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THE STUDENT.

CONTENTS.

PLAINDEALER, GRAND FORKS.

THE STUDENT.

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THE STUDENT.

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"What's in a name?" our greatest writer asked, and many a humble man has echoed his thought. The name for our paper was long discussed. High-sounding Latin and deep-meaning Greek titles were proposed; others suggesting our geographical position were offered; but, finally, conscious of our infancy, we settled on the present unassuming title. Charles Dudley Warner, speaking of the University of Minnesota, in his studies of the Great West, says: "Its first class graduated only in 1872." What modesty should be shown by the students of a University whose first graduates are yet to be!

The name assumed by the little magazine we are now sending for the first time to the public, may be taken as largely indicative of the purpose we hope to fulfill and the aims for which we intend to strive. Our writers will be students. Their culture is the chief object we have in view. If our periodical shall prove useful, in any degree, in developing and refining any crude talent they possess, it will not be a failure.

We desire to do credit to our Alma Mater and to students as a class. Perhaps we may be useful in making our college known among other institutions of learning; and, perhaps, by showing how pleasant and profitable a student's occupation is, we may induce some to share with us the educational advantages furnished by the University of North Dakota.

In assuming the name of THE STUDENT, we place ourselves in that class which, though it includes the humblest, as certainly embraces the noblest of all. Those who have carried on the great work of advancing manhood, each generation learning a little more than the preceding had known, have always been students as well as teachers.

For the sake of the cause of higher American education, which we would promote, and which, however feebly, we would gladly represent, we bespeak for our little magazine a generous indulgence. Reader,

"Be to her faults a little blind;
Be to her virtues very kind!"

TO OUR READERS.

It is with mingled feelings of pride and doubt that we offer for perusal our first edition of the "STUDENT."

Emanating as it does, from the "University of North Dakota"—of which, even though it is yet in its infancy, we are proud,—we are strongly impressed that our magazine should be such as to please and perhaps benefit those to whom it comes, and after it has been laid aside should leave pleasing and profitable food for thought. In choosing our subjects we endeavor to accomplish this result.

In North Dakota, the land of fertile soil, fresh, free air and brilliant sunshine, we have our University. Many young people are gathered here

for the purpose of becoming better prepared to meet life in its many phases. We are receiving nurture from our studies; and the radiance shed about us by our instructors, as they enlighten us on divers subjects and assist us to remove the rank weeds of doubt or misapprehension, is making us courageous to presevere and win. Here and there may already be seen peeping through the soil a thrifty blade giving promise of a noble future

This, our magazine, one of our educators, we trust our friends will be chary in criticising, and liberal in approving where approbation is merited.

Our college is the most northerly situated university in the New World. Until the foundation of this institution that distinction was claimed by the noble college at Quebec, which for so many years has diffused the light of knowledge over so wide a district. At times, in the keen, bracing air of our northern clime, may be seen the play of the beautiful Aurora Borealis, as the pale streamers dart across the sky or come so closely together that they appear like tremulous waves or sheets of light.

We do not send our paper forth as a great luminary, seeming to lay on it the duty of dispelling all darkness and ignorance from this region so blessed with light, any more than the soft Aurora seems to diffuse her feeble rays to hide the glorious sun. We send it forth hoping that it may give needed information to some and that, when it comes to those who do not need its light, it may cause only interest and pleasure.

Although it be but a feeble glow, we will strive to shine with pure, simple radiance. We will send forth our streamers, making them as lofty and far-reaching as we can. We know they will often appear only as a pale disc about the centre. Our authors will mainly be students whose culture is the chief aim of our paper. Still may we not hope that at times our streamers may blend with others that shall shoot far upward and fill the whole sky?

Our paper is written to no special class and to illustrate and instruct in no special subject. It is hoped that like the constantly changing Aurora it may give pleasure in all forms and in all places where it appears.

There have been two previous attempts at journalism by the students of the University. About five numbers of the "Adelphian Journal," started in January, 1885, were edited. In September, 1886, one number of a monthly, "University News," appeared. But within a month the editor, finding this sphere too narrow for him, deserted the University and called his paper the "Educational News." Very earnest is our desire that this attempt may not prove as unsuccessful and short-lived as its predecessors.

The handsome little sheet sent us from our sister University has aroused our spirit of emulation. May both Universities so educate and ennoble the youth of Dakota that the state may be one of the brightest in the Union.

TRAINING FOR CITIZENSHIP.

The political constitution of the United States assumes as a postulate the prevalence among the people generally of a high degree of education. Of all men, a ruler should be wise. Unless the people are very intelligent, a government by them will be either a tragedy or a farce. Even under an absolute despotism the theory is that every man knows the law; for at his peril he must obey it.

But in the United States the voter not merely obeys the law; directly or indirectly, by action or by neglect, he makes it, interprets it, executes it, or nullifies it. His is the originating, guiding brain, as well as the obedient hand. He may be silly, or insane, or drunk, or malicious; he nevertheless rules. There is no help for this; it is too late to restrict suffrage. Our government must be by the people.

It is not simply a knowledge of what is right and what is wrong that is required, though that knowledge would have to be great to insure the safe, smooth, efficient working of the machinery The relations of society are yearly growing more multiplied and intricate. Every municipality, and still more every state, is becoming a gigantic business corporation, carrying on many kinds of business, with many kinds of people. For instance, the town, the city, the county, the state, the nation, has land to be surveyed, bought, improved or sold; boundaries to be run; ships to be built and navigated; forests, parks and gardens to be protected; waters to be stocked with fish, or stored in reservoirs, or conducted in canals, or kept pure for drinking; roads and streets to be laid out, or paved, or lighted; sewers, bridges, buildings of many

kinds, to be built; reformatories, prisons, workhouses, asylums, hospitals, to be managed; moneys to be borrowed or invested; law-suits to be prosecuted or defended; the public health, peace and morals to be conserved; ordinances and statutes of a thousand kinds to be enacted; courts of justice to be maintained; private property, reputation and personal liberty to be kept sacred; children and youth of different races to be educated; and a multitude of other business concerns to be handled with fidelity and skill. Not one of the branches of learning ordinarily pursued in educational institutions below the grade of college is superfluous. All come in play, and directly or indirectly supply that information or that ability needed by every voter, in order that he may vote—that is, govern—well.

Now, we have a machinery adapted, if rightly used, to secure just that needful discretion, that knowledge of civil rights, that perfect promptness in the discharge of civil duties. It is the public school system, originated in New England, but now substantially adopted throughout the nation. Free schools, free colleges, free universities are primarily intended to do this very work, to turn out wise, patriotic, expert citizens. That is their *raison d'etre.* That should be their first and chief business.

