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Maud A. Walker



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THE STUDENT.

APRIL, 1889.



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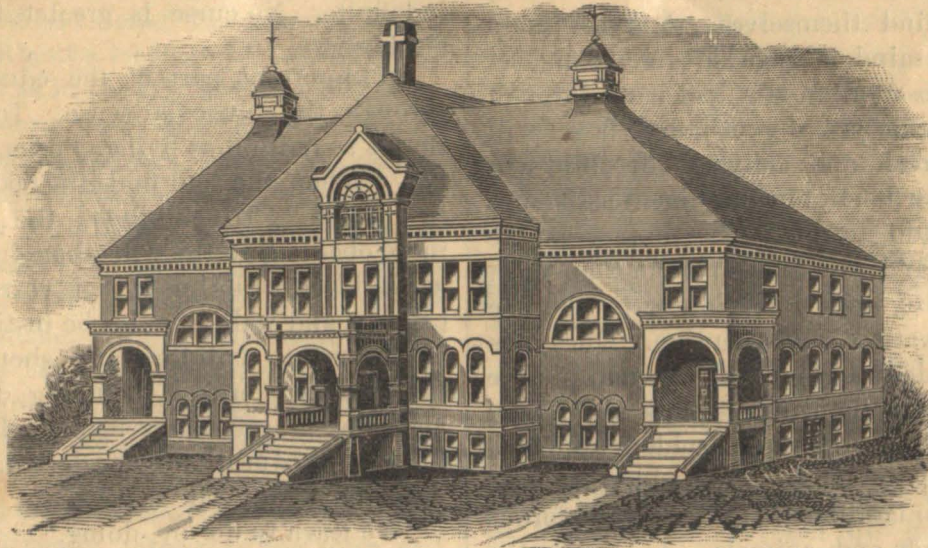
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SENSE-PERCEPTION IN ITS RELATION TO EDUCATION.

This is a subject of especial interest to modern teachers. The intelligent and sufficient use of sense-perception is the fundamental doctrine of our methods of instruction.

Porter defines sense-perception as that power of the intellect by which it gains the knowledge of material things. In education, then, it refers to the use of the concrete, as distinguished from the abstract. But, it might be objected, the higher knowledge goes, the more abstract it becomes. That is true, and, for two reasons that very fact establishes the wisdom of using the concrete as a basis. First, the rule must work both ways. Then, the more rudimentary knowledge is, the more concrete. And second, without a concrete starting point from which to draw the principle, there can be no abstraction; there can be no mountains suspended in mid air; a broad, firm basis is necessary. Some authors call sense-perception sensible perception; a name which, applied to its use in education, is doubly expressive.

Sense perception is developed the earliest of all the powers. The child is full of wonder and delight over the world of color, form, and motion around it. The curious hands and eyes

ask questions and make experiments continually. This is the beginning of a very important period in life, the beginning of education. For the first few years, all knowledge must come by means of sense-perception. The senses are so many messengers, who bring endless telegrams of information about the world in which they find themselves. And all these messages the mind is eager to receive and remember. Observation now looks out through the wide, bright eyes of youth, and never will it be more fresh and active. The child will learn much for itself, but intelligent assistance can greatly add to this. The mother is the first teacher, and she can do more than most mothers realize, toward developing in the wee learner observation and attention. Questions to stimulate definite thought; toys and picture books to teach elementary colors and forms; all these have an importance seldom appreciated. Then as the child grows older, let it be encouraged to familiarize itself with the forms, colors of plants and animals. A love for the wonderful pages of nature, where, in the creation around us, as some one has beautifully said, we read the "divine thoughts," will do more to teach system and law and reverence for the great First Cause, than volumes of printed abstractions on the same subjects. To a childish mind, abstractions are wearisome, become meaningless. The mind is not ready for them until it has laid a firm foundation in the concrete.

All higher knowledge depends on knowledge obtained through sense-perception, through the use of the hand and the eye especially. All this capital which the child is laying up for future use, should be tested, to be sure it rings true. It is not enough to say: I have seen many elm trees. The test is: Can you recall and describe an elm tree? The word "elm tree" is as empty, as worthless, if it cannot instantly recall to the mind a distinct tree, as is paper money which is not convertible into the gold it names. The test, then, of complete sense-perception is distinct recollection. This should be impressed upon both children and

teachers. What we should strive for is clear impressions. These are gained through concentration of the attention, through repetition and through familiarity. The familiarity comes only through actual seeing and handling. If this first part of the education is neglected, the imagination is hazy and the thought indefinite. No curse is greater than chronic aimlessness.

An important part of the education comes through the muscular sense. To a child, action is as natural as living. Porter says quaintly: "When the soul finds the body, it finds it in motion." In childhood the body is far more obedient to the will than in later years, as it is in childhood that correct habits of carriage and walk should be instilled. Grace is natural to children and should be made habitual by exercises, including dancing-steps and other graceful movements. If this physical part of education be neglected, the loss can never be made good.

"We learn to do by doing." In this principle lies the charm of Kindergarten work, and, later, of the study of Natural Sciences. Object lessons are what they give continually, and these are always interesting. Froebel's endeavor in his Kindergarten work is "to teach perception of form through manual reproduction." The children separate the whole into parts and learn analysis. They put the parts together and learn synthesis. All the exercises in paper-folding, and in moulding figures out of clay, are a series of delightful games to them. Of such fortunate little ones, Shakespeare could not say, "Creeping like a snail, unwillingly to school."

The best training in all in sense-perception is gained through a study of Natural Sciences. Every rock and flower is examined by the senses of sight, touch, smell, and taste. The senses are trained to accuracy. Objects seen and touched are easiest recalled. Abstractions, theory—descriptions will not suffice; just as it is only by standing upon the beach, and gazing at the foam-tipped walls of water, and by standing in the surf and letting it toss you, as it might a feather, that you understand the

majesty and force of the ocean waves.

