FLOWER STUDIES FOR SEPTEMBER

Recommended by the State Normal for the Common Schools of Utah.

PLANTS ARE NOW BLOOMING.

Assigned With Specific Directions for Work in the Eight Grades and Other Beginners.

Some people call this a technical article, so why print it?

There are about 250 schools in Utah. They average, say, four teachers to a school. Three thousand teachers of the state would be interested in this article if they saw it. All persons who would like to observe a little more closely than by a passing glance, the most common and conspicuous of our Rocky mountain and desert fall flora, may find here something of interest in grades four to eight.

Would any teacher who knows how to study the wild flowers, take the children away from the messes of bloom and beauty that for the next few weeks only will still cover the desert earth here, and set them at studying words and syllables, while this glorious life all about them is pleading for recognition? Certainly not.

Therefore to the teachers and the considerate public, who have borne so patiently my attempts to bring this subject into actual use both in the school room and in every day observation, I offer this article at the opening of the schools, in the belief that many teachers will start right, if aided by even these imperfect hints. If this start is once made, the rest is easy.

Only plants should now be considered, for they will be available for only a few weeks longer.

FIRST AND SECOND GRADES.

Large flowers.

(a) The Morning Glory—Gather flowers, leaves, tendrils and seed pods. Who knows the name of this flower? Why it is called the morning glory? What shape is it? A funnel. What color? How many lines, or folds run to the top of the flower (corolla)? Ten. These plaited lines show how it is rolled (twisted around in a smooth coil) in the bud. Examine a bud. Count the stamens (five, unequal) and the pistil (one with a small sponge-like top (stigma). Count the outer small green flower leaves (sepals), four large and two small. Notice the leaf, heart-shaped, but sharp pointed, and varying from the size of the heart of a second grade pupil to that of a man; while some of the leaves are as large as the outline of an ox's heart. Look at the climbing tendrils, thick as common wire, turning from left to right contrary to the direction taken by the hands of a clock. What enables the vine to cling so tightly, and to stand up and climb? Examine the hairs; they grow downwards and act as props. Observe their number and stiffness. Get a large seed pod—shaped like a turnip. Cut it across to show its five cells and five large seeds. What good are morning glories? Where do they grow? Who will gather us some ripe seeds? Where shall we plant them in the spring? etc.

(b) The Wild Morning Glory.—Gather the specimens and proceed in like manner. How may it be weeded out or killed in places where it has become a pest?

(c) The Hollyhock—Bring in flowers, leaves, and seed pods. Study the colors; name them; the shape—a bell; the size—large as a small teacup; the number of colored flower leaves(petals) five; the shape of each—a triangle, the lines (veins) in the flower leaves. Study the double row of green flower leaves (sepals) five inner and six outer—pointed like spears and fuzzy. Observe the leaves; large open hands with five large fingers and two small ones, five large and two small veins, rough, crumpled surface and scalloped edges; notice how long the largest are. Look at the mass of fuzzy whitish stamens—like a brush; the wheel-shaped pod, the numerous seeds; the giant stems, the rough, short hairs. Shall we gather seeds for our school garden in the spring? Where shall we plant them?

THIRD GRADE—THREE-PARTED FLOWERS.

(a) The Tiger Lily—Observe the three petals, their color, size, shape, spots, curves; the three sepals, the three-fold pistil, count the stamens; all lilies have three or twice three stamens. Notice the long single or simple stems, the black shining buds, etc.

(b) Proceed in like manner with the onion from the fields, noting its flowers, seeds, parallel veined leaves, scaly-bulbs, and roots. Discuss the care and harvesting of onions. (c) Similarly with the gladiolus, or other lily.

(d) Blue-eyed Grass—Find in the meadows a small grass bearing a bright blue flower with a yellow center. Study its three-fold structure, the shape of its petals, the linear shape of the leaves and their parallel veins.

(e) If none of the above plants are to be had take either a dahlia, or golden glow, or a sunflower and study it for color, number of small flowers forming the head, shape of cluster, shape of small flowers, size shape, and veins of leaves, branching of stems, use and beauty of the flowers, etc.

FOURTH GRADE.

The four-parted flowers, also the umbrella plant, umbelliferae, or carrot family.

