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Northern Indiana Normal School

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THE NORMAL STUDENT.

VOL. IV.—NO. 2.

VALPARAISO, INDIANA, SATURDAY, JANUARY 13, 1894.

\$1.00 PER YEAR.

JACKSONIAN DAY AT THE NORMAL.

Extracts from Speeches Made by Law Class Orators.

INTRODUCTION BY B. L. COOPER, Chairman.

In accordance with the custom of this school in years past we have assembled this evening to commemorate the birth and life, to honor the name and memory of one of America's noblemen.

The lover of virtue will ever view with delight the lives of the virtuous, so the lover of his country will contemplate with pleasure the noble lives and heroic deeds of those who secured or protected and preserved the liberty and unity of the nation.

In this land of free thought and free speech, the faults and foibles of our statesmen are unmercifully exposed to the eye of the public, and few have received more harsh criticism than Andrew Jackson. His austere morality, his hatred of wrong, his stern adherence to what he thought right, sometimes led to exhibitions of temper which burst through all control, and served to show the fierce fires that slumbered below.

In the heat of political conflict, partisan animosity on the one side, campaign enthusiasm on the other, render it difficult to gauge the mental calibre of statesman or politician; but looking at the character of Andrew Jackson in the clearer light of half a century after he has passed away, we can but honor and respect him. To every American citizen who seeks to rise above ignoble surroundings, his life will ever be a brilliant example inciting to renewed effort, as they see how this man overcame the obstacles which lay in his pathway, toward fame and success.

Born amid the turbulence of the last years of our colonial history; losing both his parents while yet but a child; his boyhood passed in the excitement and turmoil of our struggle for independence, his early life was well fitted to develop within him that self reliance which Emerson says, "is the essence of heroism." * * *

JACKSON AS SOLDIER, BY J. P. FRANTZEN,

The greatest and most lasting monument that can be erected in honor of any man is a record of his deeds. If these be of such a nature as to be worthy of imitation their praises will be sounded more and more by each succeeding generation. But in order to erect such a monument the opportunity must present itself. Washington, Jackson and Lincoln erected monuments for themselves as no American can build to-day; because the emergency does not present itself. These men did nothing for the sake of honor, but every thing, in their judgement, was done because it was a duty which had devolved upon them.

This is the class of men well worthy of all the honor they receive. We also see that the people have implicit confidence in the man who has the courage to do the right regardless of consequences. We find some of these men in every period of our history, and particularly during the Revolutionary War and the war of 1812. One of the most popular of these men was Andrew Jackson. During that great struggle for American Independence, it was the fate of Andrew Jackson to live in a vicinity where the war was continually going on, sometimes between the patriots and Indians, and at other times between the patriots and the British soldiers and Tories.

When Tarleton so cowardly massacred Bulford's

regiment after the Americans had surrendered; Jackson, although but 13 years, had his patriotism aroused and he determined to do all in his power to help punish the British for this cowardly outrage. It was under these circumstances that Jackson offered his services, and life if necessary, for his country's independence.

Andrew and his brother Robert entered the American army under General Thomas Sumter, and were both in the battle of Hanging Rock where Sumter surprised and destroyed a British regiment. A short time after this they were both captured and taken to Camden as prisoners. While a prisoner Andrew was ordered to clean the boots of a British officer, to which command he replied: "Sir, I am a prisoner of war, and propose to be treated as such." This answer enraged the brutal officer so much that he drew his sword and inflicted a severe wound on Andrew. The officer then turned to Robert who gave the same answer that his brother had given. The officer then struck the boy with his sword inflicting a wound, from the effects of which Robert died in a short time.



B. L. COOPER, CHAIRMAN.

Some time after this occurrence a change of prisoners was effected between the opposing forces and young Jackson was among those who were released. He now returned to Waxshaw, his early home. We again hear of him in military affairs in 1801 when he was appointed commander-in-chief of the Tennessee militia, but no active military operations were undertaken until 1812. During that year it became the general impression that the British contemplated an attack upon New Orleans. The Secretary of War ordered Jackson to Natchez with a force of 2000 men. But it soon became evident that the British had no intention of carrying the war to the South and Jackson was ordered to disband his army. At this command he became very indignant and took upon himself the responsibility of marching his army home in a body and paid all expenses that were incurred, from his private purse.

In not obeying the command of his superior Jackson committed a wrong. But it would have been a much greater wrong to leave these 2,000 men such a great distance from home without

means of sustaining themselves and without a leader. Their homeward march would certainly have been a dreadful one through swamps and uninhabited territory where no provisions could be obtained. How could grateful men forget such a general who was willing to sacrifice even his own position if necessary to keep his men from suffering.

