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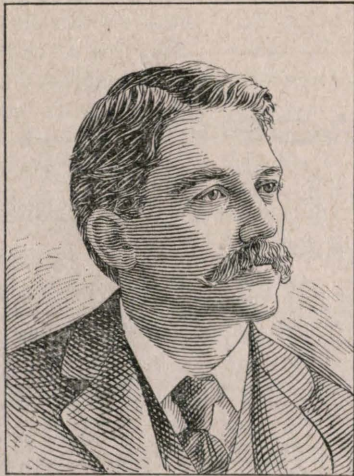
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The College Current.

Vol. 5.

VALPARAISO, INDIANA, JULY 7, 1900.

No. 6.



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(President Professional Class '00).



EDWARD J. CALLAN,
(President Crescent Literary Society).



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W. E. KIELY, M. D., Dean,

420 Broadway, Cincinnati, Ohio.

W. E. LEWIS, M. D., Secretary.

409 East 5th Street, Cincinnati, Ohio.

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VALPARAISO, INDIANA, JULY 7, 1900.

No. 6.

Lecture of Wm. Jennings Bryan at the College Auditorium May 4, 1900.

(Continued from last issue.)

But don't worry; in the long run the trusts can do no harm. (Applause) The American Steel and Wire Company controls ninety per cent. of the output of barbed wire and of wire nails. The price of barbed wire was raised nearly two hundred per cent., and the trust earned a dividend on its common stock. The other day the president, without warning, closed down twelve factories and threw six thousand two hundred workingmen out of employment. And that object lesson illustrates almost every phase in the trust question. It illustrates the fact that the trusts can raise prices; it illustrates the fact that it not only can, but will; it illustrates the fact that the head of the trust, by raising the prices, can lessen the demand for the article and thus curtail the demand for labor to produce the article; it shows that the head of the trust can turn men out of employment, while the corporation works off its stock. Not only that, but the stock market went down fourteen million dollars. The stock in that trust fell to that extent, and it was reported that the whole transaction was a stock jobbing transaction and that the workmen were thrown out of employment and the prices reduced for the purpose of destroying the value of stocks in order that it might be bid in at a lower price. And so you see how it is possible to plunder the stockholder and purchase it upon the market for the sake of those who control. It shows, too, how enormous bribes can be got out of the pockets of the trust by these managers, how easy it is that a man in that position can indicate to his political friends what is going to be done, so that fortunes can be made in a day. What a tremendous power to bribe and how possible it is to put men under obligations and then hold

the obligation as obligatory over the official during his career! This object lesson teaches what the trusts can do: I was in Detroit two days ago and I found the tobacco trust had closed up a tobacco plant, a plant that was owned and built up by Daniel Scotten, and had thrown six thousand men out of employment there. I read a letter yesterday afternoon from a manufacturer of tin plate which told how the trusts controlled the people who handle the article, and this man was pleading for the freedom of the business men from the effects of the trust. Go where you will and you will run on the trust. Now the trust is depriving the individual of his independence. If you had ten thousand dollars, what business would you dare to invest it in today without a fear that tomorrow some trust would come and give you the choice between entering the trust or going into bankruptcy? (Applause) Today you find the concentration of wealth. It is coming on more rapidly than ever before, and I want to appeal to you to study this question and see if it does not menace the political independence as well as our industrial independence. Old men, are you satisfied with the conditions you are about to leave? Middle aged men, are you satisfied with the conditions that surround you? Young men, are you satisfied with the narrowing opportunities that open to you? Today we are in the process of a plan that is going, if consummated, to place all of the industries in the hands of the few. And then the young men of this country will be condemned to perpetual clerkship at the hands of some great monopoly. I do not believe that the young men in this country will be satisfied with this. Go into the law today and you will find that, with the growth of the corporations and with the aggregation of wealth, we are reaching the time when a few corporation attorneys will have all the business and the rest of the lawyers will be clerks in the offices of these corporation attorneys. Every day is lessening the inde-

pendence of the lawyer, as it is lessening the independence of a business man and the manufacture. I believe it is impossible to have a government resting upon the consent of the governed, and a government where the people control, when a few dole out each murning the daily bread for all the rest. Why is our nation greater than every other nation? Why is it we produce and consume three times as much as any other similar population in the world? It is because here there is hope in the young man's heart; it is because here he has something to work for, some stimulus to industry. But with monopoly comes the destruction of hope, and in place of hope there will be despair. I believe we are menacing not only our industrial greatness, but our political system, by permitting the concentrated wealth to thus derange the affairs of this nation; and you young men will have to deal with this question and it will be a question that concerns your welfare, the personal welfare of every one of you. I want you to consider it. I met a man the other day and he told me he had just come in contact with the rubber trust, and he began to denounce the trust, and when I remembered that a few years ago he was not thinking about trusts at all, but now had felt it, I was reminded of one of Solomon's proverb's: "The wise man foresaw the evil and hideth against it, but the foolish pass on to be punished." A great idea beautifully expressed, but if any of you can't remember so long a proverb, I will condense it for you. In its condensed form it reads like this. "The wise man gets the idea in his head; the foolish man gets it in his neck." (Applause) You can't help getting an idea, but you can have your choice where you will take it. (Applause.) When you talk about destroying a monopoly, some ask whether you have a right to interfere with the way a man uses his money. You have a right to interfere with the way a man uses his club; you have a right to interfere with the way a

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man uses his gun, though it is his own gun. But my friends when you are dealing with the trust question you are not dealing with the natural rights of natural men; you are dealing with the conferred privileges of a fictitious person, created by law. Every trust rests upon a corporation and every corporation is the creature of law. Look at the difference between a God-made man and a man-made man. When God made natural man He didn't make the tallest man much taller than the shortest; when God made the natural man He didn't make the strongest man much stronger than the weakest man. But when man made the corporate man he made that corporate man a hundred, a thousand, sometimes a million, times stronger than the God-made man. When God made natural man He placed a limit on his existence, so if he is a bad man he cannot be a bad man long; when man made the corporate man he raised the limit on age and sometimes corporations are made perpetual. When God made the individual man He breathed into him a soul and warned him he was to be accountable for the deeds done in the flesh. But when man made the corporate man he did not give to the corporate, a soul, and he said you need not worry about the hereafter. (Applause). And then the man-made giant started out to compete with the God-made man, and I believe the time has come when the God-made man must protect himself from the aggressions of the man-made giant; when the natural man of flesh and blood must demand the right to live and move and have his being; when the natural man must demand that restrictions must be placed upon this man-made man.

