SONG OF THE SPIRITS OVER THE WATERS.
FROM THE GERMAN OF GÖTTHE.

The following translation is quite faithful. The irregular, but exceedingly beautiful meter and rhythm of the original, is, however, but only imperfectly rendered. For many of his finest compositions, Goethe makes no effort to himself, adapted to the nature of the poetry. The poem here given furnishes an example.

The soul of man
Resembles the water;
From heaven it comes,
Toward heaven it rises,
And again down
To the earth it must go,
Ever changing.

When from the high,
Steep, rocky wall,
The pure stream flows,
Its beautiful spray,
In wavy clouds,
Touches the polished rock,
And gaily welcomed,
It descends like a veil,
Rushing softly.
Down to the abyss.

In a shallow bed,
It slowly moves through the valley,
And in the glassy lake
The stars of heaven
Mirror their faces.

Wind is the wave's
Graceful lover,
Wind stirs from the ground up,
The foaming billows.

Soul of man,
How like art thou to the water!
Earth of man,
How like art thou to the wind.

THE BASIS OF A GOOD EDUCATION.
I.
BY PROF. C. A. ROGGET.

All the intelligent writers and thinkers of all ages, are agreed that education must begin with the training of the senses. To be able to express one's thoughts in an appropriate and pleasing manner, is only a part of a good education. But even in regard to this we are reminded by an old poet, that "knowledge is both the principle and source of a correct style." Knowledge is derived from the outer world. Whatever we know—leaving out of view religious experience, which should be discussed separately—entered our minds through the senses. This principle, as old as human science itself, can not be too frequently referred to.

The training of the senses is the pre-requisite of all true culture, because it is only through the senses that we have any knowledge. The more accurately we observe and the more distinct the impression of the object observed on our minds, the more valuable will be our knowledge, and the more efficient our thinking. What follows from this? Simply this, that any education which consists mainly in book-study must be deficient just in so far as it neglects the training of the senses. Books are invaluable aids, but only to him who has observed and is familiar with a great number and variety of objects and facts. Let no one hope to find out the true greatness of men like Shakespeare, Goethe and Humboldt, simply by reading their works; language is dead unless it is received by a mind filled with ideas, and ideas cannot be gained except by observation of the real world.

It is sometimes asserted that young men and women cannot be expected to have any ideas, and that, hence, all their training should be merely formal, or disciplinary. This implies such a flagrant absurdity that it is worth while to expose it.

What are ideas? Simply true conceptions of realities, or of a combination of realities. We can have no idea of anything that is not real, and we cannot know anything that is real except through observation and experience. If we wish to take an extreme case, we may assume, with the ancient Greeks, that certain mountain peaks are the seat of gods. We may represent one of these fancied gods as Jupiter, another as Mercury, another as Apollo and so on. In so doing we should have ideas of these gods who, nevertheless, do not exist. But these ideas would be nothing more nor less than conceptions of realities.

We know that the old Aryan nations worshiped the sun, and gradually personified it. We know that Zeus meant originally sky, that "Iris" was the name of the rainbow, &c. Invariably there was the conception of something real that gave rise to a name, and the name being once given, the fact, thing or being which that name represented was, afterwards, frequently forgotten and an other meaning, likewise derived from observation, attached to it.

If we analyze any other conception or an idea expressed by a name, we shall find it to have an origin precisely analogous to that referred to.

Hence, it is no unreasonable demand, that young men and women should have ideas. Nor is it unreasonable to insist on the same condition in the case of any one who makes his writings public.

It is an abominable abuse of education, to induce young persons merely to re-produce the thoughts of others. Our traditional, old-fogy system knows of no other education, at least, it recognizes no other. Hence, the large number of indigestible and painfully stupid productions of enthusiastic literary apes, whose monotonous wail has received the apt designation of "senseless caterwauling."

Education is valuable only in so far as it enables us to be more efficient, more susceptible, more productive. Fine words
are not necessarily thoughts. Brilliant phrases do not always indicate clear conceptions. Facility of verbal memory is not a prima facie evidence of mental solidarity.

A clear, logical style is the natural result of clear and accurate conception. It requires but little special training in language, to enable any person to express properly, that which he distinctly and thoroughly understands. Language itself is a proper object of observation and study, but it should never be forgotten that the highest use of language, is when it is spoken, that it is above all, the ear which should receive the impression, and that printed language is, after all, only an imperfect substitute for speech. Hence, the necessity of practice in reading loudly and with expression, whatever literary composition is studied, if the best results of linguistic trainings are desired. Hence, also, the importance of teaching the correct pronunciation of the foreign languages which are taught. It can be no great satisfaction to read the works of a great author in a barbarous manner. It was once asked by a Frenchman, whether I had ever read that famous monologue, "To be or not to be, that is the question." I answered, that I had never given particular attention to the English. To my surprise the Frenchman insisted on its being English. I succeeded in finding out that he meant Shakespeare's "To be or not to be, that is the question."

The English pronunciation of Latin, so generally adopted in our schools, is a good deal worse than that Frenchman's English. Yet young and old enthusiasts of Latin talk about the "melody of Latin verse," when they murder its beauty, even more atrociously than the Frenchman did that of the English of Shakespeare.

**SHORT-HAND WRITING.**

Writing, the art preservative, the medium through which knowledge is disseminated among men, and hence the great civilizer of the race, in point of utility, surely stands foremost among the arts. It is strange that men, who devote their lives to science and to letters, are content with such an unwieldy instrument as it is. And yet the majority employ it without questioning whether it might be improved, taking for granted that ingenuity has exhausted itself in making the art what it is.

That the art of writing might be brought to such a state of perfection as scarcely to admit of improvement, ought to be the earnest wish, if not the honest effort, of every intelligent mind. It would be honor enough for one, nay, for a generation, to give to the world, in place of our present slavish and needlessly, cumbersome writing, a system, at once brief, simple and legible. But it remains for time to reveal to whom the meed of praise shall be awarded, for thus simplifying the means of conveying thought from mind to mind. That it will be awarded, we feel quite sure, and perhaps, at no very distant day.

Earnest and capable men have been, and still are, laboring to devise, not a worthless thing, to be foisted upon a credulous public, but a thing of rare merit, because of general utility. And indifference to the success of such an enterprise, on the part of intelligent men, is a strange phenomenon.

Brief methods of writing have long been recognized as a necessity, at least for special purposes; longer perhaps, than is generally supposed. Short-Hand Writing dates its history far back in the palmy days of Greece and Rome. Before the Christian era it seems to have been practised; how extensively is not perhaps known. And stenographers, or reporters, as we usually style them, seem to have been held in high repute, in those early days. We give a stanza or two, said to have been inscribed by Ausonius, a Roman poet, who wrote about the fourth or fifth century of the Christian era. We give it as we find it, without vouching for the translation:

"Come hither young and active scribe,
Prepare thy tablets to record,
In quickly flying dots and strokes,
What I shall dictate, word for word.

"O, wondrous art! though from my lips
The words like pattering hailstones fall,
Thine ear hath caught them every one.
Thy nimble pen portrayed them all."

The art as practised in those days seems to have been without scientific development—purely arbitrary—employing, in some cases, as many as five thousand characters. Whether any effort was made in ancient times, to revolutionize the art of writing, as is being done in our day, history does not say.

In the writing reform movement of the present day, Mr. Isaac Pitman, of England, is the acknowledged leader. And he deserves credit, too, for his efforts in this behalf.

His object was, not to devise a brief system of writing for a favored few, but he aimed to develop something for the people—a great labor-saving instrument—which should supersede the ordinary mode of writing. Adopting the phonetic theory as a basis, Mr. Pitman proceeded to adapt an alphabet thereto, which, unfortunately, was not strictly phonetic, and confusion followed as a natural consequence.

The foundation laid by Mr. Pitman, for a natural, easy and practical system of writing, is without a flaw, but the superstructure wants both in strength and symmetry. The author changed and modified his system eight or nine times in as many years, but still failed to correct its faults.

Phonography, in the course of time, attracted considerable attention, in this country, and Mr. Pitman had many admirers in the new world, some of whom became authors, adhering more or less closely to the plan of the inventor. We might mention as prominent among these; Bajj. Pitman, brother to Isaac, Elias Songley, A. J. Graham, Mr. Munson, and others of lesser note.

