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"SUCCESS CROWNS EFFORT."

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BACHELOR'S BEVERIE.

With fingers greasy and black,
With features dirty and blue,
A bachelor stood in his kitchenly garb,
Preparing a savory stew;
Slice, slice, slice!
The 'taters he drops in the pan,
And ever with voice both cheery and strong
He warbles "The ham fat man."

Fiz, fiz, fiz!
While the fuel is soaking with wet;
Fiz, fiz, fiz!
While he murmurs a word of regret
Thus, "Oh, to be a bach,
With always my victuals to cook,
With nothing to cheer me or drive away care,
Excepting my slate and book."

"Rub, rub, rub!
Till the sweat begins to stream,
Rub, rub, rub!
Till the pots and kettles are clean.
Pot and kettle and pan,
Pan and kettle and pot,
Fill over the fire I flush and glow,
And my blood grows boiling hot."

O, men with sisters dear!
O, men with mothers and wives!
Consider the case of the bach-e-li-ors,
How they worry and fret out their lives.
Fry, fry, fry!
The 'taters hiss in the pan,
Providing at once both employment and food
For the desolate bachelor man.

Bach, bach, bach!
In the dull November night,
Bach, bach, bach!
When the weather is warm and bright.
While far within the leaves
Of the volume of my life,
I vows I'll quit this single bliss
And go for a nice little wife.

—University Chronicle.

sion, these languages possess no advantages which can make their study of more importance than the study of French, German or other highly cultivated languages.

A student who does not intend to be either a theologian or a comparative philologist, a historian or an antiquarian, may very properly ask this question: "Why should I not study French and German, languages that are not only beautiful, but useful also; that are not only valuable instruments for the acquisition of a literary taste, but also of inestimable value as furnishing me the key to a most important part of the great storehouse of modern science and art; and as being the powerful implements of thought wielded by two of the foremost nations of civilized Europe?"

Shall such a question be answered by a sneer? Shall it be still maintained that Latin and Greek can, under no circumstances, be supplanted by any modern language? And why not? When we ask those who hold that modern languages are inferior to the ancient for the purpose of instruction, we receive the answer that the latter furnish us a more liberal culture. But why should this be so? We have always thought, that the progress of mankind had been so considerable of late, as to put the civilization of the most highly cultivated nation of antiquity entirely in the shade. Are we mistaken in this view? Besides, if it is asserted that we must all of us study Latin and Greek, because in these languages some of the finest productions of the human mind have been composed, why should not the same argument hold good in reference to the study of the most wonderful of all known languages, the Sanscrit, and of the Hebrew? If the translation of the Psalms and of the grand words of the prophets of Jehovah himself is sufficient for all essential purposes, why should the translations of the Greek and Latin writers not be? Was not Goethe right, when he remarked, that the best part of an author's work, the essential element of his conception, and that which alone entitles him to immortality, is that which remains in a good prose translation?

It may be said that French and German are living languages and that any one may acquire them outside of the college. We cannot see that this would be an argument against their being taught in the college also. It would surely not depreciate the value of Greek as a school study, if the language of Greece was still a spoken language, as in the days of Plato.

Another argument used against them is, that they are supposed to be less complete languages than the ancient. But who is to be the judge in this matter? Shall we bow to the authoritative decision of those who know only Latin and Greek, no matter how well, but are ignorant of French and German?

The grammars of modern languages differ more or less

ON THE EDUCATIONAL VALUE OF MODERN LANGUAGES.

BY PROF. C. A. EGGERT.

All educators agree that the study of foreign languages is an indispensable element in any course of higher education.—All agree, further, that the number of highly cultivated languages, which may be studied with advantage, is so great as to make it impossible for the general student to study them all.

It seems, therefore, reasonable to allow a certain liberty of choice in this matter. Whatever may be the value of Sanscrit Hebrew, Latin and Greek for the theologian and the comparative philologist, these noble languages may not be of the same value to others who do not intend to be either one or the other. Except for men who require them in their profes-

from the grammars of ancient languages, but surely not any more so than the latter do from each other.

Is it sound logic to conclude that this difference implies necessarily an inferiority on the part of one or the other?

Some persons seem to think that the ancient languages are more important than the modern, because the latter are spoken even by ignorant men, children and even idiots. They forget that there is a great difference between a mere smattering and a solid knowledge of a language. Their case is well illustrated by the Englishman who, on his arrival in Paris, was dumb with astonishment to hear even little French children talk French far better than he could himself. We suppose that in the days of Plato and Sophocles, Greek was the language for children and idiots as much as for the sages.

One great reason, why modern languages should be taught in our colleges, is that they should be *well* taught. If ancient Greek was still a spoken language, no one would think an ignorant Greek as competent to teach his language, as he would an educated one, and if he could get Plato himself to teach him, we suppose that he would have reason to congratulate himself. Competent teachers are not so plentiful as to be at the disposal of all, unless they are employed in colleges and schools.

Again, if it is argued that the study of modern languages is less apt to give discipline to the mind, because they are in many respects different from the ancient, we answer that in so far as linguistic discipline is gained by the study of case endings and tense-forms, there is an abundance of that in every modern language with the single exception of the English.—But even so simple a language as the English can be made a study affording the very highest degree of discipline.

No error can be greater than to suppose that the best discipline the study of a language can give, consists in the difficulty of mastering its grammar. Any person with a retentive memory, no matter how inferior in other mental abilities, can learn in a comparatively short time even as difficult a system of conjugations as that of the Greek verb. If the getting by heart of these, constitutes discipline, it is certainly of an inferior character. The main discipline derived from the study of a language consists, obviously, in the effort to which the student is put, of determining the exact shade of meaning conveyed by words and phrases, the relation of these to each other in the finished period, the value of words according as they occupy this or that position, their varying degrees of strength and expression when used in different combinations and, above all, in the application of the knowledge so gained to the work of composition, leading to the ability of properly expressing ones own thoughts in the foreign idiom. While we regard it as absurd to advocate the study of any language because it is difficult, we may say in regard to the German, that competent critics have pronounced it more difficult than the Latin, and only a little less so than the Greek.—Of the French we will affirm, that its grammar is as difficult as the Latin, and that it differs from the latter language only as an accomplished and beautiful daughter may differ from her parents.

We are heartily in favor of classical learning, but cannot agree with those who would confine it to the field of Latin and

Greek. The world has progressed too much since the time when these were the only known and highly cultivated languages. There is no reason why the most beautiful and perfect of modern languages should be treated with any less respect than is accorded to the ancient, and we cannot see why a man should be called classically educated, for having acquired a limited knowledge of the great Latin and Greek authors if he is ignorant of the great writers of modern nations.

SPECTRUM ANALYSIS.

BY PROF. BUSH EMERY.

If we ignite a salt of Sodium in a flame of moderately intense light and pass through the Sodium vapor thus created rays of light from a flame of greater intensity, and pass these rays through a prism, instead of a double yellow line, we have a *black line*, the position of which corresponds precisely with that of the Sodium line. Under like circumstances, black lines take the place of the corresponding bright lines of any of the elements.

We thus have the third species of spectra—dark lines, or lines of *absorption*, since they are caused by the absorption of certain definite colors or rates of vibration by gases or vapors through which the light has passed on its way to the prism.