There is no branch of study in which sense-perception does not play a fundamental part. Geography and History lose their dry drudgery, when there are maps and pictures to call the eye to aid in memorizing. Language cannot be taught successfully, except by letting the pupil hear and make the sounds. If attempted "without a master," the result is generally as bad as in the case of the scholar learning French alone. She wrote a poem to show her progress, and rhymed "quite with elite."

We need better training in color and sound. A physician in England declares that many supposed cases of color-blindness are really caused by life-long carelessness. It is the same with music. Many people who "could not tell one tune from another," have, by training, acquired a fair perception of pitch. Had the training begun in childhood, it would have been much more successful. I never so fully realized the difference in the rate of vibration in different pitches of the voice, as I did a few years ago. A lady sang through a trumpet which was directed toward a screen of soap-film. Each note caused a different pressure on the film and brought out beautiful colors, the same note always calling out the same combination of rich and delicate tints.

The reason we find such pleasure in poetry is that its regular form pleases the eye, its rhythm and rhyme are music to the ear, and its figurative language keeps beautiful pictures before the mind. The most natural and simple language is the most figurative, the most concrete. We are constantly seeing and expressing comparisons.

Education trains the acquired perceptions; i. e., those gained indirectly; as when we say: "The iron 'looks' hot;" a touch-perception gained indirectly by the eye. We can see that sense-perception engages and trains three important powers; the "associative" power, as when the form of the rose is associated with its odor; the "representative" power, or imagination, when the word "rose" recalls an image; and the "inductive" power, when the odor

makes us infer the presence of the rose.

In sense-perception, both the mind and the body are active. The body furnishes the materials in sensation, and the mind makes use of them in perception. This is the right education for childhood, since at that time the mind and the body are developing together and should be allowed to work together, else the development will be unequal and hence deficient.

I would take literally the words of Cowper in his sarcastic couplet:

"How much a dunce that has been sent to roam,
Excels a dunce that has been kept at home!"

Travel gives experience. "Experience is the best teacher." And what is experience but sense-perception?

CORA E. SMITH,

NORTH DAKOTA.

In looking over the broad surface of our land, what a fine scene it presents at all seasons; In the summer, covered by its mantle of green, dotted here and there by the homes our prosperous settlers, while in the distance is seen the long low stretch of timber, skirting the banks of our many streams, presenting a back ground of the same rich color. Toward the end of the summer the green mantle has changed to one of a golden hue.

What makes the change? It is the ripened fields of wheat, showing the industry of the farmer and the fertility of the soil.

In the Autumn, the busy plow has painted the land black, by over-turning the deep rich soil. In the Winter, the land clothed in its shroud of dazzling whiteness, which is protected by our bracing zero weather, is exceedingly fine in appearance. At any time we can see the towering elevators, rising above the buildings of our numerous towns, and the toiling engine drawing its heavy load along the many lines of railroad, which traverse our fair country.

About ten years ago our prairies contained but very few inhabitants, and it can be safely said that the mighty change which has been wrought in our land, has been accomplished since then.

But our prosperity has just commenced. We are just rising above the difficulties and hardships, which attend, under the most favorable circumstances, frontier life. The reputation that North Dakota is one of the greatest wheat-producing countries in the world, is firmly established, and the time is rapidly nearing when she will be called a sister state in our noble union.

In the brief description given of our prairie land, it must not be supposed that all our land is one vast wheat field, although in many counties the greater portion is so cultivated. No, we have yet millions of acres untouched by the plow in the western part of the territory, and even in the more settled parts there are many farms lying in the luxuriant prairie grass. They all await the honest immigrant to come and make a home, where plenty reigns.

The energy which the people display in tilling the soil and developing the country does not cease with that, for they are fully alive to the benefits derived from cultivation and development of the mind. This work is being done in the many school houses, which dot the surface of the prairie, in the higher graded schools of our towns and cities, and in colleges and Universities, especially the North Dakota University.

The great desire of the people to educate the young, and the desire of the young to obtain that education foretells the great future in store for the territory. For there is no doubt, that many will rise from our land to take a place among the great men of the world, and enroll their names upon the list of those whose lives and deeds live after them.

And let us, who are students here, work hard to prepare ourselves to take part in the great future which is opening out before us, by getting the best education that our country gives. For legislators, congressmen, senators, and perhaps a president, will be wanted from us, and why cannot we fill the offices, not as rotten politicians, but as those who labor for the good of the people and their country.

With the resources which we have, much

of which we know is yet undeveloped, it will not be long before we shall outstrip our southern sister, and become one of the greatest states in the Union. R. W. MINAKER.

EDDYSTONE LIGHTHOUSE.

In the Bay of Biscay, two hundred miles from the coast of France, stands a strong, old bricktower. Its steeple rises against the sky; the reflecting light from the lantern shines out over the murmuring sea. The billows roll beneath it, and beat against its front with never-ceasing noise. This is the Eddystone Lighthouse.

If you might happen to make a voyage from England or France, to Spain, and then come within sight of Eddystone, you will notice how the old sea-man bends his head when he sees the light; he takes off his cap and whispers a blessing for "the Maid of Corduan." Wondering what connection there can be between a fair lady, and yonder grim tower, you will perhaps ask the sailor to explain that mystery, and he will relate to you the following tale.

In Corduan, a flourishing seaport of southern France, lived many years ago, a very wealthy merchant. He, Monsieur de Aubin, was descended from an old aristocratic family. He was a brave, righteous man, but proud of his noble birth. Many vineyards belonged to him and several vessels of his crossed the ocean, conveying gold and pearls from India to Europe.

