk, for your successor is looking for a place. Contentment suggests unworthiness. There is no easy place. Law is inexorable—there are no pets.

Teaching children—helping children to help themselves, requires energy, courage, culture, and that form of moral purpose seen in action—that form of moral character seen in doing—not in merely believing.

Success is the reward that nature offers the ambitious—the worthy. It is not indiscriminately handed out to

the indolent and the contented. It is not the compliment of the coward. The great lesson of middle life is that we are born to think—that the power to think emphasized by the moral courage to act transforms man into something more than a machine—something more than a mere tradesman—and that all things are related and sympathetic.

Teach children to observe relations and that all things are related save the unthinking man or woman.

Noonday shows that influence, place, courage and virtue are dependent upon the ability to think—that a very large majority of the people live by sufferance. Distinguish between getting information and learning to think—between mere memory work and the exercise of reason: one enslaves, the other liberates. If a child is to cultivate memory at the expense of reason, pray give him "memory gems," "Psalm of Life," etc., and not the lifeless rules of arithmetic and grammar. We do not think by rules—nor act because we have memorized maxims.

A formula is the boundary of mediocrity—it can never serve but the extremes—the priest and the slave. There is but one guide—reason. Guard against the inclination to accept mere words for understanding. Do not deny reason an opportunity by substituting memory. What culture, if any, in the mere ability to recite the words of another? The greatest bore I ever knew was a teacher who could quote from everybody. I never knew him to express an opinion. Rote work is distasteful to both teacher and pupil. Text-books should be freed of all rules, and will be freed of them within a few years. The cold statements of others can never inspire or inform. The need is better qualified teachers—trained teachers—teachers who not only have culture, but who have been trained in the methods of our best training schools. Normal schools are a necessity—not an ornament. The crude condition of our civilization is clearly seen in the manner in which we select teachers for our children.

The innocent babe in its mother's arms has as correct an idea of proper methods and the nature of education as the unthinking boy or girl often placed in charge of our schools. We are just beginning to think of our children's rights and the power of education. A little thought shows that we are only in the morning of the first day. I am utterly astonished at the effrontery of some who ask to teach school, and at the action of some school boards in the selection of teachers.

They seem to think that life is a commodity—the toy of a day—the school a sort of asylum for relatives or pets, and the child's opportunity a matter of little or no value.

I know this is not a pleasant statement, and that telling the truth often unfits a man to dippe with his neigh-

bers, 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 two kinds of consistent men—dead men and fools. Teachers should early feel the influence of the fact that there is neither inspiration nor force of character in a life spent in trying to please others. The teacher should never try to please anyone. His purpose should be higher than that—his life nobler than a trade—his character above suspicion. Teachers, living in the past never satisfied a healthy soul. Contentment is a form of death—the decaying telegraph pole and the growing oak point to the past and the future. Aspiration 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 measure of the value of a life. Deeds, not creeds, relate us to mankind. Character is doing—the sympathetic feature of 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 friends and success, but Heaven is no friend of the timid, the indifferent, or the unworthy. There is but one law—sow—then reap. If we hope to win 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 his. Apologies only emphasize and enlarge our shortcomings.

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Seek to know, that the world of mind is no more governed by devices 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.

Definiteness of purpose should characterize the life of every teacher as it has always characterized the life of every successful leader. Children will always recognize and encourage your interest in them and thus strengthen your efforts.

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Until you recognize the fact that you ask to fill the most responsible place on earth—until you recognize, in some degree at least, the relation that exists between the school life of a child and its 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 own example over your pupils—until you know something of the relation between method and habit—the detail of school management may well be deferred.

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THE FRIENDSHIPS OF WOMEN.

LIZZIE M. SHEPPARD.

The present agitation concerning the duties of women brings into prominence their personality and creates a new interest in them as individuals, as mutually related, and distinct from mankind.

As our world progresses women become less the echoes of men, more like the beings God intended they should be, individually responsible to him, giving him adoration fresh and direct from their hearts, not like Eve whom Milton makes to worship God through Adam. Individuals before their Creator, they now stand as individuals before the world. A different nature from their brothers' is no longer stamped an inferior one, a differently formed friendship does not argue it a weaker one.

Woman's constancy in love has been sung by poets, pictured by artists, illustrated by novelists, chronicled by historians, but little has been said of her fidelity in friendship. Numerous instances have been given to show her fickleness as a friend until men and, alas! some of her own sex, have concluded she is incapable of enduring friendship. Some women form in mind an ideal friendship with an ideal woman and treasure this in mind and heart, waiting and longing for its personal embodiment. Repeated disappointments finally lead them to the belief that no such woman—save themselves—ever existed.

Eugenie de Guerin, 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 friend which should endure till death, was led to write in her journal that "there is nothing fixed, enduring, vital in the feelings of women; their attachments to each other are as so many pretty bows of ribbons." Unhappy, unfortunate woman! Unhappy in fail-

ure to find the feminine friend whose soul could hold free communion with her own; unfortunate in failing to find that perfect friendship in the history of the past or of her own day.

We are never surprised but highly gratified to learn of instances of filial or fraternal friendship; we call it affection, love; but the interest of each in the affairs of the other, the encouragement, the counsel, the inspiration each draws from the other is that of friend and friend. We read of the mutual devotion of Cornelia and the Græchi, of Cicero and his daughter Zulia, of Sir Wm. Herschel and his sister Caroline; also of Dante and Beatrice, of Goethe and Bettine, of David and Jonathan, but how seldom do we read of the mutual devotion of woman and woman. There are reasons for this, one being that the lives of most women have been so completely absorbed in home life and its duties little time has been left them for that deep intercourse of soul with soul which constitutes the essence of true friendship. From too close attention to them—the petty perplexities of domestic life have left too little room for a growth of noble sentiments and relations between women and their feminine friends. Another reason for the fewness of recorded instances of this regard is that the lives of but few women are put before the public gaze. Biographies of hundreds of men have been written to that of one woman, hence we read and re-read the instances of devotedness of man to man, while those of woman's enduring regard for woman are chiefly recorded in unwritten histories, inscribed on the fibres of hearts which beat responsive sympathies. Yet there have been many cases of unselfish, life-long attachment between women, and these cases are growing more numerous as this broader work of women gives them broader opportunities, freer intercourse and higher interests.