Any gas absorbs or strikes down those rays whose rates of vibration correspond with its own, and hence when Sodium or Potassium rays, for example, each having its own specific number of vibrations, and making its own peculiar impression of color, meet strata of gases of their own kind, and having the same vibrating motion, their vibrations are destroyed, and dark lines in the spectrum result.

Absorption lines, then, tell us of gases or vapors, through which light has passed on its way to the decomposing prism, and that this light is superior in intensity to that emitted by the gases or vapors through which it has passed.

It is this fact upon which is based the theory of the chemical composition of the Sun and many of the heavenly bodies. It is found that the spectrum of the Sun's rays is taken by dark lines, and hence the probability that it is surrounded by a gaseous envelope, and that these dark lines are produced by the passage of its light through this envelope. If, now, these dark lines *correspond in position* with the bright lines caused by the ignition of known elements, then the conclusion would seem warranted that they are in reality absorption lines, and that the Sun is actually surrounded by a gaseous envelope, the constituents of which may be at least partially determined. In other words the solar atmosphere may be chemically analyzed, and some of its elements determined.—By means of contrivances, which space will not permit to mention here, the solar spectrum has been compared with the spectra of nearly all the chemical elements found upon our globe. To the eminent German physicist, Prof. Kirchhoff of Heidelberg, science is mainly indebted for these brilliant investigations. In his memoir, presented to the Berlin Academy in 1861, he announced as among the results of his labors, the presence of Iron, Sodium, Calcium, Magnesium, Chromium, Nickel, Barium, Copper and Zinc in the solar atmosphere.—The number of these lines of absorption corresponding to known bright lines of some of these elements, was very great. In the case of Iron, the number was about sixty. Hydrogen

has also been shown to be present in the Sun's atmosphere; and there are some indications of the presence of Strontium, Cobalt and Cadmium.

Investigations have also been made with reference to the fixed stars. They are found to give spectra consisting of *dark lines* showing that their physical constitution corresponds with that of our Sun. The chemical elements which seem to be present in their atmospheres vary somewhat. In most of them Sodium, Magnesium, Iron and Hydrogen are found. In the star Aldebaran, have been found Hydrogen, Sodium, Magnesium, Calcium, Iron, Bismuth, Tellurium, Antimony, Mercury; in Betelgeux, Sodium, Magnesium, Calcium, Iron, Bismuth and perhaps Thallium.

(To be continued.)

SUNRISE.

How the pulse quickens, how the heart swells with glad exuberance of life, when the night-shadows lift and the first morning-sunlight falls aslant the earth;—when, with a sudden gleam responsive to the east, the whole horizon breaks out into smiles and, from each wooded slope, each spire and dwelling, flashes the joy of morning!

How pure the air is! The blue sky arches above with such serenity of gladness that, even impulsively, our thanks well-up for the great happiness to be alive.

Sunrise in the city. Hear the renewing sounds of life as one by one, they fall distinctly on the ear, like the first beats of a pheasant's wing. The sleeping keys of a great city's industry start into music at the touch of morn as did the mysterious sunrise-tower at Thebes of old.

The rattling wheels, which the dull ear of noon scarce hears among her myriad hum-drum sounds, speed merrily over the beaten ways. Hark! with what energy the hammered iron rings out its protest on the quivering air; and the quick-driven nail, with clattering resound, says plainly—It is morn.

Look at the passers as they hurry by, with quick, firm footsteps, form erect and eye lit with a kindly fire! Friends meet and greet with cheerful word and cordial grasp; the most selfish mortals love their fellow-men at sunrise. But, perchance, a slow step brings a downcast eye or sullen insolence stalks carelessly along. If so, then know that misery or sin has shut the gates of morning; for such it is not sunrise.

How the east-windows flash and the tall steeples glisten, whilst, circling round them in long, graceful sweeps, the glossy martins bathe in yellow light. Birds seem to praise and spires to reverence the Sender of the morning.

Sunrise in the country. All along the upland pastures, sentinel trees catch the red morning in their topmost boughs, and green trails in the dewy grass beneath, tell where the herds have breakfasted. Up from the darkling river rise the pale mists, till, through some eastern gorge, a surge of light fills the long valley, changing its silvery vapor into gold.

Are you but visiting the country, stepped transiently aside from the unceasing turmoil of a life in town into the little rural world of which some farmer-friend is monarch? Then a clear country sunrise is full of fresh elements of pleasure.

Get, if you can, an eastern chamber. While you sleep the great, round earth is moving, moving, through the long shadow between twilights till, at last, slumber will vanish at the inpouring of a flood of light; light falling on no rare statuary or painting, perhaps, but needing no such aid to work its magic spell. Its mellow radiance lies in golden patches only, on the pure white wall, but these have power to call up in the fancy, pictures that are a joy of joys. Throw up the window and let in the crisp, fresh air. What a glad chorus comes from all things blessed with voice. Is the young Spring time revelling in her flowers? How their rich fragrance fills the balmy breeze making each breath a pleasure! How timidly the tender leaflets nestle among the apple bloom or on the sprays of the near woodland's southern border! Is sultry Summer impatient of the shadowy interval of night? Then all the feathered songsters take this cool hour to tune their little pipes and give the rising sun his daily due of music. Does Winter spread his pure mantle on the sleeping earth, sunrises is not less charming. The great frost-crystals which the starry night hung glistening on shrub and tree and scattered in millions over the glistening snow, present a scene of matchless purity and grace when lit by the first beams of morning.

The rising of the material sun is truly a glorious season, a scene which, every day recurring, yet loses no single charm. It is the fit emblem, ever fresh before us, of the bright future morning which shall dawn on those whose lives active, unselfish, cheerful, are passed in the true spirit of the sunshine.

C. H. P.

"FARTHER" OR "FURTHER."

"Which of the two should I use?" is asked. Ans. Which ever you prefer. Such is the custom.

And yet, after all, is there not a distinction in meaning, and ought not that distinction to be kept in mind by the careful writer and speaker? Both words are comparatives, are they not? The final "ther" indicates as much, reminding of such word as "hither," "thither" and "whither," equivalent to "more (or nearer) here," "more there" and "more where." The more common form in "ter" and "er," as in "latter," "longer," etc.

Attach the "ther" to the radical "far," the idea of *separation* or *distance* being the main one, and we have the meaning "more far," more distant; attach it to "fore" (as a single term, now almost entirely confined to nautical language), with the idea of *relative position* prominent, and we have the meaning "more (be) fore," "more in advance."

If the foregoing analysis be correct, see the application.—Say a speaker is near the beginning of his address and in want of a little word as a hinge between two divisions. If he say *further*, perhaps he will find relief, and the word will mean something. On the other hand suppose him to have gone on long and to be in need of similar relief, *farther* may come in, especially if he have spoken ill. In such a case the selection would have the advantage of affording a little relief to the weary hearers, for when they heard *farther* they could say in their hearts if not in so many words, "You have gone far enough already." And so has the writer.

IOWA CITY, IOWA, - FEBRUARY, 1869.

This number of THE REPORTER closes the administration of the present editorial corps. We have brandished our quill with as much energy as we could spare from our studies and now we shall retire to private life to enjoy our laurels (?)