As the U. S. were now at war with Great Britain the Indians also arose in rebellion. Tecumseh, the great Indian chief collected a large number of savage warriors and begun to make war upon the Americans in order to check the westward progress of civilization. In the battle of Tippenanoe, Tecumseh was defeated and slain. But he had an ally named Weathersford a chief of the Creeks who still pursued the war with vigor. He captured Fort Mimms, in Alabama, and massacred 400 persons. This cowardly outrage aroused the blood of the settlers, and Jackson with 2,500 men went to quell the disturbance. * * *

On the 27th of March 1814 the famous battle of Tohopeka was fought in which the Indians were defeated and their power forever broken in America. During 1814 Jackson was appointed Major General and received the command of the department of the South. At this time there was some dispute between the U. S. and Spain as the ownership of Mobile, but in August Jackson occupied the town and made his headquarters there. The Spaniards allowed the British the use of their territory but Jackson drove them out of Pensacola and then out of the remainder of Florida.

About this time a very powerful British expedition was directed to New Orleans, its object being the capture of the city, and thus obtain possession of the Mississippi river. Jackson seeing their plans hastened to the defense of the city. On his arrival he set to work and with the assistance of his soldiers and the citizens threw up a line of breastworks a few miles below the city. Being a man of prudence and foresight he ordered a second line of breastworks to be thrown up so that in case he should be driven from the first he could retreat behind the second line. On the fourth of December the British entered Lake Borgne and captured the American fleet on the lake, after considerable resistance. This left them as they supposed, a clear way to New Orleans. But on arriving within about seven miles of the city they were encountered at every step by the Americans. Several preliminary skirmishes ensued in which the patriots were successful. Both sides being reinforced they now prepared for the final struggle, which should decide for once and always the supremacy of the Mississippi river and the possession of New Orleans, which is the key to the Mississippi valley. The British were now in very fine form, indeed. Sir Edward Packenham had under his command 12,000 veteran soldiers, men who had fought under Wellington, the Iron Duke, in that memorable campaign against France. * *

At last the morning of the 8th of January has arrived, and now begins that remarkable battle. The signals intended to produce concert in the enemy's movement are discovered. From one side of the field a sky-rocket is seen, in a few minutes another is seen ascending from the other side. Now the enemy advance with their full force of 12,000 men, determined to storm the American works: nearer and nearer draw the British forces, some with ladders to scale the American breastworks,

others with bundles of brush to effect a passage way over the large ditch which Jackson had constructed in front of his works. On the other side are the Americans ready to receive them. Many are the hearts that are anxiously beating to get at the Red Coats. But the command is given not to fire. On come the British, they are now within easy range of our lines. The word "fire" rings out, a stream of lead is poured into the line of British



J. P. FRANTZEN.

Regulars. These men who had aided in the capture of Napoleon, men who have the reputation of being invincible, are mowed down like grass by the American Militia. The British waver, Packenham their commander rushes to the front and tells his men to follow him, the next moment he is pierced by a rifle ball and sinks to the ground. Generals Keen and Gibbs are mortally wounded. The men retreat in disorder but are met by General Lambert who rallies them, and once more they press forward in the face of death, they again waver and are driven back. On the American side Jackson is found everywhere. His voice is heard above the din and clash of the battle. First in this part of the field he is urging his men into the engagement, directing an attack on a certain division. Then he is seen in another part, he places himself at the head of a column and presses forward. His appearance inspires all his men, whenever they see him they give cheers and fight with renewed energy. Thus the battle rages. At last the British retreat in disorder and retire from the field, the great battle is over. New Orleans is saved, the British hope of gaining a foothold in the South is gone forever. All their hopes of ever gaining possession of the Mississippi Valley are shattered. *

The results of this battle taught the British to honor and respect our American flag, that emblem so dear to every true American. Let us thank God that 79 years ago to night those Stars and Stripes still waved above the quaint city of New Orleans.* And that 79 years ago to day Andrew Jackson gained for the American people one of the greatest victories known to history.

JACKSON AS A STATESMAN, BY W. L. SILL.

Hon. John Bigelow has said that "A nation has no possessions so valuable as its great men, living or dead.

In glancing over the list of our nation's famous dead we find the name of Andrew Jackson, seventh president of the United States, and one of our country's most valuable possessions.

When Tennessee was organized into a state, Jackson took a very active part and assisted in the framing of the state constitution. Upon arriving at

statehood a man was wanted to represent her in Congress, and Jackson was elected to the office. Although but twenty-nine years of age, he displayed a degree of ability and judgment surprising in one so young and inexperienced in legislative affairs.

So well did he serve his state as representative, that when a year later a vacancy occurred in the Senate, he was chosen to fill the place. Unlike the majority of the members of the legal profession of to day, Jackson seemed to have no political aspirations. The offices to which he was elected were thrust upon him. He preferred to lead a private life; so after serving one year as senator, he resigned and returned to Nashville to take up the practice of law and enjoy his home, free from the care of office. But the people of Tennessee had other plans for our hero. They were unwilling that a man who had shown such marked ability, such honesty and integrity, should remain long in private life, and he was elected to a judgeship in the Supreme Court of Tennessee.

