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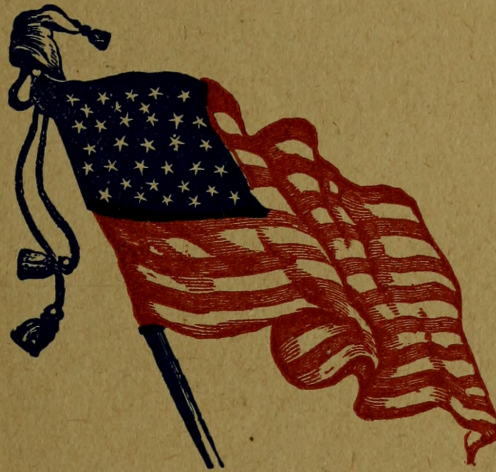
SIXTH SERIES.

NUMBER TWO.

BULLETIN OF

MEMORIAL UNIVERSITY

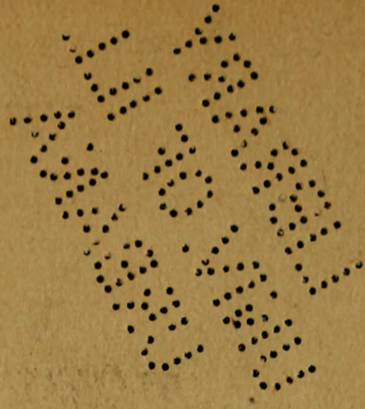
MASON CITY, IOWA.



DECEMBER, 1907.

FOUNDED BY THE SONS OF VETERANS, U. S. A.

Entered at Mason City, Iowa, as second class matter, under
Act of Congress, July 10th, 1894.



CALENDAR.

1907-08.

Registration Day Tuesday, Sept. 10
First Semester begins Wednesday, Sept. 11
Term Ends Friday, Nov. 8
Second Term begins Monday, Nov. 11
Christmas Vacation..... Dec. 20 to Jan. 6
Term Ends Friday, Jan. 31
Second Semester begins..... Monday, Feb. 3
Lincoln Day Wednesday, Feb. 12.
Term Ends..... Friday, April 3
Fourth Term begins .. Tuesday, April 14
Baccalaureate Sermon Sunday, June 7.
Commencement ... Thursday, June 11.
Summer Session begins Tuesday, June 16.
Summer Session ends ... Friday, July 17.

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W. F. Muse, Secretary	Mason City, Iowa
J. E. E. Markley, Treasurer	Mason City, Iowa
A. L. Sortor, Jr.	Minneapolis, Minn.
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GEORGE F BARSALOU, Sc B., Dean,
Mathematics and Science.

GEORGE B. JACKSON, A. M.
German and French.

PERRY O. COLE, B. Di.,
Normal Department.

WALTER S. DONAT, A. B.,
Latin and English.

E. NETTIE CUNNINGHAM, Ph. B.
History and English

CASSIUS E. KERSEY,
Commercial Department.

BEULAH M. CARPENTER,
Stenography.

CAPTAIN WILEY S. RANKIN, I. N. G.
Military Science and Tactics.

DONNA BELLE ELDER,
Reading, Oratory, Physical Culture.

LETTY ELLEN KEERL,
Vocal Music.

GEO. A. SHAVER,
Assistant in Normal Department.

GEO. B. JACKSON,
Librarian and Registrar.

MEMORIAL UNIVERSITY.

MEMORIAL UNIVERSITY was founded by the Sons of Veterans at the National Encampment held in Syracuse, N. Y., September, 1900, and the College of Liberal Arts building was opened for students in September, 1902.

MASON CITY, the home of the University, is in the heart of the great Middle West, and is accessible by four trunk lines of railway. It is developing into a manufacturing center and is rapidly increasing in population, yet without saloons. It has every modern equipment, waterworks, gas and electricity, paved streets, street cars, etc. Clear Lake, the finest pleasure resort in Iowa, is ten miles west, and may be reached hourly by electric railway. An ideal home for a school, Mason City seems a particularly suitable location for a school destined to have students from all parts of the country.

The campus comprises nearly forty acres situated on the southern limits of the city. It has its own electric railway station two blocks from the main hall. The latter building is a massive three-story structure, 65x180 feet, built of Mason City limestone, and capable of accommodating nearly 500 students. It contains more than thirty large class rooms, in addition to the chapel, which is capable of seating more than four hundred people. The building has unexcelled light and ventilation, and is steam-heated from an outside plant, so that danger from fire is impossible.

DEPARTMENTS OF MEMORIAL UNIVERSITY.

- 1—THE COLLEGE.
- 2—THE ACADEMY.
- 3—SCHOOL OF MILITARY SCIENCE AND TACTICS.
- 4—THE NORMAL SCHOOL.
- 5—COMMERCIAL COLLEGE.
- 6—THE SCHOOL OF ORATORY.
- 7—THE DEPARTMENT OF MUSIC.
- 8—THE SUMMER SCHOOL.

CHAIR OF APPLIED PATRIOTISM.

W. J. Patton.

This department, in connection with that of American History, the two conspiring to produce the Sons of Veterans' Monument to the soldiers and members of the Grand Army of the Republic, reveals the reason for Memorial University.

The founders believe that patriotism should occupy a position at least as important in the curriculum of a college or university as mathematics, the languages, the sciences, or any other branch of learning.

If it be insisted that there is no necessity for a Memorial University where American History and patriotism are taught, emphasized and practised; if it be said that it is a mere academic discussion, based on sentiment, impractical and a useless agitation, we would answer by responding: Then the agitation of the question of patriotic instruction in the common schools of the land, conducted by the Woman's Relief Corps, the Grand Army of the Republic and the Ladies of the Grand Army, for many years, and which has been productive of such beneficial results, was a mere academic discussion founded on sentiment and a useless agitation.

If the movement of the Sons of Veterans to establish a National Institution of higher patriotic instruction, where descendants of Veterans may breathe the patriotically intellectual atmosphere of their veteran ancestors, is an absurdity and useless then, by parity of reasoning, the effort to secure patriotic instruction at all in the public schools is equally useless and as great an absurdity. equally useless and as great an absurdity.

But, if it be a desirable thing that patriotism be taught at all, then it is of the greatest necessity that it be woven into the warp and woof of the brain tissue of the leaders of thought and of the professions, as they come forth year after year from our higher institutions of learning. It is the aim of Memorial that every graduate shall become a missionary to the country in altruistic patriotism.