My friends, there are various remedies that have been proposed. I believe that a high tariff is a protection and aid to the trust; I believe that railroad discriminations have been an aid to the trust; I believe that the gold standard and falling prices have been an aid to the trust; and I believe that there is a simple process by which you can strike out the evil.

Congress has full power to regulate interstate commerce. Monopoly has always been an outlaw. I believe that congress can say, and should say,

that any corporation organized in any state which does business outside of the state shall take out a license from the federal government. This license will not interfere with the right of any state to place upon this corporation any restrictions if it attempts to do business in the state, but it cannot go outside of any state until it complies with the conditions for the protection of the general public. The first condition ought to be this, that the water be squeezed out of the stock. There will be a flood for a while, but there will be honest corporations afterwards. Some one has defined a syndicate as a body of men almost surrounded by water. (Laughter) Squeeze the water out of the stock, and provide that before the license is issued the corporation must show that it has not attempted in the past, and is not attempting to monopolize any branch of business or any article of merchandise; and then provide for the revocation of the license if the condition is violated. I believe you can destroy every private monopoly in existence. Suppose the sugar trust should apply for a license under that law. The sugar trust controls 98 per cent. of the sugar and could not do business. You would cut off forty-four states, and the competition between rival refineries would be so great that the monopoly would have to dissolve. But if you don't like that remedy, try some other remedy. The trouble is with these great aggregations of wealth that it is difficult to secure the adoption of any remedy, but I believe the time is coming when the people will express themselves. I heard of a Quaker who was working in the hay harvest when he saw a rain coming up. He started to the barn with the load and ran into a rut, and the hay fell off. He put it back on the wagon and didn't say a word. Before he got to the gate, he ran into another rut, and the hay fell off again. He put it back on the wagon and didn't say a word. He drove through the barnyard gate and the rain commenced to fall. He whipped up the horses and ran off the bridge, and the hay fell off again. The rain was coming down. His wife saw that something was the matter and started out from the house, and when he saw her he called out: "Sarah, Sarah, go

back, I'm about to express myself." (Great Laughter) I believe that the American people are getting ready to express themselves on this subject.

But there are two questions that have arisen within the last two years which are even plainer than the trust question—militarism and imperialism. What shall be the size of our standing army? And what shall be the nation's policy in dealing with the Philippines? These questions have come to us within the last two years and these two questions must be settled together. If we have imperialism, we must have a large standing army. If we have imperialism we will never have a smaller army than we have today. The same spirit that leads people to favor a war of conquest in the Philippine Islands, either for religious purposes or for trade purposes, will lead to a war of conquest in other directions. If we must own the Philippines in order to trade with them, the next thing you know we will have to own the Chinese in order to trade with them, and the Japanese in order to trade with them, and the people of South America in order to trade with them. There is no limit to the principle of imperialism; there is no limit to the greed upon which imperialism is based. But if you say we are going for religious purposes, then I remind you that they are already Christianized in the Philippine Islands. If it is necessary to go among people already Christianized, in order to Christianize them again, then it is still more necessary to go into those lands which have not been Christianized at all. The same spirit that would take an imperial policy in the Philippines will lead this nation on and on until we shall have an empire that will girdle the earth and will be held together, not by love, but by force and violence. Don't be deceived by the term expansion. Expansion is one thing and imperialism is another. Expansion means an extension of the limits of the republic without a change in its character; imperialism is the policy of an empire. We expanded when we took in the Florida Territory, Louisiana Territory, Texas, Arizona, California and New Mexico. We were getting lands to be settled by American citizens, land belonging to American people.

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Now we are crossing an ocean, not to get land for settlement, but races for subjugation. Heretofore we have expanded the borders of the republic and the constitution has followed the flag, now we have adopted the doctrine that the flag can float where the constitution cannot go. (Great applause) The people must swear allegiance to it and give no protection of the constitution and the bill of rights. That is the doctrine of imperialism. (Tremendous applause) What defense did you ever hear given of imperialism? I have heard three defenses. First, that there is money in it; second, that God is in it; third, we are in it and can't get out. (Applause) Have you ever heard any others? I believe that every argument that you will hear in favor of imperialism will fall under one of these three heads. The man who says it will pay has upon him the burden of proof to show; first, how much we will spend; then, how much we will make. No man can tell how much a war of conquest will cost. No one knows how long a war of conquest will last and what it will cost; no one can tell the entanglements that will follow. England is today engaged in a war of conquest, and today's paper contains an interview given out by John W. Foster of this state in which he speaks of the dangers in which that war has led the English Government, and he concludes, after telling of the expense and the trouble of maintaining so great an army, feeding it and transporting it six thousand miles away from home, and he says: "But if the war is ended, there will be a discontented people and it will be necessary to maintain a military establishment there." No one can tell what a war of conquest will cost. England has already spent more money and more men in that war with the Boers than she thought she would have to spend in the entire war, and yet she has not conquered, has not whipped them, and God grant she never may. (Tremendous applause) The sympathy which our people feel for the Boers is not an anti-English sympathy. We believe in the principles of our government; we believe that governments come from and by the people, and we hate the doctrine of monarchy and that a man

rules by right divine. It is because we love liberty, because we love government, and because we hate monarchy. For this reason we sympathize with the Boers, who show a courage, a fortitude, a heroism that reminds us of thermopylae. At this time when men and women are dying in the trenches for the preservation of their government, we find some who today are not willing to express sympathy with the struggling Boers. Why, when Greece struggled to be free, Daniel Webster thundered forth the sympathy of the north, and Clay echoed back the sympathy of the



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south, and the president was willing to declare that this nation viewed that struggle with interest and sympathy for those who were fighting for the right to govern themselves. Four years ago every party declared the sympathy of this nation for the people of Cuba, who were fighting against the control of Spain, and yet today, because we are engaged in an imperial policy and in a war of conquest, this nation stands tongue-tied and cannot say a word while people are dying for the very rights that our forefathers died for. (Great applause) Paris, in the midst of France and surrounded by monarchs, expressed sympathy for the Boers; but the United States, with an ocean rolling on either side, cannot say anything. But, my friends, if you want to see the paralyzing influence of an imperial policy, you can see it in this instance. This is the first time in all the history of this nation that our people have failed

to express their sympathy for those who are fighting for our ideas of government, and yet if imperialism becomes a settled policy of this nation, never again can this nation lift its voice in defense of the principles of self government; never again can this nation say one word of sympathy or encouragement to people who are fighting for the principles set forth in the Declaration of Independence.