Pausanias tells of a painting of the underworld in which were set forth two women, Chloris and Thyia, locked in a close embrace. They were friends extraordinarily attached to each other in life. Their story is lost, but the picture suggests deeds which should make the names of Chloris and Thyia live with those of Damon and Pythias.

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One phase of this regard of women for women is exhibited by school girls. It is the infantile stage characterized by passionate and fluctuating emotions, and yet containing germs of stability which the passing years may de-

velop into rich fruit. We smile at their friendships which are vowed to be eternal and expect them to endure a week, a month, or, if all things are favorable, perchance a year. They are often short-lived, because in the inexperience of youth each believes the other to be faultless. When she awakens to the reality that her friend is human she has experienced one of the severest shocks life gives. Emerson says, "Our friendships hurry to short and poor conclusions because we have made them a texture of wine and dreams instead of the tough fibre of the human heart." Having learned a lesson in human frailty, our school girl allows her next friendship to "creep more gently to a height," consequently it does not so speedily "run itself out of breath." These experiences contain an element of lasting good for her. The joy and comfort found in a true friend, the lesson from the baseness of a false friend have left an impress; and more, she has left open the pure fountain of her own heart which softens or brightens all it touches though it returns not to her again.

With all the petty jealousies and rivalries in court life, it contains much of truth and tenderness—two essentials of friendship. Mary Stuart was surrounded by four other Marys as maids of honor, all of whom were so loyal, so attached to her, that they shared her imprisonment, and, to be a comfort and support to their unfortunate queen, endured the anguish of seeing her execution.

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Perhaps the most affecting devotion in court life was that of the Princess Lamballe, a young widow, to that most unfortunate queen, Marie Antoinette. The princess possessed charms of person and character which probably first endeared her to the queen. Their mutual esteem increased with their acquaintance and, in imitation of them, every lady had her friend who was her constant companion and confident. The troubles of the queen did not diminish the ardor of Lamballe's devotion, but revealed her heroic spirit in a sublime manner. When the crisis of the Revolution burst upon Marie Antoinette, Lady Lamballe was called away by the illness of her father. Marie unselfishly wrote her a farewell letter urging her to remain where she was, in safety. But the noble princess hastened back to her mistress and clung to her through the trials of the shameful examination in the assembly, through imprisonment in the temple, and left her only when torn away by the heartless jailers. Preferring death rather than utter one word against her beloved queen and friend, she willingly made the sacrifice and the cruel mob held her head aloft before Marie Antoinette, shrieking to her to look upon it and be reminded of her own fate. Such devotion, such heroic constancy deserves not only immortal life for itself, but gives to woman's friendship for woman highest honor and greatest glory.

In contrast with this picture of sublime horror, let me disclose one of happiness and beauty. In the early part of this century died two ladies whose singular lives amazed all England.

They were two young ladies of wealth and position—Lady Eleanor Butler and Miss Sarah Ponsonby. Having formed an extreme regard for each other they became possessed of a desire which developed into a determination to withdraw from the world and devote their lives to each other and such pursuits as were mutually agreeable. Effecting an escape from their disapproving relatives, they fled to the lovely Valley of Llangollen, in Wales, and there purchased a charming cottage, fitted it up in a charming manner, and made it a "bower of bliss." Friends soon found them, and in this delightful little home, surrounded by comforts and beauties, with the companionship of books and letters from the outside world, these two friends passed a pleasant life, making many famous people from Great Britain and the Continent welcome and happy by a stay in this enchanted spot. They seem never to have wearied of each other nor of their retired life; never to have regretted their surrender of the world and its ambitions, but to have realized their ideal of happiness for more than a half century in their friendship and its blessings.

As more biographies of women are written and read, more of their unselfish affection for one another is known. In the most elevated natures is the most elevated type of this friendship. Madame Roland treated her friends as if they could never become foes; in response to this Henrietta Caunet, a friend from girlhood, offered to take her place in prison that Madame Roland might escape.

Mrs. Montagu, Hannah More, Mrs. Hemans and Mrs. Browning with many others of equal or lesser fame have been blessed by sweet intercourse with at least one trusted friend.

To be a friend in truth often requires a sacrifice of what seems most dear—time, plans, happiness; an endurance of what seems most painful—rebukes, estrangements. The most lasting enjoyments are those we give; so those who send out a friendship from the fullness of their hearts are blessed by it whether or no they receive one in return. A stream is broadened by its flow; a heart is broadened, deepened, strengthened by the unselfishness and fidelity which may issue from it. "Approach thy friend with trust in the truth of her heart," but first remember that "the only way to have a friend is to be one."

ADDRESS OF C. H. PAYNE, D. D., BEFORE THE STUDENTS OF THE S. I. N. U., FRIDAY, OCTOBER 11.

[Reported verbatim for the NORMAL GAZETTE by W. A. Reef.]

Dr. Allyn said: I will now ask Dr. Payne to say a few words. He is one of my earliest students. The last time I saw him in school was by the sea a thousand miles away—I think the grandest prospect I ever saw in my life. We looked out on the homes of more than a hundred thousand working New Englanders making cloth, iron rails—everything that man uses, and filling the world with the fruit of their industry. That is where Dr. Payne was educated.

Dr. Payne: I can hardly express to you the real pleasure which I experience in being present this afternoon under such circumstances. I remember well that afternoon; I do not remember how many years ago, perhaps a quarter of a century, when I walked up the hill on the banks of the lovely

Narragansett bay, trembling in every nerve, leaving home for the first time to attend the academy and see this, the greatest man I had ever seen in my life. (Cheers.) He stood the ordeal pretty well and so did I. He set me to work and has kept me at it ever since. I am indebted to Dr. Allyn for more than I could tell you in an hour's talk; not only has he helped me in a thousand ways, but he also helped me to one of the best wives any man ever had. (Cheers.) I will tell you in a word how it happened: Dr. Allyn was to preach in a little town and he could not go, and I, a little shaver of a boy, was still trying to preach, and the great Doctor came to me and wanted to know if I would not fill his place. I shook and trembled but I went, and my wife was in the congregation; and as this boy went up the aisle they said, "Is that Dr. Allyn?" (Cheers.) I stood there that Sunday morning representing the great Principal. Well, anyway, I got acquainted with my wife and when the proper time came he united us in holy matrimony, and it is one of the instances where a great man, on near acquaintance, has not tumbled from his lofty pedestal.