The following letter from one who requires no introduction to a patriotic audience of this generation, speaks for itself and has no uncertain sound:

Rev. Waller J. Patton, D. D., Indianapolis, Ind., Oct. 8, 1907.
 President Memorial University, Mason City, Iowa.

Dear Sir and Brother:

Replying to your esteemed favor of Sept. 26th, I beg to thank you for writing me and enclosing Memorial University printed matter.

Last year while attending National Encampment of the G. A. R. in Minneapolis, Minn., my attention was called to the aims and patriotic curriculum of Memorial University in Mason City, Iowa. After an examination of the bulletin, I believed great good could be accomplished by introducing Applied Patriotism, devoted to the patriotic history of our beloved country. While my opinion is simply the inspiration of a patriotic citizen, I would call your attention to an extract from the address of Prof. Thos. Hunter, President New York Normal College, in which he said: "Make the best use of college instructions by making systematic instructions in patriotic citizenship the chief part of the course of study."

Ex-President Grover Cleveland in an address before the students of Yale, said: "There is great need of educated men in our public life, but it is the need of educated men in patriotism."

The honorable aims and purpose of Memorial University seems to be founded upon sound patriotic principles and is to be commended, worthy of the support and patronage of all co-workers who are interested in the patriotic history and future prosperity of our beloved country.

The influence of a patriotic education cannot be overestimated; it will not only be helpful, but give to the young men and women renewed hope and influence in their struggle for the better life that is so much needed and sought for to increase their usefulness and proficiency.

Having carefully examined the contents of your official organ, I take pleasure in endorsing the noble patriotic object you have in view for the welfare and development of the American citizen of the future, and most heartily recommend the patriotic aims of the University worthy of the confidence and esteem of every citizen who have the love and prosperity of our glorious God given country in their hearts, and the development and success of all good things that enable the sons and daughters of our Republic.

Wishing for Memorial University full measure of God's blessings and success, I have the honor to remain with sincere regards,

Fraternally yours, in F. C. and L.,

CAPT. WALLACE FOSTER,

13th Regt., Ind., Inf.

W. R. C. National Sponsor for the American Flag.

Department of Science and Mathematics.

Dean, George F. Barsalou.

The department of Science comprises courses in botany, zoology, chemistry, physics and geology. Most of these courses begin in the academy in elementary form and are carried to the usual length in the college.

The fundamental aim is to develop the spirit of inquiry. The general method of instruction is as follows: (a) a lecture is given; (b) the lecture is illustrated by means of laboratory experiments, performed by the students themselves; (c) the students are quizzed on the lectures and experiments; (d) as often as possible original problems, rising out of the work already done, are propounded to the classes. Such a cycle, it is thought, is best calculated to fix and correlate facts and to rouse the spirit of independent investigation.

Another great purpose in these courses is that of cultivating the powers of observation. Most people do not half see. The eye requires training as much as any other organ, and the natural sciences are the best sharpeners of vision.

There is an ever increasing demand for men who know the sciences. The college of today takes the student of science over the general features of the subjects and leaves him at the door of the university, where he may acquire proficiency in one branch of science. For various reasons, it is conceded by all, the foundations of learning are better acquired in the undergraduate school than in the larger institutions of learning. Memorial University will afford a thorough preparation for technical courses in science, as in other departments of study.

Mathematics.

The mathematical courses are such as other colleges afford. Students may acquire a knowledge of any branch of the subject, from arithmetic to calculus. Notice of normal mathematical courses is made in this bulletin in its appropriate place. Here it is sufficient to state the features of the work offered in the academy and college. Academy mathematics is correlated with the normal courses as far as the latter go. The student acquires a thorough grounding in algebra and geometry. In the college an advanced course in algebra is offered, preparatory to the study of trigonometry, surveying, analysis and calculus. In all courses thoroughness is demanded first; everything is subordinated to that. In class work every student receives personal attention and his instructor

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accordingly learns every need and can supply it. Original work is an important feature of all courses, and it is expected that students will learn to explore the field of mathematics and feel the pleasure of discovery.

GERMAN AND FRENCH.

Registrar George B. Jackson.

Character, **Character**, **CHARACTER** and then character, is the summum bonum of all true teaching. However trite this statement may seem, it will bear infinite repetition and still be in no danger of over-emphasis. How best to build character through the teaching of German and French is the problem which confronts the writer in his daily task at the University. He wishes to present for consideration a few of the ways in which it can be done.

In the first place, absolute thoroughness on the part of the student in general principles, and in as much of the detail work as can be profitably introduced, lies at the very bottom of any course of study; and is the only sure foundation for future development. Hence the writer would seek first of all to secure this thoroughness of mastery on the part of each student. In the study of language, one of the very first essentials is, in the opinion of the writer, an accurate knowledge of the grammar and syntax. And this he believes can only be secured by a careful application of the mind of the student to the so-called "dry bones" of grammatical structure. We hear a great deal nowadays about the necessity of sugar-coating the grammatical pill with a sweet covering of some sort to make it palatable to the student, and tempt him if possible, to swallow it as it were at one big gulp. Our book markets are flooded with so-called "easy beginners' books," Herr Durchschnits Kurze Sprachubungen fur die Anfanger; French in Five Months Without a Teacher; etc., etc. Even standard schools are occasionally beguiled into adopting inferior and unsatisfactory texts because they claim superior merits as to attractiveness and easiness. The writer wishes here and now to enter his plea for a thorough and systematic study of the grammar and syntax scientifically presented and made interesting for its own sake. He is assured, alike from personal experience and from close observation of other teachers, that the most difficult tasks in the grammar of a foreign language, be it ancient or modern, can be made of interest to, and can be mastered by even the backward student in language. And that when thus mastered, it

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gives to the student a feeling of satisfaction and a sense of added intellectual power of a far more lasting benefit than the mere ability to repeat, parrot-like, a few stock phrases whose construction he scarcely understands.

Furthermore, the aforementioned knowledge should lie at the very foundation of all conversation and composition, and the writer has had abundant examples forced upon his notice of the pernicious effects of a smattering of incorrect conversation without proper grammatical and syntactical foundation, to justify his present criticism.