People talk about the destiny of nations, and say it is the destiny of this nation to become an empire. I have no power to reveal the future, I know not what plans the Lord may have for the future of this nation, but I can picture the future consistent with our past, more glorious than any empire of history. Let this nation stand erect, let it be true to its principles, let its conduct be consistent with its provisions; let it prove to the world that there is a reality in the principles of our government, and a difference between a republic and a monarch, and we will win such a victory as has not been won since the battle of Yorktown. Let us stand erect; then scan the world and wherever in the world we see the people fighting for the doctrines which underlie our form of government, the voice of this nation can speak out across the ocean, and we can say to those people, "God bless you, may you win your fight," until liberty is known the world around. (Great applause).

The man who says it will pay has upon himself the burden of the proof to show that we will get back from the Philippine Islands more money than we sent there. The man who says it, must be prepared to tell us how much money we will spend, and how many men. The man who says it will pay must be prepared to place a pecuniary value upon every life that will be lost in that war of conquest. Already two thousand dead bodies have been floated back across the Pacific. Already three hundred soldier boys have come back insane from the effects of the climate, and yet we have not got through. Who can say what a boy is worth? Who will place a value upon one human brain? Who will place a value upon a human heart? I want to expand our trade by every possible means, but would

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not put one American upon the auction block and sell him for the value of all the trade in the orient, if I had to buy that trade with that boy's blood. (Tremendous applause) And when I hear a man talking about the profits of a war of conquest, talking about the profits of an imperial career, I feel indignant. Why don't they go and buy trade with their own blood, and not send other people's sons to purchase the trade for them. (Great and continued applause.) Now, I want to read you a letter written by Abraham Lincoln, to Mrs. Bixby, of Boston, on the 21st day of November, 1864.

"Dear Madam: I have been shown in the files of the War Department, a statement of the Adjutant General, of Massachusetts, that you are the mother of five sons that have died gloriously on the field of battle. I feel now weak and fruitless must be any words of mine, but I cannot refrain from tendering to you the consolation that may be found in the thanks of the republic that brave men died to save. I pray that our Heavenly Father may assuage the anguish, and leave you only the cherished memory of the love of the lost, and the solemn pride that must be yours to lay so costly a sacrifice upon the altar of freedom. Yours very sincerely and respectfully, Abraham Lincoln."

You will search in vain for a more beautiful expression of sympathy, and if there is tonight, a man in this audience who believes in wars of conquest urged for the extension of trade, if there is one in this audience who believes in an imperial policy based upon commercial reasons, I want him to go home tonight and sit down and write for the editors a message of sympathy, such as a president should send to a mother who has lost her son in a war waged for trade. Go to a sorrowing mother, if you dare, and tell that mother that while her son is gone, you feel sure that some syndicate will make enough money exploiting in the islands to make her glad that her boy died. That is the sort of consolation that would come in a war of conquest. When a boy dies for liberty, his mother is grateful that she can raise sons for so noble a sacrifice; but what American mother wants to raise boys

at so much a head to exchange them for trade! And when you hear a man telling of the benefits of wars of conquest waged for trade, compare his wisdom with the wisdom of Benjamin Franklin. In 1776, just before the signing of the Declaration of Independence, Franklin wrote to Lord Howe. Let me read you an extract of the letter: "The well founded esteem and permit me to say, affection, which I shall always have for your lordship, make it painful to me to hear that you are engaged in conducting a war of greed, and as you have described in your letter as necessary for preventing American trade from passing into foreign channels. To me it seems that the difficulty of retaining the English trade is not an object for which men may justly spill each others blood." Franklin said that the securing and retaining of trade was not a cause for which men could justly spill each others blood. I believe that Franklin spoke the truth. Ten men have no right to go out and shoot one man in order to make him trade with them. One hundred men have no right to go out and shoot ten in order to make them trade with them. Seventy millions of men have no right to go out and shoot ten millions in order to make them trade with them. You cannot justify wrong on a large scale unless you are willing to justify wrong on a small scale. Franklin did not stop there, for the goodness and cheapness of a commodity he said, "and the profits of no trade can ever be equal the expense of compelling it and holding it by fleets and armies." Therefore, he declared that this war begun by England against us, as both unjust and unwise. And said that he believed that posterity would condemn people who advised it. Franklin was right, the profits of no trade can ever equal the cost of securing it and holding it by fleets and armies. Why in one year, the expense of our War Department has risen over seventy millions of dollars. In one year over seventy millions of increase. Why, in two years that increase would build the Nicaragua canal. Seventy-five millions increase in one year employed in storing water in the mountains, to irrigate arid lands would furnish homes for more American citizens

than will go to live in the Philippine Islands in ten thousand years under colonial policy. (Applause.) Few of our people would go to the tropics. They have sixty people to the square mile now in the Philippines but only twenty here. But if every Philippino were dead no one would want to go there to work the land. We will send more people there to work the Philippines than we will to work the land. (Laughter) It has always been the history of the race that has gone to the tropics. Netherlands has dominated over Java for over three hundred years and there are less than sixty thousand out of twenty-five million of European birth in Java. Spain has dominated over the Philippines for over three hundred years, and there are less than ten thousand resident Spaniards out of eight or ten millions of people. India has been dominated by England for one hundred and fifty years and yet there is only one hundred thousand people of British birth out of three hundred millions. And if you think that the Indians are glad to have the English there let me remind you that it takes a British army of seventy thousand to take care of the hundred thousand, and it takes a native army of one hundred and forty thousand to help England's seventy thousand take care of the hundred thousand. If you think England went there to educate, let me tell you after a hundred and fifty years less than one percent of the women can read and write, and less than five percent of the total population. If you think she went there to christianize, then let me tell you that less than one percent of the people of India have embraced the religion of England a gunpowder gospel of one hundred and fifty years. (Laughter) If you think that they are going to the Philippine Islands to christianize let me remind you that it is the Christian portion that is in revolt against us, and our flag floats more securely over the Sultan's palace, and we have to pay the Sultan so much a float. (Laughter) If you think we are going to the Philippines to educate them, let me remind you that it is the educated that are in revolt against us, and it is the most ignorant portion that is on our side. Do you think we are going there to lift those