It is demonstrable that the true end and aim of public school education is not to enable a boy or a girl to get a living. Of that living they are pretty sure, educated or not. It needs to be iterated and reiterated, that the supreme object of the public schools is to enable and dispose the young to be valuable members of the body politic—that is, to love their country, to know fully their civil rights, to discharge skillfully and magnanimously their civil duties.

In this great work we have made beginnings—nothing more. We fall far short of the ideal. Nay, this ideal does not even exist in the minds of the masses, nor has any statesman as yet heartily entered upon the work of creating it. A thorough education of every child in all the matters upon which his influence as a citizen is liable to be exerted; an education, too, that shall give him a firm grip upon fundamental principles, and give these principles a firm grip upon him; an education that shall insure quickness and accuracy of judgment; an education that shall make him passionately fond of his country; an education thoroughly pervaded by the sentiments of honor and inflexible justice—that is the standard. The best institutions for secondary instruction are none too high to impart this training. Nothing short of a thorough and prolonged school course under upright teachers can suffice. How to draw every young person into such a curriculum, and to keep him there during the years of needful study, is the question. It cannot be by compulsion; it must be by means yet untried; perhaps by liberal pecuniary rewards bestowed for good conduct and good scholarship—rewards so liberal that the poorest parent can well afford to lose the earnings of his child during those studious years.

For want of such education of every child, the nation, every state, and nearly every county, city and town are suffering today; burdened, many of them, with unneccessary debt and taxation; burdened sometimes with sorrow and shame; burdened, all of them, with anxious forebodings. For want of such education of every child, some twenty years ago we threw into the fire of civil war ten thousand million dollars, sacrificed eight hundred thousand lives, the flower of American manhood, and filled the whole land with mourning. For want of such education of every child, the rich and poor alike dread lest mobs, or dynamiters, or nihilists destroy life and property. In such education of every child is found the prevention or the cure for every political evil we feel or fear. Through such education of every child we shall find a solution of the harassing questions connected with international relations, civil service reform, silver coinage, paper currency, free trade and protective tariff, freedom of the ballot, the Monroe doctrine, prohibition or license, what to do with the Chinese, what to do with the Mormons, what to do with the Indians, what to do with monopolies, what to do with ecclesiasticism, and innumerable other momentous issues sure to arise.

The time has come for this great forward movement in education. It was an inconsistency on the part of our fathers that they did not originate it long ago. They do not seem to have foreseen the tremendous evils with which we have to grapple, or the avalanche of ignorance and prejudice

that has been precipitated upon the nation. They placed the ballot in the hands of the people, but they did not make sure that the people should know how to cast it wisely. They supplied the motive power in the ship; they did not make sure of the steering skill. Twice we have collided with England; once with Mexico. The explosion of 1861, originating in erroneous doctrines of State rights, nearly tore our craft asunder. What assurance have we that another and a worse will not come? The dangers from ignorance, prejudice and false ideas can hardly be exaggerated. The thoughtful patriot in Boston, New York, San Francisco, Cincinnati, remembering Pittsburg and Paris and Chicago, shudders at the possibilities. Happy the statesman that shall take the lead in inducing the nation to apply the plain and sufficient remedy; recasting the course of study, drawing into the schools at least a clear majority of the young, and, by liberal premiums or otherwise, holding them there until they become wise, patriotic, conscientious. The nation has ample pecuniary means. All other remedies have proved inadequate; this remedy is sure. A thorough high school education of the right sort, or its equivalent, for every child, should be the ever-present aim. Our form of government demands it; we stultify ourselves and imperil our dearest interests, if we neglect it.

But the question will immediately arise: What need that girls receive this high education? We may answer, that not only must they obey the law, but they powerfully influence public sentiment in making and enforcing the law. As sisters, daughters, wives, mothers, they will control votes, and shape public policy. They are often the power behind the throne greater than the throne. "I govern Rome, my wife governs me, my boy governs her," said the old ruler. It is not safe that one-half of our population should be ignorant, or governed by boys, even if not themselves electors.

Looking at this subject, therefore, from the sole standpoint of patriotic citizenship, the argument for the thorough training of young women, as well as young men, is conclusive. All of the branches of a secondary course, and most of those of a college curriculum, are desirable, if not indispensable. Let it never be forgotten that an American woman as truly as an American man, is under the strongest obligation to love her native land, to be intelligent and well-informed as to the duties of citizens and the management of public affairs. It is with her, to some extent, a matter of self-preservation even. Her person, her reputation, her liberty, her property, her life, are at stake. She must know in order to obey. The best education is none too good for her as a citizen. We are not here called upon to define her rights. We merely assert that for the modest defense of those rights, whatever they are, and for the proper discharge of her duties, she needs the best intellect and the best information.

But we are not simply members of potitical bodies. "Above all nations is humanity," says Go dwin Smith. We indeed owe the town, city, county, state, nation, our wisest, heartiest service, and that service requires many years of preparation; but we are also subjects of another jurisdiction, members of another body, inhabitants of a larger country. We are citizens of the world, soldiers in the army of all mankind. More than this: we are the children of a King. The dome of the sky is the roof of our palace. "Jerusalem, which is from above, is free; which is the mother of us all." Because I am a member of the Republic of God, and still more, because I am immortal, I need all the equipment that education can bestow; and I am entitled to it. So I trespass not on the equal rights of others, and withhold not my best service to them, all that art, or philosophy, or culture, or science, or learning, or literature, or history can impart, I may justly claim. Within the lines of my duty to the race, I ought to make the most of myself. Can any branch of learning, or any department of investigation, or any exercise of intellect best broaden, deepen, strengthen, adorn human nature? I have a right to it, and so has my sister or my daughter.—*Pres. Sprague.*

LATIN PUZZLES.

Translate: Quis crudus pro rubro candido et spiravit!

Vita, crucem, ut vivas, hominum, si quis quaeris, quid, cur, cujus amore, passus sit.

I oannes Sullivanus Bostoniensis pugus pugnas pugnat.

PROLOGUE IN HEAVEN.

(From Goethe's Faust, translated into the original metres.)

RAPHAEL.

The sun shines on in olden fashion,
Of brother spheres in rival song;
And on his journey fore appointed,
With thunder march moves to the end.
The sight of him makes strong the angels;
Though none has might his deeps to sound.
The works, beyond conception lofty,
Are glorious as when day first dawned.

GABRIEL.

And swift and past conception swiftly,
Earth's splendor rolls itself around,
The glow of paradise exchanging
For shuddering midnight's gloom profound.
In billows broad the sea is foaming
The deep base of the crags along;
And rock and sea are onward whirling
In ever rapid sweep of worlds.