No doubt there were men more learned in the law than he, but none more worthy of their confidence. The people knew him to be honest and upright in all his dealings, therefore he was chosen. After filling the office of judge for six years, to the entire satisfaction of the people, he resigned to enter the army.

The only record we have of his public career during the following eighteen years of his life, is as a soldier. And what a record! * * *

During all these years Jackson was unconsciously paving the way to the presidency. Unconsciously? Yes, the hero of New Orleans never questioned the effect his acts would have upon himself. His watchword was duty, and whenever duty called him there he would go regardless of consequences. He often said, "I care nothing about clamors; I do precisely what I think just and right." There was nothing of the policy man about Andrew Jackson.

At the close of the war Jackson hoped to enjoy the quiet of his farm and garden, for he loved his home, but the nation had other plans for him.



W. L. SILL.

After serving as Governor of Florida and United States Senator, he was elected to the presidency in 1828. This was not done without opposition, both Webster and Jefferson opposed him. They feared his temper would get the better of his judgment.

But the vast majority of the people believed in him, and the events of the next eight years proved to the nation that their choice was a wise one. The hero of New Orleans proved himself eminently competent to guide the Ship of State o'er the stormy

seas of nullification, into the haven of peace and safety.

No sooner had Jackson assumed control at Washington, than he surprised the nation by carrying out the maxim, "To the victors belong the spoils." Nearly two thousand officers were removed and the vacancies filled with members of his own political party. This act has been greatly criticised, but nevertheless, the practice has been kept up ever since.

The one great question with which Jackson had to deal, was that of nullification. The tariff, which was advantageous to the manufacturers of the North was considered disadvantageous to the agricultural South.

Bitter feeling was aroused, until South Carolina under the leadership of John C. Calhoun, declared the acts of Congress on the tariff null and void; and medals were struck bearing the words, "John C. Calhoun, First President of the Southern Confederacy."

Nullification at once became the absorbing topic. The eyes of the nation were upon Jackson. "What will he do? Is this Ship of State to founder upon the rocks, this glorious Union to crumble away?—this Union for which our fathers fought, bled and died?" These were the questions which the loyal citizens of this young republic were asking. And while they were yet questioning, the answer comes back:—No! Never! With "Old Hickory" at the helm, this grand old ship will sail on; the Union shall stand.

Upon the celebration of Jefferson's birthday, Jackson sent this significant toast: "*Our Federal Union, it Must be Preserved.*" He immediately sent General Scott to Charleston with orders to see that the law was enforced. He summed up his objections to nullification in these words: "I consider, then, the power to annul a law of the United States assumed by one state, incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution, unauthorized by its spirit, inconsistent with every principle on which it was founded, and destructive of the great object for which it was formed." And again he said, "To say that any state may at pleasure secede from the Union, is to say that the United States are not a nation, because it would be a solecism to contend that any part of a nation might dissolve its connection with the other parts, to their injury or ruin, without committing any offense." By these prompt acts on the part of our hero a check was placed upon nullification, and the Union saved.

When Jackson was asked in after years what he would have done with Calhoun and the nullifiers had they continued, he replied, "Hung them as high as Hamen. They should have been a terror to traitors to all time, and posterity would have pronounced it the best act of my life."

The public debt was paid during Jackson's administration; he believed that this as well as every debt was a curse. * * *

Andrew Jackson is the only president of whom it can be said, "He left the presidency more popular than when he entered." Although nearly half a century has passed since he crossed to the other shore, his deeds have lived after him. And tonight, throughout this glorious country of ours, from Plymouth Rock to the Golden Gate, and from the ice and snow of the north, to the orange groves of the south, his praises are being sounded from millions of loyal hearts. * * *

The class in Parliamentary Law which has been conducted by A. L. Moore during this term, has been a grand success, and having met with such good results Mr. Moore has decided to enlarge the scope of the work and continue the classes next term. The advanced class will be organized next Wednesday evening in Room 8 at eight o'clock. All persons desiring a thorough knowledge of convention work should not miss this chance.

WILLIAM RAINEY HARPER.



WILLIAM RAINEY HARPER, Ph.D. Born in New Concord, Muskingum, County, O., in 1856. Dr. Harper is now President of the University of Chicago. He is of Scotch-Irish ancestry. At the early age of ten years he entered Muskingum College, where, four years later, he received the degree of B. A., delivering the Commencement Day oration in Hebrew—a rather notable performance for a fourteen year old lad. For the next three years he remained at home.

At seventeen he went to New Haven where he entered the graduate department of Yale College, and after two years, chiefly devoted to the study of Indo-European languages, he received his degree of Ph. D.

It was while he was pursuing these studies at Yale that Dr. Harper became acquainted with Prof. Rogers, of Dennison University, Granville, Ohio, and when a little later Mr. Rogers entered a pastorate, Dr. Harper was appointed to fill his place in the college. For four years he held the position of Principal of the preparatory department at Granville, giving instruction during this time in Greek and Latin. This personal experience of the capabilities and needs of students in their preparatory work laid a good foundation for Dr. Harper's subsequent teaching and writing.

