

Prof Magowan

The Vidette-Reporter.

VOL. XXII.

IOWA CITY, IOWA, JUNE 18, 1890.

NO. 33

The Vidette-Reporter

ISSUED

EVERY SATURDAY AFTERNOON,

During Collegiate Year, S. U. I.

Published at Republican Office, Washington St.

Wm. DUFFIELD, F. C. DAVIDSON

CARL A. STUTSMAN,

Managing Editors.

JULIA E. ROGERS, H. O. WEAVER

HARRY E. KELLY.

Associate Editors.

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TERMS:

One copy, one year, \$1 25
One copy, one year, if paid before Nov. 1, 1 00
Single copy, 05

The paper will be sent to old subscribers until ordered stopped and arrearages paid.

For sale at the Bookstores and at Fink's.

Those not receiving their papers regularly will please inform us, and they will be forwarded.

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VIDETTE-REPORTER,

Iowa City, Iowa

Card.

It is with no small degree of satisfaction that the present management of the VIDETTE-REPORTER closes its term of service with this commencement number. We believe we present the most comprehensive descriptions of the several departments of the University ever prepared.

During the past two years we have endeavored to make the most of the VIDETTE REPORTER that the circumstances would permit, even at the cost of scholarship and the social pleasures of college life. Encumbered with an antiquated system of government and hampered by a lack of space, we have often felt our inability to accomplish the best results. But at this, the close of our service, we have that feeling of satisfaction which comes only from the consciousness one feels after having discharged a duty to the best of his ability. We leave the VIDETTE REPORTER with a better arranged system of government, enlarged space, and increased corps of editors and a larger subscription list than we found when we began our labors two years ago. Our work has been commended by the men and women who have stood by the paper since its foundation. What more could we ask?

THE constitution adopted by the VIDETTE REPORTER Association was crowded out of our last edition, and we

are sorry to say that there is not room in this issue for it. Next fall it will be published in the first issue. We desire to call the attention of our friends to the fact that the constitution provides that the Business Manager shall charge \$1.25 per year for the paper if paid in advance and \$1.50 if paid after the first of January. Please remember this and save your quarter.

UNDER the provisions of the new constitution, Mr. H. E. Kelley was elected editor-in-chief of the VIDETTE-REPORTER for the next year at the election last Wednesday. Mr. Bayard Elliott was elected managing editor to fill original vacancy. Miss Cornie Ingham, Ben Shambaugh, Murray Campbell and George Beardsley were chosen associate editors. Mr. Kelley has served a year on the paper as associate editor and is eminently able to discharge the duties of his office. Mr. Elliott is one of the best writers in the University, as well as one of the most diligent workers. The managing editors are to be congratulated upon having associated with them one so able in every way. The new associate editors are an unusually able body of young people. The friends of the VIDETTE-REPORTER may rest assured that the paper was never in better hands.

At the time we go to press, the proceedings of the Board of Regents are not available. It is learned, however, that they propose to locate the Chemical building on the City Park.

Alumni Business.

PRESIDENT SCOTT called the meeting to order shortly after 2 o'clock. Routine business was transacted. After considerable discussion a committee was appointed to revise the constitution and report next year. The officers for next year are as follows: President, J. J. Seerley, of Burlington; Vice President, W. F. Lohr, Sioux City; Secretary, O. A. Byington; Treasurer, L. G. Weld; Ex-Committee, A. E. Swisher, M. J. Wade and Hattie Robinson; Orator, Mary L. Loring, of Oskaloosa; Poet, Guido H. Stemple, of Ft. Madison.

A HOME AT LAST.

*Faith and Push and Perseverance
Win the Day.*

Mrs. C. D. Close Donates Ten Thousand Dollars!

This has been a joyful week for the friends of morality and progress. All who are in any way interested in the development of real manhood and true womanhood must join in the enthus-

iasm of the hour and thank God for the bright outlook before the Christian Associations of the S. U. I.

Now that the building is assured and we can look back upon the past without fear and trembling, it will be of interest to recall briefly the history of this movement. Though organized only four years last May, with a small membership, it had in its make up, the elements of success. Its purpose is a noble one and the self-sacrifice and devotion of its members urged on not by selfishness but the desire to help others to purer and better lives, has with God's blessing made the work what it is today. From a small, and as considered by many narrow minded individuals, a despised organization, it has grown until to-day it is the strongest organization among the students of the S. U. I.

The progress has been made more rapid by the inter-Collegiate relations. The State Conventions, the advice and counsel of College and State Secretaries have all aided to bring the Association to its present standard. Especially is this true regarding the Building sentiment. In the spring of '87, the Young Men's and Young Women's Christian Association's acting at the suggestion of State Secretary Baldwin, voted to raise \$6,000 for a building. It looked like a large undertaking! The idea of \$6,000 for a Christian Association building!

Many said "it can't be done," others "no use for such a building." Nevertheless, committees were appointed to see what could be done. Maxson, then of '88, went out over the State to see the Alumni and during the year, over \$2,000 were secured. It looked discouraging, still they had faith. A few seeing the great need for a more definite and aggressive work "by students for students" said "we must and we can make this a success." Here the matter rested until November '88, when Mr. Mott, one of the National College Secretaries came on and woke the boys up. Their idea sprang suddenly from a \$6,000 to a \$40,000 building. Boys raised from \$10 to \$50 and \$100 in their subscriptions. Another \$1,000 was added to the fund. Mr. Mott departed. Work dropped again. No progress for nearly a year. Then in October '89, Mr. Mott came again. The Associations settled on the golden mean, \$25,000 as the amount which should be raised. The canvass begun in earnest. Men gave on the prayer basis. How much can I sacrifice in personal expenses in order to help this great work? In a few days the fund grew from \$3,000 to \$7,000. Then having done their best, the students went to the Faculty. With three or four notable (we are sorry

there was even one!) exceptions the Faculty gave not only subscriptions but encouragement and co-operation. Dr. Schaeffer, Profs. McBride, Currier, Jameson and others gave valuable counsel and assistance. In another week the fund had reached \$10,000.

Then came the splendid work of the citizens' committee every one of whom deserves credit for their faithful and continued service when so many croakers were saying it can't be done. In a few months the citizens' fund reached \$10,000, making a total of over \$20,000.

The Associations must buy a lot. They secured the magnificent site, 85 x 145 on the corner west of the Park on Iowa Avenue. This required \$4,000 more. Where could the money come from? The doubters said "we must have a smaller building—can't get any more money."

Monday, June 16, 1890, the newly elected Board of Trustees were very much pleased, however, to find that Mrs. Helen S. Close, in memory of her husband and because of her appreciation of the Association cause, was ready to make a \$10,000 subscription to the fund, making a total subscription of over \$30,000. By her generous donation, Mrs. Close has won the gratitude of every student in the University and we predict that the very first action of the Christian Associations next September will be to vote unanimously that the beautiful \$30,000 Home to be erected, shall be called "Close Memorial Hall."

THE BUILDING.—WHAT IT WILL PROVIDE.

The building is wanted because the students need some safe place of resort. This the pleasant social rooms, parlors and reading rooms will supply. The large gymnasium, well equipped and under good influences, will in connection with the baths supply a long felt want for some means of physical culture. The assembly hall and parlors will provide a good place for religious meetings and social gatherings of various kinds. It will unite in one body all the best elements of the University life and be a powerful factor for good among the young men and young women. It will give a character and dignity to the Association work such as could be secured in no other way. It will also popularize the work and give it publicity and permanence.

To sum up the whole matter, we believe we are safe in saying that it will do more than any other agency to make the S. U. I. what it should be—a place where both mind and heart are developed and whence shall go forth young men and young women whose lives shall be a blessing to mankind.

Report of the Visiting Committee.

The following is the greater part of the report which was made to the twenty-third general assembly by the joint committee appointed to visit the University. It was the duty of this committee to investigate the management and workings of all departments of the institution, and to report the exact condition in which they were found. This report is a flattering testimonial of the faithfulness of those to whom was entrusted this great charge:

To the Twenty-third General Assembly of the State of Iowa:

Your committee, appointed under provision of the House concurrent resolution to visit the State University of Iowa, state that they have performed that duty, and beg leave to submit the following report:

First, reporting on the questions submitted in the resolution, your committee would say:

I. The appropriations made by the last General Assembly have been expended by the institution through a number of different channels. The brief time allowed your committee rendered it impossible to make an extended examination of the books and vouchers, but so far as we are able to make the same, it would indicate that the affairs had been conducted in a business-like manner.

II. Expenditures have closely followed the objects for which the appropriations were made so far as your committee was able to determine.

III. Your committee were assured by the President and Secretary of the Board of Regents that there is no indebtedness of any character above the amount of the appropriations, and that a small balance will remain on hand at the close of the biennial term.

IV. No diversion of funds from the specific purpose for which they were appropriated has occurred so far as your committee was able to discover.

V. In regard to the salaries paid to the members of the faculty, your committee observed that in the last two years a very appreciable increase has been made by the Board of Regents, as may be seen by a comparison of the list with previous reports.

VI. No mechanical appliances for fire escapes exist. There being, however, no dormitory connected with the institution, such appliances were not deemed essential by your committee.

VII. The sanitary conditions are as favorable as the over-crowded state of some of the buildings will allow. The natural location is high, and drainage good.

VIII. Your committee are unanimously of the opinion that the University is in great need of a new building to be used as a chemical and physical laboratory. The present location of the laboratory, immediately under the library, is a constant danger to that valuable collection. The proposed new building would remedy this, and admit of the removal of the library, and the use of the room, now partly occupied by the same, as a chapel, as is more

fully referred to later in this report. Your committee would recommend that the new building be erected at as early a date as possible.

The hospital building is also very much needed, but the present arrangement for hospital accommodation, while not what the State ought to furnish, we believe should be continued for another biennial period in order that the building recommended by this committee may be erected.

We would also recommend that an electric light plant be established, as asked for by the University, for the purpose of lighting the building, and for the purpose of allowing the students opportunity and facility for studying the science of electricity.

We call attention to the patent fact that the University needs more ground. The city of Iowa City has offered to the University the beautiful block now used as a public park, the proposed donation being on condition that the State erect a new hospital on the ground so offered by the city. The city also offers to vacate the street running between this park and the half block now owned by the State, and upon which is situated the old hospital. This would throw the whole tract together, and would be a great acquisition to the institution, and should be carefully considered by the Assembly.

There is also great need of more land for parade ground and all athletic sports, in order that physical culture may keep pace with mental development. The tract of ground lying between the campus and the Iowa river, with the streets vacated, would complete the College site and would add greatly to the beauty and equipment of the University.

Your committee also observed, with regret, the entire absence of any hall or assembly room of sufficient capacity to accommodate the students in a body. The room formerly used as a chapel is now occupied partly for the library, leaving the seating capacity inadequate to accommodate more than about 200 persons. Chapel exercises of a religious character are held in this reserved part of the room above described. Attendance is not enforced, and the space reserved precludes the possibility of general attendance.

Your committee are unanimously of the opinion that the library should ultimately be in a separate building, in order that the whole space in the present chapel may be used for that purpose, or that a new chapel be provided and the whole space in the present room devoted to the library. Also that the classes should not interfere with the attendance on their religious exercises on the part of the students or professors who desire to be present.

In this connection we would remark that there is a large and flourishing Y. M. C. A. and Y. W. C. A. organized among the students, and in good working order, adding, in our judgment, greatly to the moral tone of the University.

We note with gratification an increase in the attendance at this time."

Here follows the enrollment, showing a grand total of 729.

"It will be observed by comparison that a large part of the increased attendance is in the dental department, and we are told that eleven persons have been refused admittance for lack of room. This department seemed to be full of enthusiasm, and the work done compares favorably with the best of its kind.

We were surprised to find that patients in sufficient numbers offer themselves to give the dental students sufficient opportunity to gain practical experience and proficiency. We recommend that this department, which is largely self-supporting, be encouraged, and given more roomy quarters as soon as practicable.

It should be a source of satisfaction to the State that the University has developed great strength and efficiency as an institution of learning; that the attendance has increased, and the promise of future usefulness is flattering. The institutions of the State, especially those of an educational character, are accepted by the general public as a fair criterion indicating the spirit and development of her citizenship. The culture incident to university training is not confined to the individuals directly benefited, but through them is felt in all the communities from which they come, and to which they return. It should be a matter of State pride to so care for the University that its standard and equipment may reflect increasing credit on our commonwealth, and keep the institution in the front rank with those of similar character in other States.

We are aware that in order to accomplish this purpose comparatively large sums of money are needed from time to time, but the material and knowledge returns certainly justified the expenditures.

We recommend such appropriations for the equipment and support of the University as will enable its management to conduct its several departments in a creditable and efficient manner, and the University to achieve increased usefulness, and reflect still greater credit upon our State.