When Alexander, afterwards called the Great, was born, his father received congratulations from Aristotle, the great philosopher. King Philip said that he was to be congratulated, not so much that there was a child born to him, but that he had been born at a time when Aristotle could be his teacher. I feel like congratulating you, young men and women, that you have come to your present situation in life at a time when you can have such teachers as are given to you now. It will be your own fault if you do not make the greatest men and women the world has ever seen. You have the advantage of all those gone before; all the advantages of the nineteenth century. I ought to be talking to some of the greatest reformers and philosophers that the world has ever seen; and I hope I am.

Let me tell you that after all, you who are to be the teachers and ministers, you are to have more to do with moulding the minds that shall shape the country than all other classes besides. You will do more by your personality, by what you are, than by all else combined. I am more and more inclined to think we underestimate the value of the human agency. When that splendid teacher, Pestalozzi, was teaching at that old convent, with none of your modern improvements that you have at hand, the great teacher of teachers was himself more than all your modern appliances. It is in your mind, and when I think of a great, true, strong, noble man or woman standing before a company of pupils, giving out of himself what there is in him, I think of the greatest agency on this earth. Students, take it, and so I beg of you be men; be women; get all the culture possible.

President Garfield gave utterance to this thought when he said that he would rather sit on a log in a forest with Mark Hopkins at one end and himself at the other, than to be in the best equipped university in the world minus the Mark Hopkins. It is the man that does the work. When I look into your faces and think of the help you are to give to this coming generation, I can not do better than to urge you to higher manhood.

People make a mistake sometimes in

the ministry where they think they will make the minister first and then the man; that is building the pyramid with apex down. Whatever profession or calling a man is to enter, let him first build a noble manhood. Manhood is the basis of all true and high success. Pardon me for thus making this urgent appeal to you. Circumstances will not make men of you; you will make men of yourselves.

I often wonder if circumstances do make men, why they do not turn out a bigger crop? Why should Diogenes with his candle seek so long for a man? Did circumstances make Herschel the astronomer? Had no apples fallen to the ground before Newton discovered them? Did circumstances make West a painter? No; circumstances do not make men.

One who has in him the love of study, the intense desire to grasp all opportunities, will grow into manhood. Be men; be women; be true. I need not tell you how much depends on thoroughness, how much on accuracy. Do not let these people think two and two make five. They never did in this world. Two and two make four. You must in all your life-work have accuracy. Do not study a little, then drop your task and imagine you will be prepared. Go to the bottom and come up to the top. Seek that higher manhood and womanhood that come only with the higher qualities.

"Then to thyself be true, and it must follow as the night the day, thou canst not then be false to any man."

Somebody said:

"I slept and dreamed that life was beauty; I waked and found that it was duty."

But life is both duty and beauty. Be true to yourself and your teachers, and your life shall be filled with all that is beautiful, and be ennobled by all that is duty.

ADDRESS OF J. C. W. COXE, D. D., TO THE S. I. N. U. STUDENTS, FRIDAY, OCTOBER 11.

[Reported verbatim for the NORMAL GAZETTE by C. M. Galbraith.]

Dr. Allyn: I will introduce to you a gentleman who represents the Sunday-school interests of the Methodist church, Doctor Coxé, originally from Vermont and later from Iowa, and I do not know but from Ireland at some time or other.

Dr. Coxé: Dr. Allyn suggests that I represent that class of American citizens typically represented by a little conversation. One Irishman said to another, "I say Pat, in America isn't one man as good as another?" His reply was, "Of course he is, and a great deal better."

One of my misfortunes is that I was never under Dr. Allyn's tuition. I have great respect for the man under whose tuition I was, but perhaps I did the next best thing, I went to the same college where he pursued his course, and where Dr. Payne also pursued his, and I did another good thing, perhaps good for me in the experience that came out of it, I commenced teaching school in New England. (Dr. Allyn: "A good beginning.") Another thing I did that seems to show that Dr. Allyn had some influence—some mysterious influence—over me in directing me in my life work was that after spending some time in New England on the bleak hillside I concluded to go west and grow up with the country. I have not grown up physically as much as Dr. Allyn has, (cheers and laughter) I cherish aspirations, though,

I did one thing that he did not do or he did one thing that I did not do. He came to Illinois and I went to Iowa. Providence—matters over which I had no control—circumstances, turned my course toward Iowa and I am not sorry for it. I was there in time to have a part in the greatest fight, with one exception, ever carried on on American soil. I was there in time to have a hand in the great fight for prohibition on Iowa soil. As I said, I am a comparatively young man and will be good for the fight in Illinois, and it is coming. (Cheers.)

But, three or four years ago, in the order of God's providence, it came about that I was turned out of Iowa, but I am turned loose in the West. Instead of being simply a preacher in the state of Iowa, there was an enlargement of the domain under my control. I now have supervision of the work, that is, Sunday-school work of the Methodist Episcopal church west of the Mississippi River, and in order to make up for any lack of extent in the territory committed to my charge, they threw in Illinois and Wisconsin, so that I am in the bounds of my parish now.

