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THE STUDENT.

December, 1889.

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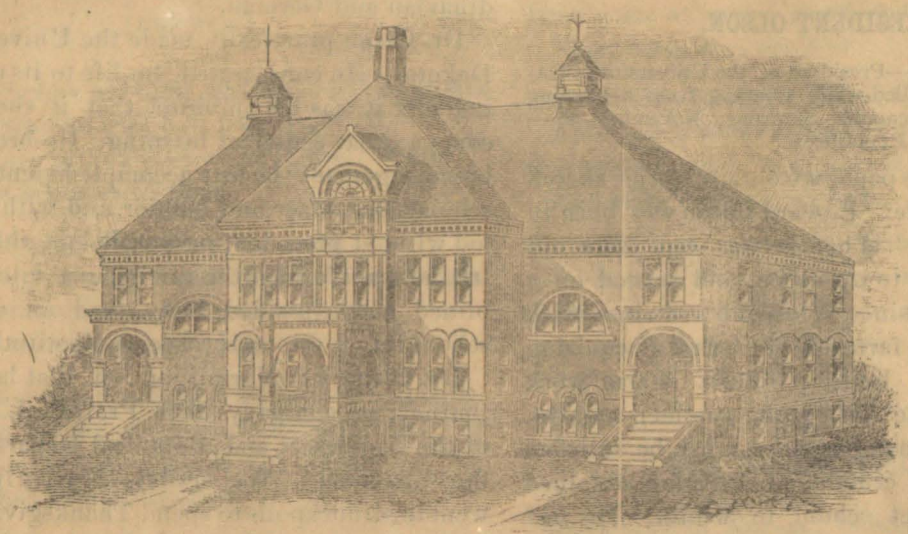

LADIES' HALL, U. N. D.

THE STUDENT.

Published Monthly by the Students of the University of North Dakota.

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In the new constitution of North Dakota, generous provision has been made for state educational institutions. The State University having been established at Grand Forks by the Territory, its location was already fixed. In addition to the other departments of the University already established, the constitution provides for a School of Mines. We trust that the Legislature, now in session, may make provision for the necessary buildings and apparatus in the near future. There is a pressing need for more laboratory room in the University. The buildings for the School of Mines would provide for this urgent need.

An Agricultural College is to be located at the city of Fargo.

Provision is made for two Normal Schools, one at Valley City and one at Mayville.

A Deaf and Dumb School is to be located at Devils Lake, and a State Reform School at the city of Mandan.

A new rule has just been adopted in our library, that is worthy of commendation. The

rule that required students to bring an order from a Professor for the book desired, was, to say the least of it, very inconvenient. College students may now take out books for collateral reading, upon their own responsibility. It is to be hoped that this privilege of drawing books from the choice selection in the library may be thoroughly appreciated, and properly used.

PRESIDENT OLSON.

DR. EDWARD OLSON—President of the University of Dakota—instantly killed while escaping from a burning building in Minneapolis, Saturday, November 30.—From the Dakota Republican.

From the same paper we obtain a brief sketch of Dr. Olson's life. Edward Olson was born in Norway in 1848. When he was ten years old the family came to America, and settled on a farm in Wisconsin. While he remained with his father on the farm, his chances for acquiring knowledge were limited indeed. Farm work occupied his time during the summer months, and his educational longings must be satisfied with the scanty crumbs of learning obtained from the district school in winter. He had within him an indomitable spirit, and an intense desire for learning. At twenty years of age he left the farm, and, depending entirely upon his own resources, started out into the world, determined to obtain a college education. He entered the preparatory department of Beloit College, where he remained but one year. He graduated from the University of Chicago in 1873, with the degree of B. A. While at college, he defrayed his expenses by sawing wood, serving as janitor, and such other work as he conld obtain. His industry and perseverence were unflagging; as he said of himself: "I had a late start, and must work under high pressure to make up."

After obtaining his degree he went to Eurone and spent two years at Halle and Gottingen. He then returned to his alma mater to fill the chair of Modern Languages. He there received the degree of Master of Arts. In 1877, while holding his professorship, he took the degree of Bachelor of Divinity from the Morgan Park Theological Seminary. In 1879, he was made Professor of the Greek language and literature at the University of Chicago, and he held this position until the suspension of the University, in 1886. He declined the position of Professor of Greek at Harvard to accept the presidency of of the University of Dakota in 1887. For four years he occupied the Greek chair in the Chautauqua Summer school. Dr. Olson spoke and wrote with equal facility English, French, Scandinavian and German.

Dr. Olson practically made the University of Dakota. He consecrated his life to its upbuilding, and it was his ambition that it should become a great center of learning. He brought to its management the rare accomplishments of the scholar, organizer and builder, and within a period without precedent or parallel in this country, he transformed the raw recuits into a disciplined and classified body, and an ordinary school into a strong, prosperous institution.