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people up by education? Let me warn you that we are going there to acquire them, to subjugate them, to dominate over them. We dare not educate them less they learn to read and read the Declaration of Independence and the Constitution of the United States. (Great applause.) If you think that you can lift people up in that way, let me point you to Mexico, half Spanish and half Indian, and yet Mexico under the stimulus of self-government has made more progress in thirty years than India in a hundred and fifty years. Japan, without the benefit of foreign domination, has made more progress in thirty years than India in a hundred and fifty. I don't believe that the Philipinos are as capable of giving themselves as good a government as we can give them ourselves. But I believe they will give themselves a better government than we will give with a carpet bag government held in place by a standing army. (Applause.) I want to remind you that when we assert the doctrine that we can go forth and by force conquer a people and govern them against their will and tax them without representation we are abandoning the principles upon which our government rests. I do not believe that there is any money in this transaction, nor do I believe you can afford to defend the violation of the great principle on the ground that it will pay. They denounced my platform in 1896—some did—some christians did, some preachers did—Christian preachers. One preacher said that the platform was written in hell, and another preacher said that the devil wrote it. That hurt my feelings, for I helped to write a part of it. (Great cheering) I don't believe that platform violated the ten commandments or the moral law, no matter what you think or the platform of 1896. On this Philippine question there will be a platform written so high; a platform that no minister can write one above it, and it will declare that you never can afford to do wrong no matter how much it pays, it will declare that you cannot sell this nation's birthright for a mess of pottage. And if there is anybody that can't climb up on that high platform. I will build a low platform for him. (Cheers) A platform that

you ought never to do wrong even if it does pay, and when you show him that we have expanded our trade by peaceable means more in twenty-five years than any empire has expanded its trade by force and violence; when you show him that it is all clear profit when you expand by peace and the expense is greater than the profit when we expand by force you drive him away with his doctrine, and then he tries to hide behind the doctrine that it is God's work. I believe in God.

And the honest purposes of man, but I am not willing to blame God or every thought and every purpose that a man may have. If I have an impulse to do wrong I will blame God for it. Religious argument is a strong argument. You must not underestimate it. You convince a man that it is his religious duty to do a thing and he will do it. Convince a man that it is his duty to give up his money and he will give it up. Convince a man that it is his duty to give up his life and he will give it up. But more unfortunate still, convince a man that it is his religious duty to take another man's money and he will take it. (Applause) Convince him it is his religious duty to take another man's life and he will take it. How many men have robbed and killed and excused themselves by saying that God told them to do it! I do not believe that God ever commanded any man to do wrong. How do you find out God's will? I read in the bible that when Christ visited the village of Samaria and they refused to receive him and Christ rebuked them and said, "Ye know not what manner of spirit ye are. The Son of God came into the world not to destroy mens lives but to save them." And against the doctrine of blood and conquest, I place the words of Christ Himself, that he come not to destroy but to save. It has amazed me to hear ministers of the Gospel sanctioning a war of conquest; it has amazed me to hear men who have taken it upon themselves to preach Christ, and him crucified, shouting for such a policy. We read that when the angels came to announce the birth of Christ, that they came not to soldiers in battle array, but to sheperds who watched their flocks by night. Peace on earth,

good will toward men. The Bible says that God is unchangeable; God is the same yesterday, today and forever. And history itself tells us that our forefathers appealed to this unchangeable God to aid them when they were marching through the snow, with bleeding feet at Valley Forge, and fighting against taxation without representation; and for a hundred years we have met on the fourth of July and thanked God for the guidance He gave a century and a fourth ago. And if He guided them then and is the same unchangeable God it is a worse mistake to pray to Him to guide our bullets to deprive weaker people of the right to govern themselves and force u on them taxation without representation. (Great cheering) I read a sermon not long ago, delivered by a man named Brown, at Rochester New York. He took for his text the passage which describes the scene where Christ was before Pilate, and Pilate said to Christ, "Knowest not that I have power to release thee or put thee to death." And taking that text he contrasted force and love. Pilate represented force for behind him was Caesar and behind Caesar was the Roman government, and behind the Roman government were the legions of Rome; before him helpless and alone, preaching the gospel of love, stood Christ. Force triumphed, and they nailed Him to the tree, and those who stood around mocked and jeered. And the minister pointed out how from that day on the power of Caesar waned, and the Christ increased. How in a few years the Roman government was gone, and its legions forgotten. While the name of Christ increased until millions took that name with reference upon their lips; that today, in this country force and love were engaged in a deadly combat, and that upon the decision of this question would depend this nation's position among the nations of the earth. I believe he spoke the truth. I believe two great doctrines, force and love, stand face to face, and what we must decide: decide now whether we will stand before the world as an exponent of the doctrine of truth or of the doctrine that we cannot up lift by the power of love and by holy example. I believe that upon the settlement of

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this question will depend this nation's position among the nations of the world. Talk about the glory of an empire. For a hundred years we have been traveling the path that leads to the lofty realm of right, and I would not trade the glory of this republic for the glory of all the empires that have arisen and fallen since time began. (Tremendous applause) Talk about this nation becoming a world power! For more than ten decades this nation has been the greatest power in the world. For more than a hundred years this nation, without a great army, without a great navy, has done more to affect the politics of the human race than all other nations of the world combined. Near the close of the eighteenth century the doctrine of self government was planted on our soil. During the nineteenth century it has grown and grown as no idea ever grew before. Because our fathers fought for their liberty others have fought; because the Declaration was promulgated others have been established; because our constitution was established others have been established. Now we are asked to step down from this high foundation, down to the shifting sands upon which empires rest. Some one said the other day that a nation might die whether it expanded or not, but that only expanded nations left a glorious history. I am not willing to prepare this nation for interment. An empire based on force must fall when a greater force arises; but a republic resting upon the doctrines set forth in the Declaration of Independence, as demonstrated by Mr. Jefferson, of equal rights to all and special privileges to none, need never die, will never die, and can never die, and such a republic I want this to be. (Great applause) They say we are in it and can't get out! Who say we can't get out? Those who put us in. (Applause) You cannot point to a thing as a reason why we must stay in the Philippine Islands; but what that same thing would compel us to stay in Cuba. You say that Dewey destroyed the Spanish fleet in Manila Bay. I reply that Schley destroyed one in Santiago Bay, and yet the President said we would get out of Cuba. You say that American blood was shed in the Philippine Islands. I re-

ply that American blood was shed at San Juan Hill and El Caney. The president told the Cubans we would get out of Cuba. They say the flag went up over Manila. I reply that the flag went up over Havana, and yet the president told the Cubans he would haul it down when the flag of the Cuban republic was ready to rise in its place. I would ten thousand times rather haul down the flag at Manila and let the flag of a republic rise and have two republics with two flags than have one empire based on a flag that represents immorality and injustice. (Great applause) It is not progress; it is retrogression. It is not going forward; it is going backwards. Howard Taylor, of Chicago, has described this in a poem, entitled "The Creed of the Flag," of which I quote a verse.

Did our Liberty Bell ring in vain?
Was our Declaration a lie?
Must we turn to the Old World, again,
With a penitent prodigal's cry?
Must we arm us and march in the van
Of Europe's barbaric parade
And boom out a gunpowder gospel to man
To open the pathway for trade?
Shall we strut through the world and bluster
and brag
With the dollar mark stamped on the
brave old flag.