MICHAEL.

And rival tempests loud are roaring,
From sea to land, from land to sea,
And in their wrath a chain are forming,
Of deepest working round them all.
There devastation flames and flashes,
Before the path of thunder's crash:
Yet, Lord, thy messengers do honor
To the mild movement of thy day.

THE THREE.

The aspect strength gives to the angels,
Though none hath power to fathom thee;
And all of thy sublime creations
Are bright as on the earliest day. S.

VOLAPUK.

Volapuk is by no means the first attempt to frame a universal language. Much activity was shown in that direction in the latter part of the sevententh century, when no less a man than Leibnitz thought the matter worthy of serious attention.

All that have studied a foreign tongue know only too well that it is the exceptions to the general rules that cause almost the whole difficulty in mastering the inflection and syntax of the language. Let us imagine, then, a language having but one declension and one conjugation and admitting no exceptions whatever; having, moreover, a simple syntax that also allows no exceptions, it will at once be seen that the whole grammar of that language could be mastered in a few hours, instead of the years of weary drudgery required for an equal mastery of Latin or Greek grammar.

Volapuk possesses not only the above mentioned merits, but also other important ones besides. Its whole vocabulary is derived from a comparatively small number of roots by a simple and regular system of prefixes and suffixes. So simple is the grammar that in Spielman's book it is given in sixteen pages, and is presented with some fullness in fifty-nine pages by Seret.

Martin Schleyer, the inventor of the new language, certainly brought to his self-imposed task no lack of erudition. He is said to have mastered, first and last, no less than sixty languages, including Latin, Greek and Hebrew, almost all the living tongues of Europe, the principal languages of British India and also a number of African idioms. The idea of devising a universal language seems first to have occurred to him in March, 1879. He thought the need of some such means of communication had become pressing, if only to satisfy the requirements of a daily expanding commerce and the prevalent taste for travel, which still grows with the facilities for its gratification. Especially the great development of the telegraph system seemed to demand a world-language of some kind. In spite of discouragement and ridicule, Schleyer persevered in his task, with what success may be inferred from the fact that, in spite of some obvious defects, the study of the new language has spread till it already counts by thousands, not the number of its students, but the number of societies for its study.

The vocabulary of Volapuk consists of some 1,300 root-words and their derivatives. The great majority of these root-words are monosyllables taken from various languages, especially from English, probably both on account of its wide diffusion and of its abundance of important monosyllables. The vowel system is simplicity itself, consisting of the five simple vowel sounds as pronunced in German, and the three sounds denoted by the umlants a, o and u. The introduction of the last two sounds seems unfortunate, since to the English speaking learners their correct acquisition is by no means easy. The rejection of the liquid r—in deference, apparently, to the Chinese and other people among whom it is not in use—is a mistake in the opposite direction, causing the disfigurement of some important roots.

The omission of the so-called articles, both definite and indefinite, appears also of very doubtful advantage. The personal pronouns all begin with o and vary the following consonants; s being used to form the plural. Thus *ob*, *ol* = *I, thou;* while *obs*, *ols*, = *we, you.* In the third person, *m* is the masculine ending, *f* the feminine, and *s* the

neuter, making it easy to remember that *om*, *of*, *os* stand for *he*, *she*, *it*, respectively. Pronouns as well as nouns are declined in four cases, the oblique cases being distinguished by means of the vowels, *a*, *e* and *i* and all plurals ending in *s*. Thus *pen*, *a pen* is declined

	Nom.	Gen.	Dat.	Acc.
Sing.	Pen,	pena,	pene,	peni.
Plur.	Pens,	penas,	penes,	penis.

From *pen*, again, we may derive *penel*, a pen-maker, the suffix *el* representing *er* for the reason above given. Adjectives are formed by *ik* and are compared by the suffixes *um* and *un*. Thus from the noun *spid*, we have *spidik*, *spidikum* and *spidikun*, *speedy*, *m re speedy*, *most speedy;* and also *spido*, *speedily*, adverbs being formed by the suffix *o*. From *spidel*, an accelerator, can be formed *spidelik*, so that *spidelikum* would signify *more like one who speeds*.

From one point of view the verb conjugation also appears very simple and systematic. All infinitives end in *on*. Thus from *pen* we have *penon*, *to write;* from *spid*, *spidon*, *to speed*. The present, imperfect, perfect, pluperfect, future and future-perfectindicative are distinguished by means of the prefixes *a*, *e*, *i*, *o*, *u*; though the prefix of the present may be omitted. Person and number are denoted by the personal pronouns used as suffixes. Thus the indicative of the verb *lofon*, *to love*, runs:

Sing. lofob, lofol, lofom - of - os, }
Plur. lofobs, lofols, lofoms, ofs - os. } I love,

Then, *alofol*,. I loved; *elofob*, I have loved, etc.

The passive of any of these tenses, again, is formed by prefixed *p* to the tense vowel. Thus are formed: *palofol*, *palofol*, *pelofol*, I am loved, etc.

The above six tenses of the indicative are duplicated by another formed by inserting *an i*. Thus from *alofob*, we have *ailofob*, the latter form appearing to denote *I was loving*. In regard to this point, however, there appears to be some diversity of opinion among the expounders.

Thus far everything is plain and practical, for the distinction between simple and progressive tenses, though not found in most languages, is found useful in English. But when to the indicative Schleyer adds a subjunctive, conditional, optative, imperative, infinitive, participle and supine, each with its full complement of twelve tenses, active and passive, tenses too, the optative and imperative having double forms, a milder and a stronger, we begin to suspect that the author, in framing this complicated system, had entirely lost sight of that prime requisite of a world language, the utmost attainable simplicity. It is not that the conjugation is difficult to learn or retain. But what about the application of these multifarious forms? What use could the great majority of mankind have for a verb that admits—by exact calculation—ot 504,440 possible forms? the possible forms of a Greek verb being estimated at 507.

Volapuk may possibly, with some modifications, be made available as a sort of universal telegraph code, or even be made useful in commerce. But it will in all probability, remain as another example of misapplied ingenuity. Considering the enormous differences in habits of thought and forms of expression that still exist among the great divisions of the human race, it seems doubtful that the time is yet come, or is even near, for the adoption of a universal language. Among existing tongues, English is at present the foremost competitor in the race for universality. Its one great hindrance in the competition, its utterly senseless and time wasting orthography, is fortunately a burden easy to remove, if once our educators could be roused to the determination to be done, once and forever, with the tyranny of the spelling book.