Dr. Olson left Vermillion on that last, fatal journey, in company with Prof. C. L. Bristol, of the Zoological and Botanical Department of the University, Wednesday, Nov. 27th. He went to Minneapolis to spend Thanksgiving with his brother, a prominent merchant of that city. Saturday evening Dr. Olson and Prof. Bristol went to the office of the Minneapolis Tribune to see a friend of Dr. Olson. While they were there a fire broke out in the building. They were in the seventh story, with no means of egress, but one badly constructed fire escape. While descending, Dr. Olson was knocked from the ladder by a falling man, and the two men fell together to the pavement below. Dr. Olson died while he was being carried away from the burning building. The dreadful news reached Vermillion Sunday morning. Monday, resolutions were passed by the Board of Regents, the Faculty, and by the association of students, expressing their appreciation of their President, and extending their sympathies to his family. The Board of Regents, the members of the Faculty and many students and citizens went from Vermillion to Minneapolis to attend the funeral services, held at the Central Baptist Church, Wednesday, Dec. 4th. Eulogies were pronounced by many prominent men

over the body of the great educator. Memorial services were held in Vermillion on the following Sunday.

We extend our deepest sympathy to our sister University in her heavy affliction, and we join with her in mourning for one whose loss is felt by all his co-workers throughout the land

A DREAM OF FAIR WOMEN.

[REVISED.]

I read before my light was quenched in gloom
By the dread hour of half past ten P. M.
The story of how heroes meet their doom
And what becomes of them.

I met the spirit of Antony the bold,
Whose spirit wing'd its flight from Egypt dark.
"Be thus the story to all fair ones told,"
Quoth then the mighty Mar.

Among the brave walked I while on this sphere;
Among the brave my spirit finds its rest;
A call from her it is that brings me here—
From her I loved the best.

She cannot brook that men of idle mind
Should glance and snicker, and should likewise sneer
When on the street, near hair of reddish kind,
The white horse doth appear.

If you will spread this dreadful tale afar,
To you I'll tell the cause of regal woe,
And why these snickerings on her ear do jar,—
I'll tell you ere I go.

Her ruby locks are of the sunset tints,
In other words, her hair is fiery red;
I tell you true, it has not altered since
It is so now she's dead.

'Twas thus with all the ladies fair of old,
Whose beauty poets love in rhyme to tell,
The favored few, with hair of ruddy gold,
Rejoiced and thought it well.

For heroes honored them with their regard,
Their trophies bore aloft on hard fought plains,
And home returned, victors, tried so hard,
To please with careful pains.

And those who in the thickest of the fight
Were slain while struggling bravely with the foe,
Are shut for a short season from the light
Amidst the shades below.

And when they view this good old earth again,
And old familiar faces see once more,
They come as snowy steeds with flowing mane;
Their hero lives are o'er.

But still they love the locks of crimsom bright,
And follow them whenever they appear.
Men marvel much and snicker at the sight,
And rude remarks we hear.

To all the fiery crested bring this news
To comfort them when men revile their hair;
The heroes loved those bright and radiant hues,
And still their love declare.

H. M. B.

OUR NORMAL SCHOOL.

Instructors in Normal Schools are usually fanatics on the subject of teaching, and attempt to infuse into their students an idea of what they consider the enormous responsibilities placed on them as teachers.

The result is that the student, when he graduates, thinks few men on this "terrestial globe" are of more importance than he; he sincerely believes that the future of this Great Republic depends on the way in which her children are taught, and thus concludes, that it depends in a large degree on him.

I do not wish to depreciate teaching as a calling, far from it, but I firmly believe that the pompous stand taken by the majority of our (so called) Normal Graduates is very injurious to the profession. The question is, how can this be avoided? Our teachers must be educated in some other way. We must raise the Normal School so that all its graduates shall be on a level with a B. A., B. Sc. and B. L.; or we must have our schools in connection with State Universities.

The former is the preferable mode, but in the West, it is hardly practicable at the present time.

Let us look at the latter plan a few minutes. Supposing that our teachers are educated at a University, then those in the higher classes will have the benefit of the best instruction in every department. Each department has a specialist. No matter what the student is studying, be it Mathematics, Science, English or the Languages, he may be sure that his instructor is second to none in the West. Of what ordinary Normal School can this be said?

Furthermore, the Normals will associate daily with College men, and thus become aware that their education is far below that of a degree in the regular course. This will stimulate many to enter the college course, who otherwise would have rested, contented with a pedagogic diploma.

At any rate, they will have a far higher conception of what constitutes an education than that possessed by the average Normal; they will know that they have not explored the universe, and that they can not prove all things.

For these reasons, we think *our* Normal school will turn out better and more modest teachers than any other institution in the west.

On the other hand, is the Normal Department detrimental to the University?

Many of our best Normal students become college men; thus the University is benefited We think this answers the question. We have shown that the University gains numbers by the Normal department, and that the Normals are better for being in the University. Since this is the case, who will say Normal schools should not be in connection with Universities?

J. D. C.

WILLIAM THE CONQUEROR.

In the history of almost every nation a period occurs when the future destiny of that nation is determined by the influence of a single man. In English history that period occured in the eleventh century, and the man whose influence determined the future character of the nation was William the Conqueror.

