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## Normal Gazette, December 1889

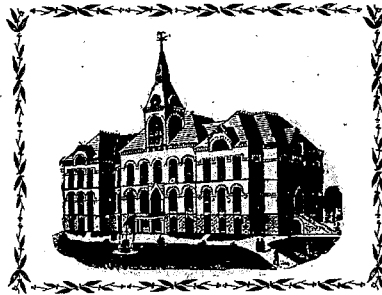
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Volume 2, Issue 10

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"FIAT

LUX"

VOL. II.

CARBONDALE, ILL., DECEMBER, 1889.

NO. 10.

## Contributed.

### A TALK ON OUR ENGLISH LITERATURE.

BY ROBERT ALLYN, LL.D.

[Given before the Southern Illinois Teachers' Association at Cairo, in August.]

Horace says that many brave men lived before Achilles, and many fair women before Helen; but they had no poet, and therefore are forgotten. That is, there was no history or memory of them, because there was no literature.

The world has always been doing heroic deeds and producing beautiful and useful lives; but all sank into oblivion because they failed to find a poet or a historian or a writer of books to preserve their fame.

A nation or an age, in order to be held in the everlasting memory of mankind, must have been able to perform noble deeds. It must have had an ancestry behind it strong of body, filled with love of truth, and inspired by an undying justice and right. It must, further, have the idea of its connection with all the infinities of power, wisdom and love, and must realize the presence of these as certainly as it feels the earth beneath its feet, or the wind and rain in its atmosphere, or the sky and light in the regions above its head. And then it will also need an ability to give much of its time to reflection and meditation on such ideas and have leisure to put the results of such studies into words chosen for their sweetness and arranged in such order as shall produce agreeable emotions in those who hear or read them.

Here, as we may say, three necessities, which we may put into an illiterative form, and declare that a nation, in order to produce a literature, must have Race, Religion and Riches—the three Rs of national literary life, as we have the three Rs of intellectual or educational life.

If now we turn our attention to our English history and literature, we find them specially connected and associated together in very remarkable periods. We shall only suggest some of these and merely hint at their dates and their characteristics.

The first may be from about, or a little before, the time of the venerable Bede, including the great Anglo-Saxon king Alfred, down to the Norman conquest, 600-1066.

In this time there were wars with the Danes, the Saxons from Germany, and with all the tribes in England itself.

Christianity, during this period, was making its conquests of a turbulent and very energetic people. They were learning to love fair play and right, and to care less for life and its comforts than for truth and its duties. And in the very midst of battles with foreigners and with nature, and indeed with each other, they were learning

those grand ideas of fidelity to duty and right, which were to make England and Englishmen and English literature so renowned in after ages as to elicit the highest encomiums from the stolid German Schiller and the mercurial Frenchman Taine.

The religion of Christian love and sacrifice was then taking root and giving shelter to all the virtues, and was infusing into the national character that supreme devotion to earnest living which for a thousand years and more has made the English people so mighty in the world's history both of deeds and thought.

For our present purpose, however, this period of nearly five hundred years may be passed over with a single remark—that it really formed the mould in which almost all of our English ideas have been cast, making our literature singularly loyal to religion and duty, and filling all our words with an odor of the sweetest truthfulness and tenderness for woman and child, such as the thought of no other people has ever breathed.

We might pause to contrast it with both the Greek and the Latin, the German and the Spanish, the Italian and French, and we should find it, in the comparison, singularly rich and noble. But time forbids.

The next period extends from the Conquest, 1066, to a little beyond the time of Chaucer, say 1450—about another 400 years. It was an age still of civil warfare and of battles on the continent to maintain the rights of a race of kings who had emigrated to England. But in literature it was a time of translation and importation of words and thoughts. Half of Chaucer is translation with indeed great additions and variations, adaptations to climate and scenery, but most especially of all the insertion of our English ideas of home and reverence for woman and child.

"The daisy," says one of the poets, "is the type of the true and pure wife, with its heart of gold and its silver crown of innocence."

In this period of war and continental diplomacy the modern English language was really formed; but it was not polished nor perfected. Here came in the elaborate poetry with the six, seven and eight and ten syllabled lines in stanzas of eight and nine lines—the Spenserian and Italian used by Byron, as the latest author who handled it with power and elegance, as Chaucer and Edmund Spenser were the first. The attempt to bring these to perfect melody, led to great polish, and introduced a study and practice of art highly conducive to progress.

The next period in our English literature is not so distinctly marked; but it may, for our present purpose, be roughly said, to extend from Chaucer, or a little later, to near Elizabeth, say from 1450 to 1550—and it will include the times of that remarkable commercial

enterprise and discovery which gave the New World to be peopled and subdued.

Perhaps the only literary event of consequence to be named in aid of our present purpose is the translation of the Hebrew Bible. This, indeed, was not properly finished till later under James I. But the invention of movable types for printing and the great value set by the people on the religion of Christianity, led the church to desire to have the Word of God in the language of the common people. Hence Wiclif, Tyndale, Crammer, and the Bishops and others, set about translating the Bible; and in a little less than a hundred and fifty years there grew up a book—a translation, in fact, of a foreign thought—which is properly called the English Bible, which, it is safe to say, is more thoroughly and distinctively an English book than any other book ever written. It is an Anglo-Saxon English literature in itself, and is above all others the one wholly and characteristically English book of the whole language and literature.

The next period is usually called the most original and glorious period of our language—the age of the great Elizabeth. Then there were wars in Holland, in France, with Spain, on the sea, and everywhere. The great Spanish Armada was destroyed, and little England began her proud career of mistress of the high seas. Then dramatic literature flourished and modern physical research began. This is the most brilliant constellation of literary stars in the heavens of any literary age. I do not hesitate to say, that with Bacon, Spenser and Shakespeare, and a hundred others, no age or nation—not the Greece of Pericles and Plato—can equal the glory of that period of noble English thought and writing.

During this period England was making the history of the world, or, more properly, was contending with Spain for the right to make history, and her thoughtful, earnest thinkers and writers were filling her language with a literature which can never die, any more than force can perish. It may change from one form to another, from rhymed poetry to drama, from drama to prose, as in Bacon and Hooker, to Milton, to Smollett, and a little later to Hume, to Johnson, Goldsmith and the Augustan age of Anne.