(a) Evening Primrose (Oenothera biennis). In the lower lands near the meadows is a beautiful yellow species; on the higher lands, a white one. Count the parts—in fours, the stamens 8; notice the 4-sided pod, with its four rows of seeds (do they bear silk)? the 4-lobed stigma, size, shape, and roughness or smoothness of leaves, of stems.

(b) Willow Herb (Epilobium), a thread-like, branching erect herb with small, dainty, white, 4-parted flowers in one species, and larger pink ones in another—both beautiful and full of points of interest; flower, silky seeds, long pods, threadlike stems, etc. Found everywhere in the canyons and on many hills. Get these charming plants if possible, and dry them for school specimens.

(c) Water Cress. Collect specimens in flower and seed. Flowers white—4-parted; stamens 6—4 long and 2 short; pods round, long, two-celled. Study seeds. Talk on uses as food. Compare with other pepper or mustard plants.

(d) Purple Thelypodium. A large branching plant, commonly found near meadows and along railroad tracks, with bright purple bunches of pendant flowers—4-parted, stamens 4 and 2; leaves cut; stems very smooth; foliage dark green, etc.

(e) Wild Pasnip, or other umbrella plant (umbellifer). Collect seeding branches and study the umbels and the seeds as to size, shape, number, grooves or lines, etc., and discuss the use, if any, of the plant considered.

(f) Wild Mustard. Study flower and seed. Discuss uses as food and medicine. How to preserve.

(g) California Poppies (Escholtzia), are beautiful and showy 4-parted flowers now blooming in the gardens.

FIFTH GRADE.

Five Parted Flowers—(a) Mentzelia (M. ornata or levicaulis).—A large, rough, branching plant with a beautiful yellow flower, open in sunshine, and found widely dispersed over our dry lands. It has leaves that stick to hands or clothing because of its hooked hairs. Study its five yellow petals, note its mass of stamens, consider its hairy, sticky foliage, its beautiful bloom, etc. Find this glorious desert flower by all means. "Full many a gem of purest ray serene," etc.

(b) Milkweed (Asclepias speciosa)—Collect flowers and pods. Notice the five petals, with horns; the five curious sepals; find the stamens, with masses of waxy pollen in which insects get entrapped, observe the peculiar flesh-tints of the flowers, the marvelous beauty of the shingled (imbricated) silk-conveyed seeds in the curious pods, the milky juice, the immense, "pig-ear" leaves. This is a wonder specimen. Don't fail to get it.

(c) Marsh Mallows (Malva rotundifolia) with their round, crumpled leaves, stems forming a mat; "cheeses" are the fruits; found almost everywhere.

(d) Canterbury Bells, Ground Cherries, Matrimony vines, petunias and wild verbenas, are all available in September.

SIXTH GRADE.

The Irregular and Spurred Flowers—(a) Sweet Peas. Study the flower; find five petals. The broad one, the banner, or vexillum is the one on which the bee alights. The two side ones are wings (notice their irregular shapes); the other two are united into a keel (carina) of a boat. Press the finger towards the keel from the standard. The stamen tube and pistil promptly come out of their hiding place and the finger is rubbed by them. So when the bee thrusts his head against the keel in order to run his tongue down into the base of the flower where the honey lies, the stamens rubbing over the bee's back cover it with pollen dust, while the pistil picks up the pollen grains from other flowers and thus gets its own ovules cross-fertilized by them. Observe what bees, butterflies, wasps, and moths seek the sweet pea. Study the stamens, united into a long tube and one separate around the pistil; notice the crook and the sticky undersurface of the stigma, explain their use. Count how many leaflets make up each compound leaf and observe their oval shape. Some leaflets become tendrils. Which way do they twine? Observe the angled stems, and the pair of small leaves (stipules) at the base of each leaf stem. Study the pod, the means by which the plant protects its seeds from being devoured by insects. Discuss the beauty and usefulness of the plant and decide on a place for rearing it next spring in the school garden.

Lucern. Study the flower. Notice how the stamen tube and pistil suddenly shoot out when the keel is pressed by the finger. What would that do to the bee? Why does the flower act so? Could the bee get into this flower a second time? No; the flower has only enough honey for a single visit of the bee. To save the time of its polite friend, as well as to drive a sharp bargain, the flower makes just enough nectar to pay the bee for a single visit, after which the opening to the nectary is closed by the protruding stamen tube and pistil. Be sure to let pupils find out by experiment how this occurs. Study lucern as hay—its cutting, curing, feeding-value; as a plant—the length of its roots, its fertilizing power on the soil; how and when it is planted, irrigated, etc.; as a seed—its shape, how protected from birds, etc.