He was born at Falaise, in the north of France, in the year 1027. When William was but ten years of age, his father, Robert, Duke of Normandy, decided to make a pilgrimage to Jerusalem, and to leave his young son as his successor to the Duchy of Normandy. Thus, while yet a child, William was compelled by the force of circumstances to act the part of a man. At the age of twelve he fought and won his first battle, and at the age of nineteen we see him a wise and valiant man. In personal appearance he was highly favored. He was of almost gigantic stature. He possessed an iron will that would not be baffled in its purpose. He could look upon human suffering with indifference,but never committed a merely wanton crime. His cruelty was the cruelty of the surgeon, rather than that of the torturer.

His marked ability was first displayed by the subjugation of a part, and in the organization and consolidation of the whole of his own province of Normandy. The early and severe training that he was receiving in his own country, was fitting him for the conquest of a greater. England, lying just across the channel, with her government disorganized, her people divided and a foreign foe pressing in from the north presented an inviting field for the teeming population of Normandy and their ambitious general. On the 13th of October, 1066, we find the Normans encamped on the southern shore of England with the English army stationed but a few miles distant. On the following morning the armies met, the memorable battle of Hastings was fought, the Normans won the day and William of Normandy became William the Conqueror and on the following Christmas day was crowned King of England.

William's reign in England proved that his ability as a statesman was not second to that of Conqueror. At the time of the Norman Conquest the government of England was characterized by a want of unity and centralization such as threatened a speedy dissolution and decline. Such a strong head as William's was needed to bring all classes into subjection to a central government. He required the absolute allegi-

ance of every subject to the crown, and but for his foresight in making such laws, England might have been such a kingdom as that of Hugh Capet or Charles the Simple. He did not abolish the political institutions of England, but adapted them to the needs of the time. His purpose was to establish a kingdom that henceforth could not be divided. And he succeeded so well that after the lapse of eight hundred years that kingdom still stands as one of the greatest kingdoms of the world.

He who was instrumental in giving unity and permanence to a nation whose language seems destined to become universal, that has stood for eight centuries as one of the foremost nations of the world, sending out her civilizing and christianizing influence to almost every part of the earth, well deserves the name of the Conqueror and the Great. And among the famous statesmen and generals of history a place may justly be given to William the Conqueror.

THE LIFE OF A SHOE.

I must have been quite old, before I began to recollect, but I distinctly remember being in the midst of a whole lot of my kind. One in particular I remember, for he was a great old boot; I dare not tell how old he was, nor how large. Why he was there, too, was a mystery,—probably for show. When we young ones asked him where we were, he told us that this was a large wholesale house.

What happy days we spent there, listening to the stories he told; how proud we grew, yet so interested. He told us of our forefathers, the ancient shoe, which must have been queer, as it consisted of merely a sole held to the foot by straps and thongs; he told us of the Egyptian shoes which were just strips of papyrus interwoven like a mat. He told us that shoe-making was a distinct trade as far back as 1495 B. C, or about the period of the flight of the Isrealites, so we might well be prond. In those times the delivery of a shoe was used as a testimony in transferring property, as in Ruth, IV Chap. 7th Verse, "A man plucked off his shoe and gave it to his neighbor, and this was the testimony of Israel." In cases of this kind the throwing of a shoe on a piece of property was a symbol of a new proprietorship. He told us that from these ancient practices probably comes the curious old custom of throwing old shoes for good luck after a bride and groom, departing for their new home.

One day, and I am very sure, now, it was the 25th of October, he gathered us all around him and impressively told us it was St. Crispin's Day. Of course we were all duly impressed with our duty in observing this day, but we didn't know who he was, so one timid little "No. 3, C. last" asked "who was St. Crispin?" How that old fellow stared! but at last he answered, "St. Crispin and Crispenian, his brother,have long been regarded as the patron saints of the shoemaker. According to the ancient legend, these persons were born in Rome, and having become Christianized, traveled into France and England to propogate the faith, supporting themselves by making shoes, which they sold to the poor people at very low prices. It is said that an angel supplied them with leather, also, that they suffered martyrdom in England toward the end of the third century." As he concluded this long story, he looked at us and bade us never forget St. Crispin, and to this day he is still fresh in my memory.

Those happy days were not to last. One day we all (except the old boot, who still stayed) were packed into a large box and sent on a journey. To tell the truth, I was rather glad, and thought now I should have a chance to distinguish myself. We were all unpacked and I was placed on exhibition in a large window with many companions, but, if I must say it,—and I blush as I do—I was so handsome that I was not destined to stay long there. A lady came, and, after a great deal of bargaining, in which I was called a "kid," and was pulled and twisted in a most outrageous manner, I was tried on, and allowed to admire myself in a mirror. She at last concluded to take me, but I was not to leave that store without another insult mixed with injury, for the woman said

"patent the buttons." I was rather surprised, for I did not know what she meant, but I was not left long in doubt, for presently I found out what it was to be patented. I could have screamed with agony but that I was dumb at the audacity of the man, for before he was done with me, he had punctured twelve small holes in my side, in which he fastened the buttons. I suppose I fainted then, for my next sensation was that of being smothered, and I fonnd myself shut up tight; but I was soon released and placed in what seemed to be a lady's bedroom. I was then tried on, complained of as being too tight, and put away in a bag for further use.