And then we have a later age of Wordsworth and Carlyle, DeQuincey, Tennyson, and a wonderful "Milky Way" of novelists and poets whom no man can number, and whose glory it is to write a simpler construction and a higher thought, with more of science and virtue and love, of purity and truth and duty.

And let it be emphasized that our literature has never been divorced from our noble history—has in fact been coincident at all times with our greatest energies and activities in de-

fending ourselves against a hostile climate, an array of unpropitious circumstances, or aggressive nations in arms. And as we have triumphed over all, our poets and historians have written and sung in the noblest strains, because they had for subjects about which to write,

"Fair women and brave men," whose deeds no words could too highly praise.—*American Journal of Education.*

### A LETTER FROM NEW MEXICO.

REV. R. E. PIERCE, CLASS OF '78.

It was my first trip West. This is a sufficient explanation for this letter. What I may describe was of much interest to me and will probably be of interest to those who have not made the same journey, while to those who are familiar with the scenes it may serve to recall pleasant memories.

Three days and nights, with genial companions in an elegant Pullman, traveling through Missouri, Kansas, Colorado and New Mexico, was not a wearisome journey, but a delightful recreation. In our car there were, among others, a Presbyterian missionary and wife, on their way to the City of Mexico; a Congregational lady missionary, going to Chihuahua, Mexico; besides ourselves, bound for Silver City, New Mexico.

We left St. Louis Monday night, October 28. We traveled through the eastern half of Kansas Tuesday, and the western half Tuesday night. I had always desired to see Kansas, the historic battleground of liberty and prohibition. The eastern part of the state is well improved, and the people are not dead, discouraged nor asleep because they have no saloons. When one looks out over the broad plains of western Kansas he realizes that there still is breathing room for coming generations.

Our first view of the mountains was on the second morning after entering Colorado. They were beautiful—snow-capped—from eighty to one hundred miles away. The summit of Pike's Peak was pointed out to us, and said to be one hundred and fifty miles to the northwest. We took our breakfast at La Junta, Col., where the Santa Fe road divides, one line going to Denver, and the other going south into New Mexico. Mountains were on our right all morning. We began to realize their distance from us when, after traveling several hours, their relation to us was not perceptibly changed.

During the entire morning the grade was steep, but when we reached the base of the mountain range between Colorado and New Mexico, steep grade does not express it, for we seemed to be going up into the clouds. At Trinidad our train of ten coaches was divided, and two engines were put on our division for the ascent. Trinidad is a mining place of much importance to the West. It is destined to be a

manufacturing point of some note on account of the abundance of coal there. Just before crossing the Colorado line, which is near the entrance of the tunnel, we passed the house of "Uncle Dick," the man who, in an early day, discovered this pass over the mountains into New Mexico. He took a government claim in this place and charged every one passing through with a team five dollars toll. The Santa Fe Company purchased from "Uncle Dick" a right of way through this pass, and gave him and his family free passes for life over the railroad, and the train stops before his door when he desires it.

The highest point on the line, 8,000 feet above sea level, is in the center of Raton tunnel. Raton, one of the chief cities of New Mexico, is just beyond this tunnel. We saw several large cattle ranches in New Mexico, among others one belonging to Senator Dorsey, of "Star Route" fame. The country appears to be barren, but what grass there is very nutritious, and a large herd can do fairly well where little grass can be seen. Wherever water can be found there is life and enterprise. Several syndicates have purchased large tracts of land comprising millions of acres, in the eastern and southern part of New Mexico, and are preparing to irrigate it from the Rio Grande.

Our first sight of Mexicans and their low, flat-roofed *adobe* houses was near the Colorado divide. These *adobe* houses are built of sun-dried bricks, much larger than the common kiln-burnt brick, and have the appearance of stone. They are as durable as brick houses in this country of "eternal sunshine." Many of these houses are plastered inside, and are very nice and are said to be more comfortable than frame houses, being warmer in winter and cooler in summer. To give some idea of the durability of these structures, it may be of interest to note that the oldest buildings in New Mexico, and probably in the United States, are *adobe* buildings situated at Santa Fe. Prior to the Spanish colonization of Santa Fe, in 1598, it was the site of a Pueblo Indian village. One building still remains, believed to have been built by that semi-civilized race so numerous and so prosperous which Espejo found in Northern New Mexico. Here is found the old church of San Miguel, claimed to be the oldest church edifice in the United States. It is an *adobe* building with very thick walls. The "Governor's Residence," a one-story *adobe* structure, is also found at Santa Fe, supposed to have been built by Count Penaloza about 1602.

Returning to our journey: Thursday morning found us in the southern part of New Mexico, traveling along the Rio Grande. This river in the table lands of New Mexico is very insignificant during the dry season, but during the rainy season it is a grand river sure enough. The historic battleground of Val Verde (Green Valley) was pointed out to us. The breastworks are still visible. We saw Fort Craig, where "Captain Jack" now lives with his family.

We passed along that portion of the "Old Santa Fe Trail" called by the Indians and Mexicans the "Valley of Death," because, for a distance of ninety miles there is no water to be found, and because of the number of men and animals that have died on the journey.

At Rincon, a small station not far from the southern boundary of the territory, we changed cars for our last run—due west about eighty miles and north about fifty—to our new home, Silver City. That portion of New Mexico through which we traveled the last day is more dreary and barren than one can imagine. For miles and miles nothing green or alive, that was of any value, could be seen; nothing but rocks, sand, sky and sunshine. The low mountains, always hovering near, alone gave variety to the scene. The last twenty miles of our journey was up a very steep grade, landing us 6,000 feet above sea level. That which first attracted our attention and delighted us was the stream of water flowing through the city, and the number of cottonwood trees with foliage still green.

Silver City has about three thousand inhabitants, mostly Americans, though there are several hundred Mexicans, about one hundred Chinese and a few Negroes. It is one of the most important cities of New Mexico, being the outlet and business center of the mining towns north. The business houses and most of the dwellings are brick, well built and of fine architectural style. There are three churches in the place, Catholic, Methodist and Presbyterian. The Episcopal and Baptist congregations have rented buildings. There is a fine two-story brick court house, with stone basement used for a jail. Life and property are just as safe, and there is no more disturbance here than in the average Illinois towns of the same size. We are abundantly supplied with water from the Silver City water works. The climate is warmer, the air is purer, the moon and stars shine brighter and one's range of vision is broader here than in our native state.