RICHARD PRICE.

On the part of the Senate.

J. E. BLYTHE,
R. W. BRIGGS.

On the part of the House.

Nothing in this country more astonishes an English University-bred man than our college yells. He never takes the practice as a bit of American fun, but earnestly sets to work to prove how even educated Americans follow the customs of the savage Indian, his war-whoop being perpetuated in the college yell.

THE Breeze gets after the fellows who have made unfavorable comments on its management; good. THE Breeze is right. The unfavorable comments are from "one-horse" institutions. Success to THE Breeze. May she wave next year.

FROM *The Aurora*: In response to a circular sent out by a committee consisting of Professors Calvin, McBride, Andrews, Osborn and Call a small number of the scientific workers of Iowa met at the Kirkwood House in Des Moines Dec. 27, 1887. Here a society was formed to be henceforth known as "The Iowa Academy of Science." The object of the society is to encourage scientific work, especially in questions relating to the State, and to furnish a condensed regular and reliable report of the progress of original investigation. This association will also furnish an opportunity for its members to meet, exchange views and derive the benefits resulting from associated work. Prof. Herbert Osborn was chosen first President.

The academy is the only State society devoted to the furthering of research in all sciences. The forerunner of the present society, identical in name and object, flourished for nine years and ceased to exist in 1884. There are numerous societies devoted to scientific questions of local interest, some of which, as "The Davenport Academy of Natural Science," publish their proceedings and valuable papers. A few organizations devoted to the application of the sciences to some industry, as the horticultural and agricultural societies, are aiding the work in an incidental way.

The Academy published its first triennial report in January, 1890. The original membership of seven has increased to seventeen. Among the fellows of the Academy may be mentioned Prof. B. D. Halsted, Prof. Herbert Osborn, Prof. H. H. Crozier, Prof. C. P. Gillette, Prof. L. H. Pamme, Prof. F. W. Malley and Prof. A. S. Hitchcock. The papers showing the past work of the individual members of the association are of high scientific character and promise prosperity for the future of the Academy.

There are a number of most excellent theses to be presented by the Senior Scientific students this year. Mr. Gilman Drew will present a thesis on "The Unios of Iowa," in two large volumes. Mr. Drew's work is the result of several years' labor and will be a valuable addition to the scientific literature of the State. Mr. E. R. Lewis has a carefully prepared work on "The Skin and Its Adnexs." Those who are acquainted with Mr. Lewis' work know that it will be far more than ordinary merit. Miss Bessie Peery has a thesis on "The Embryology of the Chick," the result of a year's work. Miss Nellie Peery writes on "The Fertilizing Cell" and Miss Anna Jewett on "The Sun Flower." These last named are under the direction of Professor McBride and a perfect work may be expected.

THE faculty of the University of Michigan suspended the Sophomores who prevented the Freshmen from taking part in their banquet. The students and citizens condemn the actor.

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For announcements of Excursion Rates, and local matters of interest, please refer to the local columns of this paper.

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STUDENTS' CHRISTIAN ASSOCIATION.

Prayer meeting every Tuesday noon in central building. All are cordially invited.

Class Day.

The exercises of Monday were of great interest to all the visitors. It had been arranged that the fountain just erected in front of the science building should be dedicated on this occasion, and quite a crowd had collected around it at 3 P. M., the hour fixed for the ceremony. The fountain basin is of brick covered with cement, and at each of the cardinal points in the rim are found the figures "90". In the center there is a heap of boulders, and from the center of this springs thirteen sprays of water, the whole having a very pleasant effect. It is the result of the plans of Messrs. Joseph Howe and Herbert Remley, the committee in charge. Shortly after 3 the class was seen to emerge in a body from the south hall, wearing for the first time the class color—white—along with the old gold of the University. When the main building was reached the multitude had a chance to hear the class yell. The greater part of the way to the fountain they kept it up and

Hi! Hi! Hi!

S. U. I.

Mighty, mighty, mighty,

Mighty class '90

made considerable noise. At the fountain the programme was short. After music by the Italian orchestra Mr. E. R. Lewis was introduced by President Evans to make the dedication speech. He said the class desired first to place a boulder on the campus in accordance with the custom since 1890, but the faculty had vetoed the proposition. Then the wiser heads of the class decided on the fountain and the result was now ready for presentation. With best love for the institution which had been such a kind mother to them all the class of '90 turned over to her regents this testimonial of their regard. Mr. Carroll Wright responded on behalf of the regents and gracefully accepted the memorial.

After more music by the Italian orchestra Mrs. Morse read Lowell's beautiful poem "The Fountain," and exercised with a song by a quartette composed of Misses Chase and Cox, Messrs. Norwood and Spanutius.

In the evening a very unique program was presented. The class-day committee had presented a plan of having on the stage everything arranged as at a banquet hall with the feasting just over and the speech-making about to begin. The class-day speeches then took the form of responses to toasts, and although there were twelve of them the exercises were not very long. It would be impossible in our limited space to give a synopsis of what each said, so lest we should slight someone, we can only treat all alike and merely print the program as it was. When the curtain rose the audience began applauding at once the beautiful sight presented. The tables were arranged in a V opening towards the audience, and the forty members of the class present were seated at both sides. Everything looked festive about the stage, there being remains of a last course at a banquet, flowers in abundance and everyone happy. When the applause had subsided the following was the order of procedure:

Morris Evans was toastmaster. The following persons responded to their several toasts: Lillian Johnson, F. P. Findley, Salome Dugan, Emma Edgar, Leon Brown, Kate Legler, Edith Prouty, Herbert Remley, W. B. LaForce, Frank Friend, Cliff Musser and Eluvia Wright. The class songs made a very pleasant feature of the banquet. Without rising in their places everyone sang heartily, and with Miss Nell Cox at the piano everything in that line went off excellently. The one raising the greatest applause was as follows:

As the regents and the professors too,
Listen to my tale of woe,
Were walking one day the campus through,
They did the mighty '90 view,
Did view, did view,
Listen to my tale of woe,
That class did number '92,
Listen to my tale of woe,
And it had lots of brain power, too,
I never saw such a class, did you?
Did you? did you?
Listen to my tale of woe.

CHORUS:

Hard trials all way through,
Freshmen, Sophomores, Juniors, too,
Seniors, Faculty, oh, boo-hoo,
Boo-hoo, boo-hoo,
Listen to my tale of woe,
All knowledge did that class pursue,
Listen to my tale of woe,
They traced a winding pathway through,
And you may guess they got there, too,
There too, there too,
Listen to my tale of woe,
But now, alas, their time is due,
Listen to my tale of woe,
Their studies o'er, their skipping, too,
And oh, they bid you sad adieu,
Adieu, adieu,
Listen to my tale of woe.

CHORUS:

It had been planed originally that there should be four tableaux to represent the four courses, but it was thought best to combine all into one to save time. The representatives of the

philosophical course, dressed in long black robes and mortar boards, were grouped around a table on the southwest corner of the stage, the classical robed in white drapery were at their right, and to the right of the stage were the scientific students. The engineers and their instruments were in front and at the corner of the stage.

It took just about two hours to complete the programme and the large audience seemed to be very much pleased with the character of the entertainment presented. It took lots of work on the part of the class to get it ready and it is a matter of gratification to them to know that all went so smoothly and was so satisfactory.

The Literary Societies.

Those who witnessed the union anniversary exercises of the five literary societies last Friday evening heard a very enjoyable program and were fully repaid for venturing out on such a sultry evening. The people of Iowa City have good cause to appreciate the societies to whose open programs they are always invited and where they are always well entertained. Professor Currier was president of the evening and performed his duties in his usual pleasant, graceful manner. The University band furnished music for the occasion and many were surprised by their excellent music, for the band has been the subject of much unjust criticism. An impressive invocation was pronounced by ex President Pickard after which R. C. Gibson, class of '88 was announced as Irving's presiding officer. Mr. Crosley being introduced, delivered a very fine oration in his usual earnest and expressive manner. The diplomas were then placed in the hands of the graduates by Mr. Gibson accompanying the act by a few appropriate remarks. W. H. Techtintine in behalf of the graduates then responded expressing their sorrow at separating from Irving Institute. Irving sends out the following graduates: R. Bonson, Leon Brown, Morris Evans, James K. Mock, Ira Orton, Herbert Peery, A. D. Slocum, Carl Stutsman and H. W. Techtintine.

The Hesperians also had an alumnus for presiding officer in the person of Mrs. Remley of this city. Miss Roberta Holmes made a good impression upon the audience in her oration, "Thought, not Things," which she handled very nicely. The response to the presiding officer was given by Miss Hattie Stimmel. The following ladies became honorary members of the Hesperian society: Salome Dugan, Kate Legler, Edith Prouty, Fannie Thompson and Hattie Stimmel.

The Zetagathian orator was W. D. Lovell, whose production on "Universities" was characterized by originality and force. Mr. McConnell, class of '76, made a very nice talk to the graduates after which Wallace Smith spoke briefly to the out-going seniors who are J. T. Bailey, F. H. Chamberlain, Frank

Friend, W. L. Hall, W. B. LaForce, C. A. Lichty, Fred Smith and W. P. Smith.

The Erodelpians presented Mary Barber, Emma Edgar, Ella Graves, Helen Harney, Flora McLennan, Bessie Peery, Nellie Peery, Lida Stebbins and Elmira Wright—nine in all, the largest number graduated by any one society. Miss Minnie Humphreys delivered the oration on the subject "The three P's Essential to Success." Her production was highly appreciated and her delivery was excellent. Miss Lucy Evans presided and her neat address was responded to in behalf of the graduates by Miss Helen Harney.

The last orator of the evening was F. L. Douglass, of the Aldine society. Mr. Douglass had an unfortunate position upon the program as it was becoming quite late, yet he secured the attention of his hearers by his forcible delivery. F. C. Davidson as presiding officer spoke briefly to the graduates, yielding to Ishikawa Kizo. This latter gentleman furnished a humorous, pointed response, which brought him great applause. Everyone regretted that he did not talk longer. The Aldines presented their first diplomas to Herbert Remley, Ishikawa Kizo and T. P. Findley. Music by the band closed the program which was a success in every particular.

Alumni et Alumnae.

What a crowd of the old codgers we have had! They began to come a week ago, and the returns are not all in yet. Below we give a list of those who registered in the herd book, but some didn't have time to get to that part of the performance: Louise B. Barker, '59; May P. Lee, '64; Emma Haddock, '65; L. F. Andrews, '66; L. S. Butler and C. P. Rogers, '69; J. P. Schell, '70; E. McClain, '71; A. E. Swisher, '72; H. H. Seerley, '73; M. A. Turrell Saunders, Euclid Saunders, '74; Carroll Wright, Frank Huston, A. E. Chalfant, J. W. Myers, '75; Lucy D. Evans, Laura Ensign, '75; C. D. Eaton, J. J. Hamilton, '77; G. T. W. Patrick, '78; Arthur Springer, '79; Mary L. Loring, Harvey Ingham, W. F. Murphy, O. A. Byington, Elizabeth Hess, Leona Call, '80; C. J. Neill, Saville Johnston, '81; E. H. Brown, E. S. Lloyd, Delia Hutchinson, '83; Nell Swisher, Ella Ham, C. S. Magowan, L. S. Kemington, Carrie Mordoff, '84; H. W. Craven, '85; P. K. Holbrook, Carl E. Eggert, W. F. Mozier, A. S. Kriebel, '86; E. R. Nichols, H. M. Cox, G. W. Newton, F. G. Orelup, Ida B. Young, H. S. Spaulding, Minnie L. Preston, '87; R. C. Gibson, Myrtle O. Lloyd, Gertrude Dawley, A. E. Shepherd, H. C. Gardiner, Alice Calvin, F. W. Lohr, Herbert Till, Wm. Lohr, H. A. Hollister, E. C. Nichols, John H. Gates, '88; O. W. Anthony, V. T. Price, J. M. Grimm, Guido H. Stempel, Kate Paine, '89.

LOST.—A Phi Kappa Psi fraternity pin. Finder will be rewarded by returning.

CARL STUTSMAN.

All the Latest Novelties in Hats and Furnishing Goods at Bloom & Mayer's

B. LaForce, C. and W. P. Smith. presented Mary Ella Graves, McLennan, Bessie da Stebbins and in all, the largest any one society. ys delivered the "The three P's Her production and her delivery uey Evans press was responded graduates by evening was F. line society. Mr. fortunate position was becoming ed the attention orcible delivery. ling officer spoke ates, yielding to latter gentleman pointed response, great applause. at he did not talk presented their rt Remley, Ishi-Findley. Music program which particular.

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pa Psi fraternity rewarded by re- ARL STUTSMAN.

T.'S

Electives.