Common White, or Dutch Clover.—Frequent in lawns and wet places and a most interesting study. Notice how in the head of white flowers, the outer ring opens first, then the next inner, then a ring still further inside; by this time the outer ring of flowers has turned downward, and hangs toward the ground looking dry and dead; but this is only an appearance—a mere make-believe in order to deceive the insects. An intense activity is really going on within the little seeds (ovules), which have been cross fertilized by the visit of the bee. Each flower as it opens, stands up until, by the polite attentions of the bee, its pistil receives the pollen carried by the bee from other flowers, and then the blossom shrivels to save the bee from a fruitless second visit. Like the lucern it has just enough honey for one visit; then it very obligingly turns downward, thus saving the bee's time and its own, and preserving its precious ovules fertilized ovules from the attacks of insect marauders.

(d). Red Clover. Proceed as above. These flowers do not turn down, for each head is protected by a leafy sheath at the base to keep out crawling insects.

(e). White or Sweet Clover. Proceed as with lucern.

(f). Larkspur. Observe that the green flower leaves are lacking and that the colored ones are then called the sepals. Notice the long slender spur, which resembles four united petals on the inside, running down into the fifth sepal. Count the stamens. Observe the pod (pistil) with one cell containing two rows of fleshy (albuminous) seeds. The bud is interesting. The somewhat heart-shaped compound leaf with its many linear divisions, the round, minutely roughish stem, the beauty and color of the flowers, etc., deserve attention. Press a herbarium specimen.

(g). Snapdragon. How does the bee get into this flower. How many stamens? Pistils? What is the upper (outer) and which the lower (inner) lip? How many lobes has each? What does the corolla resemble? Observe the irregular and hairy sepals, the narrow opposite and alternate leaves, the colors, etc.

(h). Nasturtion. Count sepals and petals; how many petals are fringed? Observe stamens and pistil. Describe the spur, the round or kidney-shaped veined leaves on long stems; the long flower stems (peduncles), the succulent, edible stalks, etc.

SEVENTH GRADE.

Composite flowers.

(a) Sunflowers—Collect flowering heads, leaves, stems, and dry chaffy heads of last year. Two kinds of flowers in the head—ray and disc. Ray flowers are the outer showy yellow straps (ligules); disc flowers, the inner small tubular corollas, five toothed, showing five petals united, through which the two branched style protrudes with the five stamens clinging to it just below the divided style. Notice the two chaffy bracts that represent the calyx, the chaffy receptacle which holds the seeds, and the unique shape of the whole flower and fruit. Make drawings. Use a magnifying glass. Show how the flowers get cross-fertilized. What flying insects visit the heads? What attracts them? (nectar, pollen, color, odor). The disc flowers are perfect, with both stamens and pistil; the ray flowers imperfect, lacking stamens. Of what use are they to the flower? To the bee? To us? Which insects are of use to the plant? (Those that fly and eat only pollen and nectar). What service do they render? (They carry pollen from one plant to another). Which insects are enemies to the plant, eating flowers and seeds? (The worms, ants, bugs, etc). How does the sunflower attract its friends? (Bright colors, odors). How repel its enemies? (Observe rough stem, sticky near flowers, bristly hairs, etc). Study the involucre, or rows of leaves enclosing the flower cup. What prevents cattle from eating the heads? (Notice chaff). Uses of sun flower, bird and bee food, ornament, vitality of seeds; facing the sun, etc.

(b) Asters—Mostly small, branching annuals. Two kinds are common now. Aster Fremonti has lavender rays, soft leaves and smooth stems. Aster oblongifolius has violet rays, stiff leaves, and rough stems. Each has numerous star-like flowers, less than one inch in diameter. Some kinds are white. If the rays are very numerous, the flowers are probably erigerons, an allied genus. Compare with the sunflower as to size, texture, color, position, size, shape and number of the leaves, the heads, the ray flowers, the disc flowers. Study the flower-cup, or involucre—bell-shaped, with many bracts, which lie flat (appressed) in some species and turn back (reflexed) in others. Stems almost woody (suffruticose) a perennial; leaves slender and pointed (linear lanceolate); flower stalks arise from inner angles (axils) of leaves; ray flowers oblong, linear without stamens, but with bristly pappus, or calyx down; disc-flowers under a lens show a yellow style projecting like a two-tined fork; the seed or akene resembles a peg; notice the yellow pollen dust. What is it for? Unless fertilized by it, the ovules, or little seeds, fail to grow. What are the beautiful ray flowers for? To attract the bees. They "tell" the bee of a feast of nectar, from which honey is made, and of pollen, the bee-bread, or food of the young bee. Why is the abundant hair on the bee of advantage to the flower? Why does each flower contain so little honey? To make the bee visit many of them in one round. Show how the stigma gets covered with pollen grains brought by the bee from other flowers.