J. M.

THE NORMAL.

What is the distinctive purpose of the Normal School? What is its specialty?

The general answer is ready. It is a fitting school for teachers, or for those preparing themselves for teachers. But what is implied in preparation; by what means and methods shall it be secured? Here are some particular features to be noted and carefully studied, both by those who are responsible for the organization and appointments of the school, and by those who would avail themselves of its advantages. The Massachusetts Board of Education in 1880, voted as follows:

"The *design* of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the commonwealth. To this end, there must be the

most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and, *third*, of right mental training."

But do we want Massachusetts standards in Dakota?

Teaching, education, thorough, honest work, are the same thing the world over. Sham, imitation, counterfeit, are also the same. There is no reason why the people of Dakota should not have the best in educational matters, as well as in other things. Out of the best soil, we raise the best wheat; "owing to the peculiar dryness of the atmosphere" we have exceptional advantages for developing the best brain power, and when we "get time" and "come down to business," who knows but we may have the best schools?

A Normal School cannot be complete in its arrangements unless it is connected with a training or model school. This should be a graded school, having at least three grades—the primary, the intermediate, and the grammar. Thoroughly competent teachers are in charge of these schools. Two things can be done for the Normals: They have the opportunity to learn by observation; they can see for themselves principles and theories in their actual, practical operation. They can also be required to engage in the work of teaching. This not only gives them practice, but the work is done under the supervision of those competent to suggest and criticise. This is an outline of the only complete, sensible, and scientific method of training teachers for their work.

But if this is impossible, then the next best thing. For our present needs in this institution, a larger portion of the time must be given to thorough drill in the elementary branches of study. If only one thing can be done, this is the one thing. Students ought to successfully pass an examination in arithmetic, reading, spelling, &c., before entering a Normal School; but if they do not, then the Normal must take up the work, which ought to have been done before. It is better to lay the foundation of the house and to build up from the bottom, than to attempt to begin by shingling the roof or decorating the gable. Lectures, talks, the study of methods, books on "the theory and practice" of teaching, all have their place; but they cannot be a substitute for thorough drill in the class room. Let no one, consciously or unconsciously, get the notion that the Normal department has any patent methods for turning out competent teachers; that it has a "six weeks" polishing process, by which the work is easily and pleasantly done. Let no one think a certificate is the great desideratum, and that the end is gained by a few weeks' *cramming* in the Normal.

FRANCES E. WILLARD

The leader of the temperance work shall be the subject of this sketch. Who that has seen her picture, or better still, herself, can forget that quiet face, its calmness only veiling, not hiding, the energy and indomitable will, made womanly by her great love for humanity. Her parted hair waves softly down on either brow and back into a simple coil in the neck, leaving her beautiful forehead bare. Her lips are straight and firm, yet they can smile with rare tenderness. Her nose is straight, her eyes clear and deep, looking out upon the world through a pair of eye-glasses. If those simple lenses could make us all see as clearly as she does, into things temporal and spiritual, we could advance the world a century or so by donning similar ones. For "Miss Willard is distinctively a woman of the future—one of the types of the larger and diviner womanhood which our land shall yet produce."

We who are western girls should feel a certain sense of relationship to Miss Willard, for she too "grew up with leagues of prairie round her." There is an exhilaration of spirit breathed in with the free air of the west, an expansion of soul in the broad plains, which her whole life illustrates.

And today her favorite illustration of the power of influence is to liken it to the prairie fire, lighted by a match and wisp of straw, but sweeping irresistibly over acres and miles of land. Such has been her influence and the fire she kindled is burning now in all the fervor of the temperance work from the Atlantic to the Pacific.

She was born in the hills of western New York but her parents, during her infancy, moved to Ohio, and later to Wisconsin. Her present home is in Evanston, Ill. Her parents were of the sturdy New England coast, and she inherits the daring, the

scorn of personal inconvenience and the love for liberty which characterize those people. To her mother, Frances traces much of her success in life, for her mother was her model in all things. Mrs. Willard was a woman of high aims and noble thoughts. What she herself could not accomplish in the world, she is seeing done by the powers and spirits with which she endowed her daughter. This is the highest joy of motherhood, to see a child carrying out and enlarging the work to which her own spirit was consecrated, though perhaps her hands were bound to other and humbler tasks.

From her mother, a woman of rare ability, Frances received her education until she became eighteen. Then she studied in a college at Milwaukee, and later graduated from the Northwestern Female college at Evanston.

Between '68 and '70 she travelled in Europe, Asia and Africa with her friend, Miss Kate Jackson. She was much impressed by the low condition of women in the East, and her aim from that time was "to make the world a wider place for women." Yet what she called "the human question" affected her even more deeply than the "woman question." She has given her life to raising fallen humanity, and this she has aimed to accomplish chiefly through assailing "old hydra-head"— Intemperance. She believes that woman must be raised to full equality with man, in order to make it possible to raise all humanity from its present level, but she makes this principle but one plank in her temperance platform. Indeed, she cannot be said to make it formally a part of her platform, for she leaves the question of equal suffrage to the option of each of her leagues, though earnestly believing in it herself. She often quotes, "In Christ Jesus there is neither male nor female."

In 1871 she became President of the Woman's College of Evanston. The Faculty and Trustees were all women. Here she was much loved, and her influence over her pupils was extraordinary. We cannot help wishing that we had been among the two thousand students who, here and elsewhere, felt the magnetism of her presence, and the inspiration of her instruction. She never taught in a narrow routine, but she always impressed upon her pupils that they must consider the bearing of the present upon future years. She sought not only to give information, but to develop character.

Her famous plan of self-government has been a model to many teachers since her own experiment and success. She started out with no rules whatever. As occasion would seem to demand a restriction she placed the matter before the entire number of students, suggested a regulation, gave her reasons and advice and then submitted the matter to vote. Invariably, her rule was unanimously accepted, even the original offenders agreeing. Thus the students felt a pride and responsibility in keeping all these self-imposed regulations. Those who kept a blameless record for six months were put into the Roll of Honor Society, and after a year were again advanced to the "Corps of the Self-governed," with still more privileges.

This is of special interest to all who are teachers now, or are preparing themselves to be such. The students of the University of North Dakota have been allowed to test for themselves a somewhat similar plan, and know the feeling with which they look upon rules and officers made by their own votes.

All these years seem to have been only preparatory to the life work on which she was soon to enter. She had not planned public life for herself, but was called into it. She spoke at a missionary meeting, for the "chivalry of justice—which gives woman a fair chance to be all she was designed to be." A wealthy Chicago man was so struck with her ability and earnestness that he induced her to speak on the same subject, "The New Chivalry," in one of the large city churches. She was enthusiastically received, and from that time the public claimed her. She assisted Mr. Moody in 1876–7 in the Gospel work in Boston. Her object was to unite the two great causes of religion and temperance.