In 1879, Dr. Harper was elected professor of Hebrew and the cognate languages in the Baptist Theological Seminary, at Morgan Park, Ill., which position he held until called to Yale University, in 1886, to become professor of Semitic languages in the graduate faculty of that institution. Three years later he was, in addition, chosen Woolsey Professor of Biblical Literature. While engaged in these labors, he added to his other duties that of instructor of Hebrew in the Yale Divinity School.

In 1880, he instituted the Hebrew Correspondence School; in 1884, the Institute of Hebrew, which included the leading instructors in Hebrew in the country; in 1885, too, he issued his "Elements of Hebrew and Hebrew Vocabularies," and afterward, his "Hebrew Method and Manual," and his "Elements of Hebrew Syntax." He started in 1883, the "Hebrew Student," a periodical which is still continued under the name of "The Old and New Testament Student," for general readers. A year after establishing the "Hebrew Student" he began the issue of "Herbraica," a journal designed only for students, and the only one of its kind printed in English. Nearly one-half its circulation is taken by scholars in Europe. For a number of years Dr. Harper has taken an active interest in the Chautauqua movement, having been principal of the Chautauqua College of Liberal Arts since 1885.

The appearance, in 1888, of an "Inductive Latin Method," by Professor Harper and Isaac B. Burgess, A. M., instructor in the Boston Latin School; and the "Inductive Method in Greek," in the same year, by Professor Harper and Wm. E. Waters, Ph. D., of the University of Cincinnati, marked a new departure in elementary methods of instruction in these languages, which is far-reaching in its consequences. Active and progressive teachers of Latin and Greek have everywhere welcomed these books as embodying the true principles of classic instruction, while those who have

been fortunate enough to come under the spell of Dr. Harper's own personality in his college work, or his Summer schools, or his correspondence schools, have used the books with greatest enthusiasm.

President Harper believes that his "Inductive Latin Primer," the latest work of his classic series, will present no difficulties to any teacher of Latin, whether previously familiar with the method or not. It extends and completes the work suggested in the "Inductive Method." In the latter book much is left to be supplied by the teacher's own originality; in the "Primer" the details of each lesson are more fully wrought out, and hence teachers of less experience or with a less perfect knowledge of the language find the "Primer" better adapted to their needs. Its rate of progress is more gradual, and hence the lessons are easier to both pupils and teacher.

President Harper is a man of solid build, a trifle above the middle height, the possessor of a bright, sympathetic face, a clear, resonant voice, and an engaging personality. His pupils are not only his enthusiastic followers, but his admirers and friends. He ascribes his wonderful success as an instructor, however, not to his own individual ability, but to the educational value of his method.

THE INDUCTIVE METHOD OF LANGUAGE TEACHING.

REPRINTED FROM THE STUDENT.

There has been some cavilling over the adoption of the name *Inductive* for the system of language instruction, which is ably exemplified in the Inductive Latin Primer now in use in our High Schools. No term is sacred from special application. This is well enough proved by the use of this very word induction as a special term of electrical science. In the case under consideration it is, therefore, needful only to define the term as used, in order that cavilling over the word may cease forever. By *inductive*, as a new technical term in the art of language teaching is meant that which (1) takes a standard author as the basis of work from the beginning, and (2) proceeding from words-forms, the relations of which have been discovered through comparison with a simple literal English translation, infers that similar endings show similar relations; also, infers that a word taking a certain ending to express a certain relation will take, to express other relations, the endings of similarly modified words.

It is absurd to insist that this system shall never lead a pupil to a wrong conclusion, for a language—even so regular a language as Latin—is not free from exceptional forms. That the pupil uses his judgment and forms a conclusion, which the interpretation of his author must, if it is wrong, speedily correct, gives the very *raison d'être* of the method. The corrections are made as the irregularities are encountered, and then become part of the student's stock of *knowledge in actual use*. With a singular fatuity, the ancient, futile, illogical system, dubbed, by modern inquirers into the cause of its acknowledged unproductiveness, the *classical system*, put comprehension of the language last in order of acquirement. What blocks the progress of the pupil in the second year of classical study under the grammar-memorizing system, is the great mass (a truly *indigesta moles*) of dead material. A few perfunctory, more or less, "Ollendorffian" sentences were supposed to give life to this material, much of which is in no wise related to the student's natural present work in the language. From this great mass the pupil was supposed to select, when he began to read, what the interpretation of his author called for. Instead of bending all his effort to comprehend what he is set to read, he expends—wastes—his effort in a vain attempt to recall rules and paradigms, which

were almost, if not entirely, meaningless when he memorized them.

Under the inductive system, a form is never given without a consciousness of its full meaning, or of the possible variety of meanings the pupil's experience of similar forms should lead him to attach to it. When, in a later stage, a form is now and then given to complete a declension or a verb paradigm, the other forms are possessed by the pupil's consciousness so thoroughly that the new form, satisfying curiosity, is impressed naturally upon the mind.