The heiress to all this wealth, was his only daughter Alice, a fair, beautiful maid. She was lovely, and bright as a summer day. Her merry laughter and joyful songs echoed in the grand house, where she lived with her father. Many noble men visited the rich merchant; many rich suitors tried to win the fair prize, Alice's hand and heart. But she cared for none but Henry Breton, captain of one of her father's ships. He had loved Alice since the time he, as a young midshipman, was introduced to her.

Years had passed, and he was now commander of the vessel which carried the

wealthiest treasures. When the ship lay in harbor, he was often the guest in M. de Aubin's residence. Those hours which he spent in Alice's home were his life's happy moments. She welcomed him with hearty words and a bright smile. Oftentimes he burned with longing to tell the fair lady how deeply he loved her, but when he met her in all those splendid surroundings he dared not speak the words.

One summer evening, however, as he came to take leave of her before setting sail for India, he found her walking in the garden. Thinking of the long interval that would elapse before he should see her again, his heart's feelings found way in words, and he poured forth his love in warm, glowing expressions. Alice did not turn from him, but tenderly she laid her hand in his and said, "Henry, I love you more than all the world; and no power shall part us from each other."

The young captain was overwhelmed with joy. He took Alice in his arms and said: "Let us now go to your father, and ask for his blessing."

But when Henry stood before the proud old gentleman his courage almost failed him. In stammering words he besought the father to give his consent to the union which was now established between Alice and him. But haughtily the Monsieur interrupted the young captain, and, in a sneering tone, he bade him give up all vain dreams of winning Alice's hand. "I respect you as the commander of my ship," he said, "though you can never be my daughter's husband. You have neither rank, nor wealth, and the man who shall marry my daughter, must be her equal. Leave me now, sir; attend to your duty on the ship, and bury all love-sick thoughts in the deep Atlantic."

The captain went, and in the early dawn his vessel set sail for its long, eastward journey. Days and weeks passed on. Friends and guests came to the rich merchant's house as before. But in that luxurious dwelling sat Alice, pale and sorrowful, her thoughts

wandering to him, who now ploughed the sea; but never did she give utterance to her grief. Henry's name was never spoken between Alice and her father, though in her heart she promised to be faithful to her friend.

Monsieur de Aubin took his daughter on a journey abroad, hoping that she might learn to forget the past. But neither Italy's blue sky nor Andalusia's clear air could bring roses back to her cheeks.

Returning to their home the old gentleman fell into a mortal sickness. And now, while Alice tenderly waited on him, he began to think of his life's great account. How worthless now were all the treasures he had heaped together. When his life's work would be weighed there would be no good deed in the balance for him. He looked at his fair daughter and saw how the lines of sorrow had marked her white brow. She was now left to his care and protection, but he had selfishly deprived her of her happiness. Then, at last, his heart melted, and he whispered to his daughter: "Weep no longer, my child; you shall be glad and happy again. He whom you love will soon be here. You may welcome him as your bridegroom, and he shall be to me a dear son."

And now while Alice in great rejoicing, waited for the ship to come in sight, her lover was not many days' journey from the French coast. He had successfully ended the long voyage from India, had rounded Africa, and from the Atlantic had entered into Cadiz in Spain. Having there unloaded part of the goods, he set sail for France.

He put into the Bay of Biscay at full speed, and soon could see the contour of his native land. His heart was filled with joy, because he now should meet Alice again. But in the darkness of night a violent storm arose; the waves foamed and roared, and the ship was whirled up and down with the billows. The captain stood firmly at his post; he hoped he yet might bring the vessel into harbor. But he had just driven toward that hidden reef, which had been so many sailors' destruc-

tion; and now a high wave came rolling on, lifted the ship, and then flung it against the rock. It was cleft into pieces, and no man was saved.

When the merchant learned the young captain's fate, he felt the sharpest pain and remorse. A short while and he was called to give his account before the great Judge.

Alice now inherited all her father's riches; but she would not keep this silver and gold which had so blighted her young life. She gave it away for a noble purpose, and on that treacherous rock she erected Eddystone tower. Its light shines out as a leading star, and it has saved many a sailor from death. Centuries have passed since the lighthouse was founded on its firm base; but still the seamen keep in memory the legend about "The Maid of Corduan."
HANNAH JOHNSON.

Dakota has 4,065 schools supported by a direct tax upon the people, amounting, in a recent year to \$1,633,561—a sum which Mr. P. F. McClure says, in Harper's Magazine for February, is larger than that devoted to the same purpose by any one of twenty-four states.—Ex.

THE STUDY OF GREEK.

It is the enormous and inestimable value of Greek literature that gives the Greek language a proper right to its eminence as a feature of a collegiate course, and if the Greek literature is to be put to one side and the students are to be taught Greek out of newspapers, then the study of the language had better at once be relegated to the position of a collegiate side issue of no interest or importance except to specialists. We do not doubt in the least that, after a fashion, the study of Greek could be made more interesting—more entertaining would perhaps be a better phrase—to a great many students, than it is by the customary hammering away at Homer and the poets. But the young fellow who can't get interested in Greek except through some such a device as this had better let it alone altogether. He

can certainly put in his time at college a good deal better in obtaining a reading and colloquial acquaintance with French, German, or any other foreign language, than he can by fooling with newspaper Greek. We admit the force of all the Mississippi professor says about the encouragement a student may get by the knowledge that Greek is a living language; but all the same, if he and his fellows let go in the least of the idea that it is a sympathy with antique Greek culture that they are seeking to drive into the heads of the young fellows under their care, they will do the cause of classical culture vastly more harm than has been done by all the attacks of the modernists.—Newspaper.