I have known of the work going on in Southern Illinois under Dr. Allyn and his associates, I have been aware of it. It gives me great pleasure to stand in this presence to-day, look in your honest faces, see this beautiful building, these bright and intelligent faces hopefully turned to the kindling sunrise. Quite a contrast between this beautiful chapel and the place where Dr. Allyn and I went to chapel in a dingy underground basement at six o'clock in the morning, I assume that Dr. Allyn went to chapel at six, (laughter) I was a good boy and I did. I went to chapel all the same, sometimes with toilet incomplete, rubbing my eyes and looking wondrous wise—when not looking otherwise. (Laughter.) I am glad to be here to-day; one to-day is worth two yesterdays. I once heard Benjamin Pomeroy say: "I thank God for Daniel; he has done more for me than any other ten dead men." I would not give one live man for ten dead men. I believe in to-day rather than yesterday. To-day is the time of opportunity, a day of advancement, when we come in contact with men, vital forces that are majestic, coming in contact with grand movements, all looking toward a larger tomorrow. I thought about that story of Garfield at one end and Hopkins at the other end of the log. I am glad you are not compelled to attend school in a log college. I was greatly interested in reading an account of the founding of the log college, (I have the story in my library,) which has since become Princeton College. I am glad you have not the earlier opportunities but the opportunities of the later day. Opportunities for the largest equipment of your life work, giving a significance to to-day is this, that to-day we stand on tiptoe on the threshold of to-morrow, and to-morrow means momentous possibilities; but equipments are of no significance except for the contest of to-morrow.

I congratulate you because you are here to-day, but will not be here to-morrow. But to-morrow having gotten ready you will be out where the contest is being waged. I am very sure you are catching the spirit of this closing period of the nineteenth century, and that your faces are turned towards the kindling sunrise over the sisterhood of states and the new era of more splendid achievements will be attained.

In the line of march Kansas led, Iowa has wheeled into line, in the remote East they have come into the ranks, and Dakota has just gained a magnificent victory (continued applause); still they march on in a splendid array, and we shall raise that motto of Iowa in the campaign of 1882: "A schoolhouse on every hill top and no saloon in the valley." (Applause.)

Normal Gazette.

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J. T. GABRATH,
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 be-
tween this issue and January 1, 1890,
will get it one year for fifty cents.

QUITE a number of our subscribers
are in arrears. Remember that the
price of the GAZETTE is in advance, and
pay up.

We are contemplating some changes
in the GAZETTE after January 1, 1890.
We are ready to announce but one now.
After that time this paper will be one
dollar per year, in advance.

We had planned to treat our readers
to another of Prof. Parkinson's very
interesting articles with the October
number; but his accident, together
with a multiplicity of duties, prevented
the preparation of his subject for
this issue. It is coming though, and
like some other manufactured articles,
may grow better with age.

Our suggestion in the last issue, that
Prof. Hull would make an excellent
State Superintendent of Public Instruc-
tion, has reminded a large number of
our exchanges that they think the
same. From the many very compli-
mentary notices, we present a few, in
another column. They prove, much
better than we are able to express, the
high rank he takes in the State as an
educator and as a gentleman.

COMMENCING with this number we
purpose publishing, in the form of a
continued series of articles, the "Normal
Method" work, with notes and
comments by the teachers of the sev-
eral departments. We shall take it up,
beginning with the methods in reading
by Prof. Inglis, and present the matter
just as the teachers require it copied by
the "A" class work. Teachers will
find this very practical and valuable,
as it is something they can use daily
in the school room. We hope many

of our readers are preserving their GAZETTES, and will have them bound at the end of the year; but if not, we would suggest the idea of making a scrap book of these articles on the "Normal Methods." You will never regret it.

WITH this issue we begin a series of short articles from the pen of Mr. J. N. Patrick, of St. Louis, an educator of some prominence. His writings are characteristic; he thinks what he says, and says what he thinks. "If the coat fits, wear it."

Mr. Patrick began teaching in 1858 and taught continuously in Illinois for fourteen years, resigning the superintendency of the Centralia schools in 1872 on account of overwork, and connected himself with A. S. Barnes & Co., with headquarters at St. Louis, and was general agent for that firm for fifteen years, resigning voluntarily a \$3,000 salary, rather than serve the school book syndicate, his firm having joined the book pool.

Mr. Patrick's contributions will be well worthy a close reading, and will contain much food for thought. They are the result of years of observation and practical work in the school room.

WHAT THEY SAY.

We note with pleasure the sentiment in favor of Prof. John Hull, of Carbondale, for State Superintendent of Public Instruction. We remember well the honest, earnest work done by Prof. Hull when we were taught by him in Marion county's institute some years ago. The record proves that he has kept up the same earnestness in the Southern Normal, and in other county institutes than ours, ever since. We know of no man better fitted for State Superintendent than Prof. Hull. The NORMAL GAZETTE, of Carbondale, seconds a motion put forward by the *Free Press*, and the *Albion Journal*, by a complimentary notice and suggestion that Prof. Hull will some time become our State Superintendent, and the *Republican* now begs leave to put the motion before the house.—[*Salem Republican*.]

Prof. Hull, of Carbondale, is being favorably mentioned by a number of our exchanges as a candidate for the office of State Superintendent of Public Instruction to succeed the present incumbent. We doubt not but what the Professor is amply qualified for the office, and that he is both a scholar and a gentleman. Our opinion of him is that he is too good a man to be defeated, for he lacks one thing to succeed to the office; he is a Republican.—[*Marion County Democrat*.]

That Prof. Hull is a competent scholar, equal to the best in the State, was acknowledged by every one who attended the Washington County Teachers' Institutes, when conducted by him. He won the respect and love of all with whom he came in contact by his dignified and courteous bearing, and as an instructor was remarkable for solid information, devotion to essentials, and ignoring the valueless and trivial. He is a man of ripe judgment and superior qualifications, possessing the thorough knowledge of educational matters necessary to the State Superintendent of Public Instruction. We esteem the genial Professor for his unquestioned ability as well as personal integrity, and heartily endorse the favorable comments of our contemporaries.—[*Nashville Journal*.]

Prof. John Hull, formerly of this city, but now occupying the responsible position of teacher of mathematics in the Normal at Carbondale, is being talked of as a probable candidate on the Republican ticket for the office of Superintendent of Public Instruction. If the office is to be held by a Republican (but we have our doubts about it) no Republican is better qualified to fill the position than Prof. Hull.—[*Herald-Advocate*.]