A quarter of a century ago, when I was in college, there was no such thing as electives. My own class, each and every one of us, and every member of the preceding classes, year after year, had received the same kind of training, and been drilled in the self same subjects. I am not to-day acquainted with the subsequent history of all of my classmates, but I have been fortunate enough to keep track of at least a few, and these few are, or have been, engaged in a variety of occupations and professions. The man who stood at the head of my class became a paymaster in the navy. Among the others I can

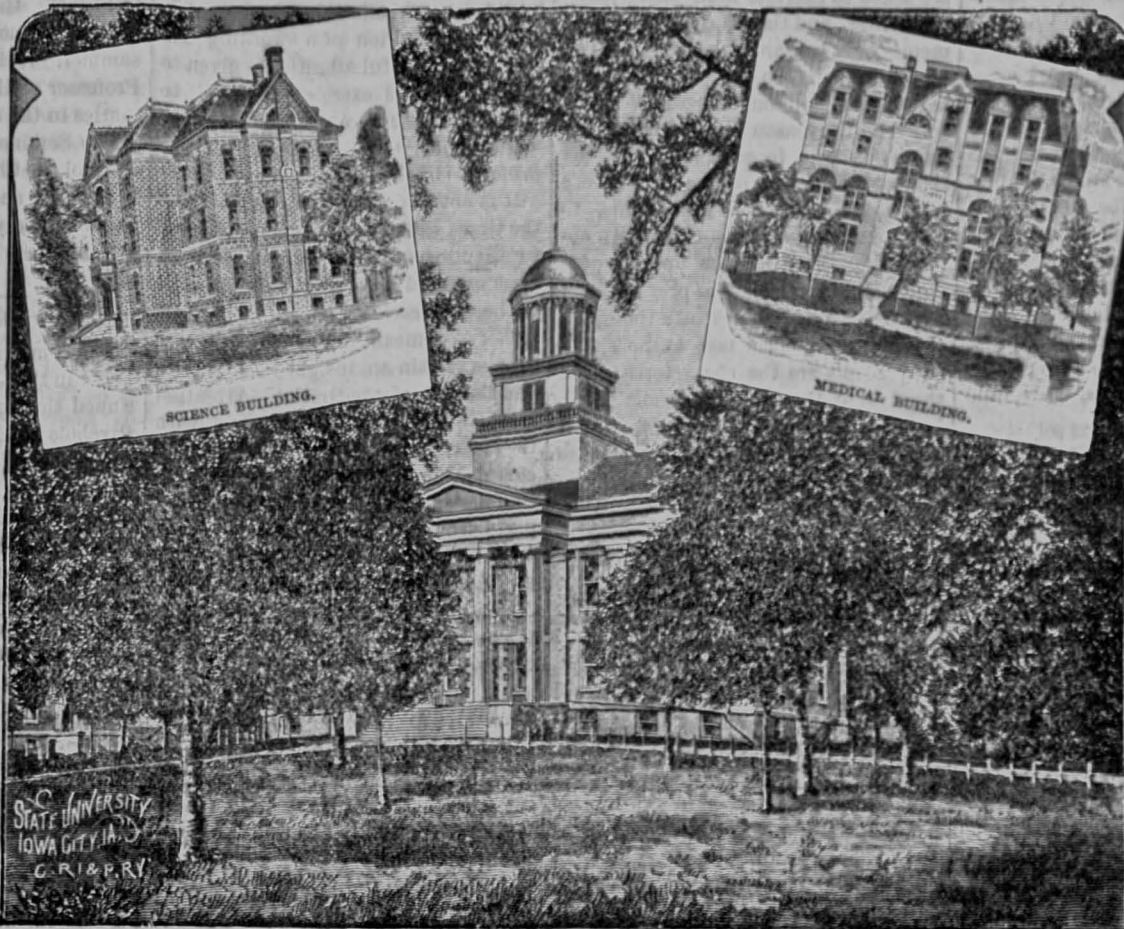
ladder. For probably not one college graduate out of twenty had had the special training which was peculiarly fitted to his case. But if the signs of the times are read correctly such insinuations can no longer be made with the same degree of plausibility as in former times.

The tendency of the modern education is ever towards specialization. The exhaustive study of one subject unfolds some new field for investigation, and this in turn is speedily erected into a separate branch of science. Then, too, there are many subjects of study which were formerly either entirely neglected in the college course, or

feared is that when the electives chosen are restricted to a narrow range the student may become abnormally developed in some one direction, and it is very easy to imagine such cases. But I am confident that those who have had a wide experience in such matters must admit that instances of such an abuse are comparatively rare, and when they do occur, it is usually because the individual in question is clearly one of those eccentric specimens of the race who never could be made to acquire a good general education, but who have a positive genius for the special study which they have so successfully and thoroughly mastered.

is the only sure badge of the educated man; and without this accomplishment no man can be called educated, no matter how well-informed he may be. Believing, therefore, that the attainment of this power of expression is largely a matter of practice, the instructors in English will require frequent written exercises upon topics assigned. In the Freshman and Sophomore years a carefully developed course of training in composition will be offered; later, more prominence will be given to the preparation of elaborate essays, orations, and theses.

ENGLISH PHILOLOGY.—Opportunity is also given for the scientific study of



mention clergymen of different denominations, doctors of medicine, lawyers, architects, engineers, teachers, bankers and merchants. Could any one course of collegiate study be equally well adapted to the needs of young men who are fitting themselves for such different vocations? And is the experience of my own class at all different from that of every other? The inadequacy of the rigorously prescribed college course as a means of preparation for any but those who were destined to teach the subjects which they themselves had been therein instructed, was soon recognized, and in consequence electives were introduced at an early day. At the present day the advantages of electives are so fully appreciated that even the smaller institutions have not failed to yield to the demands of the times to the extent of their ability.

The oft repeated slurs of the press concerning the general worthlessness of the college graduate undoubtedly were occasioned by the fact that in most cases he was compelled to begin at the foot of the

which were at best passed over at a gallop, that nowadays, in consequence of their special value as a preparation for subsequent work have been given a place in the curriculum. With the great increase in the amount, and the variety in kind of the topics treated, the length of the course remaining the same, the elective system in some shape or other became an absolute necessity. There can be no question that electives are the natural result of the development of the science and art of education in the past few years, and when properly applied the system cannot but produce the most satisfactory and beneficial results. But unfortunately there is no good thing in this world which cannot be put to improper uses. The application of the elective system has undoubtedly, in some cases, been carried to excess, and the results of this policy have called forth severe criticism on the system in general. But to my mind it is very clear that the objections have been based on the abuse, and not on the use of the elective system. The greatest danger to be

It may perhaps be remarked that electives should never be allowed to supplant the topics which are by all educators considered as essential to a good education. But after the foundation is well laid the superstructure may without danger be supplied from the usual list of electives. Z.

The Instruction in English.

ENGLISH COMPOSITION.—The first aim of the instruction in English is to put the student in possession of the English language as an instrument of expression. It is believed that every student can and should learn to speak and write clearly and correctly. Force of expression may indeed depend upon the character of the writer or upon the nature of the subject treated; grace and elegance may be gifts of nature or the fine fruit of exquisite culture; but clearness of conception, precision of sentence-structure, perspicuity of outline, and correct choice of words, are attainable by every earnest student. This ability to handle the vernacular with simple correctness and precision

the language. To this end courses will be offered in Old English (Anglo-Saxon), in Middle English, and in the history of the English tongue. It is believed that we need not go outside our own tongue for the peculiar intellectual discipline which is attained through the scientific study of language. And practically, as a preparation for teaching, these courses are indispensable. Without an elementary acquaintance with the history of our tongue, no one can teach English grammar properly. Moreover, such a knowledge strengthens the student's grasp of the language as an instrument of expression, and helps to unlock the treasures contained in our older literature.

ENGLISH LITERATURE.—In literature proper the instruction is intended to be both disciplinary and stimulative. Prominence is given to historical bearings of the subjects, and an attempt is made to trace the filiation of the literary history of the English-speaking race. Opportunity is afforded for the more detailed study of the literary history of certain selected periods. The master-

pieces of a few great writers are read critically, and are freely discussed, both as contributions to thought and as works of art. English prose style is studied in the works of some of its greatest masters, and the higher principles of rhetoric are arrived at by induction. Similarly, in the study of poetry, the laws of aesthetics are exhibited. Typical plays of Shakspeare and his predecessors are read, and the principles of dramatic art are developed by means of comparison and contrast with the Greek drama. An English Seminary, composed of a limited number of students, affords opportunity for more special study and more exhaustive discussion. Papers embodying the results of special study of assigned topics are regularly required throughout the various courses. Literature is everywhere studied as the most complete and the most beautiful expression of the spiritual life of the race, through the medium of the most powerful, the healthiest, and the freest minds. Contact with such minds is liberalizing and stimulating; they teach by example those things that are best worth knowing; participation in their activity constitutes our best discipline. In sum, the study of literature informs, equips, and trains the mind, enlarges the sympathies, cultivates the taste, and quickens the whole nature.

THE FRESHMAN ENGLISH. The instruction that is given to the Scientific and Engineering Freshmen is in its nature, rhetorical. But the word, rhetorical is not to be taken in the meaning generally given to it by High School pupils. For there are two methods of rhetorical instruction. The one is old and familiar. The student commits to memory certain "rules of style;" certain definitions of "figures of speech;" the book tells him not to end a sentence with a preposition; says that a simile is this, and a metaphor that; that there is an important distinction between synecdoche and metonymy; and perhaps it assures him that "nervous energy" is an admirable thing, and a feature of good prose to be imitated by the good student. All this may be interesting, or it may not. At any rate it is based on the idea that Rhetoric is a something in itself, to be cultivated for its own sake.

Fortunately this manner of rhetorical instruction is passing, slowly, perhaps, but surely, into a kindly oblivion. New thoughts and the new way of thinking characteristic of our day, are beginning to have an effect on the College teaching of rhetoric. The State University is not in the rear, but abreast, of the times, and endeavors to follow out the new ideas in teaching English.

What is this new way of treating the bug-bear subject of rhetoric? It may be explained in a few words. Rhetoric is looked upon purely as a means, not as an end. The end to which it is a means, is two-fold; to express one's thoughts in forcible, unmistakable, agreeable language; and to know when others have done so,—thereby gaining at once the kernel of their best thought.

In these few words is contained the fundamental principle of good writing and (shall we say it?) good reading. If current mistakes are pointed out by the instructor, it is only that they may be avoided, not because they are errors in themselves, but because they obscure the thought of the person who makes them; not because they are wrong in theory, but because they are injurious in practice. If the metaphor and the simile are defined it is not that they may be known as facts, but that they may be used as facts,—that is, that their use may enhance the value of the composition.

This is the principle underlying the course in Freshmen English. Students are asked to exercise first, their common sense, and then if need be their memory. They are asked to find out why a thing is so, not to memorize somebody's opinion that the thing is so. And the reason surely known, the fact will not be forgotten. As to the "rules," the guiding principles that are taught, the underlying idea is this, to learn to write well, and to read with appreciation, there must be precept, example and practice. The practice is in writing frequently one's own thoughts; the examples are the best authors, and the precepts are the characteristics of the style of these best authors made imitable by being put into form that is practical, because the style of the authors is here collected, condensed and crystallized. That the classes in Freshmen English write better after pursuing the course, and read better books with more appreciation, is the best testimony to the value of the work done.

Latin.

In Latin the years work has been of much the same character as in the past, except that a Teachers Class for Seniors has been formed in the Spring Term and training in the art of sight and rapid reading has been increased and emphasized. These features will receive still more attention in the year to come.

The object of the Teachers Class is sufficiently indicated by its name. The work will include lectures on methods of teaching and practical training therein, practice in writing Latin, metrical and sight reading and other subjects and exercises deemed helpful to inexperienced teachers.

The special work in the Freshman Class mentioned above aims to give the student a good vocabulary and such a practical knowledge of the Latin sentence construction that he may readily grasp the idea of the author in its Latin dress and so feel the full force and beauty of the thought and style. When this ability has been acquired one can read ordinary Latin with speed and relish and gain the profit and pleasure that should come from the study of the best literature. This plan of instruction does not neglect a careful study of the mechanism of the language or lose sight of the gymnastic value of grammatical drill, but it recognizes the fact that the language should be studied

less for itself than for the treasure it bears—the wealth of thought, spirit and style. In accordance with this view there is an effort to give the student a comprehensive view of Roman civilization by a study of Roman life and customs illustrated by maps, charts, photographs and antiquities. During the Junior year considerable time is given to the History of Latin Literature.

Greek.

In Greek, the work of the past year has been similar to that of recent years. In certain lines, however, it has been possible to increase somewhat the amount of work done.

During the first terms, the special aim of the work has been a thorough knowledge of inflections and syntax and the acquisition of a working vocabulary. Careful attention is given to written and oral exercises designed to secure accuracy, ready command of words and word-forms and of the principles of the language.