ODE TO A NECK-TIE.

All Fool's day rose in splendor bright;
The students viewed it with delight,
On fun intent their thoughts were bent,
Both eyes and ears to mischief lent.
Soft azure-blue, the sky looked down,
And viewed it all, without a frown.

II.

"Look! what is that, which strikes my vision?"
Said brilliant student No. One.
Said No. Two, with much decision,
"'Tis the reflection of the sun
On a student's neck-tie, over-done."

III.

Then, for one hour, six busy heads were bent,
And all the time, in meditation deep were spent.
Forth from the room they came, with merry look,
And ever and anon, with smothered giggle shook.
At noon a dainty missive graced the plate
Of that proud student, so sedate,
What ghastly threats its tones import.
We can't with justice here report.

IV.

Next day it happened, so they say,
Displayed in elegant array,
Another tie, with grace did deck,
That student's thin and lengthy neck.

V.

O, White Caps! Ye are strong,
Ye can avert the wrong
That might befall a student in his pride,
For vanity was there, and they did form a pair,
That student and the tie that he did hide.

THE STUDENT.

APRIL, 1889.

THE "DORMITORY SYSTEM."

An article in the N. Y. Mail and Express, gives some arguments in favor of the dormitory system, which are remarkable, to say the least. A distinction is usually made between the dormitory system and dormitories; and while the latter have many defenders, the former has very few advocates. Circumstances appear to determine, in many instances, in favor of dormitories. A college may be so situated, like our own, that dormitories seem almost necessary to its existence, and the neglect or refusal of those in authority to establish such buildings may seriously cripple the whole institution; but that is a very different thing from adopting the dormitory system. The one is a make-shift, avowedly and often deprecatingly intended to meet an emergency; the other is the expression of a judgment as to what is the best system in which to rear the youth, though for the time being the result in both cases may be the same.

But the reasons given in the article referred to, are reasons against the system rather than for it. It was probably written by some one, who, thinking over the pranks of his college days, could, at that distance, recall only his boyish exuberance of spirit which broke forth in them, and forgot that some of those pranks were of a character that he would blush to have known now by his wife and children, and which, if known then, outside the circle of his thoughtless associates, would have thrust him out of all decent society, and covered his name with lasting disgrace. Such was probably the character of what the article terms "harmless deviltries."

The article laments also the decay of "college spirit." Well, if by that expression is meant the spirit that sets students in opposition to social and municipal authority, the

spirit that leads to "town and gown" contests, a spirit that undoubtedly existed and had such manifestations in our colleges a generation or two ago, let it die out, and the sooner the better. Such a spirit is a hindrance to the proper regard which a student should feel for his college, as the institution in which he learns to respect law, not to break it, to assist in purifying public morals, not in corrupting them.

The decay of class feeling is likewise lamented, meaning thereby, the antagonism that converted classes into organized bands of ruffians, seeking every opportunity to wreak their petty malice on one another. Sympathy and good fellowship can exist between the members of a class without a corresponding degree of ill-will towards other classes; and one of the most encouraging features of American colleges at present is the fact that the former spirit is rapidly supplanting the latter.

If dormitories are responsible, as the aforesaid article avers, for these accompaniments of college life, which it advocates, and we deprecate, the dormitory must go, and the sooner the better; and if those practices can not be disassociated from college life, the college itself must go. Student-life must be made, not as different as possible from home-life, as the article asserts, but as nearly as possible like the life which is maintained in every well-ordered home, and that system is most successful where this latter result is most nearly reached, as it is in the case of the Uppingham school in England.

DRAWING.

The increased attention which drawing is receiving in our schools is an evidence of the "practical" character which modern education is taking. Hardly any other art is so intimately and so usefully associated with every calling in life. Once it was looked upon as an accomplishment, enabling its possessor to decorate the walls of his friends' rooms with representations more or less true to nature: but now it is justly regarded a necessity, not for the artist

alone, but as well for the mechanic, the engineer, and the scientist. The great inventor Ericsson, who has just died, began his distinguished career by turning his attention to mathematical drawing: and it was the drawings which he made, at the age of ten years, with instruments also made by himself, that attracted the attention of the Swedish government to him, and gave him a place in its employ.

It speaks, well, therefore, for the management of the University of North Dakota, that a good beginning has been made in the way of affording our students the opportunity of becoming masters of this art.

Under the direction of Miss Boasberg, a four years' course in drawing has been established. This year being the beginning, the work has of course been of an elementary character, including clay modeling and the drawing of geometrical and other solids directly from the objects themselves. Even in this way a very extensive and practical knowledge of the elementary principles of geometry has been acquired.

The course contemplates the taking up, in the future, of higher work in designing, projection drawing and perspective, with the mathematical principles therein involved.

We welcome the Tuftonian to our exchange list. It is a breezy journal for staid and solemn New England. We notice that it manifests nearly as high an esteem for the N. Y. Mail and Express, as we do ourselves in this issue of the STUDENT. Three live poems in one number. Sentimental science appears to be cultivated at Tufts with great success.

Tufts College is a Universalist institution, situated four miles from Boston, and it will be better known to our readers from the connection with it of Professor Dolbear, the inventor of an important improvement of the telephone.

LORENZO Ghiberti.

Lorenzo Ghiberti was born at Florence, about the year 1378. He was educated in art by his step-father, a skilled gold-

smith. He rapidly acquired dexterity in drawing, painting, and moulding. The goldsmith's art at this time included all varieties of plastic art, and required from those who devoted themselves to its higher branches a general and profound knowledge of design and coloring. It has been stated that Ghiberti executed designs on a small scale with much greater success than those on a larger scale, and that this fact was due to his early education in the goldsmith's art.