In 1873-4 the W. C. T. U. was organized, and from that time Miss Willard's history has become the history of the temperance work. She was made Corresponding Secretary the first year, and gave heart, mind and body to her noble work. Since 1879 she has been President of the organization, which in all its branches seems but to work out the spirit of its leader. Marvelous is the work she has done. She has traveled east, west, north

and south, lecturing and organizing, in every state and territory of the Union and in every province of Canada. In 1881 she and her private secretary wrote over 10,000 letters. She has besieged legislative bodies with petitions and reminders of their duty to women and to temperance. At one time in Illinois she presented to the legislature a petition 215 yards long, containing 180,000 names. She has caused many temperance bills to be submitted.

Her words are full of magnetic power. Says one paper: "As a public speaker, I think Miss Willard is without a peer among women," and the writer goes on to liken her to Edward Everett and Wendell Phillips.

She is famous for her talent in organization and government. All critics praise her conventions. Says the *Evening Post:* "Business was done decently and in order, and it impressed me as being as far ahead of any male assembleges which meet in this city as a prayer meeting is ahead of a corn-husking."

Miss Willard's is a wholesome, genial nature. There is none of that foolish, sentimental regret for the "good old days." Instead she is full of faith in the present and of hope for the future. This she expresses in her own rare way. "It is good not to have been born earlier than the nineteenth century; and, for myself, I could have rested content until the twenty-fifth, by which date I believe our hopeful dawn of Reason, Liberty and Worship will have grown to noon-day." Ah! we are glad she did not rest until the twenty-fifth, for her coming will have greatly hastened the noon-day. It has already made the gray dawn take on rosy tints of promise.

With all her labors and travels she has taken time to write much, chiefly as contributions to periodicals, knowing well that her swift pen could reach many to whom her clear voice cannot go. Among her books is "Nineteen Beautiful Years," a memoir of her sister. In recent years she has compiled "Woman and Temperance," from which much of the material of this sketch is drawn.

It has been said, "Tell me what you read, and I will tell your character." Others, who have the world yet before them, say "Tell me what to read that I may form my character." Surely Frances Willard is a model character. Therefore let us ask who are her favorite authors, that we may know her better through her books, and, knowing her books, grow more like her. Here are the names: Arnold of Rugby, Frederic W. Robertson, John Stuart Mill, Margaret Fuller, Frances Power Cobbe, Elizabeth Barrett Browning. Mill's most helpful book to her was his "Subjection of Women." Mrs. Browning's, her "Aurora Leigh". These are both in the University library, and until you have read them, you have denied yourself great instruction, pleasure and benefit.

Let us look back on what we have learned of Frances Willard. She is now, at the age of forty-eight, famous as a teacher, writer, speaker, reformer; famous as a *woman*. Some of her qualities may be expressed by saying that she is earnest, religious, hopeful, decisive, persevering, systematic, of keen intellect, of far-seeing wisdom and of untiring industry, with a great heart throbbing with love for sinning, suffering humanity.

Long may she live to fight for the good cause. It is the duty of girls and boys, women and men, to aid her, so far as in them lies, in holding high her banner with the W. C. T. U. motto: "For God and Home and Native Land."

CORA E. SMITH.

OUR LIBRARY.

"THANK GOD FOR BOOKS."

Oliver Wendell Holmes, who has been aptly termed the "brightest American," recommends as the best training for a boy that he be privileged, during his boyhood, to tumble about in a library. We doubt whether one ever becomes imbued with a fondness for good literature who does not acquire the reading habit in childhood. Certainly in every scheme of education the most valuable adjunct, next to the wise and enthusiastic teacher, is a well equipped library. Our regents have aimed to make our library the most attractive room, in its appointments, in the University. That the liberal provision of the regents is appreciated by the students, is evidenced by the fact that the library has been thronged by students during each noon hour of the past term. Here have been gathered some eighteen hundred volumes of carefully selected literature (not including pam-

phlets), while several hundred volumes, already purchased, will soon be added. The collection embraces the standard works in the departments of history, philosophy, fiction, poetry, biography, essay, science and general literature, including the standard works of reference in the various departments. In the way of periodical literature received by the library, there may be mentioned the Critic, Dial, North American Review, Atlantic Monthly, Century, Harper's and Scribner's Magazines, Littell's Living Age, London Graphic and Spectator, Puck and Harper's Weekly, not to mention the dozen or more newspapers, local and metropolitan, whose daily or weekly editions are to be found on the files of the reading room.

We pity the student who, in this list, cannot find something to his taste. We feel sure that to hundreds of students, present and prospective, this library will serve as an intellectual awakening—that it will mark for them the beginning of "the life intellectual." Admitted to its privileges, many a poor student who comes from a cheerless home on the prairie and whose glimpses hitherto of "the light that never was on sea or land," have been sadly meagre and intermittent, will come to sing with the poet—

"Heir to all ages, I,
I am no longer poor."

And how, indeed, can one be poor who has entrance free to the world which blind Homer and Milton have peopled with the creations of their immortal genius—the world of which Vergil sang and Dante wrote? Does one tire of the company of demigods and heroes? Is the vision of cherubim and seraphim too dazzling for the sight? What companionship at once so restful and delightful as that of Dr. Thomas Browne, or of dear old Elia, among the ancients, or of the Autocrat of the Breakfast Table or of Ik Marvel, among the moderns? We envy—and any king on his throne might do the same—the boy or girl who, on a winter evening or a rainy Saturday, opens for the first time the covers of "Rab and His Friends," or of "Tom Brown's School Days," or of those ever charming "Reveries of a Bachelor." At such seasons the gods themselves come down in visible form and the occasion marks an epoch in the life of any but the stolidest boy or girl.

With the thousand best books at command—and we believe our library contains them—what a cosmopolitan one may become without setting foot beyond the confines of one's own county even! With Thackeray and Dickens he may learn more than any one man ever does learn by actual experience—unless he be a professional character hunter—of life, high and low, in the world's metropolis; with Livingstone and Stanley he may explore the heart of Africa; with Nordenskiold he may penetrate to the arctic regions; with Kinglake and Bayard Taylor and Lee Meriwether he may see all that is worth seeing in every capital of the world; with Darwin and his fellow voyageurs he may circumnavigate the globe; with Plato and Emerson he may soar into the empyrean and search out infinity.