We have received liberal support of both brains and subscriptions from our friends here and elsewhere. Our advantages as an advertiser are appreciated, and we are unable to accommodate all who would like to have their names in our paper. Our subscription list is large, our finances are in good condition and our hopes are high. We now place the office in the hands of our successors, and, knowing their ability and energy, we expect THE REPORTER to advance in every respect.

The new corps is as follows: From the Senior class, H. M. Remley; Junior, W. D. Wilson; Sophomore, A. Loughridge; Freshman, F. C. Pease; Law Department, L. W. Billingsly; Normal Department, A. B. Lemmon; Preparatory Department, W. B. Craig.

VIEWS OF EDUCATION.

The accomplished president of Cornell University, Andrew D. White claims the following as a distinctive feature of that institution, by which the latter differs from all similar institutions. He mentions in a letter addressed to the N. Y. Tribune that "Mr. Cornell, in giving his endowment, used these words: 'I would found an institution where any person can find instruction in any study.' Hence he continues, 'While the Trustees are bound to do all in their power to promote thorough special education in agriculture, the mechanic arts etc., they are also bound to promote thorough general education; and certainly they are bound not to discourage any study whatever.

"In this view of their duty, they will have in full operation, First—Special departments as follows: Agriculture, the Mechanic arts, Civil Engineering, Mining and Metallurgy, Military Tactics, History, and Social and Political Science.

Secondly—General courses, as follows: First General course, in which Modern Languages and Literature take the place usually given the Ancient; Second General course, in which Latin and German are combined; Third General course, in which Ancient Languages are studied.—Each of these is a four years course, each is to be made as complete as possible. *But students will be unduly encouraged to neither, nor discouraged from either.* Here is an essential point wherein the Cornell University differs from every other. No distinction will be recognized between the values of these courses. Four years of good study in one course will be accounted equal to four years of good study in another. Undue preference will be given, neither to Greek on one hand, nor to Geology on the other. *The same degree will be given to all students taking either of the four years courses.* For it is impossible to find a reason why a man should be made Bachelor of Arts for good studies in Cicero and Tacitus, and Thucydides and Sophocles, which does not equally prove that he ought to have the same distinction for good studies in Montesquieu and Corneille, and Goethe, and Schiller, and Herder, and Dante, and Shakespeare."

We have no apology to offer for making this long quotation. The principle on which a liberal Collegiate education should be based is admirably and tersely stated in it. We are glad to know that the views held by President White meet with the approval of the worthy President of our own Institution, and that it is the intention of the Faculty and the Trustees to make such changes in the division of our courses of study as will do ample justice to the altered conditions of education and the various wants of students.

We do not believe that any other College or University in this Country offers a system of education so perfectly adapted to the wants of our times as the one which has been established by the trustees of Cornell University. The celebrated University of Mich. has a system nearly as good; the Universities of New York and of the City of New York offer plans of study very similar to those of Cornell University; Harvard and many other prominent New England Colleges have made liberal concessions to the claims of modern culture; but in all of these there is a disposition to discriminate in favor of some particular course. As regards our own Institution, very laudable efforts have been made to combine in its courses the advantages of the best systems adopted by other leading Institutions; still, we find that there is a desire on the part of many of our own number, and of others, to create the impression that there is only one good course of collegiate education, and every one believes that the course he pursues is that one. For the same reason we suppose every married man believes his wife to be the best of women, and every unmarried one his sweetheart to be the prettiest. To these individual preferences no objections can be made. It is only when these preferences lead to injustice towards others that they become reprehensible.

Now the problem to be solved is substantially this: Can we have an arrangement of parallel courses of study, each one of which offers a full equivalent of the essential advantages possessed by any other?

If we can, and if, as it is believed, our two courses,—the classical and scientific—are equivalent to each other in educational value, could we not agree to let every one choose the one that suits best his peculiarities, natural disposition and aims in life, without trying to convey the idea that there is only one way of educational salvation?

AMERICAN SOPHOMORES.

No nation of people, perhaps, ever existed that was more independent, cared less for rank, or was influenced less by aristocratic ancestry, than the American nation.

The mass of the American people look not at parentage nor nobility, but rather at the man himself.

In consequence of such opinions, seemingly inherent among the people, young men of the country are placed, to a great extent, upon the same level, each has about the same as his fellow to encounter in life.

This, we think, has not been more strikingly illustrated for

some time past than at Yale College a few weeks since, by the the redoubtable Sophomores of that Institution. We allude to the *hazing* of Henry Ward Beecher's son.

Yea, verily, this distinguished divine, whose sermons and prayers are so popular that they are heralded over the country weekly, by means of an advertising pamphlet, whom even the puritanical wiseacres of the "hub" condescend to invite to their learned city to lecture before them, the regular contributor to the *New York Ledger*, even H. Ward Beecher, Esq., sends his darling son from Gotham up to Yale, and the barbarous Sophomores thereof, as is their wont, hazed him—*actually shaved his head in the Benedictine style*, as they term it.

Now, we are not much in favor of hazing, neither do we suppose young Beecher is. No, we think it very uncivil, yet while it is fashionable at Yale, we must commend the "Sophs" for being no respecter of persons, that they do unto others as they have had others do unto them.

There is consolation in knowing that this act is decidedly American, that young Beecher, notwithstanding the reputation of his father throughout the country, fares equally with the veriest poor man's son in the land, when he attends the leading Institution in the nation. Thankful should every young man of the country be who has not a distinguished father from whom to inherit a reputation, that his lot is cast in a land where the "Benedictine shave" is measured out to high and low, on the same terms. And many a student of Yale, we doubt not, will notice this incident with gratification as he remembers the time when the same luxury was administered to him, reasoning, we presume, very similarly to that hungry Freshman, whom we heard remark a few mornings since, that he enjoyed missing breakfast to attend Chapel, because the Professors fared no better than himself.

A NEW COURSE OF INSTRUCTION.

Our Faculty is considering the propriety of establishing a new course of instruction in which the study of the English Language and Literature shall take the place which has so long been the undisputed possession of Foreign Languages and Literatures.

It is a lamentable fact that the majority of college graduates are shockingly ignorant of their mother tongue, some cannot even put English sentences together in a respectable manner, while they must all have spent at least four years upon foreign tongues. Were our English language barren of a literature of its own there would be some excuse for the present course, but while we have a host of worthy authors, giving expression to the burning sentiments, and lofty thoughts of humanity, during hundreds of years, while we have a literature unsurpassed in beauty, sublimity and purity, the youths of our country have a right to hold up their hands in holy horror at the idea of dragging through from four to eight years of wearisome toil to obtain a smattering of the literature of other tongues. We venture the assertion, that by two years of good study in the literature of the English language, the student may obtain more literary culture, a purer literary taste and a better use of the language which most concerns him, than by four years study of any foreign language or languages.

THE GRADE OF SCHOLARSHIP.

This subject is attracting much attention here, of late, and not only here, but in every institution throughout the land.—The complaint in most colleges is that the grade of scholarship is low and must be raised by some means. The means used have produced results varying from almost nothing to the disgraceful rebellion at Williams. The question with us is not so *much*, how may we elevate the standard, as it is, how shall scholarship be so graded as to do justice to all; how shall we promote the disposition to use our opportunities; how shall we best encourage a desire for investigation.