Mr. Graham builds upon the same foundation as did Mr. Pitman, but he claims to have greatly improved the original, which, however, is a disputed point. His system is at least very complicated, sacrificing simplicity and perspicuity to brevity.

Mr. Munson abandons the idea of making a popular system of writing, and labors in the interest of reporters. All of these authors have adopted one theory as a starting point. They have built upon a common basis, differing but slightly in the development of their system, and they have all failed; if not to accomplish their several objects, at least, to produce a system adapted to the ordinary pursuits of writing.

As before stated, Mr. Pitman was unfortunate in adapting
his alphabet. Theoretically phonetic in his plan, practically
he did not conform to the phonetic system, and herein lies the
first and chief defect in Mr. Pitman's Phonography. And his
disciples seem not to have possessed sufficient originality to
enable them to rectify the fault, in publishing new works
upon the subject.

Another grave defect in the original plan of Phonography,
and one which still adheres to the system, is found in the for-
mation of characters to represent the vocal sounds; their form
being such as to render the joining of them with other char-
acters impossible. Hence a word cannot be written contin-
uously. Either of these defects is necessarily fatal to any sys-
tem of writing, making pretensions to popularity. In the ab-
\n
<table>
<thead>
<tr>
<th>In</th>
<th>of</th>
</tr>
</thead>
</table>

| it may prove of interest to recall the secret and almost for-
gotten history of this act. That it was utterly useless and a
dead letter, was established in its repeal at the next session,
February 17th, 1842. But there were other reasons. During
the session of the legislature, Dr. Wm. Reynolds, of Philadel-
phia, visited Burlington, on a traveling tour through the west.
In order to "pay his way," he delivered, (as was his wont), a
lecture on Geography, accompanied with Magic Lantern exhi-
bitions of geographical scenes. The unsophisticated yeo-
mary who had suddenly found themselves seated in the halls
of legislations, were forcibly seized with the thought that the
children un-born of the Territory, should be taught geogra-
phy with magic lantern illustrations, a thing, a majority of
them had never before seen or heard of—hence the Act was
passed, for the especial purpose of inducing the Doctor to
locate in the Territory and devote his talents and labors to the
cause of education.

In this they were likely to be defeated, the Governor was
unwilling to nominate a new comer, an entire stranger, and
insisted upon presenting the name of T. S. Parvis, then Sec-
retary of the Council, whom the Governor well knew, (he hav-
ing been his private secretary), and who was also known to
be well posted in educational walks, having been an associate
editor with the Supt. of Public Inst., in Ohio, of the Common
School Journal, and having under his direction visited the
Eastern States to examine and report upon their School Sys-
tems. Mr. P. relieved the new friends of the Doctor of their,
but not the Governor of his, embarrassment, by refusing the
use of his name in connection with an office, which for sev-
eral years to come, must prove an empty honor. The Doctor
was nominated and confirmed and sworn into office, I cannot
say "entered upon its duties," as the provisions of the sec-
tions quoted, to the contrary were these, (3), no officers to
whom "to send his blanks," should he make any; (4), no in-
come "to apportion among the several townships;" (5), no
monies received upon which "to prepare a table of amounts
&c.;" (6), no money to disburse to the counties, &c.

At the next session the Superintendent presented a very
brief report, setting forth these facts, which were as well
known a year before as then, and stating that he had "used
every exertion to effect an immediate organization of the pri-
mary school system"—without success, * * * that it
could not be done without children, and without school funds.

And here, upon the repeal of the law, rested the premature
efforts to legislate into being, a system in advance of its

Had the legislature acted wisely and protected the patrimo-
y of the youth, who were, ere long, to grow upon the soil of
the, then virgin State, the sixteen sections which were given
by the General to the Territorial Government, would have
long ere this, yielded a magnificent fund sacred to this pur-
pose—but alas it has been squandered to the State, or made
to enrich the jackals that prey upon the public treasury.

Histronics.

A poet was once walking with Talleyrand in the street, and
at the same time, reciting some of his own verses. Talley-
rand perceived at a short distance a man yawning, and, point-
ing him out to his friend, said, "Not so loud—he hears you."
The University at Leipzig, in the little Kingdom of Saxony, is one of the best in Europe. The State, although burdened with the support of a great army, has through its legislature, recently assembled at Dresden, again voted a large sum of money for that institution of learning.

After having within a few years appropriated immense sums of money for the erection and equipment of new buildings required for this University, the already heavily taxed people have again appropriated 142,000 dollars for their University! This sum is granted, not to an institution which is in its first grades of development—as for example, our own State University—but for the enlargement of an institution which already long has among the best in the civilized world.

Nor is this the only institution for a high and professional education, which the small State of Saxony thus liberally supports and develops. For at Dresden the same State possesses a famous Polytechnic School; at Freiberg is the celebrated Mining School, at Tharandt the Agricultural College, not to mention any of the numerous secondary schools. To properly estimate the sacrifices which this little Kingdom brings to ensure higher education to its people, we must remember the entire Kingdom is not greater than half a dozen counties of Iowa, its population is but twice that of Iowa, and the resources of the people are far from equal to those which a kind Providence has granted to the inhabitants of our fertile prairie State. Iowa has no standing army to support, for there are no enemies on this continent able to molest us; Iowa has no expensive Royalty to support, for we enjoy the blessings of a republican government; Iowa has no State debt, like thatpressing the people of Saxonv; finally, Iowa has but two institutions which are dependent on the intelligent care of the legislature; and it would indeed, form a peculiar contrast, if Iowa did not do more for its State University than the poor oppressed Saxons do for their State University.

We are proud of the great benevolent institutions for the insane and for the blind, in our State; and the friends of the University trust that the people of Iowa may be equally proud of that high degree of intelligence and education which manifests itself in the liberal support and development of the highest educational institutions of the State.

Our Governor recommends $350,000 for the Agricultural College, to be put into brick and mortar, mainly for students' dormitories and Professor's dwellings. The State University offers no dormitories to the students, and while paying its Professors much less salary than the Agricultural College, expects them to hunt up or build houses for themselves. But the State University, while asking nothing for such purposes, states its needs and wants of funds for the legitimate purposes of instruction.

The State University needs more teaching forces of proper qualifications. We have only about half a dozen salaried professors in the Academic department; only one in the Law department, and none in the Medical department. The two distinguished judges lecturing to our law students, obtain no salary from the University fund.

At the University of Leipzig there are Professors and lecturers in the department of Theology, 12; Law, 16; Medicine 30; Science and Arts, 36; making a total of 120.

The State University needs more apparatus and books. Only in one department has the State indirectly aided the University a considerable extent. The department of Geology has, at the expense of the State, accumulated, under the able State Geologist, a most excellent cabinet, the value of which can not be too highly estimated. But in Astronomy, Physics, Chemistry, Mineralogy, and Zoology, the University possesses either nothing or but very little in comparison with the wants of a proper instruction in these sciences. Our Library is also excessively imperfect in everything except History and Belles Lettres.

The State University needs more buildings. Classes are crowded into uncomfortable rooms. The Laboratory is so insufficient, that the classes have to be broken up into small squads in order to obtain a practical knowledge of the various branches of physical science there taught.

People often make it a reproach to the State University that it gives, yet, too much instruction of a low grade; but the best way to secure the total abolition of this pernicious system is to grant the University the means necessary to teach the higher branches indicated by the very name of the institution.

It is the State that has founded this institution and named it a University. If it is merely a University in name, and not in fact, it is because the means commensurate with the name have not been granted.

THE CROWN OF CIVILIZATION.

About the middle of the fifteenth century, a young German named Gutenberg conceived the idea of separating the words, carved on the unwieldy wooden blocks used at that time, into distinct letters which could again be combined forming all the words of the language from comparatively little material. In conjunction with two friends, Faust and Schoedler, the latter of whom substituted metallic type for the original wooden letters, he carried his plan into execution and the experiment proved a success. So originated printing.

It is difficult at this day to fully comprehend the condition of the masses of the people up to this time. Not many centuries had rolled away since kings and princes considered the most elementary learning an indifferent matter and altogether aside from their part of the play. The great Charles II. many in the ninth century was unable to write his own name, and very few of the clergy of his kingdom could read, scarcely any write.