With no other aids than are here afforded, any boy, be he gifted and industrious, may come to know more of philosophy than Plato knew; more of history than Grote, or Mommsen, or Ranke; more of science than Bunsen, or Faraday, or Agassiz; more of statecraft than Cæsar, or Charlemagne, or Bismarck. For he has here the aggregated wisdom of the ages, and that is more than the wisdom of any one man, be he the wisest.

And then, too, what resources the book-lover has ever at his command. In his books he has companions to match his every mood. And how tactful and unobtrusive they are! At the first intimation of *ennui* on his part, they gracefully give way to other companions more congenial to his passing mood. And how void of malice! Treat he them never so cavalierly, they harbor no spirit of revenge, but respond with eagerness the moment their company again becomes agreeable. And how constant! Flesh and blood fail. Even a mother's devotion sometimes flags, through sheer exhaustion, about the sick bed of those she loves. But a good book never flags in its ministrations "to a mind diseased" with the cares of business, or with discontent, or with hope deferred.

And so with William Ellery Channing, who well knew their worth, we say in closing as we said in beginning—

"Thank God for Books!"

THE WICKED COMPOSITOR.

Who seeks with malice in his heart
My choicest thoughts to mutilate,
And gets the horse behind the cart
And then forgets to punctuate?
The bad compositor.

Who changes all the bright ideas
That I for weeks to write have toiled,
And jumbles them, and never sees
The point his carelessness has spoiled?
The rude compositor.

Who wickedly seeks to engraft
Into my theme his feeble lore,
With all the cunning of his craft,
And then leaves out a line or more?
The sly compositor?

Who chuckles at his own mistakes,
Intentional, devoid of wit,
And who is happy when he makes
An interesting mess of it?
The mean compositor.

And when the proof to him is sent
With all corrections noted plain,
Who is it still on mischief bent
That lets the errors all remain?
The dread compositor.

Oh, that this heartless fiend would write
A poem grand, an essay ripe;
I'd make his work an awful sight
Could I but set it up in type—
That base compositor.

No punishment can be too great
On earth for such a sinner base;
I wonder what his fearful fate
Will be when he has run his race—
That vile compositor. Jo. KING.

Brockport, N. Y., March 12.

THE PHYSICAL LABORATORY.

The friends and patrons of the University refer with pride to this essential feature of an educational institution, which was provided for by legislative appropriation of 1887.

Since then, the professor in charge of Physics has endeavored to secure suitable apparatus, and his efforts have been crowned with success, in spite of short time and unavoidable delays in transportation,—so much so, in fact, that this Laboratory can now furnish the means of illustrating experimentally all parts of Physics, such as dynamics, mechanics, hydrostatics, hydrokinetics, pneumatics, electricity, heat, sound, light, magnetism, &c., &c.

Without entering on details, mention may be made of a few: Atwood's machine, air-pump, Toepler-Holtz' electrical machine, potassium-bichromate battery of six cells, sonometer, radiometer, dial telegraph, gyroscope, Coulomb's electrometer, cryophorus, &c., not to mention hydrostatic bellows, inclined plane, Pascal's vases, hydrometers, equilibrium vases, models of all kinds of water wheels, electroscope, electrophorus, models of lifting and force pumps, universal discharger, galvanometer, incandescent lamps, centrifugal turning table, guinea-and-feather tube, Smithsonian barometer, Epinus' condenser, Oersted's apparatus, galvanometer, Lix's maximum and minimum thermometer, Daniell's hygrometer; and others the mention of which would fill too much space.

This, with what is delayed in transportation, and what is expected, justifies us in saying that next year this Laboratory will be as well, if not better furnished than that of any institution of advanced learning in the Northwest.

It is needless, I think, to offer any comments on the necessity of physical apparatus. Less than what this Laboratory is furnished with, less even than what has been mentioned above, would aid materially to a proper understanding of the subject. But the more the better. And a better selection could not easily have been made as regards both suitability and quality, the apparatus being of Queen & Co.'s manufacture.

B. E. INGWALDSON.

COLLEGE ATHELTICS.

The present age, though rightfully proud of its many achievements, has at the same time brought with its benefits many conditions, that if left unremedied, are certain to retard further progress.

Among these, and distinct from the indolence and corruption apt to follow in the train of wealth, is the effect of those contrivances by which the world's work is done with the least amount of physical exertion on the part of the man. The constant tendency of these inventions is not only to exchange manual toil for mental exertion, but also make it possible for one mind to accomplish so much as greatly to increase the temptation to lay undue burdens upon the mental powers.

In speaking of the educated classes, Herbert Spencer observes: "Men of past generations, living riotously as they did, could bear much more than men of the present generation, who live soberly, can bear." He ascribes this physical degeneracy chiefly to the excess of mental application and the discouragement of open air sports.

Two main factors contribute to eminence; high intelligence and physical vigor. The necessity of the one is generally acknowledged by the ever-increasing facilities for mental cultivation; the too

general disregard of the other factor is shown by the great number of graduates without sufficient physical vigor to back their intellectual powers. The object of the higher education is largely–though not solely–to increase a man's chances of success in life. Courses of study and their accompanying exercises are arranged with a view to fitting the mind to labor to the best advantage. But, once he has entered the race of life, the student soon finds that something more is requisite than knowing how to row; he must have strength and endurance. Well for him if he has already learned the important truth that a sound, vigorous constitution is the basis of any enduring success.

Institutions of learning are more and more alive to the dangers of a one-sided development of the man. In many physical exercises forms a part, of the prescribed course. Far from encouraging the student to cram a fevered brain at the expense of his poor body, those responsible for his guidance now sedulously impress upon him that his great object is to secure "*mens sana in corpore sano.*"

H. F. A.

The military company organized during the present year has proved to be one of the most interesting and beneficial features of our University. Military drill is an exercise that is too much neglected. In a country like ours where it is not compulsory, and where large sums of money are not exacted from the citizens for the support of military organizations, we are apt to think lightly of their importance.

We place a great deal of confidence in our regular troops, and our states are provided with militia companies to render them assistance, if it become necessary; but the importance and profit of such companies do not receive a due appreciation. If at any time our young men were called upon to defend the liberty and rights of their fatherland, how much better equipped they would be and how much better service they could render their country, if they had had a few years' military drill than if they had never before shouldered the musket.

Our commander, Col. Topping, an old officer among the valiant fighters for the preservation of our Union, takes great interest in drilling the boys and is bringing them along capitally. One of the benefits of the college militia is the valuable exercise which it affords. There is no class of individuals more in need of bodily exertion than are students. The most of them suffer from long-continued labor over books and the indoor occupation of study. At times this unmitigated application causes indisposition which results in severe illness, depriving the sufferer of weeks of valuable time. From such experiences, which we have all proved, we realize the advantage of lively exercise. This the military company affords. Marching, countermarching and the other movements afford exercise that aids materially in straightening the stooping tendency of the shoulders of so many students and assists them in acquiring that imposing mien which everywhere characterizes the soldier.