Prof. John Hull, of the Southern Illinois Normal, at Carbondale, is spoken of by several papers as a candidate for State Superintendent of Schools. Our acquaintance with Prof. Hull is slight, but what we know of his reputation makes us believe he would make a good Superintendent.—[*Coalterville Republican*.]

For fine canned goods go to Evans'.

Normal Methods.

READING.

PROF. S. M. INGLIS:

Reading applied to our minds is either oral or silent.

Oral reading is the audible utterance of words, phrases and sentences in a proper manner; its object is to convey to others than the reader the ideas and thoughts of the author read.

Silent reading consists in carefully considering and accurately valuing the ideas and thoughts of an author, expressed by means of words, phrases, and sentences; its object is to train the thinking powers, to impart general culture to the mind.

A vague idea prevails among many students that to read well it is only necessary to give utterance to the words found on the "printed page"; to pronounce the words after a "fashion," and "mind the pauses"; not forgetting the time-honored custom of keeping the voice "up at the commas." To stamp this as an error is putting it mildly.

When we have attained a fair mastery in vocal utterance, and quite a respectable aptitude in the art of pronunciation, we have accomplished but a small part of the work of a good reader. To read well we must not stop here. We must bring into requisition the best of our mind powers; the powers to perceive objects and their relations to other objects with which they may be connected either by similarity or contrast in opposite characteristics; the power to discern differences and classify ideas by means of varied environments; the power to sympathize responsive to every touch of human woe, or to every instinctive motion of the animal kingdom. But this is not all. The aesthetic part of our being must be trained. The love for the beautiful and the sublime must form an important part in the make-up of a good reader. We must not disregard a knowledge of, and, I may say, even a keen relish for the novel, the wonderful and the picturesque.

Webster says: "To read is to know fully; to comprehend." This does not always refer to ideas and thoughts gathered from the printed page or written manuscript; for reading is a broad, comprehensive term when considered in its entirety. We read dispositions, character.

Shakespeare said, "Who is't can read a woman?" Now, the great dramatist did not mean, who can carelessly mumble over a few characteristics of the genus woman; for he understood human character as a unit, and has dramatized it from its sublimest phases to its meanest debasement. He meant that we should know the complete inwardness, the disposition, the character, if you please, of womankind in order to know her thoughts, to read her motives from her actions.

The same author says in another place:

"Those about her,
From her shall read the perfect ways of honor."

Spencer said of his valiant knight:

"An armed corsé did lie,
In whose dead face he read great magnanimity."

Hence we read both the living and the dead. We read the dispositions of students as we look into their faces; so children read the teacher during the first days of their school life.

The student of nature finds a well-filled library from which to draw 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 maddening plunge of the cataract; in the electric flash of the lightning, and the roar of the distant thunder. There is dignity in the forest oak, the monarch who has defied the pelting storms of a century; there is modesty in the daisy nestled at this monarch's base. The nettle stings you, while the roses charm you.

But you say why all this? What has this to do with good reading? I answer, much every way. This same sensing process must be met and mastered before we can hope to become expressive readers, proficient in translating the thoughts of others, either orally or silently.

A remedy for the listless sort of reading by so many students of to-day is the close and diligent study of the meaning of words, and a knowledge of their synonyms. To fail here is to throw away the substance and cling to the shadow; to reject the kernel of the nut and feed upon the shell. It is certainly easy to see the effect in both cases.

Words are but the vehicles of ideas; sentences are harnessed thought. Words in themselves are but sounding brass and tinkling cymbals; but when they awaken ideas, and those ideas are woven into thought, the page from which we glean glows with new light; the groups of meaningless characters that form the words are left cold and motionless, while the ideas coming to us through these cold words set on fire the world of intellect, burning the dross and refining the silver and the gold.

This is manifestly our work, and our advantage if we do the work well. He who wills to know shall know of the good things that make free, and shall be abundantly able to impart his ideas and thoughts to others in such a manner, and with such an enthusiasm, as will lead them to a higher attainment in this divine art, good reading; to appreciate the good, the beautiful and the true it has in store for him who wills to do, and does his will. With a knowledge of the meaning of words one may withdraw from the busy world into the silent retreat of a well stocked library, and there, with the companionship of the wise and the good of earth, commune with nature and nature's God, and feel the generous warmth of sympathy and the gracious influence of a love that are only divine.

[To be Continued.]

Largest assortment of glass and queensware at Evans'.

The display of 200 square feet of photographs from Phelps' Normal Art Gallery attracted universal admiration at the Carbondale fair. It can now be seen at his rooms.

See the beautiful dress goods at Duway's. Henrietta cloth, tricot flannel, eiderdown flannel for children, cloaks and jackets, French broadcloth for dresses and peasant wraps.

Note-books, stationery, pencils, gold pens, cheap standard works of the best authors, newspapers and periodicals, and all students' supplies can be had at the Postoffice News Depot, Ted Hewitt, proprietor.

The Societies.

THE SOCRATIC SOCIETY.

Nulla Vera Felicitas Sine Sapientia.

OFFICERS.

- LOUISE YOUNGBLOOD, President.
- L. C. CHANDLER, Vice President.
- P. S. ATRÉ, Corresponding Secretary.
- MAUDE BLANCHARD, Critic.
- J. C. STORMANT, Chaplain.
- JO SHEKAN, Recording Secretary.
- ROBERT BROWN, Treasurer.
- GRACE TINDALL, Pianist.

Mr. L. D. Curly teaches at Fredonia. His school commenced September 30.

J. W. Emerson teaches a small graded school near Grayville. His work began October 7.

Otto Rude recently read a splendid essay before the society. We hope to hear some more equally as good.

R. C. Short, a Soerat of '88, is clerking in his brother's store at Neoga, Ill. Dick says he likes the business of merchandising. He sends regards to all Socratic friends.

The Socratic election took place September 29. The contest was close for some offices, but the result shows a good corps of officers, and the society will progress nicely under the new administration.