I led a very quiet life for awhile, going out only on a Sunday; but one day there was bustle and excitement and I heard my mistress say we would be in New York in a week, so I concluded we were going on a journey. Sure enough, I was placed away down in the bottom of a trunk where I must have smothered, but that a porter obligingly broke a hole in the trunk. At last we arrived there, and, oh! how tired I was. I grew sick with envy when I saw the rows on rows of elegant shoes, my cousins, I know they must have been, although they didn't seem to know me, but only turned up their toes in disdain whenever I approached. My *sole* grew tired of the scenes and the trials I had to undergo, I grew morose, did not care how I looked; in spite of those patents, I lost my buttons one by one, and I was compelled to admit I was nearing my days of rest. I can hardly say that I was grieved when I heard, or rather felt my doom, for one day I was given a spiteful sling, with the remark "you are not worth a cent." Alas! for the vanity! what a fall was there.' I spent a few months among other old companions, where, as I still retained some of my youthful beauty, I was an honored acquaintance. Even this was not to last, for one day, the woman came, the woman whom I had carried through so much, the woman, who, when I was young, would unconsciously (?) protrude her foot for me to be seen, that woman called us a heap of rubbish, and sent us away.

The remainder of my days have been so sad that I will not harass your feelings by describing them, but just let me say, shoes have feeling, and will cause feeling, (especially if they be too tight.)

R. M. P.

PUNISHMENT IN THE COMMON SCHOOL.

Punishment is pain inflicted on an offender by competent authority, either to reform him or to deter others, or for both purposes.

Punishment or the possibility of punishment is essential to the very idea of government. "A requirement that implies no punishment may be a request but is not a law." A government that will not punish, is a government in name only.

Punishments, however, are either proper or improper. Anything cruel or brutal is improper in the school-room. It is also improper for a teacher to punish from a desire for revenge.—Sarcasm and ridicule should not find a place on a teacher's list of punishments.

Spencer says that all punishments should in some way be related to the offence; for instance, if a boy breaks a pane of glass, punish him by making him repair it. Do not scold or whip him and then let the school board foot the bill. I believe Spencer's is the proper way of inflicting punishment as far as it is practicable.

When the pain inflicted falls on the body, no matter in what manner it is applied, it is called corporal punishment. No teacher can have control of his pupils, unless the pupils know that there is probably a punishment in store for them, if they misbehave, and that this punishment inflicts pain. There are two kinds of pain; viz, physical and mental. If you must punish, which is the worse, to punish the body or the mind? Which is the more delicate? Of course it is impossible to punish the body without inflicting some pain on the mind. In extreme cases, I think a teacher should not hesitate to inflict corporal punishment. Insolence, profanity, and open rebellion can not be effectively handled in any other way. When it is found necessary to punish in this way, it should be so

effectively done, that the student will not soon forget it. Corporal punishment is not cruelty even though it makes the body smart.

Mankind, throughout life, has to conform to certain regulations or suffer the consequences, and if he learns this while still in his youth, he has acquired a very important part of his education. Corporal punishment should be used sparingly; it should seldom be necessary to administer more than one dose to a child. If this does not prove sufficient, generally speaking, you had better suspend the pupil. Usually all that is needed, is that the children shall know that there is a very strong probability of their suffering if they misbehave.

DAVIS

THE INFLUENCE OF FORESTS UPON CLIMATE.

(Translated for THE STUDENT from the German of Grisebach.*)

An important question, often discussed, and answered in various ways, is: What influence do forests exercise upon climate? In the next place, does cultivation, by thinning the forests and spreading sunny fields over the space once shaded by woody thickets, cause essential modifications in the physical conditions of organic life? The influence of forests in causing uniform watering of the soil throughout the seasons is universally acknowledged. This effect is the most easy of immediate observation; for the depth of rivers that flow from wooded regions varies less than that of streams in open countries. The soil, composed of humus, and penetrated by a network of roots of trees, retains the moisture of the rainfall, which otherwise would flow out more quickly to the springs.

The rainfall, too, occurs more frequently, because each leaf is an evaporating disc and the whole foliage of a forest constitutes a surface of extraordinary extent, giving forth watery vapor and communicating the coolness produced by evaportion to the neighboring layers of air, in which, again, the vapor condenses into mist and clouds. The cloud formations of summer may be regarded as a topographical reflection of the landscape beneath. The intervals of blue sky correspond to the open and more heated portions of the earth's surface, from which ascend warm currents of air that reabsorbs the vesicles of mist. Were it not that the whole atmosphere is in movement, it would rain still more frequently in the woods. But the alternation of wooded and woodless spaces is the favoring condition for locally limited rainfalls, which occurs even then when the direction of the wind announces a drought.