Few at this time the months and years required in transcribing a book gave a complete monopoly into the hands of the wealthy. As late as 1471, Louis XI. King of France was obliged to leave a quantity of plate and the bond of one of his wealthy noblemen as sureties for the return of a book borrowed from the Medical Faculty of Paris. The scarcity of manuscripts and the exceedingly high valuation at which they were held, as effectually debarred the great body of the people from their advantages as if they had not existed. The ignorant many were powerless in the hands of the educated
few. A nation was a vast instrument on which each adventurer in turn must try his hand, and he who mastered its keys most completely, and tuned its chords to his own interests most skillfully, dictated the measure.

But now a new era opened. The first work put in print was the Bible. Is it not noteworthy how everything which comes down to us intact and whole in some way circles about that book? How those languages into which it was translated have, as it were, crystallized about it and remained whole and vigorous through succeeding generations, while others equal in every other respect have decayed and died? Printing gave the Bible to the world, and the Bible in turn gave to the art of printing a permanency in the very being of the world.

With what earnestness the people accepted the word of God and read it for the first time themselves! With what earnestness they searched its doctrines and pondered its truths without the intervening glasses of priestly craft.

The result we see in the fierce flame enkindled by the writings of Wickliffe, Tyndale, Calvin and Luther.

The heart of the people caught it up as seasoned pine, and the conflagration swept over western Europe with a power which wrapped England, Germany and France in the white heat of revolution, and well nigh prostrated Catholicism in its royal centre and stronghold. Had nothing else resulted from it, the reformation of the sixteenth century would have ranked printing as one of the greatest achievements of our race.

But books, argumentative treatises, papers on all subjects, were multiplied by this potent new power—the press. The mind of the people was awakened; new thoughts, new principles of right and equality, of self-reliant manhood, of responsible individuality were noted in their hearts, never again to be smothered or crushed out. Need we trace their growth? Are they not recognized in those revolutions which have watered nations with blood, in those mighty times in which tyranny has gone down, or withholding has hurled the empire into irremediable ruin; in the ecclesiastical dissensions by which we have come up from the dismal depths of blind superstition; in the increasing never ceasing cry of manhood for recognition?

In the first part of the last century, Journalism took its rise in Europe and America. Dr. Franklin, when about to establish the second paper in the United States, was advised by his friends that there was already one newspaper in the Colonies and two would be one too many.

Now, the periodical publications are more than to four thousand, with an estimated annual circulation of eight hundred millions of copies. That in the United States only. The substantial reading matter issued daily by the journals of England, France and America, is equal to the entire amount of Grecian and Roman literature now in existence.

The effects of this power are almost beyond estimation. The newspaper penetrates everywhere, its monthly contents compromise everything. The humblest of the poor has before him a panoramic library from which he calls a more varied knowledge than kings could boast prior to the day of types. Equality and Government are discussed; Science and Art commented upon, Discoveries and Invention, recorded and explained; while Logic, Religion, Ethics and Esthetics are scattered through the whole. The newspaper and the Volume are in every man's hand. The questions there presented are centres of thought in every man's brain. Education follows; intelligence follows; free thought, free government, freedom follows.

From this we look back upon that German trio with wordless gratitude. We turn from the nineteenth century and look upon the fifteenth. A little more than four hundred years. We see the people, shookled by ignorance, following with blind helplessness the leader of the hour, whithersoever caprice or passion might lead him. We see them when the circulation of printed documents has awakened independent thought. We watch the workings of this intelligence, and it forces them into ecclesiastical reformation, political revolutions, civil innovations; it carries them through successive stages from anarchy and unquestioned despotism to limited monarchies and Republics. They throw off oppression, they arise from servility, they are educated, refined, enlightened.

And all this we must mainly ascribe to printing. Then take up the type with saw, touch those little bits of unconscious metal with reverence. They are an invention the most momentous ever conceived by the brain of man; they symbolize a power sublime, a power which has led us up to a height of intelligence and civilization from which we look back with wonder on the depths below—a power which shall lead us up the steep hereonwards.
APLE FOR COMPULSORY EDUCATION.

The primary object of government is the protection of the person and property of its citizens. Now, can it be denied that the education of the masses is the most effective means for attaining this object? What has been the cause of all the insurrections and the riots in Europe and America but the ignorance of the people. Read the history of the French Revolution, and note those terrible deeds of pillage and bloodshed, committed by an ignorant and brutal populace, the bare recital of which is sufficient to send a thrill of horror through the inmost soul! Look at the English insurrection of 1789, when 100,000 men rose in arms at the summons of a madman and inaugurated a week of anarchy and carnage. Turn to the annals of our own country and what is the story? The mob law in Rhode Island, the whiskey insurrection in Pennsylvania, the street riots in New York, Philadelphia, and Baltimore. Who does not remember the suspension which hung over the country during the draft riots in New York in '63? When the Five Points and the Bowery vomited forth thousands of half-cad, half-fod and filthy denizens to wreak their vengeance on the officers and property of a government which, had dared to assert its lawful rights over them—and to burn the habitations of defenseless negroes and slaughter the inmates for no crime but color. All, ad was caused by the gross ignorance of a population which had been left brutis the midst of Christianity, savages in the midst of civilization. Had these creatures been taught their duties to God and their neighbors, respect for rightful authority and the proper mode for obtaining redress of grievances, in short, had they been educated, all would have been prevented.

And what are the remedies for crime? The penitentiary and the gallows—confusion at hard labor, or death at the hands of the hangman. Who has ever doubted the authority of government to apply these means for the punishment of criminals? Has it then a right to punish but none to prevent a violation of its laws? Surely nothing seems plainer, than the duty of the State to teach the citizen his obligation; before he attempts to punish him for violating the same. Hence we assert that education is the most humane, the most civilized, and the most effective instrument for attaining the chief end of government.

But perhaps it will be said that it is the duty of the parent to educate the child. In theory it is. But if the parent is either unable or unwilling to do so, and the child through ignorance commits a crime, does not society assert its right to punish the child in spite of the parent? Or, suppose the parent refuses to provide for his offspring; does not the State take charge of it, maintain it, and call the parent to an account for his neglect? Yet what is the body compared to the mind? A garment worn but for a lifetime, while the mind is for eternity. And will you feed the child's body and starve his soul?

But again: The education of the people is indispensable to the preservation of free institutions, and it is therefore the duty of the State to compel the education of all her children.

That education is a universal blessing cannot be denied. Anything that will teach creatures to think who cannot think; that will reveal to men the truths of God and Nature; that will make known to them their condition, relations and destiny, must be for their highest good. But in a Republic it is more than a blessing, it is a necessity. In a land where the fundamental compact guarantees equal rights to all—where a man may be a citizen voter today, and a citizen, legislator, or President tomorrow—it needs no argument to show that all should be alike capable of fulfilling the responsibilities and trusts confided to their care. Here it is doubly true, that what affects the individual affects the whole community, and what is for the weal or woe of one, is for the weal or woe of all. If by the vote of one man the highest offices of our land may be filled how important that that ballot should be cast by an intelligent hand.

But there is another argument which I consider, if possible, still stronger than these: Daily there is setting on our shores a tide of immigration from every quarter of the globe. Year by year it has grown stronger and wider, until today we have representatives from almost every clime and nation under the sun. From the hallowed ground of classic Greece, where Homer sang and Plato taught—from the Italian shores where Cicero wrote and Caesar triumphed—from the banks of the Rhine where the German toils for his daily bread—from the Glacial Island and the vine-clad hills of Sunny France—from the flowery lands of the celestial Empire—from the coral rocks of the quiet Pacific—from the Occident and the Orient they come to learn of God and Liberty.

It is estimated that from immigration alone our population will more than double in the next thirty years. There is Jew and Gentile; the Christian, Mohammedan and Pagan; the believer in God, the follower of Confucius, the worshiper of
Idols, and the scorners of all religion. The most mongrel population, the most diversified beliefs and the most opposite theories of government the world has ever seen are brought together in one nation. And what shall we do with them? All have an equal right to citizenship and the 15th Amendment gives each an equal right in the control of the government. We must teach them our language, instruct them in our literature and instill into their minds the genius of our institutions, and the principles of our Constitution and Laws. And do you think it will be an easy matter to induce them to lay aside their customs and religion and accept ours? For centuries they have been led to look upon their institutions as the most perfect in the world and to regard the performance of their religious rites as their most sacred duty, and it will be no light task to prevail on them to neglect them now. We must take charge of the instruction of their youth. We must compel them to educate their children in our schools, according to our ways, or we can never Americanize them and inspire them with love for their adopted country, and unless we do this, we can not depend upon them as supporters of the Union in peace, or defenders of its honor in war.