In the early stage of his artistic career, Ghiberti was best known as a painter in fresco. When Florence was visited by the plague, he repaired to Rimini. Here at the age of 19 he was chosen for the execution of fresco in the residence of the sovereign Pandolfo Malatesta. He was recalled from Rimini by the entreaty of his step-father, who urged him to return to Florence because of the competition to be opened for designs for the second bronze gate for the baptistry. The subject of the design was prescribed—the Sacrifice of Isaac,—to be executed in bas-relief, and the competitors were required to observe a certain uniformity to the first gate of the baptistry, executed by Andre Pisand about one hundred years previously.

Ghiberti was chosen along with seven other artists, to compete for the execution of this splendid work. The judges found difficulty in deciding among the designs of Brunelleschi, Donatelli, and Ghiberti; but the two former generously proclaimed the superiority of Ghiberti's design with respect both to the art and beauty of its conception and the delicacy and skill of its execution. This gate occupied Ghiberti twenty years, and was pronounced the greatest work of its kind since the glorious days of Grecian art. The unbounded admiration of the first gate caused the Florentine guilds to entrust Ghiberti with the execution of another gate to emulate the beauty and colossal dimensions of the two already adorning the baptistry. Florentines gazed with especial pride on these magnificent creations which must still have shown all the brightness of their original gilding when Michael

Angelo, a century later, pronounced the two gates worthy of Paradise.

Ghiberti's second gate contains ten reliefs on a larger scale; the subjects in this case also being from the Old Testament.

Ghiberti left a commentary on art which gives considerable insight into his life and character. He brought to his work a deep religious feeling and a striving after a high poetical ideal. He seized every opportunity for studying the remains of ancient art; and his opportunity for doing so was exceptional. The council of Florence, which met during the most active period of Ghiberti's artistic career, enabled him, through the important connections, which he then formed with the Greek prelates and magnates assembled in Florence, to obtain from all quarters of the Byzantine empire the precious memorials of old Greek art.

Ghiberti seems to have been quite devoid of greed for money and especially thanks providence that he had not been cursed with a grasping spirit.

It is stated that Vecello, who first used perspective successfully, worked for many years in the studio of Ghiberti, and it is thought that the discovery usually attributed to him may belong largely to his master.

Not the least of Ghiberti's merits was the success that followed his efforts to break up the convention that before his day had hampered the free development of sculptural art.

Among his other works are a bronze relief in the Duomo at Florence, representing San Zenobi bringing a dead child to life; and bronze statues of St. John the Baptist, St. Matthew, and St. Stephen.

Ghiberti died at Florence in 1455.

The first number of the "Common School" comes to us full of good things. It is published at Grafton, and edited by Prof. A. L. Woods, superintendent of the Grafton schools. Our friend Supt. Kennedy, of Traill Co., is one of the associate editors. As the name implies, it is designed especially for primary-school teachers. An article by Pres. Sprague gives,

"A Method of Study in English Literature," one by Supt. Kennedy treats of, "Some Important Qualifications of a Teacher," and there are pages of Hints and Methods, and editorial news. We hope, however, the editor will find some more respectful way of referring to the energetic women, who so ably fill the position of County Superintendent, than "females."

Our new Board of Regents consists of Messrs. W. N. Roach, Larimore; Jas. Twamley, Minto; C. E. Heidel, Valley City; Albert L. Hanson, Hillsboro; H. G. Mendenhall, Grand Forks; in addition to Gov. Mellette, ex-officio. While we regret that the supposed necessities of politics make us part from our former Regents, Messrs. Fulton and Donovan, we rejoice, at the same time, that so many of the old Board remain with us, and that the places made vacant are filled by men who are equally interested in the prosperity of the University. Therefore we welcome Messrs. Hanson and Mendenhall to this place of authority and usefulness, hoping that under these new auspices, as under the old, the University will steadily advance in that career of prosperity and influence upon which it, along with the young and vigorous, and soon to be great, state of North Dakota, is now entering.

SHAKESPEARIANA.

[By H. B. S.]

SHAKESPEARE SOCIETIES AND MAGAZINES.

There can hardly be a better test of the civilization and culture of a city than its societies. Grand Forks ought to maintain a Shakespeare Club. The beautiful town of Woodland, Cal., which claims to be the richest in proportion to population in that rich state, maintains two flourishing organizations for the study of Shakespeare. These and kindred associations make it one of the most desirable places of residence. Our city of Grand Forks would be far more attractive if it had a flourishing Shakespeare Society. Who will start it?

The magazine *Shakespeariana* for April con-

tains the first installment of an ingenious and suggestive essay, read by Alfred Waites before the New York Shakespeare Society, to prove that Ben. Jonson wrote Lord Bacon's works!

A new monthly magazine, entitled *Poet-Lore*, devoted to Shakespeare and Browning and the study of Literature, was begun in January. It is published in Philadelphia, and in its external appearance as well as its contents it is creditable to American taste and scholarship.

“THE DRAM OF EALE”, ONCE MORE.

No passage in Shakespeare has evoked more comment than the following sixteen words:

“The dram of eale

Doth all the noble substance of a doubt

To his own scandal.”—*Hamlet*, I, iv, 36, 37, 38.

Five solid pages of fine print in Furness's *Variorum* are given to them, and these are not a tenth of what has been written upon them. All the critics assume at the outset that the passage is corrupt, and every one tries his hand at emendation. There are not less than sixty conjectural readings, and the number is yearly increasing! For the queer word *eale*, scholars have suggested *base*, *ill*, *bale*, *eel*, *ale*, *evil*, *ail*, *vile*, *lead*, *leaven*, etc. For the words *of a doubt*, it has been proposed to read *oft worth out*, *oft eat out*, *soil with doubt*, *often daub*, *oft adopt*, *oft work out*, *of good out*, *of worth dout*, *often doubt*, *often dout*, *ever dout*, *oft adoubt*, *oft debase*, *over-cloud*, *of a pound*, *oft corrupt*, *oft subdue*, *often flout*, *of 'em sour*, etc., etc.