He would not wish to be considered a reactionary, a "stand-patter," if you will, in any sense, nor as one who would minimize in any degree the making of every study as attractive and enjoyable as possible in every case. But he would guard very carefully against a tendency which is actually prevalent in divers and rapidly increasing places to neglect the very part of language work which he believes to be most essential to character building.

Then again a complete mastery of the grammar and syntax of another tongue than our own can only be accomplished when accompanied by a thorough knowledge of the structure of our own language; and if the student does not already have this knowledge, he is in some degree forced to acquire it, and his knowledge of English is thereby vastly improved. Where the fault may lie the writer does not presume to say, but the lamentable truth remains that a large number, perhaps a majority, of the students who enter our smaller colleges and preparatory schools, and large numbers of those who enter the larger, are woefully deficient in a knowledge of the correct forms of our own mother tongue, and of the correct usage of these forms. And this too, spite of the fact that they come to us with excellent credits in Grammar and English. Nothing is more effective in remedying this defect than a careful study of some foreign tongue as indicated above.

The essential structure of the language having been thus mastered, the way is open for the more purely cultural advantages which come from foreign language study. These may be presented in brief compass as follows:

First the enabling of the mind which comes from reading the classics of any language; the contact with great minds, their ideals, aspirations, disappointments, successes and failures. Second, the necessary broadening of the intellectual horizon and elevation of one's view-point which comes from getting outside of one's self, if you please, or perhaps better, outside of one's nationality, and seeing things from the other man's view-point. And third, and closely

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connected with both the preceding, the awakening of human sympathy for all mankind and the stimulation of the feeling of the brotherhood of all men which must of necessity come from such a course of study as the above properly pursued.

To accomplish the ends indicated above is the purpose of the writer. Limited by human imperfections and short comings in both himself and the pupil, the result may not always measure up to the ideal; but the purpose remains steadfast.

HISTORY.

Profs. Barsalou and Jackson.

Believing that no student can properly appreciate the history of his own land until he knows something of the general course of World History, something of the events which have taken place in the development of civilization, and something of the events and causes leading directly to the establishment of our own government, it has been deemed best to place the course in General History in the Second Year Academy, following it up in the Third Year by Elementary United State History. Meyers' two volume edition is used as the basis of the work, and as much outside reading and reference work is assigned as the time and the ability of the individual student will warrant. An effort is made to avoid unnecessary and confusing details, but to have the student get a good general view of the perspective of civilization and understand something at least of the Philosophy of History. This course serves not only as a foundation for the various courses in United States History which follow it; but also for the history of such other nations as may be taken up separately.

AMERICAN HISTORY is presented as the culmination of English history—the logical outcome of the religious, political and economic evolutions of the great Anglo-Saxon race. In the freshman year a course of lectures is offered in which the development of American institutions is the central thought. Events are treated as factors rather than principal objects of study.

The remaining years are devoted to particular phases or prominent features of our history. For instance, one semester is devoted to the study of Negro Slavery and its influence; a semester is given to the study of our constitution, another to the study of the development of religious liberty, etc.

A thorough course in history is also offered in the normal and

preparatory departments. In this course events and dates are given a larger place, yet our central thought—that of tracing the development of Americanism—is ever kept in view.

NORMAL DEPARTMENT.

Prof. Perry O. Cole.

Since the department for the training of teachers was organized only one ago last September, we have no graduates to whom one can point as products of this school; but we can name several of our last year's students, who were obliged to drop out of school and teach before completing their course, that are making excellent records and giving the best of satisfaction.

It will not be necessary to discuss the need of the normal department at Memorial, when a few figures from the report of the State Superintendent of Iowa for 1905 are given. In this report he says that out of 22,845 certificates issued less than 1-6 of them were first-class and that the number of beginners, or inexperienced teachers, was greater than the number entitled to first-class certificates.

It is evident that the normal schools and colleges are not keeping pace with the demand for teachers in our public schools; therefore, Memorial University steps forward and promises to do her share in helping to supply this demand.

The purpose of this department is to prepare one who completes two years work for a first-class uniform county certificate as outlined in the laws of Iowa, and one who completes three years' work for a regular five years' state certificate. The certificate law of Iowa is similar to and equally rigid with those in other states.

The work accomplished during the past year and the success with which our former students are meeting give one confidence to believe that in a short time Memorial University will have a normal department equal to the best.

LATIN.

Prof. Walter S. Donat.

There are three reasons for the study of Latin: First, because more than three-fourths of our English words come from Latin and Greek. Proficiency in any subject requires a thorough knowledge

of the fundamentals of that subject. Therefore, if we wish to become scholarly in our use of English, the study of Latin is imperative. Secondly, because translating a foreign tongue into our own is the best possible means of increasing our vocabularies, and thus also our efficiency in English speech. Giving utterance to the thought of another hidden, it may be, under a form and arrangement differing widely from that of our mother tongue, requires the exercise of every faculty of mind. It is not so difficult to describe visible objects, but for one to express the finershades of feeling, to put into fitting words the very spirit of a people as it is manifest in their language, becomes a task indeed. Thirdly, we often, perhaps unconsciously, gain much of the refinement and culture of a people by the study of its language, in the evolution of which is shown to a marked degree the achievements of the nation itself. In fact, language in its origin, growth and maturity, furnishes the most authentic history we have.

In view of these facts it seems unnecessary to add more. Just let me say that it is only those who have had less than three years of Latin who fail to see the benefit to be derived from a study of that language. Perhaps one should not expect to be highly entertained by the declensions, conjugations and rules of syntax. It is after we leave this stage and gain facility in translation that we fully appreciate the subject.

In the first year of Latin we give our time to a study of vocabularies and the fundamentals of the language. The second year gives further drill in constructions and rapid translation.

The orations of Cicero are studied in the third year. Liberal translation is encouraged and some time is given to a consideration of Roman laws and customs.

The fourth year completes the six books of Vergil. This poem is viewed from two standpoints: (1) Its language and form of expression, and (2) its value as a literary product.

In the fifth year the Odes and Epodes of Horace are read, and also Cicero's *De Senectute* et *De Amicitia*. The purpose of this year's work is to give the student a broader view of Latin literature. Only those who are well advanced will be admitted to this course.

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ENGLISH.

Prof. Donat.

Perhaps it may seem superfluous to say that one should study English, or to offer proof in support of so obvious an argument. However, when we hear our own mother tongue abused, the purity of the language outraged by the insertion of foreign phrases, and the adequate expression of ideas limited by a lack of words, the demand for a more thorough study of English becomes apparent.