SILVER CITY, N. M.

#### THE NEW COURSE OF STUDY FOR ILLINOIS.

PROF. JOHN HULL.

##### I. CLASSING PUPILS.

To the county superintendents and teachers in the public schools of this State, the new course of study should prove, and in many parts has proved, an interesting and profitable study. Though not the first, this is the most ambitious attempt at putting in form an outline for the guidance of those in charge of public education in the Commonwealth. Its promoters are capable men, experienced as teachers and county superintendents, and their object is the laudable one of improving the character of the work done by the teachers of the public schools.

That a clear understanding of its purposes may be reached, and something of its methods as well, the following is presented from the explanatory remarks introductory to the Course:

##### AIMS.

"This course of study is designed to be used by teachers and pupils, giving them a definite idea of the work required in each branch. It outlines in detail the several branches required by law to be taught in the public schools of the State. The aim of this work is:

"First.—To advance the pupils, step by step, to give them credit for work done, and to lessen the damaging results of a too frequent change of teachers.

"Second.—To unify the work in the common schools of the county, thus forming a basis for comparing, by

means of written examinations or reviews, the results in the different schools, and for a closer and more effective supervision.

"Third.—To keep constantly before the minds of pupils subjects and principles, instead of paragraphs and pages, thus practically solving the vexed question concerning diversity of text-books, and rendering it possible, by outlining by topics, for pupils to use whatever text-books they may have.

"Fourth.—To enable directors and parents to know better what the common schools are accomplishing for their children, hoping in this way to gain their active sympathy in the work."

##### PLAN.

"Eight grades of work, based upon the readers, are provided for as follows:

"Primary Division.—The primary division includes the first and second grades and presents the work to be done in the first two years at school. This includes the chart, first reader and second reader. In addition to these, instructions should be given orally in language and numbers.

"Intermediate Division.—The intermediate division includes the third and fourth grade, and presents the work to be done in the third, fourth, fifth, and sixth years at school. This includes the third and fourth readers. In addition to these, an elementary text-book in arithmetic, geography, language, and U. S. history should be completed.

"Advanced Division.—The advanced division includes the fifth grade, and presents the work to be done in the seventh and eighth years at school. This includes the fifth reader. An advanced text-book on arithmetic, grammar, geography, U. S. history, and an elementary physiology, should be completed.

"Spelling, writing and drawing are to be included from the chart through the fifth reader."

##### OUTLINE OF THE COURSE.

Primary Division. (Two Years.)	First Grade. (One Year.)	Reading. Spelling. Writing. Language. Numbers. Drawing.
		Reading. Spelling. Writing. Language. Drawing.
Intermediate Division. (Four Years.)	Third Grade. (Two Years.)	Reading. Spelling. Writing. Arithmetic. Language. Geography.
		Reading. Spelling. Writing. Arithmetic. Language. Geography. History. Drawing.
Advanced Division. (Two Years.)	Fifth Grade. (Two Years.)	Reading. Spelling. Writing. Arithmetic. Grammar. Geography. History. Elementary Physiology. Drawing.

The Course seems unfortunate in its use of the term "grade." In graded schools, a pupil of the third grade is one in the third year, one of the fourth grade is in the fourth year, etc.; but the new Course would change this by putting the third and fourth years into the third grade, and the fifth and sixth years into the fourth grade, etc. Now the attempt to give a new meaning to the old and well-established term "grade," will result in endless confusion, as all students of pedagogical literature know. "Class" or "section" would answer all the pur-

poses of the new Course, and should be used instead of "grade."

##### CLASSIFICATION.

"The classification of the pupils in the different grades is a subject that must be left to the judgment of the individual teacher. The following is approximately what should be found in an average school of thirty pupils:

"Reading.—Not more than five classes with nine recitations daily.

"Spelling.—Two classes, one intermediate and one advanced. One recitation each, daily.

"Language.—Two classes as in spelling. One recitation each, daily.

"Note.—In the primary grade, the spelling and language should be taught in connection with the reading.

"Penmanship.—One class daily, and never omitted.

"Arithmetic.—Primary, one recitation, oral. Intermediate, two classes, one recitation, each, daily.

"Note.—Where possible, combine two classes in one.

"Geography.—Never more than two classes in the text-book. One recitation, each, daily.

"History.—Two classes, one intermediate and one advanced. One recitation, each, daily.

"Physiology.—One class and one recitation daily."

By the classification above twenty-three recitations a day are called for; but drawing, grammar and arithmetic (advanced division) must be added, making the number required twenty-six. The table here presented shows such a grouping of pupils into classes as makes it possible to reduce the thirty-five or more daily recitations of the pupils in the primary, intermediate and advanced divisions to the twenty-six required by the classification given above.

##### IDEAL GROUPING.

	Reading	Spelling	Writing	Language	Grammar	Arithmetic	Geography	U. S. History	Physiology
1st yr. pupils	10	5	5	5	5	5	5	5	5
2d " "	10	5	5	5	5	5	5	5	5
3d " "	10	5	5	5	5	5	5	5	5
4th " "	10	5	5	5	5	5	5	5	5
5th " "	10	5	5	5	5	5	5	5	5
6th " "	10	5	5	5	5	5	5	5	5
7th " "	10	5	5	5	5	5	5	5	5
8th " "	10	5	5	5	5	5	5	5	5

To the seventeen classes shown above must be added two lessons each daily in reading, for first year and second year pupils, making twenty-one daily recitations. Adding two spelling classes, and one class each in writing, drawing and physiology, the total number of recitations each day becomes twenty-six, the number stated earlier in this article.

Miss Caroline Whiting, 71 years of age, has been a teacher in New York City for fifty-three years. For fifty years she has not spent a day in bed; has taught always in the same school (No. 14), and worn out two school buildings; has been forty years principal, has twenty teachers under her care, and has had not fewer than 12,000 pupils.

There is no use talking about who sells the finest bread in town, for Evans' bakery can't be beat.

Students wanting fine box candy will find the best and finest in the market at Evans'.