If the word *linguae* is thought of by one who has a real grasp upon the Latin tongue, it is thought of as perhaps as an adnominal modifier, or perhaps a possessor, or perhaps an indirect object, or perhaps a plural subject, or perhaps any other component part of an idea which its form allows. When met with in the sentence, the mind being conscious of each possible part it may play in completing the sense, it takes its proper place in the thought. No careful writer could allow any doubt of its meaning in the collocation in which he uses it.

It does not require the power of looking through a stone fence, nor deep psychological research into the nature of our comprehension of language, to enable one to perceive that thus, and thus only, Latin or any other tongue can be fluently read. This power is arrived at through a habit of mind. The habit of mind is to be gained only by making the comprehension of the language, *from the first*, the basis of examinations of its forms. Any one knowing the inveteracy of habit will not question the italicized words. Lack of space forbids an example to show how, to even a greater degree than in the case of substantive, adjective and other forms, this system leads to comprehension and mastery of the various principal and sub-ordinate clause-constructions.

Spontaneous, intelligent effort, thus restored to classical study, will yet remove the blight so apparent by the anti-Greek movement in England and the anti-classical movement in this country. The mechanical teacher who, alas! in many cases, has not read, and can not read with a decent fluency and appreciation, a Latin author, must relinquish his hold upon the door of a world's pleasure-house.

A carpenter's apprentice who, blindly confident in his instructor's skill should have learned the classification, name, number and size of the bolts, nails, beams and boards needed to build a house, without having acquainted his hand and eye with actual work, would, when called upon in due time to show the results of his training, sit down in blank despair, and—speak disrespectfully of his false teacher. The moral of this lies in the application thereof.

GOTT SEI MIT EUCH.

Gott sei mit euch bis zum Wiederseh'n:
Seine Weisheit ob euch walte,
Bei der Heerde euch erhalte:
Gott sei mit euch bis zum Wiederseh'n.

Chor: Wiederseh'n, wiederseh'n,
Wiederseh'n auf sel'gen Höh'n;
Wiederseh'n, wiederseh'n,
Gott sei mit euch bis zum Wiederseh'n.

Gott sei mit euch bis zum Wiederseh'n:
Seine Flügel euch bedecken,
Lebens-Manna sollt ihr schmecken:
Gott sei mit euch bis zum Wiederseh'n.

Gott sei mit euch bis zum Wiederseh'n:
Wenn Gefahren euch umringen,
Wird sein Arm euch fest umschlingen:
Gott sei mit euch bis zum Wiederseh'n.

Gott sei mit euch bis zum Wiederseh'n:
Mög' sein Banner euch umwehen
Und die Todesflut vergehen:
Gott sei mit euch bis zum Wiederseh'n.
F. W. Berlemann.

BIMETALIC LEAGUE.
A New Society.

The recitation room of the law building was comfortably filled last Saturday evening, and when the president, Mr. J. J. McCaffery, rapped for order every one seemed anxious and interested in the monetary question, which it is the object of the league to discuss.

After the usual preliminaries—report of committee on constitution and by laws having been made and adopted, several new members voted in, etc.—according to prearranged programme, the silver question was taken up and discussed by R. G. Farington, G. A. Hinshaw, Fulton Jack, B. F. Barnett and J. J. Riggs.

It is the object of the league to study and discuss questions of finance, to examine and debate the silver question pro and con. Education is our motto. If a voter's convictions are in sympathy with silver or gold or both he should know that he knows why he is so convinced and be prompted by motives other than party or sectional prejudice. The club is not political but purely conservative, and it asks those to join who wish to study the monetary questions of our time.

The league now feels assured of permanent success, it has already a roll of forty-four members and the interest felt and taken is altogether encouraging.

From time to time we are promised such speakers as Joseph C. Sibley, James K. Jones, Wm. J. Bryan and others who will lecture on questions of finance.

Until farther notice regular sessions will be held in the law building Saturday evenings, beginning promptly at 5:30 and dismissing at 7:30.

At the close of the session a vote of thanks was extended Mr. B. F. Perrine for the space kindly allowed the league in the columns of THE STUDENT; and also to Col. DeMotte for the use of his building. J. J. R.

America's Historic Literary Magazine.

THE Atlantic Monthly FOR 1894

Will contain a new Serial, to run through twelve numbers, entitled

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THE SUNDAY SCHOOL TIMES

Has the largest and widest circulation of any paper printed in the interest of the *International Sunday School Lessons*. It is free from Party Sects, or Denominationalism and gives its reviews of the lessons in graded steps so that the teacher in the infant class can get helps as well as the Primary and Intermediate and higher advanced classes. In the latter none are better than the reviews given by celebrated English scholars.

It is published weekly and has the advantage of giving current news and illustrations fresh from the happenings of the day. Our notes for the year lack this freshness and spirit of the times which makes the class-room life-like.

Every Sunday School teacher will still feel that there is help that he needs until he has sent to

1031 Walnut Street,
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for THE SUNDAY SCHOOL TIMES.

CHURCH ANNOUNCEMENTS.