Today there is little ground for deficiency in English speech. In this land of free schools and of unequalled means of culture, a land of books that are filled with examples of the best in our language, it is almost a crime to make the mistakes I have mentioned.

We have the classics, the products of the greatest minds of history, books rich in thought and informs of expression. As Irving has said, "It is something to have seen the dust of Shakespeare," and one might add that it is something to go with Chancer from Tabard Inn to the tomb of Becket, to stay with Irving through the delightful scenes of Sleepy Hollow, and to study with Bryant the "various language" of nature. In short, it is something to be able to live with the noble men of the past, to think their thoughts, and to have their passions throbbing in our breasts.

Finally, he who would fill his life with the noblest thoughts, who would enjoy fully the boundless world of intellect and feeling, may listen to these master voices of the past and know that there is a universe of mind and soul incomparably richer than all the realms of sense.

This then, is our aim in Memorial University: To train the student so that he may be able to speak a language of simplicity, purity, and effectiveness, and finally come to a true appreciation of literary values as laid down by the best writers and speakers.

GRAMMAR, COMPOSITION, ECONOMICS.

E. Nettie Cunningham.

A knowledge of our mother tongue is an absolute necessity to those who would do effective work in any branch of the college curriculum; it is the foundation stone upon which is laid the superstructure of a broad education, and one who has neglected this fundamental study is handicapped at every turn. It is not only to the

college student, however, that a knowledge of English is desirable, for everyone's degree of culture is judged universally by the quality of his speech, or his writing, and ignorant blunders in the use of words, or in sentence structure, lowers one in the estimation of society. The cultured public will tolerate weakness of scholarship in English less than in any other branch. If one cannot have thorough college training, he should at least go to school until he has mastered grammar. A thorough knowledge of the forms, uses, and relations of the words of our language will make it possible for him to be a student always, for he can get the thought out of anything he cares to read.

The teaching of **Grammar** should not be confined to instruction in technical terms and the relations of words to each other, but should include practical work in sentence forming. When students are required to write sentences illustrating the various parts of speech and their uses, they acquire a knowledge of technical grammar and much besides. They learn to spell, to punctuate, to use capitals, to express themselves in written discourse; they learn accuracy in language. Practice in illustrative sentence forming leads to an appreciation of the best literature. A successful grammar class touches every other branch of English and does much toward preparing its members for the delightful study of the great English masterpieces.

The work begun in grammar is continued in **COMPOSITION** and **RHETORIC**. When this is begun as a distinct subject the pupil should be at least a fair speller, should have a knowledge of the structure of the sentence, should be familiar with grammatical forms, should be able to test ordinary sentences and determine whether they are accurate and should be able to read understandingly. If this point has not been reached, then the work must be adapted to the actual needs of the class. It is impossible to do the higher work in English without having the foundation for it.

PRACTICE in COMPOSITION—the art of expressing precisely what we mean—goes hand-in-hand with the science of rhetoric—the study of definitions, rules and principles, and the acquiring of skill in their application. Thought is the basis of expression. The writer must have something to say, therefore the habit of observation and reflection must be cultivated, and the theme work should be largely confined at first to such subjects as are furnished by the personal experience of the student. Unsparing criticism, first by the writer, then by the class and the teacher, should include the thought, arrangement, unity of the composition as a whole, choice of words,

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and everything relating to the mechanical appearance of the manuscript. The power to express ideas clearly and effectively is worth all that it costs in time and study, and no branch in the college course can bring greater returns to the student, or more satisfaction to him in after life.

In **Economics** we air to give the student as complete a survey of the subject as is possible in one semester, covering all of the ground necessary to a complete understanding of the fundamental principles involved. A brief resume of the leading facts in the economic history of England and the United States begins the study, and makes it easy to understand the conditions of the present. The peculiar social, political, and financial questions of the day, the mistakes made by society in the past, which must be righted by society in the future, and the economic principles involved in these questions ought to be studied and seriously considered by every citizen of the country. The life we are living—as individuals, and as members of society—must be interesting to every student and nothing can be more helpful to young citizens than to consider and to discuss the problems which confront each of us in our efforts to make a living. Albion W. Small says that the study of economics is not merely a preparation for citizenship, but that it is an apprenticeship in patriotism.

COMMERCIAL DEPARTMENT.

Prof. Cassius E. Kersey.

The best source from which to obtain a business education, or for that matter, any sort of education is a standard college of Liberal Arts. The atmosphere and associations of a school are as important as the routine of study.

No purely commercial school can surround students with the cultural influences that exist in the true college. This is recognized today by all educators and school patrons.

Memorial University offers business courses with the advantages of the larger college life. Our Commercial students enjoy the privileges of a good library, an athletic association, literary societies, university lectures, a full course of instruction in military science and tactics, and many other desirable features of college life.

Three courses are offered: Commercial and Actual Business, Shorthand, and Combined.

1. Commercial and Actual Business, embracing,
Theory and Practice of Double Entry Bookkeeping.
Office Practice in Business.
Business Arithmetic and Rapid Calculations.
Business Correspondence and Practical English.
Commercial Law and Business Customs.
Penmanship (Plain Business Writing.)
Business Forms and Commercial Papers.
Banking, a Complete Course.
Spelling, Defining and Abbreviating.

(Time required—From six to seven months, estimating for a good student with six hours' work daily.)

2. Shorthand Course embracing
Shorthand Writing.
Typewriting, Touch and Sight Methods.
Speed Practice and Court Reporting,
Model Office Practice.
Filing Systems, Card Systems, etc.
Business Penmanship.
Business and Legal Forms.
Business Correspondence and English.
Spelling, Defining and Abbreviating.
Rapid Calculation.

(Time Required—From five to seven months, estimating for a good student with six hours work daily.)

3. The Combined Course.
Embracing all studies outlined in the Commercial and Actual Business Courses, and including Shorthand, Typewriting and Model Office Practice. This is the more satisfactory course and much more profitable. We recommend this course most heartily to all ambitious students.

BOOKKEEPING, THEORY DEPARTMENT.

(Time Required, About Four Weeks.)

The business student enters this department immediately. The course of study in this department is initiatory, progressive and illustrative in its character, and is arranged after our own plans, with special reference to a most thorough and critical understanding of the fundamental and scientific principles upon which the science of double entry bookkeeping is based.