Three physiological causes may be adduced, upon which the temperature of the forest depends, and, which working in the same direction, during the season of vegetation, cause a local fall of temperature; and, consequently, an increase of rainfall. First, the shade caused by the foliage, which keeps the rays of the sun from falling on the substances most capable of being warmed, the inorganic crust of the earth; secondly, the supply of water, both in the texture of the trees, of whose total weight they form a considerable part, and in the soil which retains a considerable amount of moisture; thirdly, the evaporations from the leaves, by which the temperature around is lowered: all these are continually active causes tending to lower the temperature.

Their effects are seen both in the temperature, the woody texture itself, as measured by the thermometer, and in that of the shaded soil in contrast to the warmth of the ground in open spaces. In mountainous regions, the decrease of rainfall, when they have been cleared of forests, may not always be readily shown, because there the effect of the trees is much less than that of the cold surface itself. But in the lowlands of the tropics, as in India and Brazil, the destruction of the forests has always been followed by a decrease in the rainfall. I think, therefore, I am justified to laying down the proposition that the clearing off of forests lessens the average rainfall of a region and renders the climate more continental.

W. M. B. J.

*Professor Grisebach, born 1814, since 1847 professor of Botany at Gottengen, is an eminent authority upon geographical distribution of plants.

WHICH WILL YOU CHOOSE?

Adrift on a golden ocean
With faces turned to the sky,
Rocking with gentle motion
The poppy blossoms lie.

Red as a blood-washed saber,
Gold as the sunflower's crest,
Wheat for a sign of labor,
Poppies the emblem of rest.

Softly the senses lulling,
Into a dreamless sleep—
Poppies we have for the culling,
Wheat, when we sow and reap.

Fair are the poppy blossoms
That flash on the mortal eye—
Sweet are the scarlet pleasures
That dazzle our souls and die.

Pleasure is sweet in the drinking,
Steeped in delight, we forget
That deep in flames are shrinking
The ashes of vain regret.

Fair are the scarlet flowers,
Yet fairer the golden wheat.
Toil in the springtime hours,
Toil in the autumn sweet.

Trouble in time of sowing,
Trust for a gentle rain,
Tears 'til autumn is showing
The heads of ripened grain.

Which will ye choose, O mortals,
As emblem of every hour,—
Wheat with its yellow tassels,
Or the odorless poppy flower?

—E. C. Barrows.

SHAKESPEARIANA.

[BY H. B. S.]

Editions of Shakespeare are as the sands of the sea for multitude. Counting those editions printed "for the trade," those reprinted as the demand arrives, and those which the industry of new editors is constantly supplying to the press, the output is claimed to be an average of forty-three new editions per year, and a sublime total of over nine hundred to date—in fact, nearly one thousand editions!—SHAKESPEARIANA (Magazine), for November, 1889.

KING HENRY * * * Your hand and heart,
Your brain and every function of your power
Should * * * * * be more
To me, your friend, than any.

WOLSEY. I do profess,
That for your highness good, I ever labor'd,
More than mine own; that am, have, and will be
(Though all the world should crack their duty to you
And throw it from their Soul, though perils did
Abound, as thick as thought could make 'em, and
Appear in forms more horrid) yet my duty,
As doth a rock against the chiding flood,
Should the approach of this wild river break,
And stand unshaken yours.

Henry VIII. III, ii, 186-189.

So reads the first folio (1623), with the exception of the spelling which we have modernized. The difficulty is with the words of Wolsey, "that am, have, and will be." Mason would omit them. Malone and Walker thought a line had been lost after "will be." Rowe changed the words to "that am I, have been, will be." Singer changes "have" to "true," and reads "that I am true, and will be." Hudson concurs. White adopts Singer's text with the omission of "I," and reads as follows:

* * * * that am true, and will be,
Though all the world should crack their duty to you,
And throw it from their Soul. Though perils did
Abound as thick as thought could make them, and
Appear in forms more horrid, yet my duty
(As doth a rock against the chiding flood)
Should the approach of this wild river break,
And stand unshaken yours.

Rolfe follows White, omitting, however, the parenthetical marks. This reading makes sense, but is objectionable for the following reasons: (1) It is a feeble statement, where a very strong one is required. (2) It unnecessarily changes "have" to "true." Twelve lines before, in line 178, "been" is omitted after "has," and it is quite in Shakespeare's way to write "am, have, and will be," for "am, have been, and will be." (3) The sense requires "yours" or "your friend," to meet King Henry's exceedingly emphatic statement; and although

"true" is often a synonyme for loyal or faithful, it does not give the precise meaning desired. (4) The antithesis between "*their* duty" and "*my* duty" is nearly lost by the punctuation of White and Rolfe.

To bring out the ideas distinctly, put a dash after "will be." Another might be placed after "unshaken," but is perhaps not needed. The sentence will then seem disjointed, as is almost always the case when a long parenthesis is introduced; but the language is all the more felicitous for that; because the dislocation portrays Wolsey's agitated mood, while it expresses with increased emphasis the main point; viz., that he is *wholly the King's* Print as follows:

* * * that am, have, and will be—
Though all the world should crack their duty to you
And throw it from their soul—though perils did
Abound as thick as thought could make 'em, and
Appear in forms more horrid, yet my duty,
As doth a rock against the chiding flood,
Should the approach of this wild river break
And stand unshaken—yours.