It is not intended, however, to treat the Greek texts merely as compositions for the illustration of grammar rules, or as material affording tests of skill in the application of those rules, but rather as a means by which the student may gain an insight into the life and thought of the Greeks. Attention is given to the history connected with the subject or the reading to mythology, customs, institutions and the condition under which orators spoke and poets produced their works. A study of the facts of language is not neglected, but intelligent appreciative reading of the rich literature to which the language is the key, is the chief aim of the work.

Historical Seminary.

It is the intention of the Professor of History to make the Seminary still more proficient in the next year than it has been in this. But the success of the Seminary this year has been marked and the interest aroused has been decidedly noticeable.

The method of the Seminary (a term adopted from the German word *Seminar*) though well known to the historical student may not be so well known to all, and therefore a few words as to its character and purpose may not be out of place. To the Seminary are admitted those only whose knowledge of history is broad enough to enable them to have a somewhat wide grasp of the historic field and who are well informed upon the general history of Europe and the special history of Greece, Rome and England. The purpose of the Seminary is to teach the method of investigation and to train historical scholars, i. e., to make independent thinkers and careful investigators.

To this end the sources of historical knowledge must be consulted and evidence weighed. Secondary authorities, i. e., general histories, are indispensable, but their sole use will not make historical scholars. This end can be attained only by bringing the original sources of history before the student and by teaching him to use them himself.

The method pursued in the Seminary then is somewhat as follows:

About three weeks before a meeting of the Seminary a subject is assigned as the general one. All are expected to inform themselves upon it. A paper is assigned upon the subject to one student, to another the bibliography of the library in the case in question. When the Seminary meets the bibliography is first read and the weight of authorities commented on; the special paper is then presented and criticised by the Professor of the class. Excellent results have followed this year from this system of advanced instruction and great enthusiasm has been aroused.

It is confidently expected that the sources of both English and American history (in the library) will be materially augmented during the coming summer. It is the intention of the Professor of History to form two Seminaries in the autumn.

The Seminary meets in the reading-room of the Chair of History, a specially fitted up and comfortable apartment to which only the Seniors in history and members of the Seminary are admitted.

Philosophy.

The course in Philosophy begins with Logic in the Junior year, and is continued through the Senior year with Psychology, Ethics and the History of Philosophy.

The work in Psychology will be somewhat enlarged the coming year, in order to give more attention to the recent new developments in mental science. As hitherto, a weekly Seminary in the fall term will meet to study Psychological problems of popular interest. It will be optional to members of the class in Psychology. In the spring term their will be a half course in Experimental Psychology, and in connection with this a Seminary for the study of Memory and methods of Memory training. The course in Psychology in the fall term will begin with lectures on the nervous system and the special senses.

The History of Philosophy will be studied through the year, beginning in the fall term with Greek Philosophy. The whole course will be given in lectures. The Seminary in the winter term will meet Tuesday evenings to discuss Oriental Philosophy, Mysticism, Pantheism, Pessimism, etc. During the spring term of the past year, a systematic examination of Spencer's First Principles was made in the Seminary of Philosophy.

In Practical Ethics, Janet's Elements of Morals will be studied. In Theoretical Ethics, lectures will be given throughout the spring term.

Political Science.

During the summer, important additions will be made to the library of Political Science, notably a complete list of recent American publications of the foremost societies and associations in economics, finance and statistics, and leading contributions from English, French and German sources. To any students who may wish to develop

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facility in consulting French or German writers, the department will give special direction.

In Political Economy four hours throughout the year will be devoted to the investigation of the principles of economic science, a view of the innovations in manufacture and transportation, a study of money, banks and banking, the modern system and theory of credit, taxation, and commerce. One hour, regarded as supplementary, will be given to an exposition of the organization of our government and its administration.

In historical and practical politics, the full course will be divided into two parts, the one consisting of lectures, readings and examinations, three hours a week throughout the year, beginning with the history of institutions and proceeding to a statement of the theory of the modern State, followed by a special inquiry into the political characteristics of the great States of modern Europe, particularly of continental Europe; and the second part, two hours a week throughout the year, on the seminary method, embracing a consideration of practical topics—for the first half year, railroads and their regulation, and for the second half year, municipal government. Students may elect either part separately and take credit according to the number of hours.

Courses in diplomacy and international law will be given in the spring term and extend through one term only.

Candidates for membership in the general seminary of the department for the study of selected topics, are requested to give notice of their application on or before the 1st of October, 1890.

Modern Languages and Literatures.

The ability to read and to understand the literatures of foreign languages is considered by the foremost modern language professors more important to the average scholar than a mere conversational knowledge, but at the same time the practical side of linguistic training should not be neglected. In addition to the reading and translating, opportunities are given for practice in conversation in some of the classes in modern languages in this University. Sight translation is a prominent feature of the method of instruction, as it is believed that students should be taught to emancipate themselves, as much as possible, from the slavish use of the dictionary. Translating at hearing and writing from dictation are a part of the regular work.

As students may enter the University with no knowledge of German or of French, elementary instruction in these languages is necessary. However, applicants, who show by examination that they are properly qualified, are allowed to enter the advanced classes. Students may pursue German throughout their entire course. Whitney's German Grammar, with constant practice in composition, and the reading of easy prose and poetry constitute the work of the

first year. With the Sophomore year begins the study of the dramas of Goethe, of Schiller, and of Lessing, accompanied by composition, and by a rapid review of the more important grammatical points. During the third year selections from the best German prose are read and studied. Grimm's Law is discussed and explained by means of exercises in etymology, which aim to show the relation of German to English. At this period the use of the prefixes and of the suffixes is taught in detail by informal lectures, the shades of meaning being illustrated by examples from the text. Two terms of the Senior year are devoted to Goethe's Faust. The Seminary system is employed. Some of the essays prepared by the members of this class have been published. Students are now expected to read German with great facility, and a large amount of ground is covered. The work of the fourth year is completed by an extensive course in German lyrics. It is the intention of the professor to conduct an additional Seminary in German Literature, open to Juniors and Seniors who have studied German at least two years. After 1890-91, Middle High German, with selections from the Nibelungenlied and from Gudrun, may be expected.

The instruction in French extends through two years. Whitney's French Grammar and Super's Reader are used the first three terms. As is the case with German, there is drill in composition and in conversation. During a part of the fourth term selections from modern authors are rapidly translated. Students are thus prepared to begin the study of the masterpieces of Corneille, of Racine, and of Molière, which occupy the remainder of the second year. It is hoped that the chair may soon be enabled to offer courses in Spanish and in Italian.

Chemistry.

In the arrangement of courses in chemistry the needs of two classes of students are kept in view, namely, those who desire some knowledge of the science merely as an item in a general education and chiefly on account of its disciplinary value, and also those who wish to lay the foundation of more highly specialized knowledge in this direction, either with the intention of becoming teachers or professors or with an eye to practical industrial applications.

Nevertheless, there is no doubt that the most thorough practical instruction is that which rests on the soundest knowledge of scientific theory. It is manifestly impossible to intelligently apply in practice any science the general principles of which are not well understood, and in none is this more strikingly true than in the science of chemistry.

The first four terms of chemical instruction are devoted mainly to the inculcation of the theory and general principles of the science, attention being restricted to those chemical phenomena whose correlation with modern

chemical theories is best understood. The instruction of the first term is conveyed by means of daily lectures copiously illustrated experimentally. In this course every endeavor is made to bring home to the mind of the student the subtle inductive logical processes which constitute the frame-work of the science of chemistry and which distinguish it in a certain measure from all other sciences.

The immense disciplinary effectiveness of which the study of the inductive methods just referred to is unquestionably capable is, by the instructors, sought to be utilized to the utmost and is made a marked feature of the work.

During the second term the student passes from the lecture room to the laboratory where he must make his logical faculty a servant of the senses and where he is to cultivate his powers of accurate observation. Here he carries out a systematic course of about one hundred experiments.

He now applies to the phenomena which he himself observes the principles already mastered. He learns in his observations to distinguish the essential from the unessential and to eliminate the influence of prejudice over what he thinks he sees. He acquires some of that manipulative skill which is so important an element of success in the pursuit of any material science. All his other senses now come to the aid of his ears in impressing upon his memory some of the most fundamental facts of that science which teaches the constitution of material things. As his work progresses it becomes more specialized. He now turns his attention to the specific properties of the commoner acids, then to the bases, pursuing the study of Qualitative Analysis during a part of the Winter and the whole of the Spring Term.

The soundness of his work is tested not only by written examinations but by a practical examination. In the latter he is given a mixture of acids and bases, the constituents of which are unknown to him, which he is expected to analyze without the aid of text or notebook. Five or six hours are allowed for this purpose.

After the third term the character of the work varies a good deal with the needs or aims of individual students, instruction being given in advanced Qualitative Analysis, Quantitative Analysis, Mineralogy, Theoretical and Physical Chemistry (every second year), Organic Chemistry—to which all more advanced chemical students are expected to give particular attention both practically and theoretically.—Chemical Technology and Physiological Chemistry, the latter being more particularly intended for those who intend to follow the profession of medicine.

All students are encouraged to carry on as wide a course of reading as the library facilities allow, the private library of the professor being frequently called into requisition. In order to follow on an extensive course of reading in the science of Chemistry and to be-

come a specialist there, a command of French and German is indispensable. For this reason a knowledge of both these languages is demanded in the "Special Chemical Courses" and is advised for all.

The growth both in the number of students and in the number of topics covered by the instruction in this department has so far exceeded the somewhat meagre facilities afforded by the space hitherto at command that much inconvenience and loss of time has had to be patiently borne by both instructors and students. These hindrances have been now overcome by a special appropriation made by the last General Assembly of \$50,000 for a new Chemical laboratory.

The erection of this building is to begin within a few days from the appearance of this article. It is to be constructed of red sandstone and brick. It will be two stories with a high basement, will measure about 150x80 ft. and will be provided with every convenience and facility which the most modern experience in the best laboratories of the world has shown to be of practical value. In the preparation of the plans the best laboratories of this country and of Europe have been exhaustively studied and so far as possible the most desirable features adopted.

Besides the general laboratories and a lecture room 45x40 and 32 ft. high, this building will contain special laboratories for Quantitative analysis, Organic research, Volumetric and gas analysis, assaying and spectroscopic work; two recitation rooms, two weighing rooms, stock rooms, a room for chemical museum and a reading room.

Physics.

Until two years ago the floor-space occupied by the physical laboratory was barely eight hundred square feet, on the first floor of the North Hall. The classes in both chemistry and physics met in the same lecture room. This joint use of the lecture room still continues, but the need of more space in which to carry on the laboratory work made it necessary to take a part of the basement into use. The room directly under the original physical laboratory was put into acceptable condition, and in this way the space available for practical work was at least doubled. During this time the apparatus has received important additions, thus greatly increasing the facilities for accurate and varied practice and, to some extent, for independent research and investigation.

While these improvements in the material equipment have been going on, the course in physics has been expanded and improved. The general course now covers one full year, and is regularly taken by the Sophomores. The subjects of mechanics, heat, electricity and magnetism, sound and light, are treated partly by lectures, partly by recitations. A large number of problems is assigned for solution and discussion, and the student's advancement is also tested by frequent examinations.

(Continued on page 10.)

The Biological Sciences.

The work of instruction in the Biological Sciences is distributed among three chairs—the chair of Botany, the chair of Systematic Zoology, and the Chair of Geology and Structural Zoology. These three chairs offer a series of courses covering a wide range of subjects, beginning with instruction suited to the elementary student, and ending with courses to be pursued only by the advanced specialist.

The courses of lectures and laboratory work in Botany embrace instruction in classification, distribution, structure, physiological activity, and development of phænogamous and cryptogamous plants. Special attention is given to the structure and development of the lower cryptogams, the fungi on account of their parasitic and destructive habits receiving probably the larger share. The facilities for the study of these forms are unexcelled. In the immediate vicinity of Iowa City all the essential types of fungoid life, with their multitudinous modifications as to habit and structure, are produced in inexhaustible profusion; the laboratory is furnished with microscopes, microtomes, and other necessary apparatus for cutting, staining, mounting and studying histological preparations, even the most delicate; while the special reference library supplies the student with the ready means for verifying his observations, or identifying the forms he may have in hand. But all the time is not given to fungi. The ferns, horse-tails, mosses and liverworts, are studied histologically and otherwise, and set in proper order. The development of the floral organs is carefully worked out in one or more phænogamous plants. Even the microbes are caught, sown in suitable soil, and cultivated in the bacteriological laboratory. There is set apart for the accommodation of the chair of Botany a large lecture room, a general laboratory furnished with facilities in the way of tables, microscopes, and other apparatus, sufficient to allow twenty-five students to work at one time, a small and fairly equipped bacteriological laboratory, three small laboratories for advanced work, a large room devoted to the herbarium, and a small room adjacent to the herbarium for the reception of duplicates and unstudied material.