Grindelia.

(c) Gum Plant, or Wild Arnica—Blooming everywhere, a foot high with horizontal leaves, and sticky beaus of yellow flowers. Proceed as with sunflower. Called Grindelia.

(d) Prickly Lettuce—(Lactuca scariola), the common or bull thistle (carduus lanceolatus), the cocklebur (Xanthium canadense) and the burdock (Lappa major) are weed pests and can be studied now or later, with bulletin.

(e) Rabbit Brush, (Chrysothamus)—is a plant of extraordinary interest. One or more of its varieties is found everywhere with us. Its bushy growth, golden yellow flowers, linear leaves and lure stems repay study. Its near relative the torchweed (Gutierrezia) is another curious desert species, only a foot high, found on the hills.

(f) Sagebrush and White Sages, (Artemesia tridentata, cana, ludoviciana)—Can be studied in October. Ragweed (Ambrosia) is common and full of interest and goldenrod (Solidago) and yarrow (Archillea) are likewise available.

EIGHTH GRADE.

Weedy Plants and Grasses.—(a) Knotweed (Polygonum). The first group includes (1) creeping knotgrass and several erect species, (2) the docks, (3) eriogonums—hill or desert flowers with silvery lower leaves, thin, bare stems, and flowers whitish or pinkish in spikes or umbels. The common knotweed has stems jointed (nodes), sheathed at joints, branched, slender, creeping, tough; leaves alternate oval, blunt, smooth, sessile; fruit a triangular akene, borne singly, numerous, bird food; special feature, a white growth on under side of leaves—use good lens to see seed vessels and spores of this fungus. Knotweed the universal companion of man; covers waste places and rubbish with a handsome carpet; type of perseverance. Flowers of two kinds; those with stamens, higher; pistillate, lower on stem. Petals none; sepals 5, partly white and petal-like, and sometimes pinkish.

(b) The Dock—Study leaves, jointed stems, stipules, or sheathes, and especially the triangular winged akenes or fruits that bear one or more grains on their backs.

(c)—The Eriogonum—Dainty and peculiar desert species full of interest, a foot high, common on dry hills. Stems in some threadlike; in one, swelled into a bottle shape; in another woolly. Flowers odd-looking, small, and in clusters. Consult Coulter's Manual, as the species are numerous.

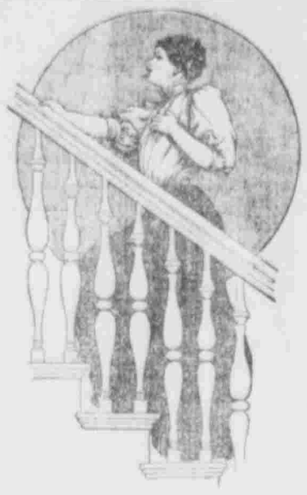
(d) Pigweed—Many of our fall weeds belong to the order chenopodiaceae, apparently worthless, but supplying bird-food. Several kinds of pigweed may be found by the pupils. Make no further study of them than is necessary to distinguish one from another. The red root is one.

(e) Saltbrushes—Weedy looking plants, resembling pigweeds, often mealy leaved. They take alkali out of the soil and are good fodders. See bulletin on saltbushes and weeds.

(f) Greasewood—(Sarcobatus.) A worthless desert shrub growing in poorest land. Collect and examine. Find its seeds.

(g) Tumbleweeds—We have three—the Russian thistle, the amaranth and the tumbling salt brush. They roll and scatter their seeds.