This nation is not a prodigal son, has not wasted its substance in riotous living, is not willing to come back and ask permission to be classed among the hired servants of royalty. It has not sinned in the sight of God, and God grant that the crowned heads of the old world may never have occasion to kill the fatted calf to celebrate the return of this republic unto to the kings. (Applause) There is a way out of this question. An imperialist has no plan. Whenever you find a man who talks for imperialism you demand his plan for dealing with the Philippine Islands. His plan is to be found in the Spooner resolution. And this resolution provides that when the war is over the president shall establish a government and maintain it until congress shall establish another one. How delightfully uncertain! When the war is over! You don't know when that will be; it will last, you don't know how long and then the president will do something, you don't know what; and then congress will do something you don't know what. (Applause) Not an imperialist in this country today dares to outline a plan for

dealing with the Philippine Islands, and but for the Porto Rican bill we would have to guess what was intended. The Porto Rican Bill gives us some idea, and the Porto Rican Bill separates the flag from the constitution. The Porto Rican Bill asserts the doctrine that the president, controlled by congress, can trample upon it, and that congress, created by the constitution, can disregard it. That bill asserts a doctrine as tyrannical, as despotic as any king or tyrant ever exercised in all the world's history. According to the doctrine the Porto Ricans have no voice in the elections; they have no guarantees from the constitution; they must hang upon the mercy of those in power. Why, in this country where elect a president, where we elect a congress, we demand a constitution and a bill of rights, but for the Porto Ricans, who do not elect a president, do not elect a congress, must rely upon the president and congress for any protection from the constitution and bill of rights. That is imperialism in Porto Rico. We cannot yet tell what it will be in the Philippine Islands.

What will be the fate of the Filipino when we go seven thousand miles from home and teach a people who are not glad to have us come. Are we to have a government of all varieties and shades from the twilight of semi-citizenship to the thick darkness of complete vassalage? What are your plans for dealing with the Filipino? If he is to come in he must be a citizen, a subject; if he is to be a citizen he must ultimately share in the destiny of this nation. And if we are going to take in the Filipinos and make them citizens, the same doctrine will apply when we come to take in other races, and the destiny of this nation will be in the hands of a heterogeneous people, separated from each other by race, by color, by blood, by history and by ancestry; and then our nation will fall to pieces. I am not willing that eight or ten million Malays shall be by any way allowed to take part in the election of congressmen, senators and presidential electors. I am not willing that we should lower our civilization by bringing in those who have not reached our standard, and if they are not to be

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citizens and are to be ours, they must be subjects. If they are to be subjects we must trample upon the principles of the Declaration of Independence. Lincoln never said a thing that made a deeper impression or produced a greater effect than when he said that this nation cannot permanently endure half slave and half free. And it is just as true that this nation cannot permanently endure half republic and half empire, half free and half vassal. I am not willing that the Filipino shall be a citizen; I am not willing that he shall be a subject. I am not willing that he shall be either citizen or subject. I propose the only alternative: That he shall be his own master and that we shall say the same to the Filipino that we said to the Cuban: "We fight not for land but for liberty; when we have driven the Spaniard out you shall be free; we will stand by you like a brother and say to the world: 'Hands off, let that republic live and work out its destiny.'" (Great applause) There is a plan, a divine plan, an American plan, and it is the only plan that has been submitted to the American people. That plan was submitted more than a year ago. The Bacon Resolution was presented and it was voted down, it was defeated by one vote, and since that time the friends of imperialism have not had time to settle this Philippine question. Here is a plan consistent with American history, consistent with American principles, consistent with American interests. Lincoln, in 1858 said that the safety of this nation was not in our forts and towers, not in our fleets and armies; he said that the safety of this nation was in the spirit that prizes liberty as the heritage of all men, in all lands everywhere. He said "Destroy this spirit and you have planted the seeds of despotism at your door" I hate despotism; because I hate it I do not want it planted at our doors, and because I do not want it planted at our doors I am not willing to crush the spirit that prizes liberty as the heritage of all men, in all lands, everywhere. Lincoln is speaking in 1858 warned his countrymen not to depart from the Declaration of Independence. He said that the Declaration was a beacon light to all the world, and

then he turned to his countrymen and with a plea full of pathos, he begged them not to forget that document. He said to them that they might not only defeat him for the senate, but they could take him and put him to death but heed that sacred document, and not think of him or of Judge Douglass, but to heed the principles written in the Declaration of Independence. So I appeal to you, you young men with your high ideals, to you students who are preparing yourselves for the work that lays before you. Destroy a party but leave the Declaration, and you can build upon that Declaration a party committed to the doctrines upon which government is founded; but destroy that Declaration and there is nothing upon which you can build a government such as the fathers declared and intended this government to be. The bible tells us that when the time comes to die, the mortal shall put on immortality. If we are right in our belief that the Declaration of Independence is the only foundation for an eternal government then when we step down from that Declaration, and accept another one as the foundation, and immortal life put on mortality, what shall it profit us if we gain a whole world and lose the spirit that prizes liberty as the heritage of all men, in all lands, everywhere.

Locals

For modern ideas in photographs see Reading.

Main spring in your watch 50c warranted one year, at Allen's, 199 Main street.

George Hoover one of the college boys is back again for the summer term.

I have a number of new ideas in pictures, let me show them to you—Reading.

Allen, the optician, does a better class of optical work, does better fitting of glasses than any other place in the city.

Photographer Reading has been very busy the last week taking pictures. Graduating classes of the school has been his subjects.

Cromer Crown plates 4 x 5 only 60 c. Full line of amateurs photograph supply cheaper than any other place in city at Allen's, the jeweler.

Edward J. Callan.

Edward J. Callan, who was unanimously elected president of the Crescent Society for the summer term is a young man whose high character and earnest purpose command the respect of all. Mr. Callan was born on a farm in Union county, South Dakota. His early education was beset by the obstacles that usually befall a new country. After finishing the work required in the common schools, he entered the state University at Vermillion, South Dakota, where he completed the commercial course and did some preparatory work.

After his training at the University he took up teaching as his chosen profession and has since been furthering his education by teaching and attending school. In 1895 he entered the Northern Indiana Normal School where he spent nearly a year. He returned to the summer term in 1898 and again in June 1899, where he has since remained and will complete the the teachers, the Scientific and the professional courses in August of this year.

During his college work here he has proved himself to be a conscientious and hard working student and one who believes that success is not the gift of chance but a reward of effort and in this belief he is willing to pay the earnest endeavor, the price which success has always demanded.

You students will not be disappointed in your photographs if you patronize Reading.