The chair of Systematic Zoology affords opportunity for students to become acquainted with the principles of classification, and to apply these principles in the study and systematic arrangement of the splendid series of animal forms preserved in the museum or obtainable by the students' own industry in the field. Students are also taught how to collect and preserve zoological material, to mount skins and skeletons, and prepare specimens in general for the museum. The student has at his disposal a series embracing many thousand specimens—both alcoholic and dry—of marine invertebrates, fresh-water invertebrates, representing in this respect our local fauna chiefly, alcoholic collections of fishes and reptiles, a splendid series of birds and

mammals, and a collection of skeletons illustrating fully all osteological characters of taxonomic value. The collections embrace typical and representative forms from all the great zoological regions, the most valuable series being the Nutting collection of North, Central, and South American birds, and the great Hornaday collection of birds and mammals, rich in Asiatic and Australian species. The avian and mammalian faunas of Iowa, and of the United States in general, are very fully represented. All work pertaining to the chair of Systematic Zoology is at present conducted on the museum floor. Students make permanent notes of all lectures and observations, while of nearly all objects studied they receive photographs which, pasted with the notes, convert their note books into elaborately illustrated treatises on systematic zoology.

The work in the chair of Geology and Structural Zoology begins with a course in General Biology. The biological laboratory is very fully equipped with all necessary material and apparatus. The student here makes experimental acquaintance with the physical and physiological properties of living matter. The phenomena of life, as manifested by such simple creatures as the Amœba and its relatives, are carefully studied, typical forms of the different groups of animals are dissected, drawings are made illustrating the structure of the several objects studied, as this structure is disclosed by dissection, or revealed under the microscope, and all observations are recorded in a permanent note book. The elementary course in Biology is followed by courses in Human and Comparative Anatomy and Physiology, the plan throughout being to demonstrate all facts as far as possible, either by the students themselves or by the instructor, in the presence of the class.

An advanced course in Practical Physiology affords special students an opportunity to demonstrate the most important facts by observations and experiments on lower animals.

There is a course in Practical Histology in which the student practices methods of injecting, hardening, embedding, cutting, staining, mounting and finishing microscopic preparations of normal animal tissues and organs. Advanced courses give the specialist facilities for pushing his investigations in the lines of pathology, embryology or in whatever other line he has particular interest. For the work of this chair there is a large, well-lighted lecture room, a general laboratory equipped for the accommodation of twenty-five or thirty students, a small laboratory furnished with apparatus for photo-micrography, and some small laboratories for advanced students.

The courses in Geology and Palæontology provide for a year's work, but special courses may be pursued almost indefinitely. The collections in Palæontology are very full and satisfactory, and the reference library embraces a good share of recent palæontological literature. The courses offered by the

three chairs here described are pursued by annually increasing numbers of appreciative students.

Civil Engineering.

During the Freshman year the instruction given to students taking the Course of Civil Engineering, is the same as in the General Scientific Course, with the exception of two terms' work in Drawing, in the winter and spring term. This extra work in Drawing, necessitates the student's taking four studies during each of these two terms, but it is rendered absolutely necessary in order that he may acquire facility in the use of his drawing Instruments and a certain aptitude in drawing, before the regular work in Engineering begins, in the Sophomore year.

In the fall term of the Sophomore year, instruction in surveying is commenced by lectures, recitations, and field practice. The first instruction consists of surveying without instruments simply by means of pacing, and afterwards with a chain for measuring distances. Each student has to practice until he can pace distances within reasonable limits of exactitude, and this ability is one of great convenience to him in after life. As soon as the student has become thoroughly familiar with methods of surveying without the use of instruments, he is then taught the use of the surveyor's compass, solar compass, wye level, and engineer's transit. The adjustment and use of these instruments are explained to some extent in the class room, but nearly the whole of the work is done in the field with the instruments themselves. In the spring and fall terms the students work in the field three afternoons during the week and all day Saturdays, as long as the weather will permit, in this way affording ample time for each to acquire a working familiarity with all the instruments in use. The actual amount of ground covered by their surveys in the field runs from one to two sections, depending upon the size of the class. This ground is carefully surveyed, the section lines run, and then a topographical survey made of it; the land all contoured, all important points fixed by triangulation. The parts most suitable are surveyed with the stadia, while other parts are surveyed by use of the plane table, so that in the end the student has complete notes of the whole tract of land gone over, from which during the winter term he plots his maps, showing the boundaries of each piece of property, all the fence lines, the names of all the property owners, with exact contour lines and conventional signs showing the condition of the ground in different parts—that is, the kind of crops that are raised, whether it is meadow or woodland, and the kind of trees, if woodland. All this includes instruction and practice in keeping field notes of the work done. With this map drawing in the winter term, there is also a certain number of geometrical problems that have to be worked out

and carefully finished, not only for the practice in descriptive geometry which they give, but also as practice in drafting. This geometrical drawing is merely a continuation of the work done in the Freshman year.

During the winter term there is a course of lectures upon Roads, Streets, and Pavements, including the location and construction of country roads, the best methods of maintenance, in streets taking up the best cross-section, and studying in detail the different materials used for pavement, including wood, stone, brick and asphalt. The students, not only in these lectures, but in all lectures in this department, take their notes in the class in pencil, and then before the next lecture are obliged to write them out, as fully as they can remember, in ink, in a proper note book. These lectures are afterwards indexed, and together with the list of authorities upon the different subjects, and the different books from which important data can be drawn, the student's note book forms a very complete book of reference upon the subject.

In the spring term, the topographical surveying is continued in the field, with plane table and stadia work, contour maps, relief maps, and triangulation.

In the fall term of the Junior year, structural drawing is commenced—that is, each two students select some railroad or highway bridge in the neighborhood and easy of access, and make sketches in the field of each part of it, carefully measuring each part and noting the dimensions upon their sketches. Then from these notes taken in the field, a complete set of working drawings of each bridge is made. The object of this is first of course to improve the student in drafting; second, however, to render him perfectly familiar with each part of a bridge, its general appearance, and the general construction of bridges, before he takes up the theory of bridge designing or attempts any designing himself. This practice has been found to be more conducive to rapid advance and satisfactory work in the theoretical bridge work that comes later, than any other system that has been adopted.

During this fall term, there are also three afternoons a week, and Saturdays, put on to railroad reconnaissance and location.

Each year the Junior class locate a certain number of miles of railroad in the field. This survey is carried on over the most suitable piece of ground that can be found that will include as many as possible of the problems encountered in actual location. The work is carried on as nearly as possible in exactly the same manner that it is conducted in actual railroad location. A careful reconnaissance of the whole section is made, and from notes taken on this the general line of the route decided upon. Then a preliminary line without curves is run through, and levels run over this, profiles made, and the general grade established. Then from these notes and the plans that have been made, the final location

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is determined in its general outline, then taken into the field and carefully fitted to the ground in detail, instruction being given all the time in circular and transition curves, and practice with them given in the field. As soon as the weather becomes such that field work is impossible, the time is put in in the drafting room, in a careful examination, study and discussion of numerous examples of actual railroad location. Usually the work of railroad location in the fall can go no further than the location of the final line.

During the fall term, a course of lectures upon Limes, Cements, Concretes and Mortars, is given. The principal part of these lectures is devoted to the manufacture of cement, its use, and the manufacture and use of concrete. The order in which the subjects are taken up is, first, the ingredients necessary for good cement; second, the proper selection of materials for cement making; third, the manufacture of cement; fourth, the use of cement as mortar; fifth, the manufacture and use of concrete. This includes a discussion upon the merits of natural and artificial cements, with the advantages of each. Each student of the class is expected to make a series of briquettes for testing of some one cement. The rules governing the making of these briquettes are very explicit, and perfect uniformity in all these tests is aimed at. Then any student who wishes to take the subject of cements as a thesis, or make special research into that subject, has every facility possible offered to him. The cement testing laboratory is one of the most complete of its kind, including testing machines, mixing tables, scales, balances, and properly constructed tanks for the immersion of about fifty thousand briquettes at one time. During the last year, cement tests have been carried on most of the time, upon some thirty different brands of cement sent by different manufacturers, and the results that are being obtained will be published, and will be of undoubted value to the profession.

During this fall term, there is also given a course of lectures upon Tramways and Street Railways, including horse railways, cable cars, and the application of electricity to street railways.

During the winter term of the Junior year, a course of lectures is given upon the Advanced Theory of Railroad Location, including in detail all the economical questions that must be studied, the different problems that arise, and the most economical methods of solving these problems. This course of lectures is made as extended as possible, and includes each year the latest practice upon our American railroads. During this term, the student starts in Elementary Designing, which consists of the designing of small culverts of both wood and masonry, and trestles. Applied Mechanics run through the whole term, five recitations a week.

In the spring term, Applied Mechanics is finished. The Strength and

Resistance of Materials is taken up, by lectures and recitations, together with the Materials of Engineering Construction. Through all this work in Applied Mechanics and Strength and Resistance of Materials, the students are expected to put as much time as possible, in the testing laboratories, for original research and original deductions upon the questions that may come up for the testing of iron and steel and the other materials of construction. There is a torsion testing machine capable of testing up to three-fourths of an inch in diameter, with an automatic register, and also a hundred thousand pound Riehle Testing Machine that tests direct for tension or compression. These two machines, with the engine to run the latter, render possible any desired amount of original research and a most complete course of instruction and study upon these subjects.

In the fall term of the Senior year, the Principles of Construction and some of the details of Railroad Management, particularly the Road Department and the Department of Bridges and Buildings, are studied by means of lectures and recitations. During this term, the Seniors are taken upon visits of inspection to all accessible engineering works in process of construction, in order that they may study clearly the different steps as they occur. A course of lectures is given upon Sanitary Engineering, House Drainage, and Irrigation, and a certain number of problems under each of these heads have to be solved by the students. The Designing of Roofs and Bridges is continued by work in the drafting room, by lectures, and by recitations. Lectures are given upon Foundations, upon Tunnelling, Rock Drills and Modern Explosives, and the student is expected to spend at least two hours a day upon his graduating thesis.

During the spring term, Bridge Designing is completed. A course of instruction upon general Hydraulic Engineering is given, and the students are expected to put at least four hours a day upon their theses. Up to the present time it has been impossible to give any instruction in practical Hydraulics, owing to the lack of proper equipment, but by the generosity of the last legislative assembly the special appropriation made to this department is sufficient to allow of the purchase during the summer of all the necessary apparatus for practical hydraulic experiments, and the work in that line during the next year will be as thorough as possible. It will include theoretical Hydraulics with its practical applications, water power, foundations, coast and harbor works, and practice in gauging rivers, etc. Attention is given to the sources and supply of water, its flow in natural and artificial channels, and in regard to irrigation, to the methods of collecting, storing, filtering, raising, and distributing water for domestic purposes, with the practical details for carrying out such work. Under Coast and Harbor works are considered the design and construction

of harbors, docks, sea walls, break waters, jetties, and the maintenance of channels and proper protection of coasts. The course in Principles of Construction embraces analytical and graphical methods of determining the strains in all parts of bridges and roofs, of investigating the stability and strength of piers, abutments, arches, retaining walls, and similar structures. The course in Bridges and Roofs consists in a detailed study of the different structures of this class with reference to economy of material, the proportioning of the parts, and the designing of the details, and the student is required to make complete designs and working drawings, with blue prints, for structures of this kind, together with bills of material and the estimate of cost.

The design of the whole course in Engineering is to give the student a broad, solid foundation in mathematics, applied mechanics, and the theory of engineering, upon which he may in after years be able to build up any special branch of engineering desired, and in addition to this to give him as much of the practical application of this theory as time will permit, in order that when he graduates he may be able at once to fill with credit to himself some remunerative position. It is deemed best to pay particular attention to the subject of railroads in all its branches, as this is one of the broadest fields for engineers and one that is broadening each year, owing to the fact that railroad companies are beginning to appreciate the necessity of keeping a permanent corps of educated engineers.

In all the instruction given one point which the student is never allowed to lose sight of, is economy, and that true engineering skill consists not only in procuring a certain amount of strength in a given structure, but in arriving at this result with a minimum expenditure of time, money and material.

During the last year, an Engineering Society has been formed among the students, that holds meetings each Tuesday night. At each of these meetings is presented a paper upon some engineering subject, prepared by one of the students. This paper is read, and the subject is then thoroughly discussed by the students. In connection with this Society, there is published semi-annually the *Transit*, which contains selected papers that have been read. All the papers published in the *Transit* are the result of original research and study into the subjects upon which they treat, and are not compilations. There is nothing that has given a greater impetus, or raised the standard of the students' work, more than the formation of this Engineering Society and the publication of the *Transit*, and the amount and quality of the work that has been done, has far exceeded the expectations of the Professor in charge.