(h) Grasses—Begin by studying the oats. Note parallel veined leaves, pointed hollow stems, fibrous roots, flowers bearing three stamens and one pistil, covered with stiff green alternate leaves (glumes) instead of a calyx and corolla; leaves sheathing the stem, but split on one side. Flowers in spikelets arranged in a panicle, each spikelet two flowered, two glumes (outer flower leaves), two pales (inner flower leaves), lower one notched and bearing an arm or bristle on its back. Leaves linear-lanceolate, veined, rough, with loose striate sheaths. Distinguish from wheat and barley; from red-top, timothy, wire grass, witch grass, squirrel tail grass, June grass, blue grass, orchard grass and bunch grass.



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Miss Jennie E. Bouton, a teacher, living at 45 Second street, Albany, N. Y., says: "Confinement in the school room brought on anæmia. Any exertion made me short of breath and I had to stop at nearly every step on going up stairs. I had no color in my cheeks or lips and my eyes were transparent. I had dull headaches and faint spells. I had a doctor but received no real benefit until I tried Dr. Williams' Pink Pills. They cured me and I have never been ill since."

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THE RALEIGH ARRIVES.

Seven Hundred Miles from Port Announced, by Wireless, Her Coming.

San Francisco, Cal., Sept. 6.—The United States gunboat Raleigh steamed into port this morning as the first vessel of the Asiatic fleet, now bound this way, to arrive from the orient. Following close upon the Raleigh, the cruiser Cincinnati is expected to arrive at San Francisco within the next ten days, after which will come the Maryland, West Virginia, Pennsylvania and Colorado. While 700 miles off this port the Raleigh announced her coming by wireless telegraph.

While coming from Yokohama to Honolulu the Raleigh ran into a gale, her decks were kept almost continually awash and much deck gear near the bow was carried overboard.

Upon the ship's arrival at Honolulu a clash occurred between those on the vessel and the quarantine officials of the island port. It was first insisted by the quarantine officials that the bluejackets of the Raleigh be denied shore leave and those on the fighting craft lost little time in making complaint. As a result the Raleigh's men won out and Honolulu was visited at will during the rest of the ship's stay.

TIMELY INFORMATION

The Jamestown exposition at Norfolk, Va., in its completeness, is, indeed, a handsome spectacle. Located, as it is, overlooking Hampton Roads, a short distance from Norfolk and Portsmouth, near Old Point Comfort, Hampton and Newport News, in a region full of historic interest and places; in a state which has always been a battleground; emphasizes the wisdom of its projectors, who, knowing the patriotic fervor of the great American people, also knew that they would generously patronize this most unique of expositions.

This is the first great exposition to be held at the seaside, in a beautiful country, and within the center of a populous civilization. The potency of the combination is obvious. Delegate, soldier, sailor, diplomat, and civilian meet there to commemorate the three hundredth anniversary of the nation's birth.

The Erie railroad offers to the exposition visitor an excellent train service with close connections at Marion, O., Peoria, O., Mansfield, O., Youngstown, O., Olean, N. Y., Elmira, N. Y., Waverly N. Y., and New York City.

A daily through sleeping car line is operated from Chicago on Erie train No. 8, leaving at 9:30 p. m., to Marion, O., via Hocking Valley to Columbus, thence Norfolk and Western train, leaving Columbus 8:00 a. m., arriving Norfolk 8:30 following morning.

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Tickets can be purchased going one-way via New York, returning direct, or reading going and returning via New York and rail or steamer.

The routes embrace trips via Baltimore and Washington, thence various steamer lines.

In addition to stop-over privileges now permitted at Niagara Falls, Chautauqua lake, until October 15, if ticket is deposited on or before September 30th, (Jamestown or Lakewood), Cambridge Springs and Saegertown, stop-overs are permitted at any station on this company's lines, including stop-overs at New York at the later point for 10 days if desided. Stop-overs are permitted only within final return limit of ticket.

PROBATE AND GUARDIANSHIP NOTICES.

Consult County Clerk or respective signers for further information.

IN THE DISTRICT COURT, Probate Division, in and for Salt Lake County, State of Utah. In the matter of the estate and guardianship of Gundhili Marie Olsen, an incompetent. Notice.—The amended petition of Frank W. Olsen, the guardian of the person and the estate of the above named incompetent, praying for an order of sale of real property of said incompetent, and that all persons interested appear before the said Court to show cause why an order should not be granted to sell so much as shall be necessary, of the following described real estate of said incompetent, to-wit:

Lot one, block forty, plat "D," Salt Lake City survey, Salt Lake County, Utah, beginning four and one-half rods west of the southeast corner of said lot, and running thence north seven rods, thence west three rods, thence south seven rods, thence east three rods to the place of beginning, has been set for hearing on Saturday, the 14th day of September, A. D. 1907, at 10 o'clock a. m., at the County Court House, in the Court Room of said Court, in Salt Lake City, Salt Lake County, Utah.