As soon as the weather again permits. the company will drill out on the campus and will gain more headway in military art than it can now acquire in the small room allowed them. To be a worthy member of a well equipped and drilled military company is an honor of which every American youth might well be proud. We anticipate with pleasure the time in the near future when the young men of the company of '88 will boast of their being the first members of a large and flourishing battalion, the pride of the northern "State."

SHAKESPEARIANA.

BY H. B. S.

The publishers of Donelly's book announce that it will not be issued until the first of May.

The cable informs us that nearly 4,000 ancient documents have been discovered in an old forgotten chamber of what was once the Guild Hall and is now a part of the Grammar school buildings where Shakespeare was a pupil, at Stratford-on-Avon. Some date back to 1579, when he was but 15 years old. They appear to be mostly town and parish papers, wills, deeds, petitions, etc. We shall await with some interest the result of a minute examination which is to be made of them.

Shakespeariana for February gives a list of over one hundred Shakespeare clubs. There ought to be one in Grand Forks.

Classes at the University this year will have

critically read *Julius Caesar*, *Hamlet*, *Macbeth* and the *Merchant of Venice*.

Latest theory: "It was not William Shakespeare, but another man of the same name."

We venture to suggest here two new interpretations of the original folio (1623) text of Shakespeare's *Julius Caesar* and *Macbeth*. Our principle is that of Dr. Johnson: "My first labor is always to turn the old text on every side and try to find if there be any interstice through which light can find its way."

I. In *Julius Caesar*, Act I, Scene iii, lines 9 and 10, the folio reads:

> But never till toNight, never till now,
> Did I goe through a tempest-dropping-fire.

Here all the editors take out the hyphens; as if the speaker, Casca, would say that he never saw a thunder storm with lightning before! But Casca is trying to use the strongest possible language. Retain the hyphens, and he succeeds; omit them, and all the energy vanishes. Retain them, and the sky is all aflame, a fiery deluge descending in tempest—a tempest-fire, a dropping-fire, a tempest-dropping-fire—precisely what Milton (*Paradise Lost*, I, 79) calls "floods and whirlwinds of tempestuous fire." Let us be careful how we try to improve on Shakespeare.

II. In the following quotation it is the last line that puzzles all critics:

> The King has happily received, Macbeth,
> The news of thy success; and when he reads
> Thy personal venture in the rebel's fight,
> His wonders and his praises do contend,
> Which should be thine or his.—*Macbeth*, I, iii, 89-93.

Macbeth's title to the throne at the outset was better than old Duncan's. To that claim he had now added another; by his heroism he had just saved the kingdom. Duncan recognizes this extraordinary desert, and, in the full glow of generous enthusiasm, feels that the highest possible reward, not alone the forfeited thanedom of Cawdor, but even the whole of Scotland, belongs rightfully to Macbeth,to Macbeth quite as much as to himself. He feels like giving him the half, or even the whole of his kingdom. He says this, though perhaps in vague terms; that he will pay him "a greater honor" (line 104), of which the thraneship is but an "earnest." To make Macbeth thane of Cawdor and nothing more, the King feels would be gross "ingratitude." (I, IV, 15.) He says to Macbeth, "More is thy due than more than all can pay," (line 21.) Ross and Angus gather the meaning of the King, and being sent to convey his sentiments to Macbeth, they tell the latter that the King's wonder contends with his ability to praise, the question in the King's mind being, "What shall be Macbeth's, and what, if anything, shall be withheld from Macbeth as belonging to me?" Not exactly in colloquial phrase, "Which is which," but "Which things in all Scotland ought to be Macbeth's, and which ought to be mine?"

> His wonders and his praises do contend, (as to)
> Which (thing, be it riches, honor, power, the crown itself,)
> Should be thine or his.

This seems clear enough, and it is a wonder that none of the commentators seem to have hit upon this interpretation. Hudson came very near it, changing *which* to *what;* but he despairingly remarks, "Commentators have tugged mighty hard to wring a coherent and intelligible meaning out of the old reading,and I have tugged mighty hard to understand their explanation, but all the tuggings have been in vain."

THE COLLEGE WORLD.

Yale has had 13,444 graduates, of whom 6,675 are now living.

The Michigan University library contains above 60,000 volumes.

Michigan University has 1,667 students, eight of whom are from Dakota.

Prohibition clubs have been established at Yale, Wesleyan, Marietta, Bates, Carleton, Michigan, Albion, and other colleges.

President Angell, of Michigan University, was for many years editor of the Providence (R. I.) Journal, and to this experience attributes much of his success as a college president.

"The first governmental step taken to promote education in the New World," was taken in 1636, when the General Court of Massachusetts donated four hundred pounds sterling toward the founding of Harvard College.

The late Chief Justice Waite was a member of "the famous class of '37" at Yale. To the same class belonged Wm. M. Evarts, Samuel J. Tilden, and Edward Pierpont, the well-known New York lawyer and Grant's Minister to England.

Ex-Attorney General Brewster (of President Arthur's cabinet), who recently died, graduated at Princeton College in '34. A great lawyer, an able and honest gentleman of the old school, he was for many years the most prominent figure in Philadelphia.

Benjamin Franklin, the two Adamses, John Hancock, Edward Everett, Charles Sumner, and Wendell Phillips, are but a few of the distinguished men whom the Boston Latin School has given to the world. Is there another preparatory school in America that can show as honorable a record?

Johns Hopkins University, which received more than $3,000,000 from its founder, has—all lovers of learning will regret to hear—been seriously crippled by the recent depreciation in the stock of the Baltimore & Ohio railroad, in which securities a considerable portion of the Endowment fund of the University is invested.

In the United States there are, in all, 345 colleges and universities, with 4,720 instructors and 56,973 students. The property of these institutions, including grounds, buildings and apparatus, is valued at $43,565,413. In the school year 1885-6, the total outlay for educational purposes in the United States amounted to $111,294,930.

Col. T. W. Higginson, the eminent writer, entered Harvard College at the age of thirteen and graduated at seventeen. He says his college course was spoiled by the marking system then in vogue at Harvard. This system, he says, turned the professors into machines for estimating and noting the numerical value of the students' recitations.