The engineering library proper has been moved from the general library, and occupies a room adjacent to the drafting rooms, where it is easily acces-

sible to all students, and the utility of it is very greatly increased. In this library are found not only all of the standard works upon engineering subjects, but also all the engineering periodicals, both weekly and monthly, together with the proceedings of the different societies in this country and in Europe, thus rendering available to the students the latest data upon any subject they may choose to study. The majority of these periodicals are presented to the University by the Engineering Society.

In addition to the regular courses in engineering, including Civil Engineering, Bridge Engineering, etc., arrangements have been perfected that render it possible to offer a full and complete course in Electrical Engineering. The department of Physics has a fine laboratory fitted up with engines, dynamos, motors, and the necessary appliances for a complete course of instruction in this line. The Mechanics, Drafting, etc., will be taken with the regular engineering students, while the theory and practical application of electricity is given by the Professor of Physics. This field of engineering, although the youngest of all the branches, is to-day one of the most important, and offers probably a better opportunity than any other for securing immediate work at a fair compensation. In this respect, however, none of the graduates of this department have ever failed in securing a lucrative position soon after graduation and several have secured desirable places before graduation.



Oh consumers in their hours e e e,
If on this add you should e e e,
And look for something to ap p p p,
Your fur of zero and free z z z,
Take my advice and now be y y y,
Go straight ahead and get your coal l l l
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It is not attempted to impart to the classes a large quantity of information, so much as to insure a thorough understanding of laws and principles, and a rational explanation of phenomena. Numerous experiments are made before the class, the aim being in this way to call particular attention to the action of important laws. The student's powers of observation are thus stimulated and directed, at the same time that demonstration is afforded of the statements of the lecturer or the textbook.

It is not until the last term of this general course that the student is furnished with instruments, and given practical work in the laboratory, part of the time each week during the spring being set apart for this purpose. But he is required from the very beginning to do the most accurate and careful work possible. He is carefully instructed and guided, at first, in the proper methods of observation, helped to lay out his work and carry it forward in a systematic manner, and the methods of reducing and computing his results receives close attention. The chief end sought in these first weeks in the laboratory is to impress on the learner the necessity of system and care, besides giving him practice in the manipulation of apparatus.

The second year of the course as laid down in the catalogue consists mainly of measurements and observations, gradually leading to special and independent research. The principles underlying the methods of the first weeks of laboratory practice are, of course, still adhered to; but the student is, as rapidly as may be, encouraged to rely on his own resources, and made to feel that only the best results possible with the means at his disposal will be acceptable. The successful achievement of the tasks assigned forms the condition on which he is allowed to undertake work of a higher grade, and to use better and more delicate apparatus. Generally no aid is given him unless he plainly needs it, and as he advances, more of the details, as well as the general plan of any particular experiment or investigation, is left for him to work out. Such has been, in general, the policy of this department, and the results have been satisfactory.

Lately the proportion of advanced and special work in the laboratory has greatly increased. There is a growing demand for additional courses, of theoretical as well as practical treatment of special subjects; and a few such courses have been given.

It is our plan to meet, as rapidly and as far as we may, this very apparent need of more varied and extended work in different lines. But for this purpose extensive additions must be made to the apparatus, and more room must be provided. The special appropriation of \$1000.00, made by the last General Assembly, will enable us to do much in the way of purchasing instruments; and by carrying out the following plan adequate room for some time to come may be provided. When the rooms now occupied by the chemical

department are vacated, the whole of the first floor will be available for the work in physics. Besides this, it is intended to fit up the whole of the basement for practical work, mainly in electricity. When these arrangements are completed there will be on the first floor the lecture room, room for apparatus and special library, dark room, special laboratories in light and heat, and a general laboratory. In the basement there will be a shop for the use of instructors and assistants, an electrical laboratory, a dynamo room, a battery room, a photometer room, and perhaps small rooms devoted to other purposes.

With this increase of rooms and stock of apparatus, theoretical and practical courses in light, heat, and other subjects, will be offered. But a special effort will be made to enable the department to meet the earnest call for more work in electricity. Special attention will, of course, be given to the needs of engineering students. Dynamoelectric machinery of all kinds, batteries, insulators and conductors, etc., should be thoroughly treated. Much more practical work must be done in these subjects, but the theoretical treatment should be emphasized. Provision will undoubtedly be made for much more work in electricity during the coming year than we have heretofore attempted. Motors and dynamos of larger size than those now in the laboratory will be provided. The storage battery will be enlarged. Primary cells of different kinds will be procured. Additions will be made to the electrical testing instruments, and every effort will be made to meet the demands on the laboratory in this branch of work.

The Law Department.

The University of Iowa did not exist in fact until the Law Department was created. Before that time it had been in name a university, but in reality a college with a preparatory course and a normal school attachment. It was the addition of this first professional department that marked the advance to a higher plane and gave evidence of the intention on the part of the State to carry out the purpose dimly foreshadowed in 1847 to establish and maintain a university which should be a worthy head to the state system of education. During those twenty years the policy had been hesitating and uncertain. For ten years the demands of localities had been encouraged by the organization of branches at Fairfield, at Dubuque and at Keokuk.

The provision of the constitution of 1857, locating the University at Iowa City put an end to the policy of division but it remained for some years doubtful whether the popular interest in the building up of a true university would prove sufficient, aside from considerations of local advantage, to give steady support to such an institution. The establishment of the Law Department may fairly be taken as marking the time when the policy of maintaining a University and extending its scope so as to cover the broad fields of human

knowledge became definitely established.

ORGANIZATION.—In 1865 the Iowa Law School was organized in Des Moines by Judges Wright and Cole of the Supreme Court of Iowa. Without any suitable accommodations as to rooms or library, depending for instruction upon the services of men busily employed in other ways, it yet responded to a demand and showed the need for such facilities in preparation for the practice of law. To give to the instruction greater continuity and completeness, William G. Hammond, a member of the Iowa bar, formerly of the New York bar, was added to the faculty, and as thus organized the school continued its work until 1868.

The plan of providing a department of law in the University had already been discussed before the law school was organized at Des Moines and in 1868 was carried out by means of an arrangement by which the Iowa Law School was removed from Des Moines to Iowa City, and made the Law Department, under the charge of Dr. Hammond, who became chancellor, the other members of the former faculty being retained as professors, and giving as before a part only of their time to the school.

GROWTH.—The advantage resulting to the law school from this connection with the University was at once apparent in the increased number of students. The three classes at Des Moines had been of about the same size, not exceeding twelve each. During the three years following the removal to Iowa City the attendance doubled, and doubled again during the following two years, and again during the next seven years, attaining a maximum of 158 in 1881-2. The lengthening of the course in 1884 from one to two years decreased the enrollment to 54 for the year 1884-5, from which number it has increased to 135 for the year just closed, the increase for the last two years being about twenty-five per cent each year over the attendance of the previous year.

The Law Department has the largest attendance of any of the professional departments, and as will appear from the description of the course of study, as well as from the foregoing figures as to attendance, it has kept pace with the remarkable growth of the University in all its departments since 1868.

FACULTY.—From the time of the removal of the school to Iowa City until 1873 the faculty consisted of a resident chancellor, giving his whole time to the school, and two non-resident professors who for specified portions of the school year delivered lectures or conducted recitations. In that year a resident professor was added.

In 1888 a second resident professorship was created, and the faculty consists now of the chancellor and two professors who all give their entire time to the school work, and a non-resident professor who is engaged in the department for only a part of his time. In addition to these there are several short courses of lectures on special topics delivered by men who are competent and

able instructors and eminent members of the profession.

The following are the members of the faculty and the lecturers for the coming year:

Charles A. Schaeffer, Ph. D., President of the University, lecturer on subjects connected with medical jurisprudence.

Emlin McClain, A. M., L.L. B., Chancellor of the Department, who has been connected with it for nine years as resident professor.

James M. Love, L.L. D., U. S. District Judge for the Southern District of Iowa, who has been a professor since 1875 and Chancellor since 1887. Though retiring from the position of Chancellor, Judge Love continues a professor and will lecture on Patents, Federal Jurisdiction and Admiralty, and the Law of Evidence.

Fred Gilman, L.L. B., Resident Professor, which position he has held since 1887.

Eugene Wambaugh, A. M., L.L. B., Resident Professor, appointed in 1889.

Austin Adams, L.L. D., formerly Chief Justice of the Supreme Court of Iowa; lecturer on Domestic Relations and Corporations.

George G. Wright, L.L. D., formerly Chief Justice of the Supreme Court of Iowa, afterwards U. S. Senator and professor in the Department from 1865 to 1871; lecturer on Legal Ethics and on Constitutional Limitations.

L. G. Kinne, L.L. B., District Judge for the Seventeenth Judicial District of Iowa, lecturer on the subjects of Taxation, Landlord and Tenant, and Mechanics' Liens.

William G. Hammond, L.L. D., formerly Chancellor of the Department from (1866 to 1881,) now Dean of the St. Louis Law school; lecturer on the History of the Common Law.

METHODS OF INSTRUCTION.—Recognizing the training of the mind in legal methods of thinking and investigation as the most important object of a law course, the methods of instruction are chosen with primary reference to that object. The study of cases, not to make case lawyers, but to make accurate and profound investigators, is given a prominent place, both by means of a special course in the study of cases and by the study of leading cases on different subjects included in the course. But other methods of instruction, by lecture and by study of text books, are also employed. Quizzing is a prominent feature in the daily exercises of the class.

COURSE OF STUDY.—Until 1884 only one year's attendance was necessary for graduation. But when a statute was passed in that year requiring two years' study for admission, the course was extended to two years. Study in an office may be taken in lieu of a part of the course, but the faculty strongly recommend that the student commence his studies in a law school, and if he can attend but one year, that he do the additional reading afterward. In this way the office training will prove much more valuable after the nature of the subject is understood. But two full years in a law school are not too much to give to acquiring what the law

school can furnish. Afterward practical office experience may be properly looked to as supplementing this study in a most profitable way.

As to the topics of the course, they are such as are usually included in the curriculum of a law school. A course of lectures in elementary law opens to the beginner the field of study. In the junior year are placed the branches of fundamental importance, torts, contracts, criminal law, evidence, and the law of personal property. In this year also is placed the greater part of the work on pleading and practice, to which special attention is paid. In the senior year the advanced study of real property and of equity is pursued, and instruction is given in some special branches of the law, such as carriers, insurance, patents, partnerships, agency, corporations, and medical jurisprudence. Facilities are also offered for broader work of the student by means of lectures on the History of the Common Law, and instruction in Roman Law and the Early History of Institutions.

A special feature recently introduced consists of courses of instruction as to the special law of any particular state as to which such instruction is asked by several students. This gives students from other states all the advantages of a local law school, while enjoying at the same time the privileges of a broad and liberal education in general law.

MOOT COURTS.—By way of practical instruction additional and valuable facilities are offered by means of moot courts, which give the student training in drawing and attacking pleadings, empanneling juries, introducing evidence, preparing instructions, and arguing questions of law and of fact. This work, in connection with the instruction in pleading and practice, gives better knowledge of the proper methods of preparing and trying a case than the desultory information to be derived from office study and attendance upon court. With the knowledge thus attained the young lawyer is ready to enter intelligently upon the work of preparing or assisting in the preparation of causes for trial and the conduct of them in the court.

The Medical Department.

The Law department having been successfully established sometime in 1868, the trustees, the then governing body, inaugurated a movement looking towards a Medical department. They investigated the matter somewhat, and determined to establish it. It was a State institution, and they felt themselves bound to make up the teaching force within the State. Not so difficult a matter as it might seem, for to a new and flourishing State there had emigrated a large number of well educated and ambitious young physicians, qualified to fill such places; the embarrassment was from their numbers.

A faculty was chosen, consisting of Judge J. F. Dillon, Medical Jurisprudence; W. F. Peck, of Davenport, Surgery; Prof. Gustavus Hinrichs, of Iowa City, Chemistry; P. J. Farnsworth, Clinton, Materia Medica; J. H.

Boucher, Iowa City, Anatomy; W. S. Robertson, Muscatine, Practice of Medicine; W. F. Kennady, Tipton, Obstetrics; W. D. Middleton, Davenport, Physiology; J. C. Shrader, Iowa City, Diseases of Women. The faculty met and organized under President Black. An announcement was issued, and a portion of the then South building fitted up for lecture and faculty rooms. There was existing at the time a medical school at Keokuk, which assumed the title of the Medical Department of the State University. There was no foundation for this, as was afterwards shown by the passage of an enabling act by the Legislature to make their diplomas legal. This school, and some physicians from various parts of the State, who considered their claims slighted, and others from honest motives, also members of the academical faculty, and citizens of Iowa City, opposed the movement, which made the opening a lively struggle.