Watches, nickel alarm clocks, plated ware, anything kept in a jewelry store at the lowest possible prices at Allen's the optician.

Allen, the jeweler, does more watch work for the students than any other place in the city and at a living price too.

Miss Addie E. Hunt, of Frankfort Station, Ills., a well remembered former Normalite, is visiting old friends on the Hill, and also Miss Viola Merriman at Boone Grove.

Have you got one of our new line of men's fine neckwear? We handle the famous Nelson Bros., all silk bandana imperials or but ends and sell them for 25c. Lowenstine's.

The Pedagogical Class

Met June 16th for organization and were called to order by Mr. R. D. Wilson of Kentucky, who briefly stated the purpose of the meeting. Edward Miers of Kansas was elected temporary chairman, after which the permanent officers were elected and the members enrolled as follows:

- J. E. Landis, president.
- E. J. Callan, vice-president.
- Mary Hughes, secretary.
- R. D. Wilson, treasurer.
- Arthur Kline.
- Edward Miers.
- Lester Crego.
- W. H. Block.
- O. A. Johnson.
- Maude Bundy.
- D. E. Cone.

J. E. Landis, Gilead, Ind., was born and raised on a farm in Miami Co., Ind., attended country school, taught and made money to go to school, attended N. I. N. S. in 1892.

The Rochester Normal University being organized near his home, he attended there and finished the Scientific course. For more than a year prior to June 1899 was an assistant instructor there. Has been at N. I. N. S. this year and has finished the Classic and Professional courses.

Mr Landis, during his work here, has made many friends, because of his earnest and studious manner. His election of the presidency of his class shows the high esteem in which he is held by them.

Prof. George Suman the late president of the Rochester Normal University is speaking of him said "Mr. Landis was for several years a student under my direction and instruction in the Rochester Normal University. And for almost two years was an assistant instructor in that Institution where he deservedly won for himself an enviable reputation as a teacher. He is what you would call a manly man lacking nothing in courage and strength yet modest and unassuming. Undertaking nothing that he has not the ability to do successfully. He has a keen sense of honor and a high degree of individuality."

Mr. Landis leaves this school well equipped for his chosen work.

W. H. Block, Huron, Ohio, was



born in Monroe county, Michigan. He attended school at Ypsilanti, Mich., two years, the North Western College one year and at the N. I. N. S. eight terms. Has been a teacher ten years during which time he has held the position of Supt. of schools in Waterville, Ohio and Huron Ohio.

Arthur Kline, Benderton, Pennsylvania was born in Columbia County, Pennsylvania. Lived on a farm until he came to the N. I. N. S. in 1896. Has remained here ever since. He has completed the Teacher's, Commercial and Scientific courses in this school. And will graduate from the professional course in August of this year.

Mary E. Hughes, Valparaiso, Indiana. Born in White Co., Ills. Attended public schools, taught a short time, came to Valparaiso, Indiana in 1895. Has completed the Teacher's, Scientific and Kindergarten courses here and will this year graduate from the Professional course.

R. D. Wilson, Cubage, Ky., was born in Bell Co., Ky. Attended school at P. V. Seminary, Wells Springs, Tenn., at the Baptist Institute, Williamsburg, Ky., and at the N. I. N. S. where he has completed the Teacher's and Scientific courses, and at the end of this term will have completed the Classic and Professional courses. He has taught seven years.

D. Edmund Cone, Otsego, Ohio, was born in Muskingum, County, O. He attended school at Muskingum College, New Concord, Ohio. He has taught seven years, five of these at one place, and has completed Scientific course at the N. I. N. S.

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Come early and avoid the rush of the school and the extremely hot weather.

Valparaiso, - - - Indiana

county, Ills., graduates in Scientific and Professional courses this year.

Mrs. Maude Bundy, Valparaiso Porter Co., Ind., is a graduate of Western School of Methods and late professor of Psychology, Pedagogy and Method in the Rochester Normal University.

Edward Miers, Greenwich, Kans. was born in Woodford county, Ills. He moved to Greenwich, Kans., in 1878 and worked on a farm until 1894. Then went back to Illinois. From there he came here to school and has completed the Teacher's and Scientific courses.

Lester Crego, of Cass Co., Mich., is a teacher of several years experience and a graduate in the Scientific course.

I will guarantee you the best job of watch cleaning done in the city for only 50c. Allen the optician.

The Elocution class organized, with the following officers, C. W. Thompson, president, Mrs. Ida Crego secretary. The class will give a class day exercise Tuesday night of the ninth week. The following people were chosen by the class so appear on the program:

- E. G. Hoffman, class orator.
- Miss Richardson, Reciter.
- Miss Wardell, Historian.
- Miss Genieve Ahern, Prophetess.
- Don Summers, Class Poet.

The Elocution class of 1900 is a commendable one and the largest for many years.

The finest display of photographs ever seen in the city are on display at Reading's Main street Studio.

Glen Stoner was called home last week on account of his fathers illness.

THE COLLEGE CURRENT

The Pedagogical Department of the N. I. N. S.

PROF. GEO. W. NEAT.

From time to time inquiries concerning the nature, methods and scope of the work done in the Pedagogical Department of this school are received from students who are attending school, but who are doing work in its other departments. These inquiries quite generally show a lack of knowledge of the general plan of the work done in this department. So, at the solicitation of some of these students as well as at the suggestion of the members of the Pedagogical Class of 1900, I shall undertake briefly to explain what is aimed at in this line of work.

First, it is the purpose of this department to meet the demand for a line of work that will develop in students a true, practical, professional teacher's ability; to lead its students to a full appreciation of the gravity and responsibility of the teacher's profession; to make plain to its students that the best educational thought of the times is that one's knowledge of any subject is no guarantee that he can successfully teach that subject well, but that real teaching ability consists in rationally following the guidance of those laws that govern mind activity, and those laws that organize the subject-matter of any branch of knowledge, and that the possession of such ability will depend upon the student's knowledge of the subject he is to teach together with his thorough understanding of the learning mind in the teaching act; to enable its students to see the rationality of methods in teaching to the end that they may become sources of self-directive energy, may have faith, and may work with a good conscience in the daily labor of the school-room.

Secondly, the work in the department consists of psychology, pedagogy, method, child study, sociology, history and philosophy of education.

The requirements for graduation in the department are as follows: First, graduation from the scientific department of the N. I. N. S. or academic work equivalent to the work done in the scientific course in this school;

secondly, in addition to the scientific course or its equivalent ten credits in the Pedagogical Department. A credit means the satisfactory pursuit of one subject for one school term of ten weeks. It will be seen thus that the work in the Pedagogical Department is substantially a post-graduate course. The above indicated course gives the one who has finished it the degree of Bachelor of Pedagogy.