BUSINESS PRACTICE DEPARTMENT.

The Business Department possesses facilities that bear close investigation. The student, while in Theory and Intermediate depart-

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ments, having been thoroughly drilled in the principles of accounts, business papers, business customs, commercial terms, correspondence, etc., and having passed satisfactorily written and oral examinations, is promoted to the Business Practice Department.

A MINIATURE BUSINESS COMMUNITY.

Of wholesale and retail merchants, commission dealers, real estate agents, brokers, bankers, etc., etc., all of whom are carefully instructed in the various duties incident to their vocation. They have to make out:

Drafts, Notes, Mortgages, Bills of Lading, Contracts, Checks, Deposit Slips, Statements, Invoices, Bills of Sale, Receipts, Account Sales, Insurance Policies, Certificates of Deposit, Shipping Receipts, Leases, Powers of Attorney, Deeds, and many other forms used in business, exactly as would be required in a mercantile office.

During the student's course in this department he has the benefit of the important feature of

INTER-COMMUNICATION.

This admirable system is conducted by mail between the best business houses in active operation and the business departments of the different schools representing thriving, ambitious business communities. Scores of the letters are received and distributed daily while the student is in this department, among the various business firms and banking departments. Entries of all these multiform transactions are properly recorded by the students, and letters in reply and the various business papers necessary to the complete carrying out of the transactions are written and submitted to the teacher for examination, if found correct are stamped by him, and the student's work is checked.

Our Inter-Communication Business Practice is built upon the natural laws of trade between cities and countries, and introduces all modern methods and usages of business, thus introducing the student into the same business routine that he would follow if engaged in the actual transactions with firms in distant cities.

THE MARKET.

There is a market open in the commercial exchange, where consignments and other merchandise can always be sold at regular market prices. This department resembles in its operations, open markets in the city and seaboard points, and the students are enabled to dispose of goods at the market price at any time.

THE TRANSPORTATION OFFICE.

This is the Mason City office of the International Transportation Company, and does not differ essentially from any ordinary freight office. The business consists in the forwarding of goods received, collecting the freight, receipting for transportation charges collected, taking receipts for goods delivered, making and correcting way-bills, keeping a bank account, writing letters, verifying statements, making reports to the head office at Chicago, Ill., etc.

All the goods (represented by cards) which pass through the office are billed and actually shipped by mail to distant cities; consigned to young men and women in those institutions, and are not sent to imaginary cities in the same building as is done in inferior schools, wanting in facilities such as we possess.

JOBGING OFFICE.

Nearly all of the business of this office is done by mail with pupils in the large business colleges before mentioned, throughout the country, and consists in buying goods in the market, selling at wholesale, keeping a set of books, attending to correspondence, copying letters, rendering statements, settling accounts, etc.

THE COMMISSION HOUSE.

All of the business of this office, except keeping an account with the bank and delivering goods to and receiving goods from the transportation office, is transacted with young men and women engaged in the pursuing of a similar course of study in the large Eastern, Western and Southern cities. It is conducted by mail entirely. The school supplies all stationary and pays the postage.

The work of this office consists in shipping goods to be sold on commission, rendering statements and account sales, writing business letters of all kinds and copying them, filing papers, depositing money, drawing checks, paying freight, paying insurance, drawing drafts, buying exchange, etc., etc. In addition to this a difficult set of books is to be managed.

Every document used in this office and every entry made, represents a bonified transaction—as palpable an exchange of values as are the dealings in the commercial world.

C. N. BANK AND I. C. N. BANK.

The College National Bank and the I. C. N. Bank are properly officered and organized institutions furnished with a complete set of books and banking forms. They receive deposits, pay checks, discount papers, make collections, issue certificates of deposit and

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cashier's checks, certify checks, sell exchange, act as correspondent for and render monthly statements to College banks in all principal cities, declare dividends, etc. Every house is in active operation; each has its manager and assistants.

ARITHMETIC AND RAPID CALCULATION.

Daily drills in addition of long columns of figures, subtraction, multiplication and division, fractions, decimals and percentage are taught in a clear, practical and most forcible manner which will enable the student to gain a strong foundation work upon which his future success in bookkeeping so largely depends. Special attention is given to speed and accuracy.

GRAMMAR.

The purpose here is to give a condensed, practical course and drill in the essentials of English, followed by the same kind of instruction in punctuation and the use of capital letters.

PENMANSHIP.

Each student is made to feel that good writing is a practical necessity. Daily drills are given and the subject is presented in a most scientific manner. We endeavor to develop the style of penmanship which is most practical and which is in demand by the business community. Easy to write and easy to read.

SPELLING.

To a young man or woman who seeks employment in business or who would have a practical education, no subject can be of more importance than spelling. The aim is to give only words in common use and those liable to be misspelled. We earnestly endeavor to present the subject in the most attractive, interesting and useful manner. Our motto: Drill, Drill, DRILL.

CORRESPONDENCE.

The success of a business or an individual depends very largely upon the character of the letters that are sent out. They advertise us and our business in away that cannot be mistaken.

The form, punctuation, paragraphing and composing of a letter have much to do with it, and these are all important. The form and the thought are both given due consideration and are illustrated in a very practical way.

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Shorthand and Typewriting Departments.

Beulah M. Carpenter.

In selecting a system for the department of shorthand, of Memorial University, with a choice of all the systems at our command, we selected that which we considered would be the best, and with which there would be no experiments.

The system adopted, is the Pitman System of Phonography. The shorthand course embraces shorthand writing, typewriting, (light and touch methods,) speed practice and court reporting, model office practice, filing systems, card systems, etc., business penmanship, business and legal forms, business correspondence and English, spelling (defining and abbreviating.)

The Amanuensis Course as the name implies, prepares the students for all classes of office work. The general reporting course includes all the work of the Amanuensis course, and in addition thereto, embraces all kinds of verbatim reporting. Every student taking this course, is required to make actual reports of speeches, lectures and court trials. This work qualifies for all classes of verbatim and general reporting work.

The young stenographer can look up toward the top of the ladder, where the professional reporters get two to five thousand dollars a year, or may continue an amanuensis. At every round on this ladder there are branches putting off into confidential secretaryships, good business openings, journalistic opportunities, official positions, etc.