BAPTIST. 9:15 a. m., Sunday School. 10:30 a. m. and 7:00 p. m., preaching by the pastor, Rev. Dr. Heagle. 2:30 p. m., Junior Baptist Union, led by Mrs. Judd. 5:45 p. m., Young Peoples Prayer meeting.

CHRISTIAN. Sunday School at 9:15 a. m., Prof. M. E. Bogarte, Superintendent. Morning and evening sermon by the pastor, J. H. O. Smith. Y. P. S. C. E. 6 o'clock, Prof. J. E. Roessler, President. Special music at each service and everybody made very welcome.

SONG SERVICE 7:00 P. M.

Organ Solo—Selected, Mrs. G. E. Stanton; Chorus—"Dona Nobis," [As thy Mercies], Choir; Mixed Quartet—"I'm a Pilgrim," Miss Groth, Mrs. Beach, Mr. Showalter and Mr. Butler; Soprano Solo—"Angel Serenade," Miss Grace Groth, with Violin Obligato by Miss Florence Webb; Ladies Quartet—"The Sunshine follows the Rain," Miss Hildreth, Miss Walter, Miss Stockman and Miss Dye; A few remarks by the pastor; Collection for the benefit of the Choir Fund; Chorus—"Baal, we cry to thee," [Elijah], Choir; Soprano and Alto Duet—"The Vesper Hour," Miss Groth and Mrs. Beach; Ladies Trio—"Lift up thine eyes," Miss Groth, Miss Hildreth and Mrs. Beach; Chorus—"Hallelujah Chorus," [Messiah], Choir.

CATHOLIC. Morning service at 8 o'clock. High Mass at 10:30 a. m. Sunday School at 2:15 p. m. Vespers at 3 o'clock.

GERMAN LUTHERAN. Sunday services 10:30 a. m., and 7:30 p. m. Sunday School 2:00 p. m.

GOSPEL HALL. Gospel meetings at 10:30 a. m. and 7:30 p. m. Prayer meeting Thurs. day evening at 7:30 o'clock.

METHODIST. The pastor will preach at 10:30 a. m., and at 7:00 p. m. 9:00 a. m., Class meeting. 2 p. m., Sunday School. 3:15 p. m., Junior Epworth League. 5:45 p. m., Epworth League. Prof. Heritage with a well trained choir will lead the singing. He also teaches the Normal Sunday School Class.

PRESBYTERIAN. 10 a. m., Session Prayer Meeting. 10:30 a. m. and 7:00 p. m., preaching by the Pastor. 2 p. m., Sunday School. 6.00 p. m., Christian Endeavor.

RECITAL HALL. Bible Reading at 4:00 p. m. All are cordially invited to attend.

ST. JOHN'S EVANGELICAL. Preaching by the pastor, Rev. H. Staebler, at 10:30 a. m.

PERSONAL.

L. W. Horn is located at Preston, Missouri.

C. E. Pattee is teaching at St. Anne, Ills.

M. J. Fitzgerald, is located at Nokomis, Ill.

F. C. Brooks, a student of last year, is with us again.

Lefa Jones, of '87, is teaching near Wheeler, this state.

Ed Stevens, a former student, is teaching at Crandon, S. D.

A. D. Bittner, one of the students of '92, is teaching at Bowen, Ill.

Anna Dixon, of the scientific course of '80, resides at Pontiac, Ill.

Pearl Jones, a graduate of the music class is at her home at Milford, Ill.

Jennie Stones, of the teachers course of '93, is located at Litchfield, Minn.

J. A. Hand writes from Lincoln, Ills. Thinks he will be back with us soon.

A. F. Heltman, a classic of '91, has an excellent position as teacher at Denton, Texas.

W. H. Bittner, an old normalite, is superintendent of a colliery at Louisville, Colo.

Etta Morris was compelled to leave for her home at Paris, Ky., on account of ill health.

C. M. Titus, of the classic course of '92, is the principal of a normal school at Crookston, Minn.

Stella Gote, Morris, Vigo county, Pa., seems interested in our school. We are having a greater proportion of students now from Pennsylvania than heretofore.

J. J. Pattee came in for a high grade at the examination at Rush Medical College, in Chicago.

Lyman E. Swigers, Edenburg, Ill., commercial graduate or '89, is giving some of his time to music.

Miss Alice Beeson, scientific of '93, is teaching the young idea how shoot, in Dodge City, Kansas.

H. W. Veach, a scientific of '93, is teaching at Escanaba, Mich., (a town of 8,000) and is doing well.

Ella Budda, Peotone, Ills., writes that she is teaching a very pleasant school at the above named place.

W. A. Aspy, principal of the Seneca schools, Seneca, Ills., will be remembered by many of our readers.

M. Barnhart, a normalite of three years ago, is assistant cashier of a prosperous bank at Estherville, Iowa.

S. Delano Talcott, a scientific of '83 and graduate in the music course, is now practicing law at Waukegan, Ill.

Miss Ella McMullen, elocution of '93, recently gave very successful entertainments at Chatsworth and Healey, Illinois.