ELIZABETHAN LITERATURE.

By the "literature of the age of Elizabeth" is not meant simply that which was produced in her day, but it includes that which began at the middle of her reign and reached its climax in that of James I.

From the fact that during this time the writers broke away from the established mode of composition and ventured into new styles both of matter and expression, this period is called the creative period. The way for this had been prepared in the preceding reigns, for the people had received encouragement to think and to read. This was the time of the Renaissance, or revival of learning, throughout all Europe, which was marked by the fall of Constantinople, the manufacture of paper and the use of the printing-press, the discovery of America, and the German Reformation.

In England, the government was becoming more secular, and statesmen were taken from among the laymen, a fact interesting to the people. Elizabeth, being a student herself, encouraged literary men, and among them counted many favorites. Of these, two names are prominent: Raleigh, who was in turn an adventurer, prisoner, and writer; and Sidney, whose influence, through *Arcadia* and *A Defense of Poesy*, was decidedly good. The social condition was much improved by the better state of commerce and agriculture, houses and furniture were more comfortable, the people were more united, less given to strife and revolution. The queen was interested in the advancement of her subjects. So that, taking it all together, the times were ripe for a new era in literature.

One style of composition, characteristic of the times, is the Drama, which Elizabeth patronized both for her own amusement and that of her subjects, but which was bitterly opposed with good reason by the Puritans. It is true that many of the plays were highly immoral and tended to 'corrupt good manners,' but the Puritans of that day gave no credit for the good, they considered all alike the invention of the Evil One.

The Drama has an interesting history, a few points of which may not be out of place in a sketch of this kind. As early as 1119 the clergy began to institute the Mysteries or Miracle-plays, as an expedient for instructing the illiterate. They consisted in representations in rude dramatic form of the lives of the saints, episodes in Bible history, and the like. The characters were the Trinity, angels, devils, saints, and martyrs.

Next came the Interludes, plays to be acted between the intervals of a festival, and very fashionable at the time of the great controversy between the Catholics and the Reformed Church of England.

Pageants were employed to gratify the vanity of citizens or to compliment a noted visitor. They were held on a lofty platform in the porch or churchyard of a cathedral, or in the town hall. A number of figures suitably dressed accompanied their actions by poetical recitations and music. Among the characters employed were the virtues, cupid, and the muses.

The moralities, dating from the 14th century, were plays in which the subjects were moral instead of purely religious, and were the outgrowth of the Miracle-plays. In Elizabeth's time there were neither regular theaters nor professional actors. Plays were performed in town halls, courtyards of inns, cock pits and noblemen's dining halls. The first English theatre was built in 1576, and twelve more soon followed. Most of them were uncovered, except over the stage where a thatched roof protected the actors. The boxes or "rooms" were arranged nearly as at present, the musicians in a lofty gallery over the stage; painted or movable scenery, absent; parts of women, taken by boys. A few screens of cloth or tapestry gave the actors a chance to make their exit. A placard labeled Rome, Athens, etc., told the audience the location of the scene. The costumes were lavish and rich.

The first comedy, Ralph Royster Doyster, was written in 1551, by Nicholas Udall, master of Eton Coll. In lively language it represents the manners of the middle class.

The first tragedy, Gorboduc, or Ferrex and Porrex, was written by Thos. Sackville, and was acted with great applause before the queen.

Marlowe and his contemporaries, Chapman, Lyly, Peel, Green, and Kyd, were all possessed of ability of a high order, and were the predecessors of the master dramatist, Shakespeare. Of Shakespeare it is scarcely necessary to speak, since his work is so well known. Suffice it to say that among English writers there has arisen none greater than he, who delineates character so truly and whose writings are worthy of the closest study.

Some noticeable contemporaries of Shakespeare were Ben Jonson and Beaumont and Fletcher. Of the former it is said that "his animal organs were as much developed as his intellectual." He was a genuine Englishman, energetic, combative, proud, hospitable. Beaumont and Fletcher are called "studiously indecent." The object of their plays was to excite, at any cost, the passions.

Leaving out the dramatists, "the poetry of this age can hardly compare in richness, variety and originality, with the English poetry of the 19th century."

Spenser is a great name, but he is the only undramatic poet who could be placed above or on a level with Wordsworth, Byron, Shelley, Coleridge or Tennyson. His works inspired the future Milton. He is characterized in a word as "a refined, thoughtful, warm hearted, pure-souled Englishman." His chief works are The Shepherd's Calendar, Faerie Queen, and Mother Hubbard's Tales. He was the founder of the Spenserian stanza. His writings imparted harmony, expansiveness and description to English verse; helped much to transform the languages, and style of writing; and for the people, lifted the ideal of life and cultivated the imagination.

Next to Shakespeare, the greatest name of this age is that of Lord Bacon. From Macaulay's sketch of Bacon's career we are led to question whether it is "possible to harmonize in one individuality Bacon the statesman, Bacon the judge, with Bacon the thinker, philosopher and philanthropist." "Nature is commanded by obeying her," is his greatest philosophical maxim. His style is terse, weighty, figurative and elegant, but he is accused of selfish motives. The life and works of this man deserve a deep study.