French peas only 20 cents, at Evans'.

Oranges cheapest and best at Evans'.

# The Societies.

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Minor McCracken is employed in E. Patten's drug store of this city.

Misses Mary Roberts and Ada Dunaway, Zetetics of "auld lang syne," constituted a part of the society on the 29th ult.

William Wallis came home to "eat, drink (coffee), and be merry" Thanksgiving. He reports progress in his school work.

Joe B. Gill is now sole editor and proprietor of the Murphysboro Independent and is making the sparks fly for the Democratic party.

The vocal solo of Theo. M. Sprecher, rendered in the Opera House at the entertainment on Thanksgiving, was greeted with rapturous applause and a continued encore.

Miss Gussie Peebles has been elected librarian of the Cobden public library. We also notice that Miss Mary Wright is now the president of the library association of that place.

Mrs. Lulu V. Pierce, nee Van Winkle, of Du Quoin, was recently the guest of her old schoolmate, Mrs. Mitchell, of this city. She was accompanied by her husband and little daughter.

The reputation of Myrtle Phillips as an essayist won for her a place on the entertainment program, and the audience was not disappointed, for her essay on "Our Patriot Mothers" was well received.

H. Goodwal Dickerman, at a late meeting, favored the Zetetics with two selections from his store of humor. That Mr. Dickerman is an actor of rare talent must be admitted by all who are fortunate enough to hear him.

The recitation of Jessie Barr, on the evening of Thanksgiving, sustained her reputation as the very popular humorous reciter of the Zetetic Society. She always has something good, and gives it in a very taking manner.

Samuel H. Goodall is now established as a student of the law department of the University of Michigan, at Ann Arbor. He seems to be entering into his work there with the same zeal which characterized him as a student of the S. I. N. U.

The piano solo of Dora L. Mertz at the Thanksgiving entertainment was most favorably received and the comments made were very complimentary. Miss Mertz has very few equals and no superiors in the school as a performer on the piano.

Robert Steele, the irresistible funny man of the Socratic Society, has at last found his match in Hattie Jenkins, a Zetetic. We have reference to their vocal duet at the late entertainment. Both parts were rendered to perfection, and the selection was highly appreciated.

At a recent meeting, Miss Bertie Barr rendered the song of Mrs. John R. Thomas, "The Golden Rod," in a manner highly appreciated by her

audience. This is indeed a production of great merit, and although national in its scope, is especially appreciated in Southern Illinois.

Married.—Harry H. Jenkins, of Carbondale, and Miss Nellie Dobbins, of Anna. The ceremony was performed at the residence of Mrs. McNamee, by Rev. Dr. Farris. Both young people have for some time been attendants of the hospital, and are well known here.—[Jonesboro Gazette.]

A copy of the Charleston Plaindealer lies on our desk, containing an exceedingly rich and helpful article for teachers from the pen of Miss Clara Kimlin. It has for its heading, "The Teacher's Self Culture," and a careful reading at once entitles it to a place among productions of genuine merit. Miss Kimlin is meeting with deserved success as a teacher in the Charleston schools.

## THE SOCRATIC SOCIETY.

Nulla Vera Felicitas Sine Sapientia.

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EDWARD WENCE, Pianist.

John Stone is teaching west of Murphysboro.

Charles Riseling is conducting a successful term of school near Ava.

J. B. Bundy delivered a splendid oration at the Thanksgiving entertainment.

E. W. Smith is teaching a second successful term four miles east of Tamaroa.

Rev. Alexander, pastor of the Presbyterian church at Murphysboro, and an old Socratic, visited us December 6.

Arthur Snider, a sturdy Zetetic, but nevertheless a good friend of the Socratic Society, witnessed our literary exercises November 29.

Fred Whiteman, as a cornet soloist, is unexcelled by any one in school. His solo at the Thanksgiving entertainment elicited many compliments.

Misses Louise Youngblood and Maude Blanchard increased their reputation as fine pianists in their duet Thanksgiving night.

Miss Seva Smith found time to visit us November 29. We are always glad to see Miss Smith at society. While in school she was one of our most active members.

The Socratic Society is proud of possessing the best reciter in school in the person of Miss Mamie Hill. She took the house by storm in her recitation Thanksgiving night.

Since the plan of having all persons present a ticket before entering our hall was adopted, we have not been troubled with noise in our corridor, nor with a single theft.

The Socratic orchestra has procured a choice lot of new music which far excels the old. We may now expect something from them which will be more delightful than ever.

Kate Hackney is making quite a reputation as a debater. In a debate, December 6, she showed her audience that men are not the only persons who can produce strong argument.

December 6, John Sinks read a very interesting essay before the Society. We had not known Mr. Sinks as an essayist, but this production showed quite a talent in that direction.

J. C. Stormont recently delivered a good declamation before the society. It has been some time since we have heard anything of the sort from Mr. Stormont, and it was quite a pleasure to listen to him.

Among the old Socratics whom we noticed among the teachers at the Socratic Society, November 29, were E. I. Ward, Cicero Hawkins, J. D. McMeen, K. E. Keller, L. E. Baird, Howard Burr, Kittie Hord, W. P. Cochran and Charles Riseling.

Miss Leta Towne has not lost her talent as a vocal soloist. She recently demonstrated the fact to an appreciative audience. Miss Towne's solos are always hailed with pleasure, as she has never failed, when on the program, to please all.

Prof. E. I. Ward, an old Socratic who graduated from the S. I. N. U. in 1881, attended the Jackson County Teachers' Institute, which was held here November 29 and 30. Prof. Ward is the superintendent of schools of Perry county, in which position he is giving entire satisfaction.

The Socratic Society, for the 40th term of the S. I. N. U., has been a complete success. In the character of its literary programs, in its talented members, and in carrying out all its worthy plans, it is unexcelled by any society in Illinois. The Socratic Society will, no doubt, keep its high standing during the next term and all succeeding terms.

A special invitation was extended to the teachers in session here November 29, to visit our society on that evening. A large number came, so that Socratic hall was crowded. That they appreciated the exercises was evident from the resolution passed by them Saturday, thanking the Socratic Society for its courtesy, and the excellent program which it had presented.

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PUBLISHED MONTHLY,  
At the Southern Illinois Normal University.  
Subscription price 50 cents a year, in advance.