T. I. Packard, a classic of '90, took the highest grade at the recent examination at Rush Medical College in Chicago.

Chas. H. Coates, who completed the shorthand course in '91, is at Neenah, Wis. He contemplates being one among us soon.

Harlon Harker, a graduate of the phonography course here, is teaching short hand at Wabash College, at Crawfordsville, Ind.

Alfred L. Barthel and Miss Katie D. Mayer, were married Thursday Jan. 4, at Elkader, Iowa. Alfred is teaching at the above named place.

Charles A. Mason writes from America, Ills. He is giving some time to the practice of what he learned about book-keeping.

Mrs. Helen J. Barry is at the Pratt Institute, Brooklyn, N. Y., and is giving much of her time to art. She was a student in '91.

Jennie Pattee is having splendid success teaching in Lake county, this state. She expects to return next year and complete the classic course.

Sena Swift, secretary of the scientific class of '93, asks the members of the class to send in their class letters by Feb'y 1st. Address all reports to Miss Sena Swift, Valparaiso, Indiana.

Miss Carrie Mills, a scientific of '90, read a paper recently before the Kansas State Teachers' Convention. She is a successful teacher in that state. Her school is at Osborn.

J. K. Blake and W. R. Rogers are two names in a law firm at 79 Dearborn st., Chicago, doing business under the style of firm Allen, Rogers and Blake. The two names first mentioned will be recognized as two of our boys. Call and see them.

J. W. Kitch, of Adair, Iowa, announces that the printing of the class letters for the scientific class of '86 has been delayed on account of the members not getting in their letters. He asks that they be sent in to him at once.

J. P. Frantzen, secretary of the scientific class of '92, asks all delinquent members to send in their class letters. The price this year is 50 cents and he asks the members to inclose the same with their letters. Address J. P. Frantzen, Valparaiso, Ind.

H. H. Roberts, who left school in the early spring to serve at the World's Fair, has returned to resume his studies. He witnessed the conflagration at the White City on the 8th inst. and helped to save the valuables from the flames.

M. L. Test, a student of '92, is at Mt. Sterling. That he possesses ability as an elocutionist may be seen from the following clipping from the Jacksonville (Ill) Courier: "The elocutionist, Prof. Test, of Mt. Sterling, next responded with the "Deacon's Confession." Professor Test is an elocutionist of more than ordinary ability. He has a very pleasing and impressive voice, and the hearty encores which followed each of his selections proved that his ability was appreciated by his hearers."

We are in receipt of a paper from Castile, N. Y., where a grand reception was pressed upon our old student, L. W. A. Lucky, now in the ministry, in which he was forced, impromptu, to express himself in verse, which was as follows:

I sat in my study a thinking,
For but a little while to-day,
Of public, informal reception
To be given in Hall G. R. A.

And I thought, and I thought could it be!

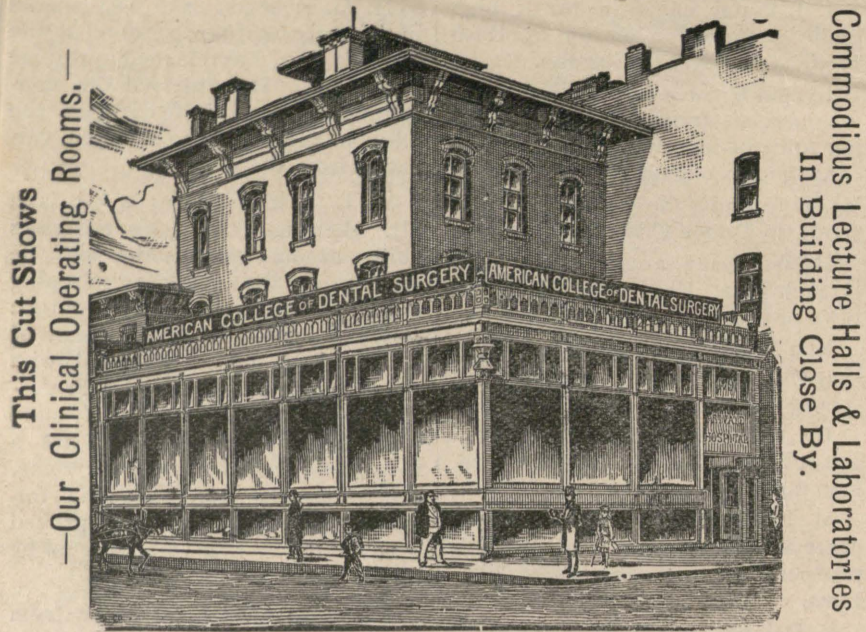
And my thoughts run crooked, they say,
Of Christ, "THE LILY OF THE VALLEY,
And the Minister of to-day.

The former, disowned and rejected,
Maltreated and hung on a tree;
The latter so welcomed, respected,
And happy as man can be.