The most important characteristic of the Eliazbethan literature is that it is human. The next is the breath and preponderance of thought which seemed native to the time.

"As the external inducements to adopt literature as a profession were not so great as in our day, —as there was no reading public, in our sense of the term,—we are at first surprised that so much genius was diverted into this path. But both Elizabeth and James were learned sovereigns; both were writers, and in the courts of both literature and learning were the fashion and often the avenues to distinction in church and State."

Mr. and Mrs. Whitman of Fargo and their friend Mr. Hancock, also of Forgo, paid the U. a visit on Nov. 18.

EXCHANGES.

The Earlhamite, for December, is an interesting number.

College Chips intends to add a Norwegian department to its pages. We hope this experiment will prove successful.

School Education, published by a leading educator of Minnesota, is full of valuable suggestions for the teacher. Our Dakota teachers will find it worthy of their notice.

Our exchanges are few in number this month, as many have delayed till late. We are among the number, so we will not complain; but it is impossible to write on imaginary exchanges.

The National Educator comes to us from Pa. It is a semi-monthly paper, devoted exclusively to teaching. Supported by the best educators, it is of practical value to progressive teachers.

We missed *The Crescent* from our table, but it came at last, with an inclosed slip asking to to be excused for delay. We excuse, but hope our friend from Connecticut will not be delayed again.

In *The Crescent* for September, the heroic "Umpire" is made the victim of the pen of a second Shakespeare. Behold the following:

"That which we call the Umpire,
If he were known by any other name,
Would surely be thumped as hard."

The writer of an article in the *High School World* remonstrates against the punning of his class (Freshman). He seems to be very earnest in his appeal to classmates to stop what he calls "anything but wit." We do not wish to compare our Freshmen with those of a high school, but we sympathize.

The Adelphi Society will probably watch with interest for the issue of the debating contest between the St. Paul and Minneapolis high schools, on the question, *Resolved*, that the telegraph ought to be controlled by the government. Our society will consider the question at their next meeting.

The first number of *Book Talk*, a neat magazine, published by the St. Paul Book and Stationery Co., is just out. It is devoted to "literature, containing remarks on books and authors, announcements of recent publications at home and abroad, and notes and criticisms by prominent authors. In the list of the contributors for the year, we notice the name of President Sprague.

The dude seems to be a favorite subject in our exchanges. We clip the following: "The dude is as necessary an appendage to society as s the pug dog to the fashionable lady's society, and the railroad ties to the erratic existence of the tramp."

"The price of monkeys to go with organ grinders is higher than last year. The attempt to work in dudes was a failure. They don't know enough."

LOCALS.

Merry Xmas!

Steady, By-jornson.

Slippery weather is dignity's foe.

Albert Norton visited us on Dec. 3.

An absolute monarchy in Per Gradus last term. What will the next administration be?

For the first time in its history, the Per Gradus has elected a Democratic president.

Professor of Mathematics:—Is that measured by a lune?

Freshman:—No sir, by a little (l)arc.

Some of the girls are getting very proper in their manner of speaking. They call "bobsled" a "Robert cutter."

Miss Helen Bangs spent Thanksgiving with Miss Anna Smith, at the home of the latter in Crookston.

It is hoped that the Y. M. C. A. will resume its labors soon.

Bjornson's idea of Thanksgiving:

"Girls to the right of one;
Girls to the left of one;
O, what a lot of 'em,
To smile at and charm!"

Rev. Mr. Chamberlain of Grand Forks, visited U. N. D. and dined at the Dormitory, Dec. 11th.

We are sorry to note the illness of so many teachers and students during the past month. Thanksgiving seems to have left a shadowy trace behind.

Prof. in English: "Where is Palestine?" Brilliant 3rd Prep: "In Egypt."

Mr. Higgins of Barnesville called on his daughter Jessie, Nov. 21.

The Regents dined at the Dormitory Nov. 19th.

The singing, conducted by Prof. Hodge, is a pleasant addition to the Chapel exercises.

Miss Marie Teel of '89 is at present employed as stenographer in a lawyer's office in Tacoma, Wash.

Our science Prof. does not believe in the moderate use of alcohol. We do not refer to its use as a stimulant.

The Fourth Year Normal has organized:
President—John Davis Burdick Campbell.
Vice President—John Davis Burdick.
Secretary—John Davis.
Treasurer—John.

The other day the class met with a great calamity. The whole class had the toothache and were unable to attend recitations.

Mr. Hidden of Minneapolis, and Mr. Kemp of Grand Forks, visited the University Dec. 9.

Miss Madge Cocks spent Sunday, Dec. 8th, visiting friends and relatives at the Dacotah.

Mrs. Sprague and Miss Allen spent the greater part of Thanksgiving vacation in St. Paul.

Miss Nora Niles was the guest of Miss Madge Cocks at Larimore, Thanksgiving.