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ROBERT ALLYN, Principal, and Lecturer on Pedagogy, Ethics and Aesthetics.  
CHARLES W. JEROME, Teacher of Latin Language and Literature; and Registrar.  
JOHN HULL, Teacher of Psychology, Pedagogy, and Higher Mathematics; and Superintendent of Training Department.  
DANIEL B. PARKINSON, Teacher of Natural Philosophy, Chemistry and Astronomy.  
MARTHA BUCK, Teacher of Grammar and Etymology.  
GEORGE H. FRENCH, Teacher of Natural History and Physiology; and Curator.  
KATHER C. FINLEY, Teacher of History; and Librarian.  
SAMUEL M. INGLIS, Teacher of English Literature, Rhetoric, Elocution, Vocal Music and Callisthenics.  
INNEZ I. GREEN, Teacher of Geography, and Assistant in Algebra and Arithmetic.  
MATILDA F. SALTER, Teacher of Penmanship and Drawing.  
GEORGE V. BUCHANAN, Teacher of Mathematics and Military Sciences and Tactics.  
AND C. ANDERSON, Assistant Training Teacher.  
MARY A. ROBERTS, Teacher of Book-keeping and Writing, and Assistant in Reading and Arithmetic.  
LIZZIE M. SHEPPARD, Assistant in Grammar Department.

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

J. N. PATRICK's article, "School Waste," for the JANUARY GAZETTE is in the hands of the printer. It is a gem, and we are sure our readers will be much pleased with it.

VOLUME 1, Number 1, of the *Coles County Student*, a monthly journal replete with matter pertaining to the schools of Coles county, is on our desk. Its editor, Mr. George C. Calvert, is to be congratulated upon his first effort.

PROF. INGLIS was informed at the eleventh hour that he had been assigned a part on the program of the State Teachers' Association. This, together with multiplied school duties, makes it impossible for him to prepare his articles on Methods in Reading for the December and January numbers of the GAZETTE. They will be published later.

THE NORMAL GAZETTE, published by John T. Galbraith, at Carbondale, Ill., enters the year 1890 with most brilliant prospects. Over twenty-five prominent educators of the State will contribute to its columns during the year. Among them are Dr. Richards Edwards, J. N. Patrick, Robert Allyn of the Southern Normal, Dr. Hurd of Blackburn, Dr. John Washburn of Ewing College, James P. Slade of Almira College, E. C. Hewitt of the State Normal, at Normal, Ill. Prof. T. C. Clendenen and Miss Clara Stephenson, of Cairo, will also contribute. This little paper is invaluable to teachers.—*Cairo Citizen*.

We notice that quite a number of our Southern Illinois exchanges are bringing forward Prof. John Hull, of Carbondale, as a candidate for State Superintendent of Public Instruction. Barring Prof. Hull's politics, there is no man in the whole State better fitted for the position. He is a profound scholar, a

thorough educator, devoted to educational work, and is familiar with the requirements of our public schools. If Prof. Hull were of the correct shade of politics we would take great pleasure in offering our support.—*Nashville Democrat*.

This office should be non-partisan, and Prof. Hull should be a most acceptable candidate.—*Jonesboro Gazette*.

The above items are from two of the most prominent Democratic papers of this section of the State. Coming as they do, from journals opposed, politically, to the Professor, and yet freely endorsing him as a man of superior qualifications, a thorough gentleman, and in every way admirably fitted for the position of State Superintendent of Public Instruction, they will have much weight. The fact that Professor Hull is a Republican will not materially affect his chances for nomination, and certain election.

THE National Young Folks' Reading Circle has been incorporated under the laws of Illinois, with Mr. A. R. Sabin, Assistant Superintendent of the Chicago Public Schools, as President; Mr. L. R. Halsey, Secretary; and Prof. S. R. Winchell, Treasurer and Manager. The other directors are Dr. J. W. Stearns, of Wisconsin State University; K. A. Linderfelt, Librarian of the Milwaukee Public Library; and Dr. Richard Edwards, State Superintendent of Public Instruction, Illinois. There is also a board of twenty counselors composed of men and women, eminent as educators and librarians in all parts of the country. The object of the Circle is to direct and promote good reading among young people. A list of ten books is selected by the combined votes of all the officers, and these books are offered as "required reading" for the year. A new list is selected each year, and after four years a diploma will be given to all members who have read the required books.

LAST month Dr. Edwards rendered the following decision in regard to the compulsory education law, passed by the last legislature. We understand it is endorsed by the Attorney-General:

"The first section of the compulsory education law contains the following mandatory provisions:

"1. Every person shall send his children to school at least sixteen weeks each year, provided the children are between the ages of seven and fourteen years.

"2. He must send such children to school consecutively (regularly) for at least eight weeks.

"3. The time for sending such children to school shall commence with the beginning of the first term of the school year, or as soon thereafter as due notice shall be served upon the person having control of such children.

"The above are the duties imposed by this law upon the parent or other person having control of children. Then follows a clause which provides that for every neglect of such duty the parent or other person may be fined and sent to jail until the fine is paid. Here, then, is the penalty. It may be imposed, as the law says, 'for every neglect of such duty' as above prescribed. When may the penalty be imposed? It may be imposed when the parent neglects to send his child to school sixteen weeks in each year; it may be imposed when the parent neglects to send his child to school for at least eight consecutive weeks in the year; it may be imposed when the parent neglects to commence sending his child to school at the beginning of the first term of the school year, provided the board performs its duty by giving notice to such delinquent parent. If the board, upon investigation, finds that such children are being properly educated in a private school, or otherwise, no penalty need be imposed. What is the proper course for a school board to pursue under this law? In my opinion each board should first appoint a truant officer. Care should be exercised in the selection of a truant officer. He should be a careful man, possessed of good judgment.

It should constantly be his aim to get all children of school age into the schools, rather than devote his time to 'securing convictions under the law.' He should interview delinquent parents and solicit them to send their children to school. It seems to me that there will be time enough to consider the 'penalty' after parents are notified and positively refuse to educate their children. The compulsory educational law was not passed for the purpose of inflicting penalties merely, but it was passed for the purpose of enabling school boards to get all children of proper age to attend school. In the enforcement of such a law the penalty is the least thing to be considered. As a rule, it should be inflicted only when all other means fail.