We showed some reasons last month, why a marking system and examination, as conducted in American colleges, so often fail of the desired results. But here we leave *this* part of the subject for these having the matter in charge, and turn to *another* no less important.

It is a well known fact that a student's scholarship grades highest in those branches he likes best. But the cast iron courses of many colleges require every one to conform to some prescribed line of study no matter how irksome many of the branches may be to him. Who has not seen a poetic imagination bound down with the heavy chain of Mathematics or a beautiful originality crippled by subservience to Latin forms, things loathsome and disgusting in the extreme, to such a nature? Who has not seen the lover of forests and rivers, of birds and flowers, of rocks and chasms, of the *myriad* voices and writings of nature wasting his energy over Logic and Metaphysics?

Forced compliance to prescribed courses cannot fail to allay the enthusiasm of youth and thus prevent the grade of scholarship from rising to its wonted height.

But, "one knows not how monotonous a creature he becomes by revolving continually in the circle of his favorite ideas,"—and it is the recognition of the truth of this proverb that has driven colleges to the extreme of insisting upon a *cast iron* course of instruction. Both difficulties can be obviated, however, by placing before the student a *proper* range of elective studies, by allowing the imagination of the poet to escape the fetters of too great mathematical exactness, by allowing the chemist freedom from the tortures of Greek and Latin, by allowing the astronomer to wander among the stars; by giving to *each* the mental food he can best digest without prostrating his energies on things he cannot like.

PAUL DOW.

MR. ALEXANDER H. STEPHENS has been elected Professor of History in the University of Georgia.

A YOUNG lady has been admitted as a student to the law school at Washington University, St. Louis, by a unanimous vote of the Faculty.

IN ENGLAND the number of endowed schools for girls is only twenty, while for boys there are nearly three thousand.

THE question of the removal of Union College from Schenectady to Albany is much agitated.

A certain Yale Professor, it is said, always studies his lesson before hearing a class recite, even when he is the author of the text book.

PROGRESS OF OUR LANGUAGE.

The slow degrees by which the language of Shakespeare has progressed from the rude strength of the days of Harold to that of Chaucer, can only be properly appreciated by taking some well-known composition, and tracing its changes age by age. As a literary curiosity we give the alterations made in the Lord's Prayer, prefixing to them a Gothic translation:

I. **GOthic**; A. D. 360.—Atta unsar, thu in himinam, weihnai namo thein; quimai thiudenassus theins; wairthai wiljah theins sue in himina, jah ana airthai. Hlaif unsarana shana sintonan gif uns himmadaga, Jah aflet uns thatci skulans sijaima, swaswe jah weis afletam thaim skulam unsaraim, ja ni briggas uns in fraistubnjai, ak lausei uns af thamma ubilin, unta theina ist thiudangardi jah mahts, jah wultus; in aiwins. Amen.

II. **EARLY CLASSIC: ANGLO SAXON**.—Fader ure, thu the eart on Heafenum, si thin nama gehalgod; to-becume thin Rice; gewordhe thin Willa on Eorthen swa swa on Heofenum. Urne ge dagwamlican Hlaf syle us to dag; and forgyf us ure Gyltas swa swa we forgyfadh urum Gyltendum; and ne gelade thu us on Costnunge; ac alys us of Yfe. Sothlice.

III. **ANGLO SAXON: A. D. 875**.—Fader ure, thu the eart on Heofenum, si thin Nama gehalgod; to-becume thin Rice;—gewurthe thin Willa on Eorthan swa swa on Heofenum; urne ge daghwamlican Hlaf syle us to dag; and forgyf us ure Gyltas, swa swa we forgyfath urum Gyltendum; and ne geladde thu on Cosnung; ac aly-e us af Yfe.

IV. **ANGLO SAXON: ABOUT A. D. 880**.—Fader uren, thu arth in Heofnum, si gehalgud Noma thin; to cymeth Ric thin; sie Willo thin suae is in Heafne and in Eortha; hlaif usenne of wistlic sel us to dag; and fergef us Seylda usna, sua, ne fergefon Scyldgum usum; and ne inlad usih in Costunge; uh gefrig usich from Yfe.

V. **ANGLO SAXON: ABOUT A. D. 900**.—Thu ure Fader, the eart on Heofenum, si thin Nama gehalgod; Cume thin Rice; si thin Willa on Eortha, swa swa on Heofenum, syle us to Dag urne to dagwamlican Hlaf; and forgyf us ure Gyltas, swa swa we forgyfath thaim the with us agyltath; and ne lad thu na us on Costnunge; ac alys us fram Yfe. Sih it swa.

VI. **ANGLO SAXON: ABOUT 900; ANOTHER VERSION**.—Fader unser se the is on Heofnum, gihalhod bith Noma thin; to cymeth Rice thin; sie Willa thin sie swa on Heafne and on Heorho; hlaif userne dagh wamlice sel us to Dage; and forgyf us Synne use swa fastlice and ec we forgeofas eghwelce Scylde user; and ne usih on lad thu in Costnunge; ah afrai usih from Yfe.

VII. **ENGLISH OR SEMI-SAXON: ABOUT A. D. 1160**.—Ure Fader, thu the on Heofene eart, syo thin Name gehaleged; to cume thin Rice, geworde thin Wille on Heofene and on Eorthe; syle us to Daig urne daighwamliche Hlaf; and forgyf us Ira Geltes, swa we forgyfath aelcen thare the with us agylteth. And ne lad thu un on Costnunge, ac alys us fram Yfe.

VIII. **ENGLISH: 1200-1300**.—Oure Fader that art in Hevenes, halewid be thin Name; thy kingdom come; to be thi Wille do as in Hevene and in Erthe. Gyff to us this day our Brede over other substance; and forgive to us our dettis, as

forgyuen to oure Dettours; and lede us not into Temptatioun; but Delyue us fro Yvel. Amen, that is, so be it.

IX. **WICLIF'S VERSION: 1370**.—Our Fadyr, that art in Hevenes, halloed be thy Name; thy kingdom come to; be thy will done in Eerthe as in Hevene; geue to us this Day our Bread, over other substance; and forgif to us our Dettis, as we forgyuen to our Dettors. And lede us not into temptation; but deliver us from evil. Amen.

X. **A. D. 1430**.—Oure Fadir, that art in Hevenis, halewid be thi name; thi kingdom come to the; be thy Will done in Eerth as in Hevene; giue us this day ours Breed over othre substance; and forgive to us oure Dettis, as we forgiven our Dettours. And lede us not into temptation; but deliver us from Ivel. Amen.

XI. **A. D. 1526. TINDAL'S VERSION**.—Our Father which art in Heven, hallowed be thy name; let thy Kingdom come; thy will be fulfilled as well in earth, as it is in heaven, geve us this daye our dayly bred; and forgyve us our Dettis, as we forgiven our Dettors; and leade us not into temptation; but deliver us from Evill. For thine is the kingdom, and the power, and the glorye forever.—*Illuminated Western World.*

OBSERVATIONS AT HEADQUARTERS.

BY YOURS TRULY.

Boston, January, 1869

BUNKER HILL MONUMENT.

Probably about the first place of interest that most readers of THE REPORTER would visit during their initial sojourn in the "Hub" would be the one made memorable by the first severe combat of the war of Independence. Be that as it may such was the case with the subscriber, who had long had a desire to see the spot so especially consecrated by the blood of the first patriots.