"Educate the people" was the motto of the Puritan Fathers and side by side sprang up the church and the school-house. It is this that has given New England her intellectual superiority. It is this that has made her statesmen the beacons of the Revolution and the Rebellion.

"Educate the people" was the first admonition of Penn—the last legacy of Washington—the unceasing exhortation of Jefferson, Everett and Mann. "Educate the people" means the surging Atlantic as she bears to us the words of those great English Statesmen, Macaulay, Brougham and Mill, "Educate the people" said Frederic Dinter, and to-day every Prussian parent's child can read and write—a glorious monument to the untrammeling energy and devotion of that noble German philanthropist.

"Patriot! Do you recall the sad story of the 'late war'? Do you remember its cause? The phrensy of an ignorant rabble, led on by designing and ambitious demagogues, endeavoring to dismember the best government on the face of the earth! Would you prevent a repetition of such scenes? Do you wish to perpetuate your government, and extend the blessings of liberty and equality to other nations? Then secure to each inhabitant of the land the intelligence which will make him a freeman indeed."

W. H.

A TEMPERANCE DOCUMENT OF 'THE OLDEN TIME.'

These roulottes thre, of which I you tell me,
Longe erst than prime rong of any belle,
Were set hem in a tavern for to dryne;
And as thay satte, they herd a belle clinke,
Biform a corps, was caried to the grave;
That one at hem gan calle unto his knave,
'Go bet,' quoth he, 'and axe redily,
What corps is that that passeth her forth by;
And toke thou report his name wel.'
'Here,' quod he, 'but that nedeth never a del;
It was me teld or ye com heer two hores:
He was, pardy, an old felaw of youres,
And sodeinly he was i-slayn to night;
For drunk as he sat on his bench upright,
Ther com a prive thief, men clepen Deth,
That in this corps at the peple sixty;
And with his spere he smote his hert a-two,
And went his way withoute wordes mo.
He hath a thousand slayn this pestilence.

From 'THE PARDOHERES TALE.'

A CONCERT, by Prof. Schmidt and Max Otto, assisted by several juvenile performers, was given on the eve. of the 29th, ult. in the University Chapel. The performances were all well executed and well applauded by the audience. The violin playing by Prof. Schmidt was the principle attraction of the evening.

SALARIES OF COLLEGE OFFICIALS.—Harvard College pays its President $2,500, with a grant of $1,500, and its Professors $2,500.

Williams College, with 175 students, pays its President $3,000, with house rent, and its Professors $1,900.

Amherst College, with 250 students, pays its President $3,000, and its Professors $2,000.

Union College, N. Y., pays its President $2,500, and its Professors $1,900, with house rent.

Hamilton College, N. Y., with 101 students, pays its President $2,500, and its Professors $1,500.

The State University of Va., pays its President $2,500, and its Professors $2,050.

The University of Michigan, pays its President $3,000, with house rent, and its Professors $2,000.

The University of Iowa, pays its President $2,500, and its Professors $1,500.

Middlebury College, Vt., with only 65 students, pays its President $1,800, and its Professors $1,200.

EXCHANGES.

Our exchange list contains the following College and Literary papers and magazines, besides many State papers not mentioned:


The following is told of a student who answered to the name of Grant. One evening he experienced the sad effect of an over dose of spiritus vinii gallici—or some other compound of C, H, O—and unable to get to his room, sat on a fence, in the moon-light. By chance a Prof. passed. "Who are you?" demanded Prof. Our youth replied; "A verb of the first conjugation—indicative, present, plural, third; from gro, grae, gravit, grutum; present—gro, gras, graf, granum, gratis, Grant.

The other day a young gentleman in La Fayette, Indiana, asked a young lady if he might "be allowed the privilege of going home with her." She scornfully refused. He thereupon submissively asked if he might "be allowed to sit on the fence and see her go by."

The Lecturn on the eve. of the 2nd, inst. by Judge Wright, on the subject, "Law and Lawyers in the early days of Iowa," was delivered to a large and appreciative audience. It contained many interesting facts of those early times, and abounded with anecdotes illustrative of the character of the early settlers, lawyers and judges of the State. It was a history well worth hearing.
Our Readers have been acquainted with us for so short a time that it seems hardly necessary for us to make any extended remarks, on vacating the Editorial Sanctum. However, we presume a few words will not be out of place.

And first, allow us to return thanks to our many patrons, for their liberal support. This has enabled us to circulate nine hundred and sixty numbers of the paper, and will leave our financial affairs in a healthy condition at the close of the year.

For the many complimentary notices which we have received from the press, we feel grateful; and of individual criticisms, we leave the public to judge.

When we entered this new field of labor, we did so without previous experience, yet with the desire to make the paper equal the expectations of those who placed it in our charge. From the many exchanges that we have passed upon our table, we learned that we had many cotemporaries in the numerous colleges throughout the land. In fact every live college has an exponent in the form of a periodical of some kind. With the glimpse which we thus obtained of the actual efforts of this mighty body of young men and women, who are toiling for the highest intellectual attainments, we realized our responsibility.

To give our paper standing among the papers of our oldest institutions, was no mean or trifling undertaking. Our exchange list, which has been published from time to time, will tell in part what has been accomplished, but farther than this we will not presume to say. In many respects our sheet has not been what we wish it might have been. We now know, as well as anyone, of many particulars in which it could have been improved. But whether or not, our experience has been or shall be, of benefit to the Reporters, we are confident that it has been beneficial to ourselves, and will be of service to us when we enter upon the duties of real life. If we have been the means of creating any interest, or of promoting any enterprise among our college friends, our purpose has been accomplished.

College journalism has become an important feature in our colleges, and its value cannot be over estimated. Each paper indicates the degree of culture attained in the college which it represents; gives intimations concerning the general deportment of its students and imparts to the students of one college much of interest regarding those of other colleges. It gives rhetorical practice and creates an inspiration that calls forth the best productions of student life. But to enumerate its many advantages would occupy more time and space than we are now at liberty to use.

We return thanks to our many contributors for their able compositions. And now with confident expectations for the success of the paper in the future, we take pleasure in introducing to our readers the following Editorial Corps, who will continue in office until the close of the present college year:

From the First Class—Miss S. V. Graves; Second Class—Will Lytle; Third Class—R. Sanderson; Fourth Class—M. N. Johnson; Fifth Class—W. J. Young; Normal Class—Miss Lou Kauffman; Law class—E. Herring.

LECTURES GOING FORWARD—THE UNIVERSITY COURSE

Was opened on Wednesday eve., Feb. 2nd, by Judge Wright, who will be followed on Feb. 9th, by Dr. Robertson, of Muscatine; Feb. 16th, by Prof. Parvin; on Feb. 23rd, by Judge Cole.

The course will be continued on each subsequent Wednesday eve., of the term. The public are cordially invited to attend.

CLASS LECTURES.—Dr. Black delivers lectures on English Literature, on Tuesday, Wednesday and Thursday of each week.

Prof. Parvin is delivering a series of lectures on Civil Society, Origin and Progress of Government, which are introductory to his course on Constitutional Law of next term.

Prof. Hinrichs lectures Tuesday and Wednesday of each week, on Descriptive Mineralogy, and Monday of each week, on the History of Physics. He also, delivers daily lectures in Natural Philosophy and Elementary Physical Science.

Prof. Eggert lectures, Monday of each week, on the History of German Literature.

Dr. White is delivering daily lectures on Comparative Anatomy and Physiology; also on Geology, with special reference to the Geology of Iowa.

Prof. Currier delivers occasional lectures on Recent Archaeological Discoveries.

Prof. Fellows lectures on Mental Philosophy once or twice during each week.

Physical Practice has been introduced in connection with Natural Philosophy. This is a new feature and gives new attractions to the study.