"The compulsory law provides that the directors may approve a private school and allow pupils to attend it, provided such private school teaches the subjects of reading, writing, arithmetic, history of the United States and geography—all in the English language. I take it that the compulsory law does not necessarily interfere with the workings of any private or parochial school unless such school fails to teach the branches above enumerated in the English language. The responsibility of approving these private or sectarian schools rests upon the boards of directors and boards of education of the public schools. Under the provisions of the compulsory law there can be no objection to the teaching of German and religion in these certain schools, provided the common school branches are well taught in the English language."

### STATE CERTIFICATES.

State certificates are granted to teachers of approved character and scholarship, and of successful experience, by virtue of the authority conferred by the second section of Article VII, of the School Law.

Applicants for five year certificates in 1890 will be required to pass a satisfactory examination in the following two groups of subjects:

GROUP I.—Reading; Mental and Written Arithmetic; English Grammar; Geography (including Physical Geography); History of the United States; the Constitution of the United States and the Constitution of Illinois, with the elements of Civil Government; Anatomy and Physiology; General History; School Law and Orthography.

GROUP II.—Algebra; plane Geometry; Physics; Botany; Zoology and English Literature; the Theory and Art of Teaching, with an original essay on some topic or topics connected therewith, to be suggested at the examination.

For the Life Certificates, the candidate will be examined in all the above subjects, and also in Astronomy, Chemistry, English History, Latin and German. There must also be a more extended examination than for the five-year certificates in Algebra, Geometry, Physics, Botany, Zoology and English Literature.

The examination in General History will include Greece from the year 875 B. C. to the year 146 B. C., and in English History from the beginning of the reign of Henry IV to the accession of William III.

The examination in English Literature will consist of questions on Longfellow's Hyperion, Irving's Life of Washington, and of special work on Shakespeare's Henry IV, Part I.

It will not make the least difference what text-books teachers have studied in any particular branch or science, provided that they have the requisite knowledge thereof.

Examinations will be held in 1890, August 5, 6, 7 and 8, at the following places: Chicago, Dixon, Galesburg, Springfield, Normal, Urbana, Olney and Carbondale.

### DR. AKER'S PROPHECY OF THE CIVIL WAR.

In August, 1889, there was a reunion in the neighborhood of Lewistown, Fulton county, Illinois, at which Rev. Richard Hapey related the following, which was verified by two or three pioneers:

At a camp meeting near Springfield, Ill., in the forties, it was known that Dr. Akers, celebrated for the purity of his life, profound learning and eloquence, would preach on Sunday, and a hack load of distinguished lawyers from Springfield went out to hear him. Abraham Lincoln was one of the company. Dr. Akers' theme was the sin of American slavery; this he portrayed in vivid colors, and prophesied that "God would wash away the stain of this crime against humanity with blood." With remarkable accuracy he depicted the horrors of the war that was pending in the near future.

It was a startling and thrilling sermon; but few of his hearers sympathized with him in his views and utterances, as he was known to be a radical Abolitionist. Lincoln's lawyer friends regarded the sermon, eloquent and earnest as it was, as the vapors of a fanatic and enthusiast, and thought there would be a railroad to the moon before there would be war over the slavery question. Mr. Lincoln was silent and thoughtful, and at last they asked him what he thought of the sermon. His answer was: "I have never before been so deeply impressed by any human utterance. I have never thought before that we should have war over slavery or any other question, but these utterances of to-day seem to come from far beyond the preacher. They come to me as a real and awful prophecy. You may laugh, but I am thrilled in my very soul with the conviction that I in some way am to have a tremendous responsibility in that coming and awful war." Mr. Lincoln's manner made a deep impression on his companions, as he was usually the most vivacious of any one in all assemblies into which he was thrown. We all know how Dr. Akers' prophecy and its profound impression on Mr. Lincoln was verified between April, 1861, and April, 1865.—*T. J. Bryant, in Central Christian Advocate*.

### BOOK NOTICES.

HARPER'S READERS. Harper & Brothers, New York.

An examination of the first four books of this series has discovered excellences which will certainly secure for them the good-will of the school public. These new claimants to public favor are worthy of special notice for the reasons following:

1. In both type and press-work they are most excellent, and they are unsurpassed in the suitableness and artistic quality of the illustrations.

2. They are well graded. Each book of the series is distinctly a step in advance of the one next preceding it, but the difficulties the learner has to meet are so adjusted that the step from one book to the next is as easily made as is that from one lesson to the next.

3. The selections are good from the literary standpoint, and furnish a good basis for the teacher's use in giving knowledge and sound moral instruction.

4. The pieces to be memorized have been selected with more than the usual care. These are grouped in each book, are easily found, and are well worth the time required to memorize them.

5. Each of the Readers, except the First, has, as an appendix, all the new words it contains arranged in alphabetical order, properly syllabicated and marked. These words are carefully defined in the Third and Fourth Readers.

## University Notings.

The boys of the military department had dress parade on the 3d.

Miss Mabel Smith spent part of last month in St. Louis, visiting.

Jeriah Bonham, editor of the *American Journal of Education*, was with us on the 22d ultimo.

Miss Lizzie Sheppard spent her Thanksgiving vacation visiting Mrs. N. H. Moss, of Mt. Vernon.

Robert M. Allen, class of '87, now of Springfield, has been admitted to the bar as an attorney. His many S. I. N. U. friends wish him abundant success.

An institute will be held at Anna for Union county on the 23d and 24th insts. Prof. T. C. Clendenen, of Cairo, and Prof. J. N. Patrick, of St. Louis, will conduct the exercises alternately. They will also give lectures in the evenings.

Perry county will hold its winter institute at DuQuoin on Monday and Tuesday, December 23 and 24. Various topics of school work will be discussed, and it promises to be of more than usual interest. Dr. Allyn will give two lectures on Monday, in the afternoon and evening.

As a recitation from a person not a professional, the rendering of "Brier Rose" by Miss Mamie Hill, of Centralia, at the Thanksgiving entertainment, has been equaled by none on a Carbondale stage for years, if ever. It was a surprise even to her most ardent admirers.