Messrs. Keller and Baird attended the literary exercises September 20, and expressed themselves well pleased with the way in which the old members were taking hold and keeping the society up to its usual standard.

Clyde Curlee is thinking quite seriously of trying his luck as a commercial traveller. He has always succeeded in his undertakings, and we wish him abundant success in this new enterprise. Clyde sends best wishes to the Socratic society.

Charles H. Merrick has left the S. I. N. U. and entered the St. Louis College of Pharmacy, where he expects to complete a course in the profession he has chosen. Although loath to lose Charley as a student of our University, we wish him every success.

The smiling face of M. T. Vaneleve, of Vienna, was seen about the building September 23 and 24. Mr. Vaneleve is one of our "always ready" members. He is now occupying the position of principal of the schools of Grand Chain, Ill. Success be with him.

The amendment to the inter-society by-laws, made last fall, has been tested and pronounced a success. Each member whose name is proposed for membership to either society is required to countersign the proposal. This is an amendment which we have needed for some time, and it is sure to prevent some disputes and save much time and worry to each society.

J. H. Sinks, of Lake Creek, has just returned from a trip to Indian Territory. On his return trip he visited the S. I. N. U. for a short time. All old Soerats will be glad to learn that Mr. Sinks will be back in school shortly, and of course will take an active part in society work. He forms quite a feature of our orchestra with his violin.

The Socratic Orchestra has reorganized, and gives promise of furnishing some delightful music to the members. An orchestra is a very desirable thing in a society and should be encouraged. It takes considerable self-denial on the part of the members of the orchestra in order to furnish us with well rendered selections, and we should show our appreciation in every way possible.

It is pleasant to witness the manner in which the new members are entering into the work. They have caught 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. Goodwal Dickerman, who will give an elocutionary entertainment for them Friday night, Nov. 8. Mr. Dickerman is an elocutionist of rare merit and should be heard by every one. He is spoken of most highly by the press, and those who miss this opportunity will miss a rare treat indeed. Let all turn out, help the societies and enjoy a profitable evening.

Our society held no meeting on Friday night of fair week. They also adjourned in order to attend the Friday night session of the M. E. Conference. While it is a good thing to adjourn society occasionally for extraordinary events, care should be taken that it is not of very frequent occurrence, for it 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 at the beginning of the term. Last spring our roll contained over a hundred names, and our hall seemed empty in comparison with last term. But with the characteristic, true Socratic spirit, the old members went to work with increased energy, and our membership has swelled wonderfully. From only thirty at the beginning of the term, our number has more than doubled, and now our roll contains the names of over seventy active members. All of our programs have been successes, and, as has always been the case, each member is ready and willing to do all in his power for the "good of the cause." Our treasury is in a most prosperous condition. We have not a single debt, and our society bids fair to sustain its former reputation—the peer of all literary societies of Southern Illinois.

H. M. Ridenhower, one of the charter members, and the first president of the Socratic Society, visited the school September 20, and in the evening attended the society of his adoption. He expressed himself highly pleased at the wonderful growth and workings of the society. In the course of his remarks he described the first meetings of the society. It was in the fall of '75, and the charter members numbered nine. They met in a room in the mansard story of the old building. By the feeble rays of a candle the constitution and by-laws were framed. Ladies were excluded as members for a time, but now both sexes enjoy the same rights. The Socratic hall was elegantly furnished until in the fall of '88, the fire which originated above it destroyed the old building, and seemed a death blow; but the organization held together, and when the new building was dedicated the State of Illinois presented the Socratic Society with the elegant hall they now occupy. Truly, the organization of this society was a good deed. Looking along the line from the time when the flickering candle first illumined the faces of the charter members to the elegantly furnished hall and large number of members whose names adorn our scrolls, one feels like exclaiming with Shakespeare:

"How far that little candle throws his beams! So shines a good deed in a naughty world."

ZETETIC SOCIETY.

"Learn to Labor and to Wait."

OFFICERS.

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Ollie McCrackin began her school near DeSoto on the 7th.

On October 11 the Zetetic society had an open air meeting.

Zetetics, take the GAZETTE. The cost is exceedingly low, and the value proportionately high.

The class of '90 will likely be composed of seventeen members, nine of whom will be Zetetics.

The enrollment of the society is now about fifty-five, of which only about eleven are new members.

John Bain is attending Bryant & Stratton's Business College, in Chicago. He will return in the spring to make one of the class of '90.

H. A. Gilkinson 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.

J. H. Edwards, who was with us last year, is teaching a term of nine months at Knobel, 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, Fla., with his address at Brooksville. He will no doubt gain a high rank 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 teacher in the district in which he taught last winter, near Makanda. He has a cousin, Miss Jennie Snyder, of Farina, as an assistant.

Married.—At the residence of the bride's parents, Mr. and Mrs. J. B. Kuykendall, in Vienna, on September 25, Mr. F. Rodman Woelfle and Miss Carrie Kuykendall. Miss K. will be remembered 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. By the way, Louis was married on the 8th of August to a pretty Highland lass, and

he says "It's a heap nicer to take care of a young woman than to edit a paper." Well, everyone to his taste.

We are glad to again welcome to our midst Mr. Harry Goodwal Dickerman, who went from the Zetetic ranks some years ago. He returns to us one of the most popular character impersonators in the Nation. He has just given an entertainment in Ashley to a crowded house. It was his first appearance in Egypt, and he might well be proud of his reception and success.

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

E. S. Kingsbury, a Zetetic of '86-7, is now editor of the *Rural Republican*, of Lawrenceville, which is published by E. S. Kingsbury & Co. Emory is a gentleman of energy and enterprise, which, coupled with his ability, will no doubt bring him success in his new field. Thus, one by one, our members take their places in the great drama of life, and we scarcely find one who does not play his part well.

The first program of the Zetetic society was rendered on Friday evening, October 9, 1874, and consisted of three parts: "Declamation by L. W. Osborn; Essay by Mary Eddy; Debate—Resolved, That the love of reward is a greater incentive to action than the fear of punishment. Affirmative, J. N. Brown and J. R. Deans; negative, E. H. Flannigan and John Qualls." It might be added that the debate was decided for the affirmative by the president.