One morning, therefore, after taking observations of latitude and longitude, Yours Truly set out on his pilgrimage, and by diligent inquiries of newsboys and peanut venders, succeeded in getting on the right track. For the information of those who have not been there, we would state that said track is the track of the Boston and Charleston street railway. After a little delay he is under headway, and soon crosses Charleston Bridge, and brings up at the foot of one of the avenues leading to the famous hill, or perhaps, more properly, the famous monument, since Bunker Hill is itself covered by buildings, and is of no especial interest, the battle having been fought and the monument now standing on Breed's Hill.

A few minutes walk then brings the expectant pilgrim to the edge of the square which surrounds the venerable mound, on which stands the subject of this article. Like a traveller at the foot of Cheops, Yours Truly came to a halt, and began trying to comprehend the height and depth, the width and breadth, the majesty and ponderosity of this national landmark.

As most readers are aware, both from description and stereoscopic views, the hill is graded over, and covered with turf, with graveled walks approaching it on either side. Since a street runs on either side of it, the base of the slope is graded to a level, and the hill is surrounded by a substantial granite wall, with an elegant iron fence on the top. We ascend the

steps which lead to the enclosure, and feel somewhat like a pigmy, as we walk up the broad pebbled pavement, dangerously exerting our jugular muscles and visual powers by trying to keep the summit in view. About at this juncture, we conclude to admit that "it's a big thing"—which having done, we stroll around the lofty structure, musing over the fortunes of the battle, and the scenes that have transpired here more than ninety years ago. It is difficult to imagine that the surrounding country was then a farm, and that where now stand long rows of stores and dwellings, was at most a quiet village surrounded by fields and gardens, and that these hills were simply a part of a stony meadow.

At different points on the surface of the hill, are stones inscribed, "This stone marks the remains of breast works erected June 17th 1775," On the eastern slope is to be seen one marked, "Here Warren fell." Few spots are to be remembered with more patriotic veneration.

We now turn our steps to the great obelisk, and give our attention more particularly to itself and its attachments. The entrance is on the eastern side, but is not accessible except through the warden's office. This is detached from the monument some two or three rods, and forms one side of the enclosure, the monument and iron fence completing the other three sides. The warden's apartment constitutes a one story building, containing the office and ladies and gents waiting rooms, with other conveniences. In the gents room, where visitors are registered, and through which all must pass to reach the entrance to the monument, we find sundry objects of interest. The most prominent of these is a statue of Warren, by Henry Dexter. It stands in a recess in the eastern side, upon a fine pedestal, and, without assuming to be a competent judge, we should pronounce it to be a very fine work. It was executed in 1857, and is the only statue belonging to the monument.— Upon the walls are several memorials concerning the origin and subsequent transactions of the monument association, including resolutions relating to the death of Webster, a sketch of the history of the work &c. Yours Truly took some interest in the autograph of the Prince of Wales and suite, procured on the occasion of their visit to the monument, together with a beautifully engrossed narrative of the incident attending the visit. Judging the educational attainments of His Royal Highness and satellites by the aforesaid autographs, we concluded that they might derive practical benefit from an attendance at the Free Schools of Iowa.

After "making our mark" in the Register's book, we pass out through the arched door-way. The obelisk is entirely composed of large blocks of dark gray granite, the stairway being an easy ascent, winding around a central shaft, from which it is separated by a wall, from one to two feet in thickness. This shaft is several feet in diameter at the base, narrowing gradually toward the top, like the outer walls of the monument. It was formerly used as a hoist way for the convenience of visitors, but after the occurrence of accidents it has been covered by a grating which is a part of the floor of the room at the top. At the bottom of this shaft, and directly within the door stands an exact model of the old Masonic monument which stood here before the building of the Nation-

al memorial. The design is a good one and must have been quite creditable in its day.

We have been instructed to ascend slowly, which we find before the ascent is half completed, to be timely advice. The stairway is lighted by narrow openings on the east side, alternating with gas jets on the west, there being one of each to every round of the stairs. Ventilation is secured by openings into the central shaft, at regular intervals. At length after ascending some two hundred and ninety-five steps the pedestrian finds himself in the observatory at the top. This is a circular apartment, some twelve feet in diameter, and about the same in height, with a window on each of the four sides, corresponding nearly with the points of the compass.— The windows have no glass, but are provided with heavy iron shutters, to be closed as occasion may require. To the sides of the room are fastened two small bronze cannon which, from the inscriptions, we learn are two of the four pieces of artillery which constituted the entire supply of ordnance belonging to the colonies at the beginning of the Revolution. One of them was burst near the muzzle, while firing a salute many years since. The subscriber considers them to be the original "bronzed veterans."

Turning now to the windows, the eye takes in at a glance, more than could even be mentioned within the limits of a quire of fools cap. On one hand we see almost an unbroken field of roofs, spires and chimneys, extending miles away in two or three points of the compass, while on the other, is the great Navy Yard, with another city beyond, immense factories, warehouses, lumber yards—shrieking locomotives, fleets of vessels lying at anchor or in motion, huge steamers, tugs, yachts, fishing smacks, schooners and sloops, a perfect forest of masts and spars; far beyond these the bay, with its numerous islands promontories and inlets, with sails scattered among them; farther on the view widens, and the waters roll more grandly, and the eye reaches far out towards the old Atlantic, dotted here and there with the white wings of the ships, seeming no larger than the gulls that fly over the harbor almost at our feet.

"The sea! the sea! the open sea!
The fresh, the blue, the ever free!"

But we come back to terra firma, without making the attempt to describe anything in particular. Almost directly beneath lies the city of Charleston, with its four and five story residences facing the monument, looking like toy houses; and men and horses like Lilliputians. Toward the west, nearly half of Massachusetts seems to be in view, with her manufacturing cities, rivers, railroads and bridges. Summer would doubtless add much to the scene. In a very clear day the White Mountains may be seen, together with other points almost equally remote. With a guide book and a powerful spy-glass, one might spend a week in this Pharos-like tower, without wearying of the prospect. An hours time, however, in mid-winter, is all that Yours Truly cares to spend there, with a gale blowing in from the sea, bringing the lachrymal fluid to obstruct his vision. For this reason he "wended his winding way" to the bottom, happy to have been one of the twenty-six thousand who have paid their twenty cents each and clambered up the two hundred feet or more to the summit, during the last year; and altogether, feeling well pleased with his first visit to Bunker Hill.

Why it is that certain educators throughout the State connected with other institutions should take such exquisite delight in misrepresenting the State University, we cannot understand. Whether it has become from long practice, a religious creed of these gentlemen, or whether *shamefully ignorant* of the status of the University, they suppose they approximate the truth in their stories, we are unable to say.

Certain, however, we are, that some of *these friends of education* wander far from the truth, when speaking of our Institution, but never in its favor.

It seems strange that these gentlemen cannot see that the success of one college, especially the State University, is a means of advancement of every other like institution in the State; that the higher the standard of education throughout the State the better for each institution.

Without entering into detail, we would, without fear of successful contradiction, submit, that to prove that the Iowa State University affords greater facilities for acquiring a collegiate education than any other institution west of the Mississippi river, needs only an examination of its different Departments.

And this examination it courts at all times.