All agree as to the general scope of the passage. The context shows, as Theobald clearly stated one hundred and fifty years ago, that the meaning is, “Let men have never so many, or so eminent virtues, if they have one defect which accompanies them, that single blemish shall throw a stain upon their whole character; and not only so, but shall deface the very essence of all their goodness to its own scandal.”

In our edition of *Hamlet*, in 1885, we adhered to the old reading, and we ventured

to suggest what seems to us almost certain, that *eale* means “evil”, as *deil* means “devil”; that *of a doubt* means “doubtful”, just as *of so long life* means “so long lived” (*Hamlet* III, i, 69), *of mercy* means “merciful” (*Hamlet*, IV, vi, 18), *of a better nature* means “better-natured” (*Tempest*, I, ii, 495), *of no force* means “feeble” (*King John*, I, i, 130); that *doth* = “maketh”, as *to do* = “to make” (*Merchant of Venice*, III, ii, 124, and often elsewhere); and that *to his own scandal* denotes result, and is equivalent to “reducing or subjecting the noble substance to its (the evil's) own scandal.” The passage then would read as follows:

“Their virtues else—be they as pure as grace,

As infinite as man may undergo—

Shall in the general censure take corruption

From that particular fault: The dram of *eale* (evil)

Doth (maketh) all the noble substance of *a doubt* (doubtful)

To (reducing or subjecting the noble to) *his* (its, the evil's) own scandal.”

This surely makes good sense, in fact the very sense that nine-tenths of the commentators find in the passage. The only objection is the extraordinary condensation of meaning into a few words. But such concentration is characteristic of Shakespeare. Says Lowell, “The Gothic Shakespeare often superimposed upon the slender column of a single word, that seems to twist under it, but does not,—like the quaint shafts in cloisters,—a weight of meaning which the modern architects of sentences would consider wholly unjustifiable by correct principles.”

COLLEGE NEWS.

A fair Sophomore at a co-educational institution asked a gallant junior for the loan of his pony on Horace, but was answered tenderly that “the animal couldn't bear a side-saddle.”

A Princeton man, in rendering to his father an account of his term expenses, inserted an item: “To Charity, \$30.” His father wrote back, “I fear charity covers a multitude of sins.”

L. D. Wishard, who is extensively known throughout our colleges for his work in organizing college branches of the Y. M. C. A., is now in Japan, with the purpose of introducing similar methods into the educational institutions of that country.

One of our much valued exchanges is the New York Mail and Express, as it devotes a large space to news collected from the various colleges of the country. College men can ill afford to do without it. We extract from its columns a few articles, which we think will interest our readers.

A freshman knows everything. He has explored the universe and has proved all things. A Sophomore has the wisdom of an owl, but, like that sedate bird, keeps still about it. A Junior knows a little, but begins to be a little doubtful about it. A Senior knows nothing.

Four of President Harrison's cabinet are college graduates. Secretary Blaine graduated at Washington college (now Washington and Jefferson) in '47; Secretary Proctor, at Dartmouth in the class of '51; Secretary Noble, at Yale the same year, having previously spent a year at Miami, where he met Harrison; Secretary Miller is a Hamilton man, class of '66.

Yale has received \$50,000 lately for its gymnasium. The money might have been used better. Exercise taken by rote, or enforced, is better than no exercise, and that is the best that can be said for it. "Books or work or healthful play" is the proper idea for student-life. James C. Watson, the world-famous astronomer, who "bucked" his way through college, didn't suffer for lack of a "gym." A good game of foot ball is worth half a dozen gymnasiums. No school boys are better physically developed than the English, and yet they depend on games alone, it is said, for their exercise, with no other "physical apparatus" than the implements which their games require.

John Howard Payne, the author of "Home,

Sweet Home," while a junior at Union College in 1811, started a college paper, called the Pastime, which became very popular with the students. He was, however, severely criticized for some of his editorial utterances, and one day as a joke sent to an Albany paper a most bitter attack upon himself, berating himself roundly, after the manner of his censors. It produced quite a sensation at Union, many of his old associates turning him the cold shoulder. At a supper party soon after this publication one of Payne's detractors, with a view to embarrass the young journalist, who was present gave, as a toast—"The Critics of Albany," at the same time eloquently praising the trenchant vigor and style of the recent attack on Payne. The band of critics were much taken aback when, in response to the toast, Payne himself quietly rose and returned thanks, acknowledging the authorship of the article.

Swarthmore College, 10 miles from Philadelphia, is the largest Quaker college in the United States. Its students number 200 Quaker boys and 300 Quaker girls. "Thee" and "thou" are used there by all the students, and the girls wear the sweetest of Quaker costumes. It is by no means a somber college, for they have more fun than many worldly colleges. In their lecture courses they have always had such humorists as Twain, Nasby, Josh Billings, and Eli Perkins. A story is told by Eli Perkins showing how Josh Billings secured his fee from the treasurer of the Quaker lecture committee. When they came to settle, the lecture committee asked this question of Josh:

"Joshua, does thee believe the maxim of Poor Richard?"

"Yea," said Josh; "I believe Poor Richard's head was level."

"Does thee believe with Poor Richard that time is money?"

"Yea."

"Well, if thee does believe that time is money," said the Quaker, with a wink, "when we come to thy fee I will keep the money and thee can take it out in time."