The Savior was "a man of sorrows,"
And truly "acquainted with grief,"
But the Minister of Jesus now knows,
He brought in this precious relief.

And so in this Castile reception,
Now tendered to wife and me,
May Christ be the only attraction,
His spirit make the blind eye to see.

Among the new arrivals at the Normal we have obtained the names, and addresses of the following: H. R. Fulton, Emington, Ill., O. K. Hogan, Fenroy, Wane Co. Pa., Axel Mueller, Lombard, Ill., G. E. Sharp, Taylorville, Ill., Frank Magiel, Ryan, Iowa, Jas. McAreavy, Ehler, Iowa, John Wilcox, Chicago, Ill., John Hammes, Detroit, Mich., Wm. and John Maher, South Chicago, Ill., R. L. Sanderson, Mayfield, Ky., R. R. Sullivan, Mayfield, Ky., Daniel Beisel, Rossville, Ind., James Reagan, Verona, Ill., Fred Hansen, Eagle River, Wis., F. C. Brooks, N. Milwaukee, Wis., W. H. Smith, Van Wert, O., Claud Collins, Eaton Rapids, Mich., Chester Noyes, Dodgeville, Wis., J. O. Scott, Wheatland, Mo., Theo. O. Propp, Echo, Minn., J. C. Shear, Marietta, O., Alonzo Miller, Knox, Ind., Earl A. Ramsey, Caledonia, Ill., W. E. Ward, Mt. Pleasant, Mich., Maud Snyder, Chicago, Ill., W. F. Exton, Gifford, Ill., Johanna Espeseth, Erskine, Minn., M. D. Murray, Homestead, Pa., Byron B. Miller, South Bend, Ind., Cora Howard, Fox Lake, Ill., Claude Safford, Mokence, Ill., Effie Wood, Cerulean Springs, Ky., C. M. Tollefson, Tacoma, Wash., C. E. Brooks, Veederburg, Ind., J. E. Ramsey, Ekin, Ind., Edward Demots, Sioux Centre, Iowa, Arthur F. Griffin, Grand Ledge, Mich., Emmett Otto, Grand Ledge, Mich., F. P. Henning, Morgan, Minn., O. A. Anderson, Connellsville, Pa., Elmer Mygrant, Huntington, Ind., L. E. Mudge, Valparaiso, Ind., Guy Jones, Englewood, Ill., R. S. Crane, Maytown, Ky., Harry C. Jenkins, Steelville, Ill., R. M. C. Throckmorton, Randolph, Ark.



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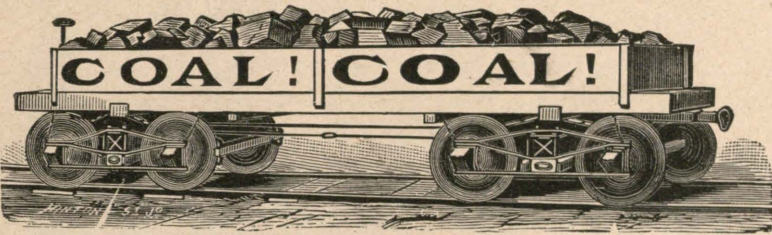
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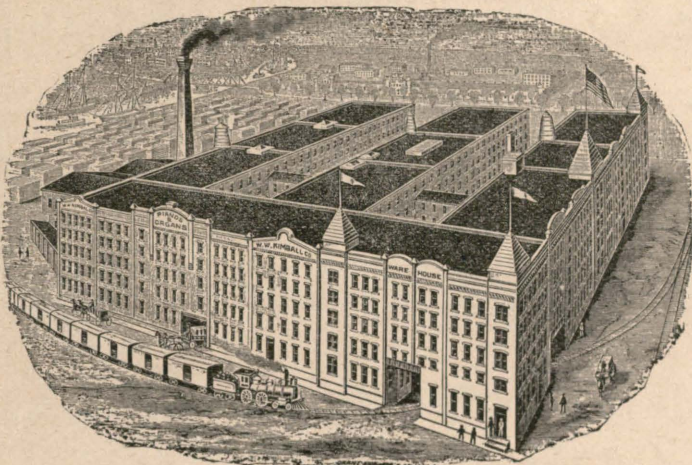
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Second Winter Term will open January 23rd, 1894, and will continue ten weeks; Spring Term will open April 3d, 1894, and will continue ten weeks; Summer or Review Term will open June 12th, 1894, and will continue ten weeks; Fall Term will open September 4th, 1894, and will continue ten weeks; First Winter Term will open November 13th, 1894, and will continue ten weeks.

EXPENSES LESS THAN AT ANY OTHER SCHOOL.

Tuition \$10.00 Per Term. Good Board and Well Furnished Rooms \$1.50 to \$1.90 Per Week.

This school does precisely what it promises to do.

Catalogue Mailed Free. Address,

H. B. BROWN, Principal, or
O. P. KINSEY, Associate Prin.