These remarks are called out by the action of the Principal of an Academy of this State; who, we understand uses very distasteful epithets concerning the University, when speaking to his students concerning other institutions, and of course advises those students leaving his Academy, to go elsewhere than to this, to finish their education.

Now we know this gentleman has a contract or arrangement to send all such students to another one of our sister colleges; this in itself is all right, but in the meantime, we ask of this Professor not to misrepresent the State University.

We would not intimate that the Professor is pecuniarily interested in the transfer of his students to his "pet," or that any of Iowa's sons and daughters are bartered away at a price; yet we are surprised, if disinterested in the matter that he should abuse other institutions in order to secure students to the one of *his* choice.

THE SOCIABLE.—Those who gathered at the Chapel on the evening of the 16th, ult., enjoyed the usual pleasant occasion spending the time in playing, promenading, conversation, etc.

Our sociable seems to be an indispensable part of our exercises. Students are apt to, and indeed do neglect, to a great extent the cultivation of their social natures, from which they *must* derive the real enjoyments of life. During the school days, we meet only in the capacity of teachers and pupils in the class room, and, necessarily, know but little of each other. It is indeed pleasant to have the floor of our beautiful and spacious Chapel cleared of the *settees* and spend the Saturday evenings once, or oftener, each month. The old organ sounds no less reverently at our Chapel exercises, for having furnished an accompaniment for some gleeful quartette or a schottish or quick step for the promenaders. Come out teachers with your families, and students with your friends, on Saturday evening Feb. 20th, and let us have another pleasant time together.

The 22d of February has long been observed as a day worthy of celebration, commemorating, as it does, the natal morn of Washington, that "great good man," whom Nature left childless that a nation might call him "father." We notice that some of our colleges observe the day with appropriate exercises, usually patriotic or social, in their nature. Why cannot we do it?

Thanksgiving comes after the hard weeks of study in the fall term have well passed, and brings us a day's rest and recreation, but is the only day we have except our regular vacations. Would not a day's rest in the middle of the hard working winter term be both *beautiful* and *pleasant*?

We would call the attention of the Faculty and Students to this matter, and express the hope that it will be favorably considered, and the 22d of February added, as a *regular holiday*, to our list.

SENIOR DISCUSSION.—The discussion spoken of in our last issue as to the relative merits of the classical and scientific courses, by members of the Senior class, was had at the first Rhetorical of this term. It was discussed under three heads, viz:

First, As to actual knowledge and practical use. H. M. Remley for the classical, J. H. P. Koogler for the Scientific.

Second, Promotion of discipline and culture, Classical, Geo. Earhart, Scientific W. C. Preston.

Third, Development of character, individual and national, Classical, C. P. Rogers, Scientific, E. B. Cowgill.

The discussion we think was quite creditable to the young men participating, evincing thought and preparation on the part of each, on the subject, and considerable enthusiasm in delivery.

Much interest was manifested in the question by both students and visitors, and an unusual number of Professors was present.

At the close of the discussion, Prof. Fellows of the Normal department, who conducted the Rhetorical, said that he thought both Classical and Scientific courses were completely demolished, and that there now remained but one course to be pursued by students, viz: To enter the Normal Department.

This declaration, it is needless to say, was greeted with laughter and applause.

We hope the Seniors may give us another discussion before the year closes.

NEW STUDENTS.—The opening of the Winter term has brought many new students among us, and of course, they feel like strangers in a strange land. We have met some of them and formed with them pleasant acquaintances. Now we would say to all, don't be backward about approaching us, don't wait for introductions, we are all here for one purpose, and although we differ in some respects we are all very much alike. We are all anxious to have friends, and if we get each other's names confounded, it is better to take it good naturedly, and trust to a longer acquaintance removing this difficulty.

CORRECTION.

When statements that are incorrect have appeared in our columns we are always glad to correct them, and if misrepresentations be made we are willing to make all necessary acknowledgments when aware of the fact. But in either case common justice would demand that opportunity be afforded for correcting any false impressions that may have been made by such statements before any public condemnation be made of them.

In our last number, the following local appeared: "Two Literary Societies of the Institution, petitioned the Faculty to allow mixed societies for literary culture. Request was refused without reasons being assigned."

The item, written in the hurry of going to press, was not carefully guarded or explicit in its statement of the fact and gave a *very wrong* meaning to part of the matter stated, which we saw perhaps as soon as any others and in due time would have corrected it in our columns, as we deemed that the *proper* manner of doing it. This is the fact: Two of the Societies sent to the Faculty a petition, signed by the entire membership of both, asking permission to meet in *joint sessions* for a *limited number of months*, the organization to be discontinued at or before the expiration of such time, *if*, in the opinion of the Faculty, the best interests of the Societies should demand it. To which the following answer was returned, endorsed, "a true copy of the Faculty's action. The request of the societies for union being under consideration, it was"

Resolved, That Faculty decline to accede to the request for the following reasons: 1. The change if made ought to be *uniform in its application*, and it does not seem to be the desire of the several Literary Societies of the University that it should be. 2. Such a change could only be on the condition that the meetings be held in day-light; it being the conviction of the Faculty that on all ordinary occasions promiscuous meetings of the students within the University, especially in the absence of the Faculty, ought to be at such time. Faculty have not learned that the Societies would accept the change with these conditions.

It will be seen at once that reasons were given and, therefore, that part of the statement was incorrect, although it was not "a willful misrepresentation," nor *intended* to mislead the minds of our readers respecting the action in the matter.—We regret to learn that such has been the case and gladly take this earliest opportunity to make the necessary correction.

The high esteem in which we hold our instructors and the jealous regard we feel for the highest interests of our Alma Mater, together with our sense of justice towards ourselves, have made this lengthy statement of the facts necessary, especially in view of the *unpleasantly public* manner in which it was mentioned before we had any opportunity for making correction.

THE AMERICAN VANDAL ABROAD.—A large audience gathered at Metropolitan Hall on the evening of the 15th ult., to see and hear Mark Twain. All went to laugh, and all did it. The reputation of the speaker insured this. Some seemed to laugh because they thought it the business of the evening; some because others did; some because they could not help it; and many laughed just for fun. Mark looks like

a Vandal; he walks like one; he is the veritable vandal.—Mark is sharp and naturally witty. He has roamed the wide world from Honolulu to Damascus, and seen and studied men and things as they are, until he knows them. In short Mark is an eminently *practical man* and never burdens his brain with what he never expects to use. So far as we can judge, Mark is himself. He differs from other humorists. Ward was characteristically a clown. "Josh Billings" is a comic philosopher and moralist, often profound as a doctor and tender as a child. Twain, in a degree, has both of these characteristics. His is not the sparkling wit of Prentice, Saxe or Holmes, but it savors more of the office, camp and deck. In Venice you recognize the philosopher; the poet, and painter at Athens; all three on the Nile. His comparison of Venetian life with that of Iowa City and other places, makes you realize the truth of Byron's verses:

Society is now one polished Horde

Formed of two mighty tribes, the Bores and Bored.