The music at the Thanksgiving entertainment, both vocal and instrumental, was exceedingly fine. The orchestra was composed of members from the Socratic society, with one exception, and under the leadership of Prof. L. T. Scott, discoursed some excellent music.

This fall Carbondale has entertained, and right royally, too, the Grand Lodge of the Masonic fraternity, the Southern Illinois M. E. Conference, and the annual session of the Southern Illinois Medical Association. Why not invite the Southern Illinois Teachers' Association to meet here in 1891?

At the second session of the Woman's State Teachers' Association, held last month, Miss Ann C. Anderson was elected president, and Miss Martha Buck associated with her as corresponding secretary. These are the best of selections, and a compliment both to these ladies and the Southern Normal.

Thirty-one books have been added to our library during the last month. The students are making use of the library with more profit to themselves than ever before. During some of the hours there are from thirty to forty regular readers in the reading-room, while a much larger number of books are always "out."

The Campbell Hill correspondent of the *Ava Advertiser* has the following to say of Prof. Parkinson's lecture at that place on the 15th ult.: "The lecture delivered by Prof. Parkinson at the school building on Friday evening last was a surprise to all who attended it. The Professor's reputation was such as to insure it to be an occasion of rare interest, but 'rare' is too weak a term. By the use of an air-pump and many accessories, 'the air we breathe' was shown up in its different elements and relations in a manner highly entertain-

ing and instructive to all. The lecture lasted almost two hours, but so great was the interest that not the least sign of impatience was exhibited; indeed, it seemed but a few minutes. The proceeds go toward fitting up a new department in the schools of this place."

Our correspondent elaborates extensively on the efficient work and popularity of Prof. and Mrs. S. M. Inglis, of the Southern Normal University at Carbondale, Dr. E. L. Hurd, president of Blackburn University, Carlinville, Ill., and scores of others who, by vocal and instrumental music, art and speech made the sessions of the Southern Illinois Teachers' Association attractive, famous and interesting—but we do not publish a mammoth daily; and, very much to our regret, we are obliged to abridge the report somewhat.—*American Journal of Education*, St. Louis.

The interest displayed by the students of the Normal University in the welfare of our city is most commendable. The proceeds from the Dickerman entertainment have been appropriated to the purchase of lamps for the streets leading to the University, an improvement that will be highly appreciated. And never did young people work more zealously than did the students in getting up and successfully conducting the entertainment for the benefit of the poor. The members of the literary societies rendered a most excellent program, and all the participants acquitted themselves with credit. The committee of arrangements, headed by Mr. J. C. Stormont, was indefatigable, and performed its task to perfection. Our citizens owe a debt of gratitude to the students, and will show their appreciation when the opportunity offers.—*Free Press*.

The thirty-sixth annual meeting of the Illinois State Teachers' Association will be held at the Capitol building in Springfield, on the 26th and 27th insts. Southern Illinois will be represented, both on the program and in the management of the meeting. Among the prominent educators from this section of the State the following take part on the program: Dr. Robert Allyn, Southern Illinois Normal; Wm. E. Andrews, Blackburn University; Prof. S. M. Inglis, Southern Illinois Normal; T. H. Sheridan, county superintendent Pope county; Miss Esther C. Finley, Southern Illinois Normal; Miss Clara B. Stephenson, Cairo; Mrs. Hester M. Smith, county superintendent Pulaski county; Henry B. Raab, superintendent of schools, Belleville; William T. Sumner, county superintendent Jefferson county; T. C. Clendenen, Cairo; S. S. Hawley, county superintendent Marion county, and J. W. Henninger, of Charleston, officiate on committees.

### JACKSON COUNTY TEACHERS.

The institute held here on November 29 and 30 was not only very interesting, but also very profitable to the teachers. There being no school at the Normal on Friday a large number of the students attended. The program embraced a number of topics which were thoroughly discussed by prominent teachers; but owing to the limited time the subjects were by no means exhausted.

### NOTES.

The teachers were disappointed in not hearing Mr. Bert. R. Burr on geography.

"Drawing in Public Schools," by

Miss Salter, of the Normal, was highly appreciated.

Many favorable comments were made of the paper of Alexander Lane, of the colored school of this city.

County Superintendent Fager was indefatigable, and much of the success of the institute is due to his efforts.

W. P. Cochran, of Campbell Hill, was present and added materially to the interest of the meeting by a paper on essay writing.

A large number of the teachers, by invitation, visited the Socratic society on Friday evening, and of course were royally entertained.

Kent E. Keller is making himself felt as a live teacher. His paper on dictionary work was by no means the least interesting of the session.

The forty minutes' talk on discipline, by Prof. Hull, was, perhaps, the most valuable of the two days to the thinking teacher. It was invaluable.

Reading in the fifth reader grade, illustrated by a class from the Normal University, under Prof. Inglis, was highly interesting and practical.

Prof. French's talk on the effects of stimulants and narcotics will be of the greatest benefit to the teachers of the county in presenting that subject.

The paper on literature in public schools, by L. E. Baird, was not only very good, but exceedingly practical. We may at some time present it to our readers.

E. I. Ward, county superintendent of Perry county, was present both days and was a very welcome visitor. He is a member of the class of '81, of the Southern Normal.

The institute was most appropriately closed by a stirring talk from Dr. Allyn. He always has something good to say, and he is never more at home than when before a body of active teachers.

The thirty minutes allotted to grammar by Miss Buck was a positive treat. She has an inexhaustible store of just such treats which she deals out to honest seekers at the Normal, and many similar punishments for those who come to try her with hard questions.

Prof. J. D. McMeen was in attendance, and read a well prepared paper on penmanship. As superintendent of the Murphysboro schools, he is meeting with merited success. Prof. McMeen is a thorough teacher, and if he continues within the teachers' ranks, he will very soon be among the first of his profession in the State.

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George Washington, the hen with her large brood and I are not dissimilar.

George and the hen did it with their little hatchet, while I did it with my LITTLE Prices. The enormous and almost overgrown trade I have builded was not done in one day. It has taken time to prove by wear that the quality I sell is superior. The styles are attractive and the make-up perfect. It is not necessary that I sing compliments or cast roses at myself, since the very airs continually reverberating with laudations to my judgment in selecting goods, and the small profits I ask for them.