Circulars were issued in the spring of 1870, and school commenced in October. No appropriation had been made for salaries or expenses, and the new professors bore the cost themselves, and opened with 28 students. The fees were allowed them to cover current expenses. Dr. Kennedy resigned and Dr. Shrader was appointed in his place. By the organic law of the University, women were placed on an equal footing in all departments, and therefore must be received as medical students. The first class contained nine ladies. This was an innovation that was not received with favor by the faculty. Medical education for women was an unsolved problem, and mixed classes were unheard of. The facilities for instruction were limited, and partly from necessity, and partly to discourage lady students, it was determined to treat all precisely alike, enforcing proper respect in all places. It proved the simplest solution of the problem, and has since been adopted everywhere. The girls commanded the respect of the boys, and much of the proverbial coarseness of medical students and professors was very happily repressed, to the benefit of all. When it became necessary to submit them to the ordeal of dissection, a class of ladies was formed, and a private room given them. After the first evening, the class requested the professor in charge to allow them to remove to the common room, as the classes were of mutual assistance to each other, and they had no fears of improprieties. The boys said the girls were timid when alone with the corpse. Since then there has been no separation, and never a cause for complaint. The fact made an item for medical journals throughout the world.

Prof. Boucher resigned at the end of the first year, and W. F. Clapp took his place. No funds were appropriated until after the second year, and then not liberally. Judge Dillon resigned in 1880, and was followed by G. J. Boal, after whom came Judge Dunton and F. Gilman. Dr. Mark Ranney gave a course of lectures on insanity, each

year, until his death, in 1883; he was followed by Dr. A. Reynolds, who resigned in 1890, to be followed by Dr. G. H. Hill, Superintendent of Hospital for the Insane, at Independence. Prof. Robertson died January 20, 1887. His place was filled by the promotion of Dr. Middleton, whose chair of physiology was filled by the appointment of Dr. R. W. Hill. In 1887 the chair of chemistry was made vacant, and the lectures were given by President Schaeffer, assisted by Mr. E. W. Rockwood. Prof. Clapp resigned from the chair of anatomy, in 1888, and the place was filled by the appointment of Dr. L. W. Littig. Prof. Hill resigned the chair of physiology in 1889, and Dr. J. P. Guthrie took his place.

In 1882 a spacious building was erected on the south end of the campus, and occupied by the department for the session of 1883-4. In 1883 a graded three-year course was established, and made optional, requiring a preliminary examination. Students having diplomas from literary institutions and high schools, were admitted, all others to submit to an examination in English studies. The improvement in the incoming class was very noticeable. In 1888 notice was given that after 1890 none but graded students would be admitted.

At the last meeting of the American Medical Association an Association of Colleges was formed, our college being one of fifty or more of the highest in the country. They pledge themselves to a three year graded course, of six months each, requiring a diploma, or an examination, in which a knowledge of Latin or some other language is required.

Prof. Robertson was President of the Board of Health at the time of his death. Prof. Peck was president of the State Medical Society in 1882, and Prof. Middleton was elected President at its last session in May. There is now none but a feeling of satisfaction throughout the State towards the department, and its prospects were never better for an increased number of students and for increased facilities of instruction. The intention is to make it equal to the best in the country. It has a respectable library and reading room, will add this year a new department of Histology and Bacteriology, and better accommodations for microscopic work. It has a course of lectures on hygiene and state medicine, and will have a new professor of diseases of eye and ear, in place of Dr. Hobby, who resigned. The hospital accommodations are to be enlarged, and the department will keep pace with all the improvements of the profession, and with the growing prosperity of the University. Since its opening it has sent 550 graduates that meet us in State and National associations, about 40 of whom are women.

The Pharmacy School.

In 1885 the Association of Iowa Pharmacists recommended the establishment of a school of Pharmacy as a department of the State University. The aim of the school is "to furnish

pharmacists, and those desiring to engage in pharmacy, an opportunity for acquiring a thorough and practical education." During the five years of its existence the school has had a gradual, healthy growth. Its management is practical and thorough. Its instructors are the very best. Young men and young women are given the very best advantages at the least possible expense. The following table of attendance shows the steady growth of the institution. In 1885-6 there were 14 students; in '86-7 there were 19; in '87-8, 20; in '88-9, 17; in '89-90, 42.

The institution stands well with the profession of the State. The VIDETTE-REPORTER obtained the opinions of the best pharmacists in Iowa, and presents them below:

Mr. H. K. Snider, of Grinnell, a Commissioner of Pharmacy, writes: "Students who have had instruction in the State School of Pharmacy show remarkable advance in their work. The young men who have come to me for examination, after one or two years in this department, are possessed of a good practical knowledge of Pharmacy. I most heartily endorse the school."

Mr. J. H. Harrison, Commissioner of Pharmacy, at Davenport, says: "In the upbuilding of our State University, Iowa is moving in the pathway of material advancement, and strengthening most surely the bulwarks of her greatness. While each department in its special field is aiding to bring our people to the fore, the youngest (the department of Pharmacy) is an object of interest and pride. Successful from the beginning, in thorough and practical instruction, it has received the signet of approval and justified the wisdom of its creation. Let there be but rendered due support, and pharmacy will each year return to the State her talent, increased an hundred fold."

Mr. J. H. Pickett, of Oskaloosa, the third member of the State Board writes for this issue: "Every person in Iowa who expects to study Pharmacy, should enter the State school. One will learn more at the school of Pharmacy in five months than he will in a drug store in three years. Our State school is a grand success. I heartily endorse it."

Mr. John M. Lindley, of Omaha, Neb., a graduate of '89, says: "I join with all the former students of the school of Pharmacy in advising young men and women to take a course, as I have done. No man can afford to do without such a course. I'm a great admirer of our school."

Geo. H. Schafer, one of the leading Pharmacists of the State, was the father of the State Association and was the prime mover in establishing the school. He says: "Since sharing the honors with Prof. Boerner and Mr. Harrison, of securing the establishment of the Department of Pharmacy in the State University, I have watched its progress with a fatherly eye; as evidence of my confidence I desire to have my son take the Pharmacy course as well as the General Scientific Course commencing next fall."

With such endorsements and such a record, there is nothing to prevent the success of this school. It is with pleasure that the VIDETTE-REPORTER calls the attention of the public to the institution and we predict a brilliant future for it. It will not be five years till there will be two hundred students in this department.

Dental Department.

Commencement seems to be the proper time to give such information to the general public as would be likely to interest them in the work of an institution supported by public sentiment and public bounty. It is a privilege and a pleasure also, to those engaged in carrying on the work of educating the youth of Iowa at its University, to present the results of their labors in such a manner that the citizens of Iowa, and those rendering the service, may stand upon common ground, and be in harmony in obtaining these results. This ought not to be a difficult matter in a state whose standard of education ranks high, as is the case in Iowa. But there evidently is a difficulty in the way.

Periodically the public read in the newspapers matters pertaining to the University, and from lack of information a judgment is often formed that would be materially modified if there was more of a general familiarity with what is really being done in the institution, and the value it is to the community at large. One argument is, that it is not desirable to have persons educated in the professions at public expense. It is certain that the better educated the professional man or woman is, the better the interests entrusted to them will be cared for. And if this interest is of such character as to involve life and good health, certainly no other calling should require higher qualifications on the part of the professional individual. If those applying for this education were the children of wealthy parents only, the objection would stand good. But in this department, at least, it is not so. By far the greater percentage are poor, or of very moderate means, many gaining their education on borrowed capital, which they will have to pay in the future, or with money saved by self-denial and frugality before entering upon their chosen profession. In fact it is quite rare for a student to be so situated that he has a bank account to draw from at pleasure; one passing through a course of training, such as is required under these circumstances, is better prepared for citizenship, the public thus receiving for its betterment a well educated and honorable member, and one well calculated to give high moral tone to a community, and to become one of the best factors in educating all with whom he may come in contact.

So far as the dental department is concerned, it has fortunately been but a light burden upon the public. Enthusiasm and self sacrifice on the part of many of the profession has been the motive power. The expense of its last session for teaching and material was paid out of its income, the only expense to the State being that of furnishing a building and equipments.

But a small portion of the people recognize the necessity for the establishment of a dental department in the University at all, looking upon the calling as a trade or mechanical pursuit only; that the occupation of the dentist is that of extracting a tooth or making artificial substitutes. That this

is largely the duty of the dentist, or has been in the past, is true; yet this has been forced upon them by the condition of the human teeth when presented to them for care and advice. This condition still remains to a certain extent; but it is slowly giving away and changing under the influence and guidance of those holding the degree of Doctor of Dental Surgery. This title indicates what the nature of the instruction to students must be in order to qualify them for practice in harmony with such title.

In Iowa the demand existed for this class of teaching long before the department was established, and those who desired it were compelled to go outside the State, or else pick up what knowledge of the calling they could, in any way, and at once start upon their career, many times poorly equipped for so important an undertaking. Under this condition of things the public were the sufferers.

It needs no argument to show how great this demand was. A statement of the facts as demonstrated by the attendance of students in this department is all that is necessary. Beginning in 1882-3, its first session, with fourteen students, it has in its regular and special courses instructed four hundred and seventy matriculants in this specialty, there being in the session just closed one hundred and twenty. More than seventy five per cent of all its students have been residents of Iowa. It has graduated and sent out into the State one hundred and thirty-seven representative men and women of the profession. Twenty-seven have gone into other commonwealths, where two of the number have been selected as teachers of this specialty in other dental schools.

Dental Surgery proper now occupies the position of a specialty of medicine, and is a very important branch in the art of healing. The International Medical Congress, which holds its triennial session in Berlin this year, has a section devoted to dental and oral surgery. The American Medical Association has also a section of the same character.

Matters of scientific nature relating to diseases of the mouth and teeth are here discussed, and mostly by members of the dental profession. All dental teaching must be in harmony with this standard to be correct. The student entering this department of the University must have a preliminary education that fits him to begin a scientific course of instruction in anatomy, physiology, materia-medica, chemistry, surgery, and all the basal sciences relating to the human organism. To be able to understand all the conditions and relations existing from the first traces of the tooth, which is one of the first organs formed, to the time when it is fully developed and ready to perform its functions, and also to be able to extract it, but to preserve it in all its usefulness, and when this is impossible to furnish by artificial means something that will restore the all important function of mastication, to preserve

health, harmony of form and feature, to keep in a normal condition the other organs of the body which depend so much upon it, is the knowledge the dental student must acquire.

These are the reasons, in a few words, why such a department was established, and why it is needed for the benefit of public. In the clinical section of this department the public receive a direct benefit. All classes of operations are performed here, without any expense for services rendered only the material, such as gold, silver, etc., being paid for. In many cases, however, this is not done, as some patients are not able to pay anything, and in such cases both services and material are free. The patients are not all residents of this city and county, but come from different parts of the State, and many unfortunate conditions are here relieved and corrected that would never have received attention except for the existence of infirmaries of this nature. Asylums for the demented and imbecile are furnished at public expense, without criticism, and certainly the comfort of those not quite so unfortunate, and only lacking the financial means to secure it, should be a matter worthy of consideration of those more fortunately placed. Surely no greater boon can be given to a community than that there should come into it men and women fully prepared to make the ills of life less, and the comforts greater; a class of bright, congenial and well educated persons, to become companions and friends, and with every qualification to make valuable citizens.

The general public do not come and see us as often as we would like them to. The doors are always open, and it is greatly desired that they become familiar with our work and its benefits. The department has already out-grown the room allotted to it in the University, but its future is bright and encouraging.

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April 2—Third Term begins Wednesday
June 11—Exercises Wednesday evening.

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Law Department.

The Law Department course extends over two years of forty weeks each. One year spent under the direction of an attorney in actual practice, or one year spent in a reputable law school, or one year's active practice as a licensed attorney, may be received as an equivalent for one year in this school.

Medical Department.

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Dental Department.

Dental Department. For announcement, address A. O. Hunt, D. D. S., Iowa City.

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The Banquet.