His hearers will never forget Athens. His description was a picture in words; a poem without verse. You were actually on the Acropolis, among the majestic ruins of the Parthenon. His hearers heard the murmuring fountains in the gardens of the King, and saw the city sleeping peacefully in the soft but gorgeous light of a southern moon; the rocky shores of Attica were easily visible, and beyond, "the silver sea." When introduced to the Sphinx, all your preconceived ideas of grim monstrosity, vanish. It really lives, and stands like a lonely sentinel keeping watch over the sepulchred nations of "five thousand years." "A personification of memory, which, as he gazes upon it, gives the traveller some realization of the feelings he must experience when he stands at last in the presence of his God." Thus we heard Mark Twain. We came away feeling a satisfaction that we had heard and seen the man whose fun we have read, but *dissatisfied* in this, that we had heard *so much* that we never care to hear again. It is sad to know that so much power and genius as he possesses are not the instruments for accomplishing a holier purpose than is exemplified by the man's life.

EXCHANGES.—We have received the following exchanges and have added several new ones to our list.

College Mercury, Literary Messenger, Western Collegian, The Collegian, University Chronicle, College Argus, Cornell Era, Advocate, Indiana Student, College Courier, McKendree Repository, Miami Student, Qui Vive, Hamilton Campus, Willoughby Collegian; Magazines, Ionian, Packard's Monthly, University Magazine, Brunonian, School Journal, Wabash Magazine,

The Collegian, published at Lexington, Va., is one of our best exchanges. The Ionian and Wabash Magazines are gems of College Journalism, Cornell University publishes the Era.

Where is the Courant?

BUST OF IRVING.—Irving Institute has, during the past month, purchased and placed above the president's chair in their Hall, a bust of Washington Irving, life size. This is certainly a very appropriate ornament for their Hall. The bust was purchased in Boston.

PROF. GUSTAVUS HINRICHS.

Our enthusiastic, hardworking professor of physics and chemistry was born in Lunden of Schleswig Holstein in 1836.

During his childhood his health was so feeble as to unfit him to attend school except during a small part of the summer. He was, however, instructed by his father not only in the primary branches, but, also, in the Modern Languages, Mathematics, Natural Sciences and other branches preparatory to his entering the Polytechnic school at Copenhagen in the summer of '53.

Prof. Hinrichs graduated with the degree of Candidate of Polytechnics in '61, having published his first work on the Electric Telegraph in '56.

Not the least among the things to be overcome during these eight years of study were his financial difficulties, for like many other students he often found his purse growing thin when he desired to purchase an expensive book; he, therefore, learned the routine of bachelor life, cooked and cared for himself, and when the question was between depriving his mind of the desired food or his body of its needed nourishment, the body suffered.

During his school days he was frequently in political troubles, for his outspoken favor of his native State was not pleasant to the young Danes with whom he was surrounded.

After graduation he started for home in company with a Danish officer, who never suspected from Prof. Hinrich's language that he was other than a Dane. The Great Belt was crossed in the winter in a sail boat provided with runners which were used wherever the ice was strong enough; where the ice was too thin for this they broke it as they went, and where there was no ice they sailed smoothly on.

Soon after graduation he was married, and, on account of political difficulties he embarked for America. Since arriving in this country his labors have extended from those of a district school teacher in Scott county, Iowa, to those of teacher in the Davenport High School, teacher of Modern Languages in the State University, assistant professor of Philosophy and Chemistry, to those of a full professor in his department which he has developed from a mere beginning to one of the best of Physics and Chemistry to be found in our country.

His published works, some of which have been copied by some of the leading Scientific Journals of the Old World, tell not more effectually of his zeal and energy as a student and investigator than do the same zeal and energy inspired in his students. His instruction is given by means of lectures and thus his classes have the benefit of all late investigations concerning the branches they are studying, and they are saved the necessity of learning anything which has not a direct bearing upon the subject.

LAW LECTURES.—A series of popular lectures, on matters pertaining to the study of law, has been arranged to be delivered before the students of that department.

Eminent lawyers of the State have been engaged and good lectures may be expected.

We had the pleasure of listening to the first of the course by Prof. Hammond, Jan. 13th, and we take pleasure in saying it was very interesting, as well as instructive. These lectures will occur at 2 P. M. Wednesday, each week, in the recitation room of the Law Department. All are invited to attend.

OTHER COLLEGES.

THE Freshman class at Harvard, according to the last Advocate, numbers 140.

THE College of New Jersey, Princeton N. J., is 122 years old. She has supplied 30 College Presidents, and 100 Professors in College and Theological Seminaries. There are 50 Senators, and 40 Judges of the Supreme Court, and 30 Governors of States numbered among her graduates.—*Campus.*

THE present college year has opened more prosperously than any preceding year. The whole number of students who have entered, up to the present time, is 250, including those of the Law Department. Of these, there are in the four college classes, viz: in the senior class, 31; in the sophomore 67; in the freshman, 77; total 185. In the Department of Normal Instruction, there are 20; in the senior preparatory, 12.—*Indiana Student.*

A GENTLEMAN of Terre Haute has given \$100,000 to establish a first-class female seminary in that city.

THE South Carolina University has ten professors and fifty-seven students.

IN Quincy, Ill., a movement is on foot for the establishment of a free evening school for laboring men.

BOSTON LATIN SCHOOL, founded 233 years ago is the oldest educational institution in the country.

PERSONAL.

J. C. Milliman, class of '70, was chosen Recorder of Harrison Co., at November election. The good people of Harrison have honored themselves while honoring the one armed soldier, and we venture to say, that no more faithful officer does duty on the slope than the present Recorder of Harrison county.

J. Pascal Marling, A. B. of '68, is lecturing through different parts of the State. Mr. Marling is a live man full of zeal and energy, well worthy of success, which, we doubt not, will crown his efforts.

Granger W. Smith, A. B. of '68, and resilient graduate at Brown University, Providence, R. I., is filling the pulpit of the 2nd Baptist church. He gladdened his friends here by a visit during the first part of January. We had the pleasure of hearing him preach an able sermon on Imortality while here.

Josie Dennis, Normal graduate '67, is teaching at Tiffin.

Anna De Sellem, Normal class '68, is teaching in Pleasant Valley.

David Witter, class of '71, is teaching near Des Moines, Iowa.

Frank Ellis, class of '71, is now clerking in a wholesale establishment in Boston, Massachusetts.

W. H. Honn, a former student of the University, and since ordained a minister of the M. E. Church is preaching at Webster and vicinity, in this State.

MATRIMONIAL.

MARRIED.—On January—, 1869, Mr. BRUCE T. SEAMAN of the class of '69, to Miss LOU. H. WICKS.

On Christmas eve 1868, Mr. ISREAL F. JENKINS, a former student, to Miss ——— KELSEY.

"I saw two clouds at early morn
Tinged with the rising sun;
And in the dawn they floated on,
And mingled into one."

Two bachelors less, many of our old students seem to be realizing the inconvenience of single blessedness, and as the above stanza expresses it, they have resolved to "float." The disease seems to be contagious and many "old fossils" viewing the good deeds of their comrades are convinced of their wrongs, for:

"A fault doth never with remorse,
Our minds so deeply move,
As when another's guiltless life
Our errors doth reprove."

DIED.—At the residence of the Father near Belle Plaine, on Saturday, Jan. 30th, 1869, Miss JOSEPHINE GUINN, aged 19 years.