In any of these the capable stenographer who has learned some other things besides, may find a clear road to success and, perhaps, fortune. All over the business world are thousands of bright and successful men and women who owe their start in life to stenography. It is the one profession easily obtained and full of bright opportunities for the young man or woman without wealth.

RATES OF TUITION.

A scholarship—This is a paid-up contract for tuition in the course for which it is issued and entitles the student to instruction as long as he may require to finish the course and graduate. It also gives the privilege of returning for review at any time during the life of the student.

Every student has the privilege of trying our school one month. He pays one month's tuition on entering, and at the end of that

month has the privilege either of retiring, or to continue paying by the month, or of taking a life scholarship, at his option. The month's tuition already paid will apply on the scholarship.

By this method we are able to meet the requirements of any individual that may wish to enter. However, we register no student for less than one month's work.

After the first month the student must decide whether he prefers to take out a scholarship or continue to pay by the month.

We make no charge for time necessarily lost from school if amounting to a week or more.

EXPENSES.

The cost of attending Memorial Business College is as follows:

TUITION. COMMERCIAL.

Entire Course, (Life Scholarship)	\$60.00
By the month.....	10.00
By the week	2.60

SHORTHAND AND TYPEWRITING.

Entire course (Life Scholarship)	\$60.00
By the month	10.00
By the week	2.60
(Use of typewriter free.)	

COMBINED COURSE.

Commercial and Shorthand combined. (Life Scholarship)	\$90.00
By the month.....	15.00

SPECIAL TYPEWRITING COURSE.

Scholarship	\$10.00
By the month.....	3.50
By the month with other studies	2.50

BOOKS.

We use the very best standard texts and only the very best stationary on the principle of "No good workman without good tools."

For entire commercial and typewriting (bought as needed) ..	\$12.50
For entire combined courses, bought as needed	\$15.00

All books that are kept in fair condition are bought back at a small discount, making the cost of books very slight.

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EXAMINATIONS.

No examinations upon entering; we can take you right where you are. No charges for review work in the common branches where scholarships are taken out. Special attention is given backward students. You can enter any day in the year.

MILITARY SCIENCE AND TACTICS.

Captain Wiley S. Rankin, I. N. G.

This department of the University will be maintained in accordance with state and federal laws. By the regulations of the University, all the able-bodied male students of the Freshman class, and of the Academy, Normal and Commercial departments are required to take military drill.

The work of the department embraces a course in drill regulations, a course of lectures on military subjects, and practical instruction in the school of the soldier, company, batallion, regiment, brigade, division and corps, target practice and signal drill.

A careful study of the schedule of tactics outlined under the four years course of this department will indicate the thoroughness of the work attempted and the degree of military efficiency which may be obtained by the student. Physical development, order, discipline, neatness and precision, are some of the benefits which the student derives from the instruction of this department, and will be of invaluable advantage to him in after life.

Freshman who, prior to their connection with the University, have served in the army or navy of the United States and been honorably discharged, may receive full credit for drill at the University without further military instruction.

No student is entitled to excuse from drill on the ground of employment unless such employment is necessary for his support. It is not the intention of the University to force students to drill when such action would practically compel the student to leave the University. On the other hand we can not permit students to engage in other occupations which are not necessary for their support and excuse them from drill on the ground that such employment occupies the drill hour. In such a case as that, drill should be regarded in the same way as any other study.

Drills will begin at the opening of the first semester and be held twice a week throughout the year.

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The uniform of the regiment is similar to that worn by the soldiers of the war of 1861-65, viz.: dark blue blouse and trousers, leggings and McClellan cap. All male students attending any of the departments of Memorial are required to secure this uniform, and to wear it during attendance upon classes.

SCHOOL OF ORATORY.

Director, Donna Bell Elder.

The work in this department supplements that of the College by giving to its pupils facility in using the powers developed by the college course. The student has not only the advantage of private instruction, but is permitted to appear before the public each term in recital work, thereby increasing his ability to analyze and interpret as also his power to entertain and please as a public reader.

Declamatory contests, partaking of a patriotic nature, are held each year. A dramatic club is soon to be organized which will have for its object the study of the best in literature and an acceptable presentation of the same.

Physical training is absolutely essential to the students welfare. Considerable attention will be given to the care of the health and treatment of the body. The class will meet twice a week. Regular work must be carried on in the department so that those who give the required time may at the end of the school year receive credit for this work. It will be the aim of the instructor to give exercises suitable to individual needs.

MUSIC DEPARTMENT.

Letty Ellen Kearl, Supervisor.

One may wander through our halls and hear echoes of this department from a large chorus, the tonic sol-fa's from the sight reading class, the strains of piano or voice pupils drilling, or the vibrating voices from our male octette.

There is great interest manifest in music this year at Memorial.

We are developing a musical atmosphere in our school which will be in keeping with the grand idea for which we as an institution stand.

THE PREPARATORY COURSE.

Prof. George A. Shaver.

In this course Memorial University offers exceptional advantages to young people who may be late in securing their education. All students who are not ready to take advanced work may find in this course just what they need.

This work is specially provided for those who live in rural districts or villages where school advantages have been limited. Many of these feel they are too old and too far behind to attend the rural or village school. They are not embarrassed by attending a school of this kind where they find many who have had no better advantages in the educational field.

This work is under able instructors who have had years of experience in this work and special efforts will be made to interest, help, and inspire any young people who may present themselves for this work.

Arrangements are made whereby students may receive special help on subject matter not fully grasped during class recitation.

All students are encouraged to take this special drill.

The course covers all the common branches and is so thorough that students are able to pass the teachers examinations and teach school, though this is not encouraged, as we advise a more thorough preparation for the work.

University Scholarships.

Every department of the Grand Army of the Republic, the Women's Relief Corps, the Ladies of the Grand Army of the Republic, and each division of Sons of Veterans, has been assigned a scholarship for the benefit of a worthy descendant of some soldier, sailor or marine of the Civil War. By this method the majority of the states have four scholarships. The heads of those departments are urged to fill these appointments each year.

Full information concerning the assignment of these scholarships may be obtained upon application to the president of the University.

GENERAL SUBJECTS.