There are no "drills" in the department, each term's work counts for a credit or for nothing.

There are four terms' work in adult psychology. The first two terms' work deal with *knowing* as the subject-matter of study; the third term's work consists of an intensive study of *feeling*; and the fourth term's work of an intensive study of *willing*.

The aim of the entire course in psychology is to give the students a systematic, teacher's knowledge of the laws of psychic phenomena together with their physiological concomitants as a basis of a *rational* pedagogy. An effort is constantly made to keep in touch with the most recent research and the best current scientific thought on this subject.

The pedagogy work is a study of the school as an institution of society. In this the nature of the school, the purpose of the school, the elements of the school—the learner, the teacher, the curriculum—the management of the school, and the recitation are all studied.

The object of the work is to give to students a rational insight of the institution which came into existence for the express purpose of educating the children.

There are three terms' work in method, consisting of a study of general method, and method in all the primary, or common, school branches.

This work, first, deals with the processes in the teaching act in the light of the mentality corresponding to any subject-matter; secondly, a large number of concrete lessons are developed to illustrate what the work should be in the light of the psychology of the subject; thirdly, methods of teaching believed to be pernicious in their effect, are criticised. Thus the work is *theoretical, practical* and *critical*.

There are two terms' work in child

study. This consists of a study of the literature, methods, and results of the work of the advocates of the child study movement. In this work an endeavor is made to lead the students to see that child study promises to be to the art of education what the application of the inductive method has been to science in its inorganic and biological phases.

In Sociology the student is led to appreciate that, while in the development of life there is an individual phase, there is also a social phase; that while the child is to be developed as an individual he is also to be developed as a *socius*.

In the History and Philosophy of Education, the race's ideal of education as exposed by its best representatives during its progress is studied; also, an endeavor is made to assist the student in giving a philosophical interpretation to those principles upon which true education is thought to be founded.

There are at present ten recitations daily in the work of this department.

Choice of many routes
To Charleston by the sea.
N. E. A. July 7-13, 1900,
via the popular Monon Route
and C. H. & D. R'y,
Including the beautiful
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THE COLLEGE CURRENT

Ninety-five per cent of the area of Iowa is fertile soil.

2,000 cases of smallpox in the state in fourteen months, just passed and only thirteen deaths.

The reform specialist is always working against his own country Haven't you noticed it?

The time is near at hand when the free rural mail delivery will enable every farmer to enjoy its advantages.

A school board in Massachusetts demand that all men teachers must either be married, get married or quit.

Gov. Roosevelt has signed a bill that increases the pay of school teachers in greater New York alone \$2,000-000 per year.

The state board of agriculture are arranging to have erected a platform opposite the grand stand and have acrobatic shows during the state fair.

Fifteen hundred Cuban school teachers will be brought over by Uncle Sam, who will give them free of charge the summer school of Harvard University.

The need of the day is men of ability with moral courage sufficient to decide upon a question because it is right, not because it is popular; because it is best, not because it is pleasing.

"If then the school shall send out, not a mature product, but a thrifty growing plant which will develop into a strong helpful character, it will have performed at least a large portion of its duty."

Gov. Roosevelt wrote truth and wisdom when he said: "Our standard of public and private conduct will never be raised to the proper level until we make the scoundrel who succeeds feel the weight of a hostile public opinion even more strongly than the scoundrel who fails."

About 88,000 children are attending private and parochial schools, according to figures given out yesterday by Stephen D. Griffin, superintendent of the school census. The number attending the public schools was estimated at 253,000. Children in catholic schools number 55,000; in

non-sectarian schools, 23,000; in German parochial schools, 10,000.

The Inland Educator, published at Terre Haute, Ind., one of the most ably edited school Journals that comes to our table, gives a very good likeness of President H. B. Brown in connection with an article from his pen, under the title: "The Child and the School," or "What the Public School Should Do for the Children." In closing Mr. Brown says: "For, whatever may be said about an education, this much is true: If it does not prepare the young person so that he will be able to take care of himself and thus not become a burden on society, it is practically valueless. More than this; it must prepare him so that he may not only take care of himself, but may also help to care for others. He must have that nobleness of soul that will make him realize that all are brothers."

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1896-7, 308
1897-8, 409
1898-9, 514
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The College of Physicians and Surgeons, the College of Medicine of the University, is equipped in faculty, buildings, hospital facilities, laboratories and library to furnish a medical and surgical training unsurpassed in the United States.

Persons interested in medical education are invited to investigate this school.

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THE AIM OF THE INSTITUTION is to give to all, both rich and poor, an opportunity to accomplish the greatest amount of work in the shortest time, and at the least expense.

THE CHARACTER OF THE WORK is of such a high grade that, for a number of years, the credits from the school have been accepted in the best universities everywhere. It has fully demonstrated the fact that the highest grade of instruction does not necessarily require a high rate of expenditure.

There are 19 departments in this school. Each is a school within itself, and, while there are other departments, they make this none the less a SPECIAL TRAINING SCHOOL FOR TEACHERS, A SPECIAL COMMERCIAL, OR A SPECIAL SCHOOL OF PHARMACY. Each department strengthens the others.

The high grade of work done in the Department of Pedagogy has received the commendation of educators everywhere. There is no other school in the country giving more attention to professional work. Teachers and those preparing to teach have here the very best advantages for receiving training in the latest and most approved methods.

What is true of this department is true of every department. Each is thoroughly equipped and placed in charge of specialists as instructors.

EXPENSES ARE LESS THAN AT ANY OTHER PLACE. Tuition \$10 per term. Good board and well furnished room \$1.50 to \$1.90 per week. Same rates in private families as in Dormitories.

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The Benn Pitman Sys- tem of Phonography.

There is no question whatever of the truth of the statement that the Benn Pitman System is more generally used than any other in this country; at least this would appear to be true, from the reports made to this Bureau of various institutions teaching shorthand.—HON. W. T. HARRIS, *Commissioner of Education (Washington, D. C.), November 19, 1898.*

The following is a graphic summary of the Table of Statistics on the Teaching of Shorthand in the United States, in the Bureau of Education Circular of Information No. 1, 1893, pages, 40 to 141.

	{ Benn Pitman, 747 teachers, 34.7 %.
—	Graham, 363 teachers, 16.8 %.
—	Munson, 228 teachers, 10.6 %.
—	Cross, 185 teachers, 8.6 %.
—	Isaac Pitman, 143 teachers, 6.7 %.
—	Lindsley, 81 teachers, 3.7 %.
—	Pernin, 64 teachers, 2.9 %.
—	Scott-Brown, 52 teachers, 2.4 %.
—	Longley, 53 teachers, 2.4 %.
—	McKee, 36 teachers, 1.6 %.
—	Pitman (unspecified), 35 teachers, 1.6 %.
—	Moran, 30 teachers, 1.3 %.
—	Sloan-Duployan, 24 teachers, 1.1 %.
—	Besides 38 others, each being less than 1 %.