Miss Guinn was a member of the Junior Normal Class of the State University and was much beloved by teachers and students. About one year ago she was converted and joined the M. E. Church in this city and ever afterwards maintained an earnest, consistent christain life. At the opening of the present term she entered her classes, but only for a few days. Rapidly disease did its work, and, almost before her student friends were aware of her illness, she was taken home to die. She reached home on Friday evening, and on Saturday morning went to her home in the skies. We deeply sympathize with parents and friends, and earnestly pray that they and we may all meet again in that land where sorrow is unknown.

F.

CHURCHES.—No Student can fail to notice the spirit of christian unity which pervades the several churches of this City, all moving in perfect harmony in their great work of elevating mankind through the influence of the Gospel.—Their aim seems to be to prepare men to live and to fit them to die. Nor has the special interest in the students manifested by the various pastors and congregations been without its fruits; the cordiality with which we are received in most churches makes us feel that we are among our friends; but it is a matter of regret that some churches rent all their seats save a few, located where nobody wishes to sit, and these are "reserved seats" for the student and the stranger.

A NEW PAPER.—We understand that a new paper is to be started here, in the interests of the Republican party and the people in general. It is to be a live sheet, awake to all matters of interest, political, educational and local.

Mr. W. A. Ballard, the editor, is a man of large experience in his business and from what we know of him as a literary man, we predict for his patrons a high toned well edited sheet.

ANNALS OF IOWA.—Ye editors would each acknowledge the receipt of a copy of this Journal. The matter of this issue is of more than usual interest. It should be read by every citizen in the State.

LITERARY ENTERTAINMENT.—The Zetagathian Society will give its annual Public at University Chapel, Friday Eve., Feb. 12th. Exercises open at $\frac{1}{4}$ before 8 o'clock.

STOVES.—Four large drum stoves have lately been placed in the chapel, and, although they are not particularly ornamental, they are considered *warm friends* of students these cold mornings.

THERE will be preaching in the University Chapel on the second and fourth Sabbaths of each month. Dr. Black will preach on Sabbath, the 14th inst., at 2:30 P. M. All are invited.

At a Regular session of the Irving Institute, Jan. 8th, the following named persons were duly elected officers for the ensuing term:

President—Geo. Earhart; Vice President—F. C. Pease; Recording Secretary—J. H. Carse; Corresponding Secretary—W. H. Fort; Treasurer—Geo. F. McClellan; Critic—A. Loughridge; Sergeant-at-Arms—J. H. P. Koogler.

We have received the first number of *The Southwest Independent* a weekly paper edited and published at Granby, Mo., by Wm. H. H. Judson Normal graduate of '62.

The paper is but just started and bears marks of its youthfulness, but Mr. Judson is a young man of energy and ability, and, we doubt not, will make his paper, in every way, a success.

Alice Remley, B. S. of '68, is teaching near Tipton.

F. M. Witter, Normal graduate of '62 has been Superintendent of the Muscatine public schools for the last five years.—He is also principal of the High School which owes much of its success to his efficient labors.

Anna S. Lee, a former student of the Normal department, was married a few years ago to John Mahin, editor of the *Muscatine Journal*. Success to editors and happiness to their wives.

WHAT TO READ.—Are you deficient in taste? Read the best English poets, such as Gray, Goldsmith, Pope, Thompson, Cowper, Coleridge, Scott, and Wordsworth. Are you deficient in imagination? Read Milton, Aikenside and Burke. Are you deficient in power of reason? Read Chillingworth, Bacon and Locke. Are you deficient in judgment and good sense in the common affairs of life? Read Franklin. Are you deficient in sensibility? Read Goethe and Mackenzie. Are you deficient in vigor of style? Read Junius and Fox. Are you deficient in political knowledge? Read Montesquieu, "the Federalist," Webster and Calhoun. Are you deficient in patriotism? Read Demosthenes and the life of Washington. Are you deficient in conscience? Read some of President Edwards' works. Are you deficient in piety? Read the Bible.—*Ex.*

IOWA CITY

COMMERCIAL COLLEGE,
AND
SPENCERIAN WRITING ACADEMY.

The second Collegiate year of this institution commenced August 19th, 1868, with increased facilities for promoting the advancement of its students.

In addition to the regular commercial course which includes book-keeping by single and double entry, commercial law, commercial calculations, commercial correspondence, business penmanship, &c., a department embracing the branches of a common English education has been opened, thereby furnishing students, both ladies and gentlemen, an opportunity of pursuing these branches either in connection with or independent of the Commercial Course. Students who are not sufficiently advanced to enter the University will here find classes adapted to their wants. Penmanship will be taught by Prof. J. Shrock.

SPENCERIAN WRITING ACADEMY.

In connection with the College affords superior advantages to young gentlemen and ladies who wish to qualify themselves to teach Penmanship.

Our Normal or Teachers' Department

Is especially adapted to students of the State University who expect to make teaching a business, as no one is qualified to teach common school, or common English branches, who is not a good theoretical and practical penman. Gentlemen and Ladies of ability can realize large salaries by making Penmanship a speciality. Teachers are in great demand.

Business Writing, Ornamental Penmanship and Pen Drawing.

Thoroughly and efficiently taught. Reduced rates to clubs. Students can enter either the College or the Writing Academy at any time.

For further information call at the College, corner of Clinton and Washington Sts., or send for our circular and catalogue.

WM. McCLAIN, } Prin. College.
J. W. BICH, }
J. SHROCK, Principal Writing Academy.
IOWA CITY, October 1st, 1869.

BALDWIN BROTHERS,

Wish to thank the students for their past favors, and at the same time inform them that their stock of

CONFECTIONERY, FRUITS, &c.,

is as good as can be found in the city. Our OYSTER PAR-LOE is always open for those who wish Oysters served in any style. Come and see us.

S. F. WEBB,

MERCHANT TAILOR,

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CALENDAR FOR 1868-69.

Fall term commences Sept. 17th and closes Dec. 28d.

Vacation of two weeks, Dec. 28d-Jan. 7th, 1869.

Winter term commences Jan. 7th, closes March 31st.

Vacation of one week, March 31st-April 8th.

Spring term commences April 8th, closes June 30th.

Commencement June 30th, 1869.

Anniversaries of literary societies and alumni during Commencement week.

TERMS—An incidental fee of \$5 00 per

term covers all charges. Four students from each county will

be received without payment of incidental fee; two in Normal

department, and two in regular College departments.

Tuition in Law Department, \$80 00 for the full course,

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The constant aim and effort of those having the matter in

charge is to make this institution in reality what it is in name,

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Students wishing to qualify themselves for the profession of

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other classes in the University which they are qualified to enter.

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Students therein may choose between the Classical and Scien-

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the appliances for their study it is believed being unequalled in

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The newly organized Law Department opens under

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Students who complete the course and pass a satisfactory ex-

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to practice in all the courts of the State.

The Medical Department will be opened not later

than the Fall of 1869. It is the intention to put it upon a basis

equally broad with that of the law department, and to secure

for its Faculty men whose rank in the profession will be the

best warrant that the training of those who are yet to enter it

will be safe in their hands.

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Particular attention given to manufacturing of all kinds of
BOOTS, SHOES AND SLIPPERS,Also keep a full line of Eastern work which will be sold as low
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BOOTS, SHOES,
RUBBERS & OVERSHOES,
For MEN, WOMEN and CHILDREN.Of the most improved styles.
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