At the recent meeting of the Board of Trustees, held at Des Moines, Dr. Wm. Middleton, of Davenport, was appointed to fill the chair of Physiology and Microscopic Anatomy in the Medical Department of this institution.

"Citizen," who wrote the article in The Iowa Tribune, entitled "The University and its Organ," is now convalescent. His indisposition was occasioned by an attack of Sciatica in orbico.

THE FACULTY, having received authority from the Board of Trustees, recently elected Prof. Parvin Dean of the Academic Faculty of the University.
The poetry (?) entitled "Sociable," in our last issue, was not written by "Adam Wimple," as many supposed.
UNIVERSITY PERSONAL.

J. H. Koogler, Class '89, has recently been admitted to the bar, and is now practicing in Washington, Iowa.

M. M. Lewis, a charter member of Irving Institute, is now practicing Law in Kansas.

Miss Ada Sanders, a former member of the University is teaching in the Franklin School of this city.

Miss Nellie Kepple, a former student of the University is teaching in one of the Primary Departments of North Liberty High School.

J. R. Clark, Law Graduate of '89, is practicing law in Des Moines, under the firm of Harbert & Clark, successors to the well known firm of Sibley & Harbert.

OTHER COLLEGES.

The revival in Oberlin College has resulted in the conversion of from 100 to 150 students.

The Yale Seniors are shaving their moustaches; having had their pictures taken they no longer need them.

A young man who died in St. Paul, Minn., Monday night, left $75,000 each to two of his college classmates.

The Agricultural College of Michigan, will graduate, the present year, nine students at an average cost to the State of $5,000 per graduate.

The Renssela College bell cannot be heard. When any one wishes to know whether it has rung or not, he hunts up the bell winder and inquires.

The income of the Northwestern University for the year ending June, 1890, was $16,070.00. The balance in the treasury at the present time is $250.12.

The Chronicle gives the average age of the students entering the literary department at Ann Arbor this year, as nineteen and one-seventh. The oldest man is twenty-eight and youngest fifteen.

At the recent organization of an association at Holyoke, a gentleman who was elected Secretary immediately rose and said: "Mr President, I move that I decline to serve." "I second the move," exclaimed another.

A scholarship of $500 a year for two years has been established at the University of Virginia, to be given to the student who shall show the most proficiency at a special examination in chemical athletics.

Williams College favors Free Trade. The professor of Political Economy, boasts that he has sent out ten of fifteen classes moulded like clay in the hands of the potter, into Free Trade. No wonder the classes are growing smaller.—(Exchange.)

The Miami Student (Ohio), complains, very justly, of the large number of students permitted to migrate to other institutions out of the State, for the sake of a suitable University in their own. It is estimated that nearly half a million dollars are thus lost to the State.

SOCIETY REPORTS.

ZETA GAMA SOCIETY.—The first Friday evening of the term, after listening to the inaugural address of the President, the Society in Committee of the Whole discussed the question, "Should the Bible be excluded from the Public Schools?" The debate thereon had that earnestness and animation characteristic of many that took part in it. At the next meeting the question, "Are Secret Societies desirable?" was under consideration, also in Committee of the Whole, and invitation being extended to visitors to participate in the discussion of a very lively and interesting debate followed, in which ladies as well as gentlemen participated.

Besides those already mentioned, the Society has discussed the following questions: Should the Fifteenth Amendment be adopted? and, "Is the co-education of the sexes in our Colleges desirable?"

There has been, besides the debates, the usual number of literary performances, consisting of Orations, Essays, Declamations, &c. The Society commences its term's work with a well organized force of members whose earnestness insures success.

E. McClain, Cor. Sec.

HALL OF IRVING INSTITUTE, Jan. 28, 1870.

The exercises of Irving Institute during the past month have been conducted with much interest. The officers for the term were duly installed on the evening of the 7th inst. The following questions were discussed:

Resolved, That Chinese Immigrants should be encouraged.

Resolved, That Utah should not be admitted into the Union.

Resolved, That McFarland should not be punished for shooting Richardson.

The discussions, together with the rhetorical exercises were good, and showed preparation on the part of the performers. The Society is working and increasing in numbers as fast as we could wish.

The interest and energy of the members promises both pleasure and profit for the term.

We are much pleased to see our hall so well filled with visitors.

We thank the public for their presence at our exercises and hope that their attendance in the future will not only be pleasant and profitable to them, but also prompt the members to renewed energy.

M. R. King, Cor. Sec'y.

HESPHERIAN.—The Society now numbers twenty active members. A series of essays on the "Seven Wonders of the World," are being read, from week to week, and the semi-monthly discussions prove interesting and beneficial to the Society. The "Myrtle Wreath" has been ably edited this term, and we mention "Picture of Child Life," as one of its best productions. The inaugural address by E. Jennie Williams, did credit to herself and the Society.

We meet every Friday, at four o'clock, and invite our friends to visit us.

HELEN ZIMMERMAN, Cor. Sec.

EDENBROOK HALL, Jan. 14th.—The election of officers for the present term resulted as follows: George McCorky, President; Elma Sanders, Vice President; Anna Craven, Cor. Sec.; Sarah Hinman, Rec. Sec.; Alice Al, Trans.; Lizzie Griffith, Critie; Mary Parker, Serg.-At-Lars.

The addition of three beautiful pictures, has greatly improved the appearance of the Hall. Of these, two are German Chromos, "Hercule", and "Marxburg." The third, a steel engraving, "Bierstadt's Rocky Mountains.

The plan of work, and the purpose to work, have never been more encouraging than at present.

Anna Craven, Cor. Sec.

Muses.—Is there not sufficient musical talent in the University, to afford music at the public meetings?

Why are strong minded women like Arctic explorers? Because they are anxious to reach the polls, (politics).
At our institution, as at many others of a similar character, there are two parallel courses of study—one is termed the classical, and the other, the scientific. The most characteristic difference between the two is, that in the former, particular attention is paid to Latin and Greek, in the latter, to science, and to the French and German Languages.

Now we hold, that one of the principal objects of an institution of this kind, should be to give to its students a thorough and scientific knowledge of the English language. Colleges should not neglect languages, least of all the vernacular. To teach all the important languages in such institutions is, under existing circumstances, impracticable, because they should teach no branch, so specially, as to exclude other necessary branches, hence, no matter which course is taken, some languages will be neglected, i.e., not taught.

In deciding which should be taught preferably, to others, it will be well to let this depend on their relative importance, for the better mastery of the English.

Those advocating a classical education, claim that the Greek and Latin are incomparably the languages for this purpose.

On the other hand, the advocates of a scientific education claim that German and French are at least as important for the object mentioned as Greek and Latin, and they argue that if any two of these four languages are to be left out of their course, which we know is inevitable, these two should be Greek and Latin. They grant that some Latin is desirable, but as a choice between two languages, they prefer a Modern to an Ancient.

Both of the above claims are well supported by "authorities." The classics can adduce the testimony of many learned men, to the effect that no one can know English well, etc., unless he has first mastered Greek and Latin.

The "Scientists" can quote just as many, and just as good authorities, in behalf of their view of the question. Which side is right? We don't propose to decide this question, any more than we would be willing to decide upon the relative merits of sculpture and music. We readily pardon a sculptor for regarding his occupation as the highest of all; but we would call him very illiberal indeed, if he would forbid the musician to regard his profession in the same light.

"Authorities" are of no avail in settling questions of this character. If Dr. Dwight, Prest's Felton, Woolsey and numerous Professors, of Latin and Greek, are adduced as witnesses on the one side, their testimony will not weigh any heavier than that of men like Drs. Toumains, Draper, Bigelow and hundreds of others, every way as competent to judge of the subject as those who are adduced on the other side.

Let us briefly examine the views entertained by the advocates of the classical course, in reference to the importance of Greek and Latin, as an indispensable requisite for a "higher knowledge" of English. We will quote one of these advocates, Mr. Tilton:

"We believe that to house a young man in a university which, like Oxford, makes it its chief business to devote the best part of his youthful years to the reading of Latin and Greek authors is a great perversion of scholarly ambition and a great squandering of human endeavor. Nevertheless, to say that the Greek and Latin tongues are dead, and to forget that they still live in the vital breath of our English speech, is to cover out of sight one of the fundamental elements of a good English education. It must always be true that a man who has never opened a Latin reader or a Greek grammar, who has never mastered a Latin declension or attacked a Greek verb, must suffer all his life-long the lack of a certain fine knowledge of our own immortal mother tongue. Anglo-Saxon, as we are, our daily speech nevertheless resounds with a never-ending echo from Greece and Rome.