"Wha do you think of Fielding?" asked a Boston girl of a Harvard graduate. "Oh, it's important, of course, but it don't amount to much without good batting."

The Tuftonian thinks that the New York Mail and Express is a "God-send" to the weary editor. It is indeed, but if all college papers rely on it—as we ourselves must confess to in this number,—there will be a remarkable sameness, to say the least, in our issues.

We recommend to an officious exchange, which makes suggestions as to how we ought to run this paper, to read again the story of the Old Man and his Son who took the Donkey to market.

One good recommendation is from the Courant. It is that college students remember not to carry outside of college the peculiar manners which belong to them; manners which either a long-suffering world has borne thus far without restraint, or a contemptuous world, busied with its own affairs, has overlooked; but manners which, on the part of another class of young men would be denominated rowdiness. But does the Courant consider manners a garment, which must be changed according to the occasion. How would it do to lay aside, in the college and upon the campus, the objectionable manners, to which reference is made?

AMERICAN COLLEGES AT THE PARIS EXPOSITION.

A great deal of interest has recently been manifested abroad in our institutions for higher education. Prof. Bryce, in his "American Commonwealth," devotes much space to the American colleges, of whose merits and methods he made a close study while in this country. Another evidence of foreign interest is the fact that an exhibit has been requested from our colleges at the Paris Exposition, which opens on May 5. Photographs of faculties, classes, buildings, etc., are all desired and will probably make a fine exhibit. An especial request is for the representation of a feature peculiarly

American—that of college journalism. About twenty-five of the best of our college papers have already agreed to contribute to the exhibition, and it is to be hoped that the movement will be general. Prof. C. William Parks, of the Rensselaer Polytechnic Institute, at Troy, N. Y., has been appointed to superintend the work, and he proposes to maintain a reading room provided with pictures of the editorial boards, and copies of the various college publications upon its walls. Upon the tables will be other copies interesting to students and the alumni who might be present.—Ex.

LOCAL ITEMS.

Miss Wright left for her home in Caledonia, March 29th.

Mrs. Morey went to Emerado to teach, March 29th.

Pres. Sprague lectured in Hillsboro on the 5th inst.

The senior class is peculiar in many respects. How they love visitors!

Our former fellow student, Will. B. Smith, from Bartlett, is in the city.

Captain Postmaster, why do you object to pink envelopes?

VanKirk has not entirely forgotten us; he writes a glowing account of his experience in farming without a cook.

We hope Prof. Merrifield did not sustain serious injuries from his slip on the stairs, lately.

Miss Madge Cocks, of Larimore, expects to return to us this month, and remain to the end of the year.

Miss Florence H. Bosard has withdrawn from the University for the present, hoping that a few weeks' rest will benefit her eyes.

The girls and the boys too were glad to see Miss Todd. The only trouble was, we had hardly said "How do you do?" before we had to kiss her good-bye again., at least the girls did.

Miss Grow, assistant-Principal of the high school in the city, visited the University March 16th.

Miss Emma Allen has returned from an extended visit in the east.

Buttonhole bouquets of spring flowers are much worn by the young men of the University.

The return match between Town and Gown was played near the Belmont school house, Saturday, the 13th inst., resulting in another glorious victory for the University boys.

Grand weather this month for all kinds of business, including study. A good rain would make the grass green on our campus, and increase the number of those beautiful prairie-flowers which Fiset loves to bring to the girls.

Miss Lillian Dow spent a day visiting the University. She was please to note the improvements, and says they are not diminutive, even when compared to Vassar.

Misses Booth, Wright, Miller, and Robinson, teachers from the public schools in the city, with Miss Douglas, a teacher in the schools at Fargo, visited the University March 29th.

An Indiana woman had the muscles of her face paralyzed lately by the excessive use of chewing gum. Ruth, beware! the "cheek" of Dakota girls is not tougher than that of their eastern sisters.

The Athletic Association is in a flourishing condition under the leadership of the following officers, recently elected; Pres.—J. D. Campbell; Vice-Pres.—Peter Sharpe; Sec. and Treas.—H. C. Vick.

The "knock-out drill", held by Companies A and B, Cap. Sharpe, found that Privates Griggs and Evanson stood the test of being the best drilled men, and Cap. Sprague reports Sergeant Engebretson, as the honor man of his company.

County Superintendent Shirley seems to have made a successful raid on our University forces, and our ranks are much thinned. Many of

these teacher-students expects to return for Commencement day.

The students of the regular college classes met in solemn assembly on the 6th inst, to choose college colors. After due deliberation it was decided that these colors should be green and rose color—suggestive of our green prairies and rosy prospects.

A complaint has been made that Sentimental Science received too much space in our last issue. We refrain from publishing any more on the subject at present, although our attention has been called to some new and very interesting phases of this subject.

Masters Carl Anderson, and Gene and Frank Bangs came to surprise their sisters and see the University March 27. The boys were shown everything, museum, library, labatory, and electrical machine. They expressed themselves highly delighted with the University and they approved of all the members of the Faculty who were "as polite as if we were big folks."

Mr. Wm. Budge, the donor of the land on which the University buildings stand, visited us on Wednesday, the 10th inst., in company with Messrs. Sarles of Hillsboro, Edwards and Flitting of Mayville. They expressed themselves greatly pleased with the condition of the institution, but recognized the importance of larger accommodations.

Miss Lillian Dow spent the 25th of March among her old student friends. Miss Lillian is as great a favorite as of yore, and we are rejoiced to find that even a year at Vassar has not effaced the memory of her many friends at the University of North Dakota.