COME TO THE WEDDING FEAST, and see my Overcoats, fine and medium Suits, Hats, Caps, Under and Outer Woolen Garments, Ties from China, Jewelry from Kamkatschka, Shoes from Fairlyland, Trunks for eternity, Grips for day and night, Suspenders from Africa, and Holiday Goods from Holiday City.

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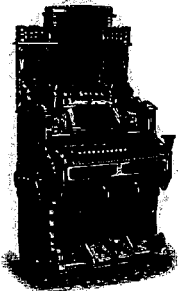
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It has the best Library of any Normal School in the nation, and a Laboratory and Museum equal to any. Its students are young men and women from nearly the whole of Illinois, and some are from other States, and they are as orderly, as enterprising, as progressive and as enthusiastic as any body of learners in any part of the world.

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TERMS BEGIN AS FOLLOWS: Fall term, second Monday in September; Winter term, last Monday in December or first Monday in January; Spring term, third or fourth Monday in March. Commencement, second or third Thursday in June.

Send for circulars, catalogue, or information to the Principal,

ROBERT ALLYN, LL.D.,

E. J. INGERSOLL, Sec'y Board Trustees.

CARBONDALE, ILL.



# Announcement for 1890.

## — THE —

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Is a paper devoted to the educational interests of Southern Illinois, and is published at the SOUTHERN ILLINOIS NORMAL UNIVERSITY.

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### CONTRIBUTORS.

The following prominent educators will write special articles for the GAZETTE in 1890:

<b>RICHARD EDWARDS, LL.D.,</b> State Superintendent Public Instruction.	<b>E. C. HEWITT, LL.D.,</b> President State Normal, Normal, Ill.
<b>T. C. CLENDENEN,</b> Supt. Schools, Cairo, Ill., and Pres't S. I. T. A.	<b>LIZZIE M. SHEPPARD,</b> Ass't Supt. Grammar Dep't, S. Illinois Normal.
<b>ESTHER C. FINLEY,</b> Teacher of History, Southern Illinois Normal.	<b>B. F. SHIPLEY,</b> Superintendent Schools, Maroa, Ill.
<b>J. N. PATRICK, A. M.,</b> St. Louis, Mo.	<b>JOHN HULL,</b> Prof. Mental Science and Pedagogy, and Supt. Training Dep't, Southern Illinois Normal.
<b>ROBERT ALLYN, LL.D.,</b> President Southern Illinois Normal.	<b>ANN C. ANDERSON,</b> Ass't Supt. Training Dep't, Southern Illinois Normal.
<b>INEZ I. GREEN,</b> Teacher of Geography, Southern Illinois Normal.	<b>DR. JOHN WASHBURN,</b> President Ewing College, Ewing, Ill.
<b>ROBERT PENCE,</b> Superintendent Schools, Nashville, Ill.	<b>DANIEL B. PARKINSON,</b> Prof. Physics, Southern Illinois Normal.
<b>M. BUCK,</b> Teacher of Grammar, Southern Illinois Normal.	<b>GEORGE H. FRENCH,</b> Prof. Natural History and Curator, S. Ill. Normal.
<b>CHARLES W. JEROME,</b> Prof. of Ancient Languages, S. Illinois Normal.	<b>PHILIP FAGER,</b> County Superintendent Schools, Jackson County.
<b>SAMUEL M. INGLIS,</b> Prof. Elocution, Rhetoric and English Literature, Southern Illinois Normal.	<b>M. F. SALTER,</b> Teacher of Drawing, Southern Illinois Normal.
<b>E. C. FITCH,</b> County Superintendent, Edwards County.	<b>DR. E. L. HURD,</b> President Blackburn University, Carlinville, Ill.
<b>GEORGE V. BUCHANAN,</b> Prof. Mathematics, Southern Illinois Normal.	<b>MARY ROBERTS,</b> Teacher of Bookkeeping and Penmanship, S. I. N.
<b>JAMES P. SLADE, A. M.,</b> President Almira College, Greenville, Ill.	<b>CLARA B. STEPHENSON,</b> Sec'y Southern Illinois Teachers' Association.

### ARTICLES ON SPECIAL TOPICS.

We have secured some interesting and valuable articles for 1890 on special topics. The titles and authors are as follows:

Normal Schools in 1839 and 1839.....	DR. RICHARD EDWARDS.
Books a Teacher Should Have in His Library—In His Head.....	DR. ROBERT ALLYN.
Simple Apparatus in the Common School.....	PROF. D. B. PARKINSON.
A Day in a School Room on the Nile.....	DELLA A. BROWN, Missionary.
The Grasser School, and The Petrified Forest, Arizona, (two articles).....	HARRY Z. ZUCK.
A Day in a Large Library.....	G. J. NAWY.
Chips from a School Room in Cairo, Egypt, (Southern Illinois).....	CLARA B. STEPHENSON.
Zoology and Botany as Aids to the Common School Teacher.....	PROF. GEORGE H. FRENCH.

### PRACTICAL TEACHING.

Under this head will appear practical methods, devices, questions and answers, and various suggestions on the art of teaching. It will be conducted by PROF. JOHN HULL, and will be very valuable.

**NORMAL METHODS.**—We shall continue to present the method work given by the teachers in the various departments in the State Normal University in the teachers' training class. This will be of practical use to the teacher in the school room, and alone would be worth the price of the paper for a year.

**STATE COURSE OF STUDY.**—The course of study for common schools will be discussed from time to time, with suggestions on its merits and application, by PROF. JOHN HULL.

### COUNTY CORRESPONDENCE.

A page will be devoted to correspondence from the counties of Southern Illinois. By this means we hope to report the success of County Associations, the work of the different counties, personal items of interest, etc. This will be one of the very interesting features.

## The Southern Illinois Normal University.

In no way do we expect to decrease our efforts to make the NORMAL GAZETTE an historian of this University, and of much interest to every student, both old and new. In 1890 will be presented, as has been in the past, a write-up of the happenings of the Normal, the Societies, and the whereabouts and doings of the old students. To this we hope to add interesting notes from other colleges in Southern Illinois.

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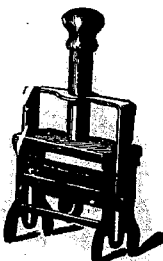
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