If this assertion is true as regards Greek and Latin, it must also be true of the other languages, which enter into the composition of English, and we have, hence, to deal with the following dilemma. We must either make up our minds to study nothing but languages, for at least some ten years, or else rest content with as limited a knowledge of English as for instance, Shakespeare, Robert Burns, Parley and many others possessed, who knew very little or nothing of the ancient tongues, but nevertheless managed to get quite a respectable command of the English language.

If Mr. Tilton is correct in his statement, what shall we say of that prince of orators, John Bright, who assigns as one of the causes of his remarkable command of the English, the fact that he never studied any other language. What shall be said of John Tyndall, whose matchless literary style was not acquired by a study of Greek and Latin, for he never gave these languages any attention. What shall we say of our own Franklin, he certainly had no mean command of his mother tongue.

But we may grant that all these would have had a still better control of English had they devoted the necessary time to the classics, in granting this we must add, that even then their control of English would have been susceptible of improvement. For it is evident that the same argument that is used in reference to Greek and Latin, must also hold good to Anglo-Saxon, German and to a greater or less degree to all languages which enter into ours.

The very heart of English is teutonic, and as German is the most perfect of the teutonic languages, it of course, is indisputable that he who would be thoroughly imbued with the spirit of the teutonic part of English.

French is the most perfect representation of another important part of English. By far the majority of words used by our best writers are either German (i.e., Anglo-Saxon, forty-five in such authors as Milton, Shakespeare, etc., etc.) or French.

The Greek and Latin terms are mostly of a technical nature, and such terms are best learned and understood by a careful use of the dictionary and the study of the sciences in which they are more particularly used.

Scientific students, in choosing German and French, secure therefore, the greater proportion of the advantages which can result from the study of foreign languages to the better understanding of English. And they do not neglect Greek and Latin because they think these studies useless and absurd, but simply because they wish to pursue other studies, which appear to them more important.

If Mr. Tilton's remarks are true for Greek and Latin, they must certainly hold true for the other components of our language; and this too, in proportion to the degree in which they enter into the English. Fortunately there is abundant reason for believing that Mr. Tilton's remarks are more brilliant than true, and one proof for this belief may be found in the fact, that the great Greek authors learned to write Classical Greek, without previously studying any of the languages from which their's was derived. May not the same be true of English writers?

Students, do not fail to patronize those who advertise in our columns!
We are in life's morning. All the bright dreams, the sanguine hopes, the lofty aspirations and the gay light spirits of youth are ours. Day after day we gather here—profiting by an exchange of ideas, and by the experienced guidance of those who have wended the path before us, and whose kind labors are now smoothing the way for our eager but tender feet. Step by step, new beauties unfold new ranges of thought and feeling, new fields of labor and research. Swiftly, basely, very pleasantly glide days, weeks and months, and we are gliding with them.

Soon our paths must widely diverge.

Very soon we must leave these halls of learning, daily becoming dearer to us, where we have had common aims, common difficulties, and therefore common sympathies. And when we have said farewell to all the pleasant associations of college life, What then? Is not this the end for which we have been longing and laboring year after year? Have we not reached our goal? Yes, but only one goal and only one of the base of other achievements. From these portals we go out not to a holiday after long—continued labor, but armed and equipped for contest in the busy world that awaits us. We will not say the cold, hard world as it is so often called, for it seems to us a kind old world after all.

If it has clouds and storms and bating blasts it also has birds and flowers and sunshine. If there are nature base and cruel, there are also warm hearts and true—hearts beating with sympathy and love for the race—hands outstretched to relieve the destitute, to gather the homeless, to lift the fallen. If there is wretchedness, there is also happiness of God's own giving. Too often when clouds over-shadow us we forget the silver lining, forget to look for the bright and beautiful, while dwelling upon the dark places. Sometimes when our own folly or pride or rash judgment has led us into trouble we make a pitiful face and tell how the world has treated us. Happy for the world that its shoulders are broad. The future has work for each and every one of us. It may be brilliant, lofty, one thing to which a noble ambition would naturally aspire, or it may be humble and lowly. In either case if it is useful, if duty points to it—despise it not. Even if it affliction deyer you from all participation in the active labors of life, be not cast down. Remember that while some do His will, others suffer. Be brave, earnest, faithful to your mission, and the swiftly glowing years will bring peace and contentment. When the sweet sunshine of morning, the glare of noonday and the rosy clouds of sunset have faded, What then?

Then the twilight. Did you never sit at this hour watching the gradual deepening of night's dusky shadows, and thinking over all the events of the closing day?

If the golden opportunities of that day had been all improved, if its difficulties had been bravely met, its trials patiently borne, how pleasing and refreshing the twilight reflection. But if the reverse were true, they brought not repose. Just as our disposal of the day insures the peacefulness or disquietude of the twilight hour, so will the part we act in the scenes of the passing years influence the twilight of life. It remains with us whether or not we meet this season calmly. When our tired feet near the dark river shall the question, What then? bring only joyous anticipation as we see the pearly gates beyond open to receive us, or able to look no farther than the cold flood shall this be the language of our hearts?

"After the joy of earth, After its song of mirth, After its hours so light, After its dreams so bright— What then?"

Only an empty name, Only a weary frame.

Only a conscious smart, Only an aching heart.

After this empty name, After this weary frame, After this conscious smart, After this aching heart— What then?

Only a sad farewell, To a world loved too well, Only a silent bed, With the forgotten dead.

After this sad farewell, To a world loved so well, After this silent bed, With the forgotten dead. What then?

BOOK TABLE.


If, as Lord Bacon says, "the genius, wit, and spirit of a nation are discovered in its proverbs," this little volume of 282 pages is indeed a treasure.

We can not judge, by a comparison, how well Mr. Kelly has done what he has here attempted; for this collection is a pioneer work in this department of our literature; but from the very fact that these proverbs are presented, for the first time, in a come-at-able manner, the book has a peculiar value. Mr. K. has arranged these proverbs according to their import and affinity, making the British the basis of the collection, and grouping therewith translations of other national proverbs.

The originals of the translations are given in the foot-notes. A full index of the subjects proverbialized is placed at the end of the collection. Omitting the originals we present the following as examples:

Speech is silver, silence is golden.

"Die silente, or say something better than silence" (German)

"Better silence than ill speech" (Swedish). "Talking comes by nature, silence of understanding" (German).

"Who speaks, now; who keeps silence, roya" (Italian). "Tell me the company you keep, and I'll tell you what you are. Tell me with whom thou goest, and I'll tell thee what thou dost." (Dutch).

"He that lies with crows learns to limp" (Dutch).

"He that goes with wolves learns to howl" (Spanish).

"He that lies down with dogs gets up with fleas" (Spanish).


We are sure that the readers of the Recorder will thank us for calling their attention to this fine Epic. We regret that, for want of time, we are unable to enter into an extended criticism upon its merits; but so far as our examination goes, we concur in the opinion of another that "This Epic poem is a remarkable creation of Christian genius, bold in its conception, terse and vigorous in expression, and full of poetic beauty and grandeur." The subjects treated of are: I. The Sea's death and descent to Hades; II. The Paradise of the blessed dead; III. The prison of the lost; IV. The creation of Angels and of men; V. The fall of Angels and of man; VI. The future of darkness; VII. Redemption; VIII. The church militant; IX. The bridal of the Lamb. X. The Millenial Sabbath; XI. The last Judgment; XII. The many Mansions.

The author passes over ground once sublimey measured by Milton, but his style and manner of treatment are different from Milton. He is a fearless seeker after the intermediate state, a wonderful painter of the beauties of the Beyond. We predict that Yesterday, To-Day, and For Ever will gain for the author the lasting name and fame of a great poet.
THE CHEAPEST AND THE BEST.

SHROCK'S

PRACTICAL PENMANSHIP

OR

WRITING MADE EASY.

By J. S. Scour, Principal, Shrock's Writing Academy, Iowa City, and Teacher of Penmanship in Iowa State University.

Common School Series:

1st, 2nd, 3rd, 4th.