When the "boys and girls" gathered at the Opera House, at 8 o'clock, they were notified that owing to a misunderstanding on the part of those who were to prepare the "feast of palate" the exercises would not begin till 9 o'clock. At that hour, President Scott announced music by Saint Somebody's Quartette, after which the venerable and beloved ex-President Pickard invoked God's blessing upon the Association. Miss Nellie Cox then sang a delightful solo. Mr. J. J. Hamilton, class '77, the orator of the occasion, was introduced. Mr. Hamilton's subject was "State or Local Sovereignty—Which?" As one would naturally suppose, the theme was prohibition. The prohibitionists of Iowa can find no better campaign document than this address. He reviewed briefly the history of prohibition during the last eight years and then brought his audience face to face with the Iowa problem. He discussed this problem from all points of view, and concluded with a forcible application of the question to the prosperity of the State University. The argument was logical and convincing; the expression was most elegant. John Hamilton's many friends may well feel proud of his bold, manly stand for right—the only position which a true friend of the University can consistently take. After the applause had died away, President Scott announced the "feed." And what a spread it was! The St. James people had prepared it and that is sufficient. When the "file" had been filled, Mr. Hastings spoke for the law class of '90 in a very neat speech. Mr. W. L. Hall spoke for the Collegiates. He desired to impress upon all the importance of doing something for the University. Mr. D. N. Richardson spoke for the Regents. He too urged the Association to leave no stone unturned. Organize county associations and make your influence felt, in order that we have a truly great University. That grand old man, Judge Wright, than whom the University never had a better friend spoke of "The Boys and Girls." He made his usual happy hits all around. Thus ended the most successful meeting in the history of the Alumni Association.

The Commencement Ball.

Never before have our pleasure-loving friends had a better opportunity to enjoy a Commencement ball than they had last night. The large hall on College street had been tastefully arranged for the occasion. The first floor was used for a reception room. Hundreds of gay dancers whirled away the Italian orchestra. Financially and otherwise the ball was a complete success. There is no doubt but that the Commencement ball on a grand scale will hereafter be a permanent feature of the Commencement exercises.

The Pi Beta Phi's gave a reception to their friends, Wednesday evening, at the home of Mrs. Hattie Cochrane Robinson. A most delightful time is reported.

Collegiate Commencement.

On Wednesday, June 18th, the class of '90 closed the last chapter of its class history, committed the volume to the archives of its Alma Mater, and went out forty-three strong, to begin the battle of practical life. We need not admonish them that hitherto they have been writing the poetry of life. To some the years have been a lyric; others have found some blank verse in their experience. All have learned ere this, or soon will learn, that the literature most in demand by the active, crowding, busy world, is good, strong, vigorous prose.

Long before the appointed hour of 10 o'clock the opera house was crowded with expectant and admiring friends who gathered to witness the graduating exercises. The band which has made an especially good record this year, seemed to enter into the spirit of the class, and rendered a selection whose music embodied the hopes and aspirations of the graduates. President Schaffer then announced the invocation by Dr. Pickard. As our well beloved Dr. Pickard prayed that the University might be rightly understood, and that the prejudice against it might be overcome, the friends of the University joined with a silent but reverent and earnest amen, and when with choking voice he prayed for the class whom he had welcomed to the University at the beginning of the last year of his administration as President, the hearts of the audience and class alike were touched to tenderness, and many eyes were filled with tears.

Of the class speakers we have not space to make individual mention. Suffice it to say that they were representatives of the class of '90. Each has often appeared in public and we have been entertained and instructed by their eloquence and oratory. We have many times chronicled their merits and to-day they crowned their former performances with the last and best effort of College opportunity. The following program was rendered as printed with the exception of E. W. Crellin, who had been excused from speaking:

The following is the program:

Music; Invocation; Music; "Fiction Past and Present," Carl Stutsman; "The Unity of History," Mary Eliza Barber; Music; "Rousseau," John Tyler Bailey; "Human Influence Imperishable," Fanny Chastina Thompson; Music; "The Public School and the University," Joseph Homer Howe; Music.

Degrees were conferred as follows:

Bachelors of Art: J. T. Bailey, L. Brown, M. Evans, Helen D. Orton, I. D. Orton.

Bachelors of Philosophy: Mary E. Barber, Carrie Dorr, Salome Dugan, Emma K. Edgar, Ella D. Graves, Willis L. Hall, Helen M. Harney, Lillian Johnson, W. B. LaForce, Kate Legler, W. Lewis, Hattie Stimmel, C. Stutsman, Eluvia E. Wright.

Bachelors of Science: G. A. Drew,

T. P. Findley, F. V. Friend, Annie B. Jewett, E. R. Lewis, Flora A. McLennan, J. K. Mock, C. R. Musser, Bessie Peery M. D., H. Peery, Nellie Peery, Edith M. Prouty, F. E. Smith, W. P. Smith, Lida B. Stebbins, H. C. Tuchten, Fannie C. Thompson.

Civil Engineers: H. S. Blood, F. H. Chamberlin, E. W. Crellin, J. H. Howe, C. A. Lichty, H. Remley.

The following persons received the Master's degree:

J. H. Sinnett, M. D., F. G. Orelup, A. T. Hukill, D. A. Long, A. L. Kriebel, C. W. Bricker, C. R. Keyes, J. T. Anderson, W. D. Evans, L. S. Kennington, J. C. F. Harrington, H. W. Craven, N. C. Young, Ida B. Young, nee Clark, E. R. Nichols, Nellie Startzman, G. W. Newton, H. G. Lamson, W. B. Craig, Julia Cavanaugh McElroy, A. E. Chalfant, Rose Ankeny Lewis, E. C. Ogg, C. N. Hunt, J. P. Schell, J. J. Kost, J. A. VanDyke, Minnie E. Ely, R. G. Morrison, H. L. Spaulding, A. M. Devoe, D. Swindler, M. A., W. H. Stutsman, A. E. Shepherd, M. A.,

Degree of Ph. G.—Frank Svacha.

Degree of LL. D.—Benjamin Trueblood.

Honorary Degree, M. S.—F. S. Aby, O. W. Anthony, F. W. Spinutius, C. A. Whiting.

The Holbrook Prize, of \$25.00, was awarded to Miss Zoe Williams.

We have prepared a list of University visitors exclusive of the Alumni, but owing to the fact that it is impossible to put more than 64 columns of matter in 64 columns of space, it is omitted.

The Academy Commencement, Ladies' Declamatory Contest and Battalion Drill accounts are omitted. Miss Maggie Williams won first honors and Miss Slotterbec second in the contest.

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WE notice a very interesting collection of "tariff" information in one of our exchanges. Fifteen hundred seniors in 45 colleges and universities have been asked to answer the following questions: "Are you in favor of protection, tariff reform, or free trade? Has the instruction been in the direction of protection, tariff reform, free trade or impartial?" It is said that the answers were prompt and very courteous. The results are as follows. For protection, 32 per cent; tariff reform, 48 per cent; free trade, 20 per cent; 18 per cent considered that the instruction had been for protection, 27 per cent for tariff reform, and 36 per cent for free trade, while 19 per cent consider the instruction impartial. We may expect to hear more of this next fall.

The following was found in the *Hesperian*: "The girls are humming, the boys are bumming, the exams, they say, are almost here. The birds are singing, the bells are ringing—commencement comes but once a year. The preps are cramming, their tutors —, the seniors, it seems, have nothing to fear. The freshies are passing, the juniors are "mashing"—commencement comes but once a year. Prohibition is winning, the barbs have an inning, the frats, of course are beginning to fear. The chancellor is scheming, the registrar is beaming—commencement comes but once a year. The co-eds are weeping, their loved ones are sleeping in the guard tent at Hastings, so we hear. The lieutenant is missing, the captains are fishing—commencement comes but once a year."

Making Money in Vacation.

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National Educational Association Annual Convention, St. Paul, Minn., July 8th to 11th, 1890.

The Burlington, Cedar Rapids & Northern R'y will sell excursion tickets to St. Paul on account of the above convention at one fare for the round trip from all points on its line, with \$2.00 membership fee added.

Tickets will be on sale, beginning July 1st to 7th, and ample time will be granted for return. Side trips from St. Paul and Minneapolis, to Duluth and Ashland, and summer tourist tickets to all the principal summer resorts in the great northwest, will be on sale at this time, which will afford persons attending this convention an opportunity of visiting these points of interest at a nominal expense.

Arrangements for special trains, through coaches or sleeping cars can be arranged for, by applying to the undersigned or any agent of the company.

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BIENNIAL CONCLAVE,

Supreme Lodge Knights of Pythias at Milwaukee, Wis., July 8th to 12th, 1890.

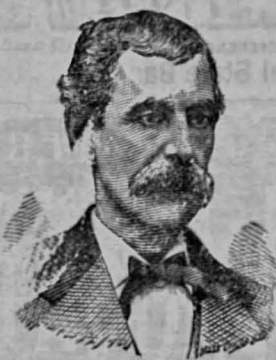
For the above meeting, the Burlington, Cedar Rapids & Northern Railway will sell excursion tickets to Milwaukee and return at one fare for the round trip from all stations on its line.

Tickets will be on sale from July 4th to 8th, inclusive, good to return July 20th, 1890.

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- TOUR No. 1.** To Lake Minnetonka, the Saratoga of the West, with accommodations for the multitude. Hotel Lafayette, a fifth of a mile in length, at Minnetonka Beach, is the finest and largest summer house in the world. Elegant grounds, pretty cottages and unequalled facilities for bathing, fishing, sailing, rowing, etc. Hourly trains run from St. Paul and Minneapolis to Minnetonka, and teachers can arrange to spend their evenings there and return to the city for the day. Round trip, 75 cents.
- TOUR No. 2.** Up the Mississippi to St. Cloud, Lake Osakis, Geneva Beach, Interlaken, Ashby, and through the Park Region of Minnesota, to Fergus Falls, with such a commingling of pretty lakes, dense forests and fertile prairies as cannot be found elsewhere on this continent, and offering unlimited range for hunting and fishing. Returning via Evansville, Tintah, Brightwood Beach and Lake Minnetonka. Round trip, \$6.75.
- TOUR No. 3.** To Lake Minnetonka, the Park Regions, and the Red River Valley of the North, the Nile and granary of America, visiting Grand Forks and Fargo, and returning by different route. Round trip, 12.75.
- TOUR No. 4.** To Lake Minnetonka, through the Park Region and the Red River Valley to Devils Lake, North Dakota's inland sea; Indian schools and churches, Fort Totten. Return by choice of three routes. Round trip, \$18.65.
- TOUR No. 5.** To Lake Minnetonka, the Park Region, Red River Valley, Devils Lake, Forts Totten, Buford and Assiniboine, Indian Schools, Cattle Ranches, the Great Falls of the Missouri River, Gate of the Rocky Mountains, the Continental Divide, Helena, Hot Springs, Hotel Broadwater, Helena and Butte, the rich mining cities. An extension of this tour can be made to Salt Lake City and Denver. Round trip via same route, \$50.00; to Missouri river points via U. P. Ry., \$55.00.
- TOUR No. 6.** To Lake Minnetonka, Winnipeg, Lake of the Woods, Nipigon River, Lake Superior's largest tributary stream, and affording fine trout fishing, Fort Arthur, and thence by steamer on Lake Superior to Duluth and return. Rate, \$35.20.
- TOUR No. 7.** To Lake Minnetonka, Winnipeg, Saskatchewan River, Canadian National Park, Banff Hot Springs, and glaciers of Rocky and Selkirk ranges. Round trip, \$45.00.
- TOUR No. 8.** To Winnipeg, Manitoba, Canadian National Park, Victoria, and Vancouver's island. Round trip, \$80.00.
- TOUR No. 9.** To the Canadian Northwest, the Pacific Coast and Alaska. Round trip, \$175.
- TOUR No. 10.** To Lake Superior, Duluth, West Superior, Ashland and via Duluth and steamer to Thunder Bay, Marquette, Sault Ste Marie, Mackinaw, Milwaukee, Chicago, Detroit, Cleveland, Erie and Buffalo. Round trip to Duluth and West Superior, \$5.00. To Ashland all rail, \$7.00; rail and boat, \$9.00.

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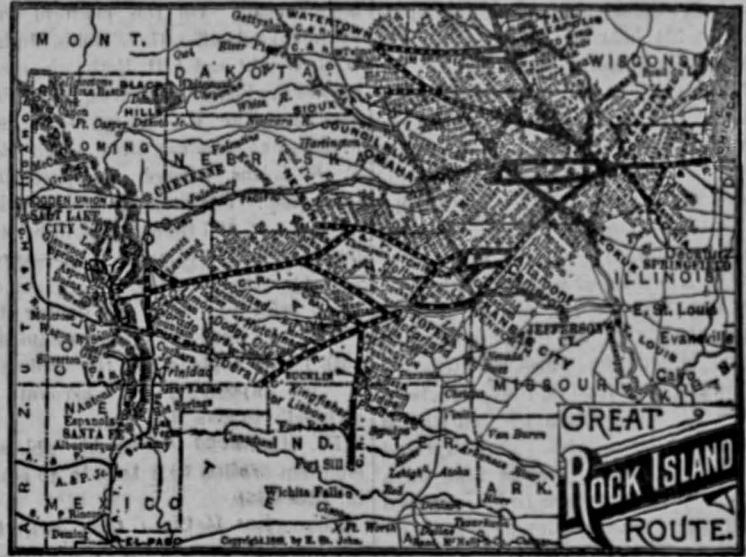
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