Support.—At the present time the institution is wholly dependent upon voluntary contributions from its founders, and the friends of education and of patriotic instruction. At the National Encampment of the Sons of Veterans held in Dayton, O., in Aug. 1907, \$1,000 was appropriated from the National treasury, and the S. V. Auxiliary

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appropriated \$300 for the current year. The allied patriotic orders have been loyal in assisting the Sons of Veterans in erecting and maintaining this noble and unique monument. In the lead of all is the Woman's Relief Corps, and following closely in proportion to numerical strength, the Ladies of the G. A. R. have assisted with generous offerings.

Needs.—Like all young and growing educational institutions, its needs are legion. Specifically, and of first importance, is a Ladies Hall. Material worth about \$20,000 has been offered by a lady of Iowa, for a \$50,000 Ladies Hall, capable of accommodating two hundred students. This building would be more than self-supporting, and enable us to conduct the department of Domestic Science and furnish meals to the male students.

The library is likewise worthy of attention. Owing to the nature of the instruction offered in the College of American History, works in history, biography, government, political science, etc., are in great demand by the students for reference. The following blank properly filled in, and attached to the fly leaf of a volume, is an appropriate reminder, to every student that opens the book, of the sacrifices which were necessary in order that they might enjoy the blessings of the United States. These blanks will be furnished on application.



PRESENTED TO

Memorial University Library

— FOR —

Comrade

Co. Regt. State

In memory of battle of

Another serious requirement is apparatus and material for the physical, chemical and electrical laboratories. Information will gladly be furnished to any one desirous of assisting in any of these or in other, departments of Memorial.

Another pleasing memorial is the nickle plate tablet, properly incirbed, and fastened on the back of each opera chair in the chapel. A few chairs are as yet unnamed and may be secured at the uniform rate of \$5 each.

John W. Muse
Sergeant
Co. A. 93rd Illinois
Infantry

Send the name and record, with remittance, and a tablet similar to the above will be placed on a chair.

MAINTENANCE PLEDGE.

Memorial University, located at Mason City, Iowa, was founded by the Sons of Veterans of the United States of America and dedicated to the Grand Army of the Republic.

To aid in upbuilding and maintaining this living and growing monument to the patriotic men and women of Civil War times, I agree to pay to said University the sum ofDollars (\$.....) on theday of 190...., and annually thereafter for a period ofyears.

Signed

Town State

Date 190....

For further and full information concerning courses of study, departments, requirements for admission, scholarships, tuition, general expenses, etc., send for catalogue or address the president.

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REPORT OF NATIONAL COMMITTEE, WOMAN'S RELIEF CORPS.

The following report submitted by the committee to the 25th National Convention of the Women's Relief Corps held in Saratoga Springs, Sept. 12, 13, 1907, requires no comment.

As a judgment from an unprejudiced source, it is most convincing.

Tampa, Fla., Nov. 10, 1906.

Mrs. Carrie R. Sparklin,

National President Woman's Relief Corps, St Louis, Mo.

Dear Madam: By vote of the Twenty-Fourth Annual Convention of the National Woman's Relief Corps, the outgoing President, Mrs. Abbie A. Adams, was directed to appoint a committee to visit Memorial University at Mason City, Iowa, to investigate its history, its present condition, and its seeming prospects. Said committee to report to Carrie R. Sparklin, the incoming National President. Mary L. Carr, of Longmont, Col.; Orpha D. Bruce, of Tampa, Fla.; and Mary S. Starkweather of Minneapolis, Minn., were named as said committee. Mrs. Carr being unable to go the other members of the committee. Mrs. Bruce and Mrs. Starkweather went to Mason City on the 29th day of August, 1906. and remained three days, making the most minute and searching investigation of local conditions possible.

We closely examined the books of the University, its records, the building and grounds. We personally interviewed citizens of Mason City, it's mayor, clerk, and other city and county officials, bankers, merchants, members and officers of the local Grand Army Post, members of the local Corps, pupils of the University, their parents and teachers, and finally the Regents and Acting president of the University. The investigation was painstaking and as complete as care could make it. We obtained the complete file of the reports of the National Commandery of the Sons of Veterans, and traced the history of the Memorial University from the inception of the idea till the present day. We had personal interviews with members of the original committee appointed by the Commander of the Sons of Veterans, with prominent Grand Army men who had made a careful study of the whole matter, and an extended correspondence with men and women of the Allied Orders, who were conversant with the history and conditions of the University, together with the examine-

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tion of the Records of the Board of Regents from the first meeting to the one held in August of the current year. From those sources we learn that ever since the founding of the Order of the Sons of Veterans, there has been more or less attention paid by them to the teaching of American History in the schools. They have also been interested in erecting some sort of proper monument to the heroic men and women of the Civil War. Various plans were suggested in the earlier days of their organization, but not until 1897 was there anything definite placed before them. At the Sixteenth Annual Encampment of the National Commandery-in-Chief, S. of V., A. L. Sortor, of Iowa, suggested the appointment of "A Committee of five to investigate the advisability of establishing a Military College as a memorial to the soldiers and members of the G. A. R. and, if possible, to report some feasible plan to the next Annual Encampment; said committee to act without salary or perquisites." A motion to this effect was put and carried, and the acting Commander-in-Chief, James L. Rake, suggested that the appointment of the committee be left with the incoming Commander-in-Chief. (Page 210, Journal of Proceedings, S. of V. 1897.

Mr. Charles K. Darling, the incoming Commander-in-Chief, appointed the following committee. A. L. Sortor, of Iowa, George E. Cox, Connecticut, Manly Wren, Mo., H. C. Bixby, Vermont, R. M. Buckley, Ky. Owing to the absence at the Spanish-American War of most of this committee, no report was made at the Seventeenth Annual Encampment, held at Omaha, Neb., in 1898; but at the Eighteenth Encampment held in Detroit, Sept. 1899, the Commander-in-Chief, Frank L. Shepard, in his annual address, recommended that the committee's report be now received, (page 11.) The committee then made a full report of their investigations and labor. (page 105.) Among other things they reported that they had circulated among the various divisions the following question: "Would you favor the founding of a Military College by the Sons of Veterans, U. S. A. as a memorial to the soldiers of the Union Army of the Civil War, **provided it was amply endowed and properly managed?**" The report is quite extensive and was enthusiastically received. The Commander-in-Chief appointed the following committee: "A. L. Sortor, Senior-Vice Commander-in-Chief, chairman, E. E. Cowdin, of Michigan, George E. Cox, of Connecticut, William T. Church, of Illinois, W. A. Morris of South Dakota", who should receive propositions from localities desiring to secure the location of this Institution, and to circulate conditional pledges for financial support. "Pledges being made payable to the Quarter-Master General of the Order on Oct.