Book of Instruction, 5th, 6th.

The above complete in one book, for Central and Commercial Colleges and for Teachers, College Courses, etc.

The most scientific, systematic, and economical course of Penmanship ever devised.

The most scientific and economical course of Penmanship ever devised.

Our Stock of Merchandise

T. W. TOWSEND,

28 Washington Street, Iowa City.

Established 1881.

Book-Sellers, Stationers, Binders

Wholesale and Retail Dealers in

SCHOOL BOOKS, STATIONERY,

And Blank Books, School Registers, Blank and Record Cards.

Newspaper Depot.

Latest Periodicals, Magazines and Periodicals.

WALL PAPER AND WINDOW SHADES.


Photographs:

For the first photograph go to T. W. TOWSEND.

Townsend took the Front Photograph at the Johnson County Fair on Card and large sized Photos. This would also call attention to a new style of pictures called the BELLINI PROCESS.

The pictures are not colored by any ordinary process. They have a beauty and a finish of tone which the best Europe and east Photoprintings fail to reach, and when the Palmer never misses. Blank Books, Washington street, opposite Ramsey's third store.

H. S. PERKINS,

Principal of

The Iowa State Normal Academy of Music,

AND CONDUCTOR OF

MUSICAL CONVENTIONS

Will make engagements in any section of the Country.

Early application should be made to

H. S. PERKINS,

Iowa City, Iowa.

HAIR JEWELRY.

Mrs. MONROE,

Manufacturers and dealers in

All Kinds of Hair Jewelry!

Ladies' Waterfalls, Snatchers, Curles, etc.

All dealing anything in her line should give her a call.

Her work will please you.

First brick building south of DEER and DUMB ASYLUM, Clinton street, Iowa City, Iowa.

DRUGGISTS,

Clinton Street, Iowa City. Proprietors of Iowa's Largest Grocery Store, renowned for the quality of the goods furnished, and at reasonable rates.

C. A. MYERS, Proprietor.

The present proprietor having lately remodeled this House, offers fine and abundant stock at reasonable rates. Credit will be given to examine before buying elsewhere.

L. BOWMAN,

Teacher of Piano-Forte.

TRUDELL HOUSE.

$12.00 Per Term.

L. A. PHILLIPS,

TRADE OF

Vocal and Instrumental Music.

IOWA CITY, IOWA.

Rooms over Mequaque & Bro's Music Store.

CREW & DAVIS,

ATTORNEYS AT LAW,

IOWA CITY, IOWA.

Corlett's New Block.

G. W. MARKET & BROS.,

Wholesale and Retail Dealers in

WATCHES, CLOCKS, JEWELRY,

Of Every Description.

Gold, Silver and Plate Ware,

Of Superior Quality. Fancy goods, laces, etc., in great variety, watch materials and tools. Repairing of every kind neatly done.

IOWA CITY, IOWA.

JOHN SCHNEIDER,

KEEPS A GOOD

Furniture Store & Cabinet Shop.

Dubuque Street.

In the new brick building south of Franklin Market.

UNDEMAN PROMPTLY ATTENDED TO.

RANKIN & PALMER,

BAKERS,

And Confectioners: Dealers in Fruits, Oysters, Cigars, Cakes, Confectionery, etc.

Clinton street near P. O., Iowa City, Iowa.

H. M. GOLDSMITH,

Wholesale dealer in

Fruit, Oysters & Confectionery.

Oysters served in the best style. No. 4, Post Office Block, Clinton street, Iowa City, Iowa.

APPLES FURNISHED BY THE BBL.

HENRY NICKING,

FASHIONABLE BARBER!

Students should call on Henry Nicking for hair cutting, shaving, and for a good clean shave. Hair dressing announced as the most fashionable style. West side Dubuque St., near Republican office.

MANN & PARVIN,

Successors to A. G. SWANSON,

General Auction and Commission Merchants.

Sell all kinds of goods on commission, try sales to the country when called on, at reasonable rates. Give us a call at the Liberty Auction Store.

Particular attention given to the sale of Home Furniture.

Office of the Iowa City Jit Co.

PONTIAT.

N. H. TULLLOSS, D. D.,

Office and residence Clinton street, three doors south of the National Bank.

IOWA CITY, IOWA.
Iowa City COMMERCIAL COLLEGE

A AND

Shrock's Writing Academy.

The faculty College of this Institution will commence September 16th, 1870, and close June 2nd, 1871.

The full course of instruction embraces every department of Book-keeping, together with commercial correspondence, commercial arithmetic, commercial law and business practicality, and offers superior advantages to all who wish to prepare themselves for practical business life.

To meet the demands of those who cannot spare the time necessary to complete a full commercial course of study, and yet wish to obtain sufficient knowledge of Book-keeping, in connection with Arithmetic and business practicality, to keep books for all ordinary business purposes, students will hereafter be admitted to the commercial department of this institution by the month, paying in proportion to the amount of instruction they receive.

ENGLISH DEPARTMENT.

This department includes a thorough course of instruction in all the branches of a common English education, and is well adapted to the wants of those who wish to pursue those branches, either in connection with or independently of a commercial course. It also furnishes an excellent opportunity to those who wish to qualify themselves in enter the University.

SHROCK'S WRITING ACADEMY

(On which there is no vacation), furnishes superior facilities to those wishing to make penmanship a specialty. All branches of Business and Ornamental Penmanship, and Pen Drawing.

Singly and collectively.

Two hundred students have been enrolled in the various departments during the year just closed, exclusive of a class of four hundred to fifty from the Normal department of the Iowa University, who took a special course in Book-keeping only.

For any other information that may be desired call at the College, corner Clinton and Washington Streets, or send for full circular and catalogue.

W. M. McCLAIN, Prin. of College.

J. SHROCK, Prin. of Academy.

THE NEW SYSTEM STORE

You can always get

DRY GOODS NOTIONS &c.,

At the LOWEST PRICES, by going to the NEW SYSTEM STORE of

THOMAS E. DUGAN

Clinton Street.

MRS. BRYAN,

At Her

MILLINERY ROOMS,

Clinton Street, has the finest assortment of

Bonnets, Hats, Flowers, Ribbons.

Call and see her before purchasing elsewhere.

IOWA CITY MUSIC STORE.

R. A. DUFFIELD.

Music, Instruments, Flutes, Violins, etc.

IOWA CITY.

IOWA CITY.

PIANOS, ORCHESTRA, ORCHESTRA,

Violins and Guitars, from the best Makers.

Sheet Music, Instruction Books, &c.

Wholesale and retail manufacturers' prices, fully warranted.

O. W. Mann & Son.

O. G. Keene, Saloonmen.

UNION BAKERY.

STUDENTS REMEMBER!

That the Union Bakery keeps constantly on hand Fresh baked Bread, Pies, Cakes and Confectionery. Corner Main and Market Streets.

A. BASHIRE.

CHARLES WANDL, BAKER.

Students and others wishing the best baked BREAD, give him a call.

South Side Market St., opposite Emporium's Brewery, Ia. City.

IOWA CITY.

HOOP SKIRT FACTORY.

CLINTON STREET.

Hoop Skirts made to order and repaired.

MRS. BRYAN.

TOWNSEND'S FIRST CLASS GALLERY.

We are prepared to take

Any and Every Style of Pictures

From smallest Vignettes to life size solar, in a style equal to any Masters or home productions.

Special pains taken to accommodate

STUDENTS,

whether they desire Pictures

Taken Singly or in Groups.

None should return home without having the photographs of their friends and classes made.

We give special attention to taking large sized photographs of the graduating classes, suitable to present to the Literary Societies.

Old Pictures copied to any size desired,

Photographs colored in oil or water colors.

HEADQUARTERS FOR CARD PHOTOGRAPHS,

AND GROUPS.

STUDENTS, Citizens and Strangers, Call and

Examine Specimens of our Work.

Stereoscopic Instruments

AND VIEWS FOR SALE.

SIGN OF RED SHOW CASE,

Washington Street.

T. W. TOWNSEND.

CARLTON & LER.

Successors to Glenn & Carlton, wish to inform the

STUDENTS

That they are prepared to furnish them with every thing they may want in the line of

CLOTHING

They have also a fine assortment of PIECE GOODS, which they make up in order. If you want a good suit, come to us, give them your measure. Their prices are as low as those of any other.