Witness the Clerk of said Court, with the seal thereof affixed, this 30th day of August, A. D. 1907.

(Seal) J. U. ELDREDGE, JR., Clerk.
By W. H. Farnsworth, Deputy Clerk.
Richard W. Young, Attorney for Guardian.

NOTICE OF HEARING.

In the District Court of the Third Judicial District, in and for the County of Salt Lake and State of Utah. In the matter of the dissolution of Daynes Music Company, (a corporation). Notice is hereby given that Daynes Music Company, a Utah corporation, has filed, by permission of one of the judges or the above named court, its voluntary application to dissolve and disincorporate and that the hearing of the said application has been set by said court for Saturday, the 5th day of October, A. D. 1907, at the hour of 10 o'clock a. m. of said day, or as soon thereafter as counsel can be heard, at the court room of said court, Joint Building, Salt Lake City, Utah.

DAYNES MUSIC COMPANY,
(A Corporation).
James Ingebretsen, Attorney.

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Some of our pupils could not utter a sound but were returned to delighted relatives and friends able to talk fluently and without a moment's hesitation

ONE OF THE MANY TESTIMONIALS WE HAVE RECEIVED.

Beaver City, Aug 23, 1907.

Mr. Wm. E. Bassett, Provo, Utah:
Dear Sir:

I am thirty-one years of age, and from my early childhood had been sorely afflicted with stammering, to the extent that it was very difficult for me to make myself understood. I entered your school Oct. 20, 1906, nearly one year ago, and remained there for about three weeks. Since that time and up to the present I can speak and read fluently. I cheerfully recommend your school to all who are thus afflicted.

Yours respectfully, WALTER HAMILTON.

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O. G. Hickee, Danville, Ills, writes, Dec. 2, 1905: "About two years ago I was laid up for four months with rheumatism. I tried Ballard's Snow Liniment, one bottle cured me. I can cheerfully recommend it to all suffering from like affliction. 25c, 50c and $1.00. Sold by Z. C. M. I. Drug Dept., 112 and 114 South Main St. B

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NEW LIBRARY BOOKS.

The following 21 books will be added to the public library Monday morning, Sept. 9, 1907:

Aero Club—Navigation of the Air.
Bailey, Ed.—Cyclopaedia of Agriculture; Vol. 1.
Bayley—Complete Photographer.
Birdseye—Individual Training in Our Colleges.
Claassen—Beet Sugar Manufacture.
Claudel—Handbook of Mathematics.
Dickerson—Frog Book.
Matthews—Textile Fibres.
Pozzi Escot—Toxins and Venoms.
Rice—Clays.
Scholz—Oxford and the Rhodes Scholarships.
Toynbee—Dante Studies and Researches.
U. S. Department of Agriculture—Use of the National Forests.
Whipple—Value of Pure Water.
Wyld—Historical Study of the Mother Tongue.

FICTION.

Begbie—The Penalty.
Parish—Bob Hampton of Placer.
Hornblow—Lord of the Game.

CHILDREN'S.

Field—Little Book of Profitable Tales.
MacLeod—King Arthur.
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The high wages paid make it a mighty temptation to our young artisans to join in the force of skilled workmen needed to construct the Panama Canal. Many are restrained, however, by the fear of fevers and malaria. It is the knowing ones—those who have used Electric Bitters, who go there without this fear, well knowing they are safe from malarious influences with Electric Bitters on hand. Cures blood poison too, biliousness, weakness and all stomach, liver and kidney troubles. Guaranteed by Z. C. M. I. Drug Store, 112-114 So. Main Street, druggists, 50c.

UNIVERSITY OF UTAH.

Instruction begins Monday, September 16th. Registration of students, September 13th and 14th. Entrance examinations, September 11th, 12th and 13th.

College, engineering, medical, law, normal and preparatory courses are offered.

The Catalog which outlines all the College work, the Preparatory Catalog which describes the preparatory and two years of normal-preparatory work or an illustrated booklet of the School of Mines, will be sent free on application to

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