"Now sweet they look!" was the exclamation of one of the young ladies, as Co. B. marched past the Dormitory, on Friday. The officers would like to know whether she referred to the company as a whole, or to the commissioned officers.

Miss Madge Cocks was at the University April 5th to pay a flying visit to her friends

here. She has been teaching in Larimore for some time and left again on the 7th, to take another position as teacher. We are glad to see our girls just besieged with offers of positions but we miss them.

The "Per Gradus" have elected the following officers for this month:

President, Peter Sharpe.
Vice President, Geo. Robertson.
Secretary, Ed. Pomeroy,
Sergeant-at-Arms, E. Shellenberger.
Critic, J. D. Campbell.

The young ladies have begun military drill. They would drill on the campus but they are afraid it would'nt look military to wear veils, and they are determined not to sacrifice their complexions. So the girls go through their manoeuvres in Chapel Hall, though there is not room for much marching there.

The Sophomores read Comus and even then they had to do up their own hair: the Juniors studied Magnetism, and were not a bit more attractive than they were before: The Seniors pored over Political Economy, and yet they want new dresses for graduation. What's the use of going to college anyway?

We have chosen the college colors at last,

The prettiest ever seen;
Bright pink for the dewy prairie rose,
And for its leaves, the green.

So will we try, like the prairie rose,
All places to modestly fill;
We'll persistently grow in the place for the wheat,
And we'll prick, when we're plucked, with a will.

The Adelphi Society, at their first meeting in this month, elected the following officers, who will remain in office until the end of the year:

President, H. F. Arnold.
Vice-President, Jos. Travis.
Secretary, G. F. Robertson.
Treasurer, Myron Smith.
1st Marshal, A. Engebretson.
2nd Marshal, C. S. DeGroat.

The Adelphians have obtained the use of a piano, and musical exercises will now form a part of the program.

Pitching quoits is a favorite-amusement now with our non-base-ball-players, and some of the players are indulging in it also. Luke is one of the most indefatigable in it. Really it looks as though a good deal more exercise and quite as much fun could be gotten out of it as by standing patiently out in centre-field, waiting for a chance ball to come, while the pitcher and catcher amuse themselves by making the batsman strike out. We don't believe baseball is as good a game for students as it used to be. Now, when we were a boy—but hold! Wait until we find out who it was that shouted, "Old fogy!"

An exciting game of base ball was played on the University campus on Saturday afternoon, the 6th. Cap. C. S. DeGroat led the University nine, and Cap. T. C. Griffith was the staunch leader of the City nine. The high wind which prevailed throughout the day was unfavorable for the game, and especially troublesome to the city "feather weights." Nine innings were played, resulting in a score of 20 to 9 in favor of the University nine.

University Nine—G. S. Sprague, p.; C. S. DeGroat, c.; O. Engebretson, ss.; D. W. Reed, 1st b.; O. Ingwaldson, 2d b.; B. Ingwaldson, 3d b.; H. E. Shellenberger, lf.; H. Eastman, cf.; H. G. Vick, rf.

Grand Forks Nine—Chas. Halton, p. and 1st b.; Jno. Turner, p. and 1st b.; E. Williamson, 3d b.; Jno. Foley, ss.; Wm. Hanrahan, c.; R. Wood, lf.; Wm. Weader, 2d b.; Alex. Strader, cf.; T. C. Griffith, rf.

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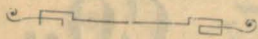
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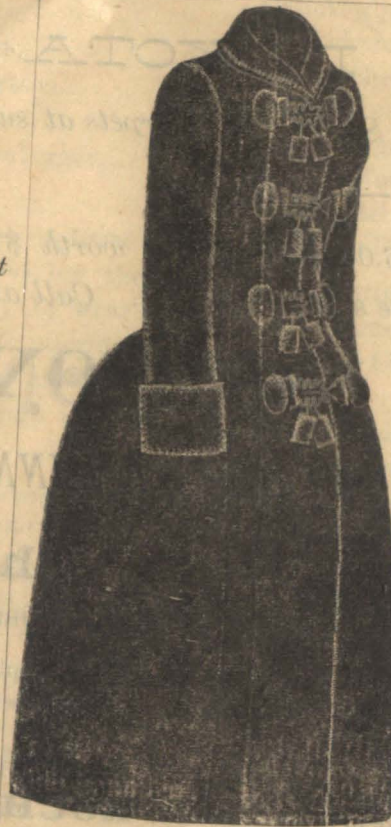
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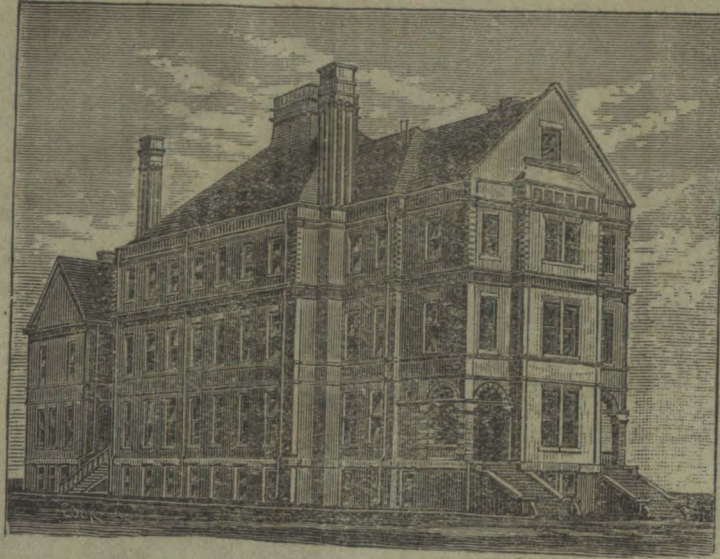
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