HOUSE IN TOWN.

R. B. HUFF & B. H.,

MANUFACTURERS OF

HAFFER'S CELEBRATED

Cone Radiator,

AND DEALERS IN

STOVES,

And House Furnishing Goods.

PUMPS OF ALL KINDS.

Tin, Copper and Sheet Iron Ware.

WEST SIDE CLINTON STREET.

IOWA CITY.

IOWA CITY.
NIXON & DOE, DEALERS IN
ALL KINDS OF FURNITURE
WORK MADE TO ORDER.
Undertaking Promptly Attended to.
Hutchinson's Block, Washington St., Iowa City, Iowa.

LEE & CARLETON
Clothing
A reduced rate in order to make room for a
NEW SUPPLY FROM THE EAST.
Now is the time to get extra quantities. Clinton St., opposite University Square.

W. M. GUFFIN, DEALER IN
Foreign and Domestic Fruits
And Confections of All Kinds.
Remember the place. For anything in the line of a Bakery, Fruits, Nuts, Confections, Oysters, Fish, &c., &c., go to
The City Fruit Store and New Bakery,
Corner of Clinton and Market Streets, Iowa City, Iowa.
Students should give him a call.

Groceries! Groceries! Groceries!
J. F. BROSSART, Clinton St., opposite University Square, Dealer in GROCERIES AND PROVISIONS.
We have constantly on hand the very best quality of Groceries, and sell at reasonable rates. Live & let live in our motto.

BOOTS AND SHOES.
The best place to buy Boots and Shoes is at
CLARK & TAYLOR'S,
where a good supply of the best articles in Market can always be found. FINE, CHEAP, LOWEST PRICES. Give them a call and convince yourselves.

LEWIS BROTHERS,
Wholesale and Retail Dealers in all kinds of GROCERIES,
BEST BUTTER always on hand.
Clinton St., 3 doors south of Iowa City National Bank.

CLOTHING!
CLOTHING!!!
CLOTHING!!!

CHEAP!
NEW!! AND FASHIONABLE!!

ISENSE & CERNY,
Students call and examine their well selected stock of clothing.
They have a large assortment of Hats, Caps, Valises, Collars, Neckties, Underclothing, and All the Articles of Gentleman's Wear.
Washington St., opposite University Square, Iowa City.

"We have examined BULLION'S Latin-English and English-Latin Lexicon, published by Sheldon & Co., 465 Broadway, New York, and find it admirably adapted to the use of Latin Students. The arrangement and typography are such as to prevent the student from being misled, and to lead him to the right word in the eye at once, without a wearying search. The Lexicon is an complete as a College Student needs, and retails for $5.00."
Prof. of Latin in Mich. University, Prof. of Latin in Ely University.

C. L. MOORE,
Cash Dealer in Fancy and Staple DRY GOODS!
Notions, Trimmings, Embroideries, Laces, White Goods, Ladies' Furnishings, Shirts, Woolens, All the popular Domesticities, Carpets, Oil Cloths, Mattings, Rugs, &c., in great variety, CHEAP.
Particular Attention Paid to Orders.
Bank Block, Clinton St., Iowa City, Iowa.

COBB & THOMPSON, Manufacturers and Dealers in
BOOTS, SHOES, AND LEATHER.
Corner of Clinton and Washington St., IOWA CITY, IOWA.

Keep on hand a large and well selected stock of the best quality of shoes made and eastern Boots, Shoes, Slippers, and Rubbers. We make to measure, FINE FRENCH CALF BOOTS, which are warranted to fit and suit our customers. We are prepared to do all kinds of work in our line in good style and at short notice.

J. G. FINK, Wholesale and Retail Dealer in
Stationery, Tobacco, CIGARS & NOTIONS
Clinton St., Iowa City, Iowa.

Davis' Pectoral Muﬄage,
For the relief of Coughs, Colds, Hoarseness, Asthma, Bronchitis, and all other Diseases of the Lungs and Throat.
Prepared only by M. W. DAVIS, Druggist and Apothecary, Iowa City, Iowa. Price, 50 Cents.

KNOX TAYLOR,
BOOK-SELLERS AND STATIONERS.
CLINTON STREET,
Keep constantly on hand a full assortment of University Text Books, City and Country School Books, Miscellaneous Works, Blank Books, Albums, Bibles, Testaments, Prayer Books, Writing Paper, Envelopes, Pocket Books, Reward Cards, &c., at prices that defy competition give us a call and we will please you.

MEAT MARKETS
KIMBALL, STEIBINS & MEYER
Wish to say to their student friends that they have Three Meat Markets, viz:
"FRANKLIN MARKET,"
Corner of the Avenue and Dubuque St.
"THIRD WARD MARKET,
"Corner of Iowa and Market Streets, and
"THE PEOPLE'S MARKET,
On Dubuque Street.
At any of these Markets the best of all kinds of MEAT VEGETABLES, &c., can be obtained at reasonable rates.

DEER STORE,
No. 23, Washington St., Iowa City.

M. J. MOON,
DEALER IN
Pure Drugs, Chemicals & Medicines.
Pure Flavoring Extracts, Perfumery, Hair Oils, Soaps, Brushes, Toilet and Fancy Articles. The Best Stock in the City.
Physicians' Prescriptions Carefully Compounded.

DR. MOON'S
Office in the same room.

MRS. J. B. HARRIS,
MILLINERY,
Has a large stock of Millinery and Ladies dress goods on hand.

DRESS AND CLOAK MAKING,
Done in the best possible manner. Special attention given to every order. Students wishing any thing in this line, give her a call. 2 doors south of the P. O., Iowa City.

O. STABSKE, DEALER IN
WATCHES, JEWELRY
Silver and Plated Ware, and all Kinds of Fancy Goods.

IOWA CITY. . . . IOWA.

All kinds of repairs promptly attended to and warranted.
BOOK STORE.

BEACH & ALLIN,

General Dealers in

BOOKS, STATIONERY,

And Notions.

Clinton St., opp. University Square.


Writing Papers of all Kinds!

Wall Paper, Window Shades, Pencils, Crayons, Port-Folio, Pictures and Frames, Gold and Steel Pens, Talks all Shades, Albums, Combs, Brushes, Magazines and Papers, Pocket Knives, Pocket Books, Croquet, Base Balls and Parlor Games, etc., etc.,

Depository of the American Bible Society.

Everything in our line at

Lowest Market Prices.

CART & TAYLOR.

STOVES,

MANUFACTURERS OF

TIN, SHEET IRON,

And

COPPER WARE.

38 WASHINGTON ST.,

IOWA CITY, IOWA.

THOSE IN WANT OF

CLOTHING!

NEW AND FASHIONABLE,

At Reasonable Prices, should patronize

M. BLOOM,

HE HAS AN ASSORTMENT SUPERIOR IN QUALITY AND QUANTITY TO ANY CLOTHING ESTABLISHMENT IN IOWA CITY.

IN FACT

BLOOM

HAS THREE STORES IN ONE

His lower, middle and up stores are filled with

CLOTHING FOR MEN, AND YOUTHS.

HATS,

From the finest and latest styled Silk Hat, To a Hat or Cap for One Dollar.

In all articles for Gentlemen’s wear.

Bloom’s Store, IS THE PLACE TO GO.

MOORE & PITT.

DEALERS IN

BOOTS AND SHOES.

Particular attention given to manufacturing of all kinds of

BOOTS, SHOES AND SLIPPERS.

Also have a full line of Eastern work which will be sold as low as the market. Those wishing to buy anything in our line will do well to call first, and to have everything elsewhere.

Our stock consists of

BOOTS, SHOES, RUBBERS & OVERSHOES,

For MEN, WOMEN, AND CHILDREN.

Of the most improved styles.

We may be found at the old Coman stand, on Clinton street.

IOWA CITY, IOWA.

S. BAKER,

DEALER IN

GROCERIES

And Provisions,

Corner of Market and Linn Streets, at sign of 2nd Ward Grocery.

KEEPS ALWAYS THE BEST QUALITY OF GROCERIES THE CHICAGO MARKETS CAN PRODUCE.

As Low as any House in Town.

Also the highest market price paid for Butter and Eggs.

Rags taken in exchange for Groceries.