The charter members of the Zetetic society at its organization numbered just twenty-two. Below we give their names with their postoffice address at that time: Mary Wright, Cobden; R. H. Flannigan, Benton; Sireno E. Spragg, Altamont; Louis W. Osborn, Altamont; L. M. Kane, Mascoutah; J. N. Brown, Walshville; J. E. Iles, Fairmont; J. R. Deans, Lincoln Green; John Qualls, Murphysboro; Mary Eddy, Shelbyville; Ellen N. Sherman, Sandoval; D. G. Thompson, Golconda; J. M. Reeder, Murphysboro; J. W. Law, Herman; S. A. Maxwell, Palestine; C. E. Evans, Lake Creek; Nettie Middleton, Youngsville, Pa.; Heber Roberts, Carbondale; Matilda Sherwood, Monticello; Harriet S. Sherwood, Monticello; W. A. Perce, Edinburg; and Ellen J. Underwood, Anna. We should be very thankful for any knowledge which would lead us to find out what the founders of our society have been doing since their school days.

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University Notings.

David H. Carson is teaching near Darmstadt.

County Superintendent Fager called on the 14th.

The enrollment in the Training School is sixty-two.

Roy Adams was visited by his mother and sister on the 11th.

Messrs. Steele and Blanchard attended the St. Louis exposition.

Mary Sowers was greeting old friends of the S. I. N. U. on the 14th.

Miss Neel Davis, of Metropolis, visited her brother Donald on the 4th.

Dr. Allyn has given the students two or three valuable lectures since the term opened.

"There's anuzer wan," means a preacher. The M. E. Conference has been here you know.

Quite a number of the students took advantage of the dismissal for the fair to make a short visit to their homes.

R. E. Steele and Guy Blanchard spent a few of the first October days in St. Louis, and report a splendid time.

Mamie Lansden presides at the Normal hall piano. In her absence Louie Youngblood fills the vacancy with equal efficiency.

L. E. Baird, formerly of the GAZETTE, was in the city early in the month. He reports progress with the young natives over whom he rules.

The brave boys of the Cadet Corps have never been conquered, but they have never met the Beautiful Battalion with its fair commander.

Prof. Jerome spent a day at the St. Louis exposition viewing the sights. He was accompanied by his daughter Carrie and Charley Morrison.

The school was dismissed a day and a half for the Carbondale fair, which gave the students an opportunity to take in the race—the human race.

Prof. Robert Pence, principal of the Nashville schools, was a visitor at the Normal on the 11th. He is one of the progressive educators of the State.

Maggie McLaughlin went to Fayette county last week, to begin a five months' term of school. Miss Maggie is one of Marion county's wide-awake teachers.

Prof. John Hull attended an institute in St. Clair county on the 12th. His services are much in demand, and he is very popular as an instructor in teachers' meetings.

The library of the Training School was increased by seventy-two volumes during last month. They are very valuable books and especially adapted to the primary grades.

The registrar's books already show an enrollment of 423 students for this term, and additions are made to the list almost daily. The S. I. N. U. is to have a prosperous year.

Hattie Blair is teaching the Little Prairie school this winter. The enrollment was nearly sixty the first week, which means all work and no play for Miss Hattie.—(*Centralia Sentinel*).

The organ in the Training School is "played out," but it is hoped it will be replaced with a good piano, which would be not only an ornament, but under the effective charge of Miss Anderson, a source of pleasure and profit to the "young idea" of the Normal.

Prof. Parkinson, the new superintendent of the Mt. Carmel public schools, is taking hold of the work with that ease and confidence which bespeak success.—[*Wabash County School Journal*].

Married.—At Alto Pass, on September 29, Mr. C. Jessen Tvilstedgaard and Miss Eunice Barrow. They will make their home at Alto Pass after November first. The GAZETTE extends congratulations.

W. Halley Keesee is now attending the Missouri Medical College at St. Louis. He is accompanied by W. A. Young who has been reading medicine in the office of Dr. Keesee in this city. We wish the boys unbounded success in their chosen profession.

We heard many comments on the very appropriate decoration of Miss Finley's room, during the visit of the ministerial brethren. One enthusiastically said: "The 'Stars and Stripes' ought to hang in every school room in the United States." We could not refrain from saying "Amen!"

Prof. Parkinson met with a fall the first of the month which resulted in something more than bruises to his left shoulder and arm, which has caused him so much pain that he has been compelled to be out of school a few days. We hope for a speedy recovery, for we miss the genial Professor.

H. Goodwal Dickerman will give an elocutionary entertainment November 3, under the auspices of the societies. Every student and citizen of Carbondale should grasp this rare opportunity and hear this old student and Carbondale boy in his splendid personation of different characters, which he makes a specialty.

Our library, the best normal school library in the Nation, still continues to grow. There were added last month 106 volumes, which make an aggregate of 8,832 books and 2,341 pamphlets, a total of 11,173 volumes. It might be stated that the students are making better use of the library books than ever before.

We are occasionally asked the question, "Is 'Old Alf' still at the Normal?" Yes, Alfred Campbell still sweeps and dusts, and should you chance to come back to the scenes of your school life he will be proud to take you by the hand, call you by name and say, "I knows you." He would object to be called old, however, for he is still but a young man.

County Superintendent of Schools W. L. Martin, of Washington county, will hold a meeting at the school house in Ashley, Saturday, October 10. Object to discuss the "Course of Study for Country Schools," "Classification Register" and other school work. School officers, teachers and patrons of the schools are cordially invited to be present.

The janitor's flower beds, near his residence, which have been a subject of pride to himself, as well as a source of admiration to the students and visitors, must soon be robbed of their beauty. This spot has been one of the most attractive parts of the campus, and Mr. Tierney deserves much credit for thus adding to the beauties of the grounds at his own expense.

The Makanda correspondent to the *Free Press* says: "L. E. Baird, of the Zion school, and A. J. Snyder, of the Buncomb school, will meet with shotguns this morning (Saturday) at 6 o'clock. But whether for the purpose

of fighting a duel or engaging in the less harmful but more exciting sport of shooting rabbits we did not understand." Why Scissors, they are trying "to teach the young idea how to shoot."