During the recent Eastern blizzard, college exercises at Yale were entirely suspended from Monday till Thursday. In all that time not a professor or student appeared at his appointed place. Here at the U. N. D., the most northerly of American colleges, not a class exercise has been interfered with by weather during the whole course—not so long a one, it is true—of the history of the institution.

Hon. Simeon B. Chittenden, of Brooklyn, N. Y., has recently donated $125,000 for the erection of a new library building at Yale. It will be the largest college library building in the country, and is to be absolutely fire-proof. An anonymous donor has recently given to the same institution a like um for the erection of a building to be used for slecture and recitation rooms. An effort is being made, too, to raise $100,000 for a new gymnasium.

Ex-President Andrew D. White, of Cornell University, was a classmate at Yale of Edmund Clarence Stedman, Wayne McVeagh, U. S. Senator Gilson, and a dozen other men of national reputation. Pres. White entered the Sophomore class at Yale, coming from a small Episcopal college in western New York, of which he says: "I have had to do, since, as student or professor, with some half-dozen large universities, at home and abroad; and, in all of these together, I have not seen so much carousing and wild dissipation as I then saw in this little church college, of which the special boast was that, being small, it was 'able to exert a direct Christian influence upon its students.'"

PERSONAL AND LOCAL.

"Come, gentle Spring, etherial mildness, come,
Take off your things and make yourself ter hum."

Some of the boys showed up more green than usual on the 17th. Best wishes to "The Emerald Isle."

H. G. Edwards was confined to his room for a week on account of sickness. All are glad to see him around again.

C. S. DeGroat now acts as 'bus conductor, F. J. VanKirk having left to attend to his farm work.

Miss Travis is again at her studies. She lost three weeks on account of her mother's sickness.

The time has come when the Normal student goes forth to try his newly acquired theories on prairie youths.

Mr. Karsina, who has been taking advantage of the opportunities offered in the Normal course, left March 9th to take charge of a school near Minto.

After spending the winter studying the works of the ancient Romans, Mr. VanKirk has gone back to his home in Ojata, to try modern farming. May his wheat be as hard as Virgil.

T. C. Griffith has been absent from his classes for three weeks, occasioned by sickness. We are informed that he is speedily recovering and expects to be with us soon after the Easter vacation. All will be glad to welcome him back.

Mr. Gilkey is by this time settled in his new home in Oregon. The students presented him with an album containing the names of many of the warm friends he had made in his short stay among us.

The Per Gradus Literary Society held its regular meeting Saturday evening, March 24th. The boys all did well. May those of our members who leave us at the end of this term carry pleasant remembrances of the many profitable hours spent in this Society.

Military drill was omitted for a few days before vacation on account of Col. Topping's absence.

Lieut. DeGroat's little squad of little men are making fine progress in going through the manual of arms.

Go to M. M. Lockerby for fine dentistry. Office South Third Street.

The students residing at the University assembled Friday, March 16th, at 6 p. m., to spend the evening in social pleasures. Supper was served at 6:30, after which they participated in games and varied evening amusements. The evening was one of general enjoyment to all.

Adelphi Literary Society held its last meeting of the winter term Friday, March 23d. The programme was too well rendered to pass scot free. It was as follows: Eulogy on the life of Scott, Outline of Marmion, readings and recitations from Scott's works. President Sprague favored the society by his presence. Being called upon by the President of the Society for remarks, he complimented the Society on the progress it had made, and expressed a desire that he might be allowed to call upon parts of the programme to be given in public at some future time.

COMMUNICATED.

There was a 'bus horse in Grand Forks,
Who was feeling a bit out of sorts,
He lay down in the road,
Let his mates pull the load,
He now in the stable cavorts.

April 6 Pres. Sprague lectured at Hillsboro for the benefit of the school library fund.

In his Sunday afternoon talk March 25th, Col. Sprague spoke of Milton's and St. Paul's idea, that woman was made to obey man. He carefully refrained from giving his own opinion on the subject—though the ladies were in the majority in his audience.

A little three year old Miss who was watching a lady getting ready for a walk asked, "Do you think you are pretty?" The lady replied, "Yes, don't you?" "No," said the baby. "What shall I do to make myself pretty?" asked the lady. "Cover up your face," was the answer.

Two more boxes of books for the library arrived this week. Others are expected soon.

Two members of the STUDENT board have gone out to teach. Our editorial *corps* is rapidly becoming and editorial corpse.

The thanks of the library are due to Hon. O. S. Gifford for numerous valuable public documents recently received.

Between the drafts made by the farm and the country school, the ranks of our military company have been sadly thinned.

The spring term opened on April 10, with a much better attendance than had been expected, judging from the attendance of preceding years.

The "'bus" has not as yet been able to come within the gates, on account of the snow drifts. As there is no ferry, do not forget your rubbers.

Young ladies! When you happen to spill alcohol from your spirit lamps and it takes fire, do not throw water on it. Cover it up.

Some of the Scientific dissected a fine specimen of *felis domestica* the other day. Soon gophers will be plenty, and then!

UNIVERSITY ✣ OF ✣ NORTH ✣ DAKOTA

AT GRAND FORKS, DAKOTA.

Entrance examination in the University Buildings on Wednesday, Thursday and Friday, September 26, 27 and 28, 1888. Candidates are requested to present themselves punctually at 9 a. m., the first day. Students are given the choice of three courses, Classical, Scientific and Normal.

SPECIAL ATTENTION GIVEN TO THE

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Tuition Free in all Departments. Incidental Fees, Five Dollars per Year.

A FULL FACULTY OF EXPERIENCED INSTRUCTORS.

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A new and elegant Dormitory has been erected on the University Grounds, with accommodations for about one hundred. Board, including rooms heated and furnished with all necessary furniture, except bed clothing, towels and carpets, is supplied for a sum but little if at all in excess of the actual cost. Where students procure rooms and board themselves, the cost may be made to suit their own convenience. Free use of steam laundry. Military drill and gymnastic exercises for the young men; calisthenics for the young women. The gymnasium has already received several hundred dollars worth of choice apparatus, bath rooms with hot and cold water free of charge. The main buildings are in first-class condition and the grounds have been greatly improved. With recent additions to the teaching force, with new books for the Library, new specimens for the Museum, new apparatus for the different Laboratories, the University is enabled to offer greatly improved facilities for the acquisition of a liberal education. To a reasonable extent the Professors will be glad to advise and assist by correspondence in directing the studies of prospective students. Piano and organ will be taught at special reduced rates. For catalogue and additional information, address

Prof. W. MERRIFIELD, B. A., or HOMER B. SPRAGUE, A. M., Ph. D.,

Secretary of the Faculty. *President, Grand Forks, Dak.*