To supply the increasing demand for stenographers, schools of shorthand and typewriting have been established in various parts of the country, and, with few exceptions, all business colleges now have a "department of shorthand." A number of systems are taught, but that of Benn Pitman is more generally used than any other in this country, and may be called the American System.—*Extract from the Report of the Commissioner of Education (Washington, D. C.), for the year 1887-88, page 927.*

THE BENN PITMAN SYSTEM IS TAUGHT IN
The Northern Indiana Normal School

THE BENNETT COLLEGE OF

Eclectic Medicine and Surgery,

CHICAGO, ILLINOIS.



The Winter Term began September 20th, 1899, and continues eight months. The CLINICAL FACILITIES ARE UNEXCELLED and the Laboratory Work thorough and practical.

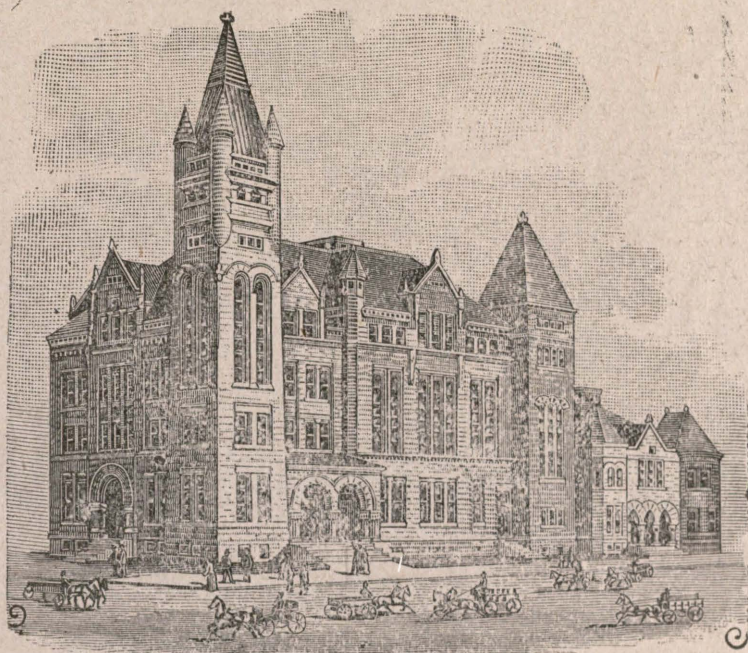
Advanced standing allowed graduates of colleges for certified work in Chemistry, Physiology and Sciences allied to medicine. Women admitted on equal terms with men.

N. A. GRAVES, M. D., 126 State Street

Louisville Medical College,

Member of the Association of American Medical Colleges.

1869



1899

Modern Facilities,
Free Infirmary Department,
Unsurpassed Clinical Advantages,

Graded Courses,
Fully Equipped Laboratories,
Superior Practical Instruction.

The Thirtieth Session of the Louisville Medical College began October 3rd, 1899, and terminates the last of March, 1900. This well-known institution is supplied with every facility for Modern Medical Teaching, and its Laboratory and Clinical Departments are complete.

For announcements or other information regarding the college, address the secretary,

GEO. M. WARNER, M. D.,

304 South Second Street,

LOUISVILLE, KY.

Chicago College of Dental Surgery,

Dental Department of Lake Forest University.



THE COLLEGE BUILDING.

The new college building occupies a prominent position among a group of fourteen others, comprising medical colleges, hospitals and schools and the clinical patients hereof, are very numerous and interesting cases of every variety.

The lot on which the building stands has a frontage of eighty-five feet. It is a five-story and basement structure, the basement and the first story being of rock-faced Bedford stone, and the superstructure of pressed brick and terra-cotta trimmings.

The building has three entrances, the main one through a large cut stone doorway surmounted by a stone arch beautifully ornamented with carved work. The interior is finished in hard wood, according to the latest idea of elegance, convenience and comfort.

The entire six floors of the building are divided into lecture rooms, class rooms, clinic rooms, etc., with the exception of the second floor, which is devoted to the Dental Infirmary. The chief lecture room has a seating capacity of four hundred and fifty students. There is also a dissecting room, thoroughly equipped with all the requisites for the study of human anatomy.

There are Histological, Chemical, Bacteriological Laboratories, also laboratories for the study of Operative and Prosthetic Technics, and for the construction of artificial dentures.

The new building occupied by the Chicago College of Dental Surgery is, in all its appointments, one of the most perfect and complete of its kind in this or any other country.

Letters of inquiry should be addressed to

Dr. Truman W. Brophy, Dean,

126 State Street, CHICAGO, ILL.

ANNOUNCEMENTS,

The next annual term will begin Wednesday, October 6, 1900, and continue until April 5, 1899. The statements made below as to conditions, fees and courses of lectures relate to the year ending April 5, 1899, only.

FEES AND EXPENSES.

The fee for each year is practically \$100. Board, including light and fuel can be obtained at a convenient distance from the college at from \$2.50 to \$4.00 per week.

FACULTY.

The faculty consists of twenty-four members. Each member is especially adapted and qualified for the department for which he is chosen. In addition to the regular faculty there are twenty-two instructors and demonstrators, and twelve recitation masters.

For information concerning any special department address the following heads of departments in care of the college, corner Wood and Harrison Sts.

- Department of Surgery,
TRUMAN W. BROPHY, M. D., D. D. S., L. L. D.
- Department of Anatomy,
W. L. COPELAND, M. D., C. M., M. R. C. S.
- Department of Principles of Surgery,
W. T. BELFIELD, M. D.
- Department of Operative Dentistry,
C. N. JOHNSON, L. D. S., D. D., S. A. M.
- Department of Dental Anatomy and Pathology,
W. C. BARRETT, M. D., D. D. S.
- Department of Physiology, L. L. SKELTON, A. M., M. D.
- Department of Orthodontia, C. S. CASE, M. D., D. D. S.
- Department of Materia Medica and Therapeutics,
A. W. HARLAN, A. M., M. D., D. D. S.
- Department of Chemistry, J. NEWTON ROE, Sc. D.
- Department of Prosthetic Dentistry, E. J. PERRY, D. D. S.
- Department of Bacteriology, LUDVIG HEKTOEN, M. D.



THE MAIN ENTRANCE