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1st, 1900,—provided a sufficient sum is pledged to warrant proceeding with the work.’

The report further suggested that the college should be “under a Board of Regents,” one to be appointed by the Governor of the state in which it was located, one to be the Commander-in-Chief of the Sons of Veterans and the other three to be chosen by ballot at the Annual Encampment. The committee received a proposition from Daniel Butterfield to locate the institution in Utica, N. Y., one from G. B. Halstead at Lake Minnetonka, Minn., one from Silas Dewey Drake, at Plainfield, N. J., one from Frank Hume, at Washington, D. C., and one from the Citizens of Mason City, Iowa.

At the Nineteenth National Encampment, held at Syracuse, N. Y. all these invitations were duly considered. The proposition to locate at Washington was endorsed by many of the most influential men of the city and district; but Mason City had the most definite proposition; maps to show their central location in the United States; absolute and specific plans, and assurances of financial aid, and the guaranteed promise that if the National Encampment would locate the Military College at Mason City, they would be given forty acres of land free of encumbrance, and a building of granite, specimens of which were submitted, to be built after the plans and specifications shown at the encampment. After lengthy debate and a thorough understanding of the matter, the National Encampment voted to locate at Mason City. This decision was reached by a vote of one hundred and forty-three for Mason City, with ten opposed. Seven of the ten dissenting votes withdrew their opposition and promised their hearty support for the enterprise. The committee who had had the matter in charge, were elected unanimously to be the Board of Regents and three of them still continue to serve in that capacity. (Your committee have been thus explicit in reporting the location at Mason City because the opposition to helping the University lays stress upon it's being ‘an Iowa Institution.’ We find that Mason City fulfilled her promise to the letter and presented the Sons of Veterans with a beautiful building, well equipped, and it gives us great pleasure to assure you that it is in every way well fitted for the purpose for which it was erected.

We met students who had attended it's classes since the school opened. Two young ladies who had left the school in June of the current year were admitted to the Senior year in the State University of Iowa, on merit. Of the forty students in the Normal class, thirty-six stood at the head of the long line of Teachers who the County Superintendent examined for honors. We were told by the

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County Superintendent that the students at Memorial University were better grounded and more thorough than in any other school in the state. He said they did the work diligently and faithfully, explaining this fact by saying that as they were largely boys and girls from the more remote Agricultural districts, sons and daughters of poor soldiers who would not otherwise be sent to school, they were ambitions and more diligent than more favored youth who live near high schools and Universities and are familiar from childhood with opportunities for education. This statement was confirmed by a former teacher in Memorial University who said: "Just as Methodists send to Methodist schools, and Presbyterians to a Presbyterian University, so Veterans, farmers mostly, whose long, hard life, does not permit of much leisure for study, send their children to this school firm in the hope that they will be benefitted by a living monument."

We found that in the four years of its scholastic life the University had cared for more than eight hundred students. Although we hunted diligently, we could not find a single parent who had a particle of fault to find with either the training, or the methods of instruction. On the contrary, they were loud in praise of the school and its teachers. One fact that greatly impressed your committee was that the same persons who were identified with this school in its infancy, are still its ardent adherents. We met an old lady, a widow of a fairly well-to-do soldier, who said; "My husband left me money enough to put up a monument to his memory, and I had set aside three thousand dollars for that purpose. I live near this school and after I had inquired all about a stone monument, I concluded that to educate children was as great a monument as any may need, and so I have three life scholarships for poor boys who could not otherwise be educated." We met old soldiers who told us that they had put a scholarship for some poor son, or daughter, of a veteran in the will they made; and we were told of an old bachelor who after going over the school and seeing the class of young men and women who were being benefitted by it, had changed his will to endow so good and great an institution. In fact, we found that where the school and its work were known, there was nothing but praise and admiration; and that criticism and fault-finding increased in direct ratio with ignorance of the school, and what it sought to do and to perpetuate.

We found that in the Grand Army there had been a sufficiently firm foothold gained by those who opposed the idea of aiding the Institution, that a committee similar to the one upon which we now serve was appointed by the Commander-in-Chief, and that they made

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a comprehensive report at the National Encampment at San Francisco, 1905. This committee was appointed by Thomas J. Stewart and their report appears on page 193 of the Journal of Proceedings of the Thirty-Seventh National Encampment. While the Memorial University is an institution founded and governed by the Sons of the Veterans and to those belong the honor of this movement; we would respectfully submit, that the financial embarrassments that now beset it, can hardly be blamed upon that organization. Until very lately their responsibility has not been pressed home upon them with any degree of force and the mistaken hope of the founders that the movement was so magnificent and imposing as to compel not only the admiration, but the ready financial support of every patriotic citizen has been slow of realization.

Your committee are, however, credibly informed that at the last National Convention S. of V. the financial straits of this great and good Memorial were laid fully before the order, and that they will soon take up the work of caring for it in a manner more befitting their dignity, the sacred nature of the task that is theirs, and the memory of the heroic men whose memorial this is.

While the financial condition of the University is somewhat strained, there is by no means any embarrassment that would cripple it. A debt of thirty thousand dollars has accumulated. Ten thousand of this is indebtedness to men who put both time and money into the University, but who are quite willing to await the payment until the University is above want and free from pressing needs. Twenty thousand is off-set by an asset of village lots that are now on sale in the market at five hundred dollars per lot. The current expenses of the University must however be met, and the question that confronts us is plainly whether we desire to continue to help the Sons of Veterans in this noble undertaking.

Your committee would respectfully recommend a consultation between the President of the Board of Regents, the Commander-in-Chief of the Sons of Veterans and the National President of the Relief Corps, or some one delegated by her in the hope that plans may be matured, which will bring about a more certain solution of a difficult condition.

Respectfully submitted in F. C. & L.,

Orpha D. Bruce,

(Signed)

National Senior Vice President, W. R. C.

Mary L. Starkweather.

As a result of the above report, and of a personal inspection, the

following recommendation was made by Mrs. Carrie R. Sparklin, National President W. R. C., to the Saratoga, N. Y., National Convention, was unanimously adopted:

Recommendation No. 5--that the Woman's Relief Corps continue to financially assist Memorial University the coming year.



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