The senior class has not organized yet, and although there is an uncertainty about some of the names, the class of '90 will probably consist of the following: Messrs. J. C. Bain, K. E. Keller, J. E. Ramsey, J. F. Sams, M. T. Vancelev, J. B. Jackson, J. C. Stormont, and Misses Kate Walker, Rosa Starzinger, Mabel Smith, Bertha Hull, Mamie Lansden, Kate Hackney, Julia Campbell, Mamie Hill, Theo. M. Sprecher and Mrs. Anna Torrance.

Dr. W. A. Spencer, of Philadelphia, was present at the opening exercises on the 10th, and, after leading devotional exercises, made a fifteen minute address. Without doubt it was the best short talk ever delivered before the students; replete with rich thoughts, eloquently expressed, words which thrilled the students more than ever with the idea to "be something and to do something in the world." We regret that our reporter being taken by surprise, we are unable to give a verbatim report of Dr. Spencer's talk.

There are just twenty-nine "pupil teachers" in the Training School this term as follows: A. E. Patten, Fritz Meyer, Emma E. Barter, Dora Wham, Fred. G. McMaekin, Addie Hord, Lee Kimmel, C. M. Galbraith, Alice North, Wallace Purdy, Myrtle Woodson, W. B. Whitney, Nellie Troy, Louise Youngblood, Otto J. Rude, George Purdy, Philip S. Ayre, W. Maxwell, E. Waller, Mamie Mesler, Guy Blanchard, Anna Kell, Robert E. Steele, Julia Hanson, Ruth Hord, Myrtle Phillips, Lizzie Buckley, George Beman, and J. C. Stormont.

The enrollment in the military department is larger this term than it has ever been since the founding of the University, reaching 125 cadets. Under the efficient management of Prof. G. V. Buchanan, the commandant, assisted by his staff of young cadet officers, this part of the physical exercise is fast gaining the interest which made it so popular and useful years ago. The following is a list of the commissioned officers in the order of their rank: J. C. Salter, Capt. Co. A.; C. M. Galbraith, Capt. Co. B.; W. O. Bryden, Capt. Co. C.; J. H. Lawrence, adjutant; Geo. Beman, Capt. Co. B; first lieutenants, Shinn, McMaekin, Patten; second lieutenants, Bliss, Anderson, Steele and Brown.

Prof. and Mrs. Inglis attended a Boston school of physical culture during the vacation, and the students are now reaping the result. The Professor has exercises in the Normal hall in calisthenics, and the movements and marches to the music of the piano are not only a pretty sight, but a pleasure to the participants, and are warranted to dispel the most chronic attack of drowsy laziness in just one minute. What our girls enjoy most, however, is the exercise drill in the military hall, under the leadership of Mrs. Inglis. If by chance you may step into the hall on drill day, you will see about fifty pretty girls, such as Southern Illinois only can produce, marching and counter-marching to the time of, "Left! right! left! right!" with a precision of movement scarcely ever equaled by the Douglas Cadet Corps in all its glory. When the organ is placed in the hall, Mrs. Inglis proposes to teach the girls some fancy steps (we use the word step in the military sense), and we hope that the B. B. will give an exhibition drill.

Our Mail Bag.

J. S. Stonecipher, one of the delegation from Marion county in '88, expects to enter a law school soon.

A. A. Denton is employed in the public schools of Carthage, Mo., at \$50 per month, with a term of nine months. He began his duties on the 16th ult.

Lizzie Parks, of last year's class, began her work in the Seminary at Coulterville on the 1st. With her winning manner and thorough preparation success is assured.

H. T. Zetzsch, a student of long ago, taught his home school at Okawville for five consecutive years, and has now been employed for the third time in a neighboring district. That's just like a Normalite.

Carrie Blair, class of '87, will assist D. B. Fager in the Collinsville schools this year. She says of the GAZETTE: "It is better than any, or all of my letters, and it seems to grow better with every number."

Howard H. Fife has completed one month of a six months' school at Fountain Bluff, in this county. If any Normalites should go snake hunting and happen to pass that way, we can assure you a cordial reception—by Mr. Barr.

Thomas M. Eileston is now county judge of Jefferson county, Florida. He will be remembered as one of the first students of our University, and one of the founders of the Socratic Literary Society. His address is Monticello, Florida.

A jolly letter from May Cleland lies on our desk, which says that she has grown wonderfully thin, and attributes it to having missed Commencement last year. She extends a hearty invitation to the societies to run a nutting excursion up there any day.

Charles J. Hare sends in the following report from the Pacific coast:

"I am teaching in an exceptionally fine locality, as regards both people and climate, one and one-half miles north of Ventura, Ventura county, Cal. I am but two miles from the greatest body of water—the Pacific—and can hear its roar most of the time. My school is grammar grade and should have two teachers, and would have but there is only money enough for one. The trustees have the power to call a meeting of citizens of the district to decide whether there shall be a special tax for further needs; but as they have just spent between six and seven thousand dollars for a new house and furnishings they, perhaps, have a little delicacy about calling it."

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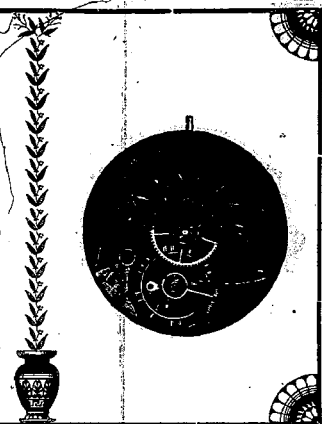
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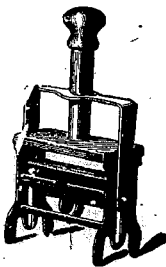
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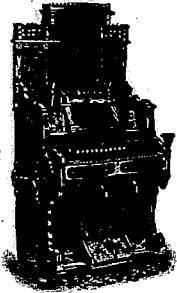
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