Two of our seniors think a walk to the junction is nothing when you consider the ride back, and the satisfaction of "getting there" first.

The number of new students coming in daily, demonstrates the fact that a new dormitory is absolutely necessary. Undoubtedly the attendance would be doubled if such a building were provided.

From our debates:—A man does not know what the pleasures of country life are, until he has experienced getting up at four o'clock in the morning to harness a pair of mules with a pitchfork, etc.

J. D. Campbell took a trip to Buxton, during Thanksgiving, to see "the *Buxton* girls that helped the boys."

Editor Smalley, of the Northwest Magazine, accompanied by Regent E. M. Prouty, visited the University and dined at the Dormitory Dec. 5th. He wants the "cuts" of the 'Varsity buildings for his Magazine.

At the reception held in the parlor Nov. 22nd, the principal feature was "Ezekiel's Courtship," read by Miss Bangs, and acted by shadow figures. Although Mr. Vick's blushes—as reported by a promising city journalist—could not be seen through the curtain, he proved himself an adept in the ancient art which is ever new. Miss Simmons' recitation, "Lords of Creation," was unique and admirably rendered.

Titled students at our University;
T. W. Heyland, D. D.
H. G. Vick, LL. D.
F. Van Kirk, M. D.
G. F. Robertson, "Kernell."
W. J. Marcley, Lord.
L. Bjornson, Prexie.
P. Sharpe, M. R. P.

The Scotch element is very promising at our University. One table in the Dining Hall is occupied almost exclusively by Scotchmen. Although they "dinna ken" some things, they "ken" make it miserable for the rest at the table.

What does this mean? One of our Seniors was recently found discussing the following question with one of our Normal damsels: What is the proper age for a young man to marry? The discussion waxed warm, and he called a Sharper to his assistance.—Decision: When he gets ready.—Exit Sharper.

Charlie Jenks, frail as ever, has returned from the chase, and reports a glorious time "up on the Roseau." He bagged an elk, but says he has forgotten the name of the man who shot it.

"Resolved that the minister of the gospel is a more useful member of a community than the teacher," was the subject of a very interesting and exciting debate in the Adelphi Society Nov. 21st.

"Giggling is offensive, and levity to be discouraged"! ! !

Even divines are sometimes led astray by the deceitfulness of—chairs.

Miss Addie Arnold is studying stenography with Mr. Vasberg, Grand Forks.

Weather report for November, 1889, at the University. Average temperature:

7:00 A. M.....16.67 deg.
1:00 P. M.....29.27
6:00 P. M.....25.93
For month,.....23 95
Highest temperature, 50 deg. on the 9th.
Lowest temperature, —7 deg. on the 24th.
Prevailing wind, South.
Number of clear days .....12.
" " fair " ..... 9.
" " cloudy " ..... 9.
No. of days on which rain or snow fell, 8.
Dates of mirage, 12th. 19th, 24th, 25th.

G. S. S.

We copy from the *Mayville Tribune* of December 5th:

"Last Monday, at the residence of N. A. Johnson, near Blanchard, M. G. Thoreson and Miss Carrie V. Warren were united in matrimony, Rev. Mr. Foster, presiding elder, performing the ceremony. Mr. and Mrs. Thoreson immediately left for Portland, Oregon, where they will reside." Miss Warren was one of our favorites last year. THE STUDENT sends congratulations.

On Dec. 17th, Miss Daisy Whipple, a former member of the class of '93, was joined in wedlock to S. C. Marburger. The occasion was the scene of a double wedding, Miss Daisy's brother Edwin taking an active part. "The Student" wishes the happy couple all the blessings of Hymen.

The question of irrigation in North Dakota was decided as impracticable by the Adelphi. We do not, however, offer this as a final verdict on the question.

Miss Emma Arnold enjoyed high life in Fargo during the Thanksgiving vacation.

Mrs. Hodge will leave Grand Forks for her former home in Ypsilanti, Mich., Dec. 23rd. While there she expects to complete a course in the Conservatory of Music.

The majority of our boys delight in playing the "whetstone" in the morning. They can get others out of bed, but they cannot get themselves out.

Miss Winnie McMillan and her sister Ellen are both teaching near Hamilton. They will be back after Christmas.

Frank Van Kirk has come back. Welcome, old boy! How are the mules?

Grand Forks has become a winter resort, on account of beautiful weather.

Miss Nora Niles spent Sunday, Dec. 8th, in Reynolds.

Miss Ruth Anderson spent the week commencing Dec. 8th, at her home in Emerado, practicing "Topsy" in "Uncle Tom's Cabin." The play was given December 12th, at Emerado.

The Per Gradus held one of its interesting meetings on Saturday, Dec. 7. The following were elected for December;

President—Louis Bjornson.
Vice President—John P. Simon.
Secretary—J. C. Dean.
Sergeant-at-Arms—S. A. Young.
Critic—Louis La Rue.

The Per Gradus claims to lead the other societies in one respect. Its officers are elected every month, and thus everybody gets a chance.

R. W. Minaker came up from Glasston, Nov. 20, and spent a day with us. We hope to have Minaker with us again this year.

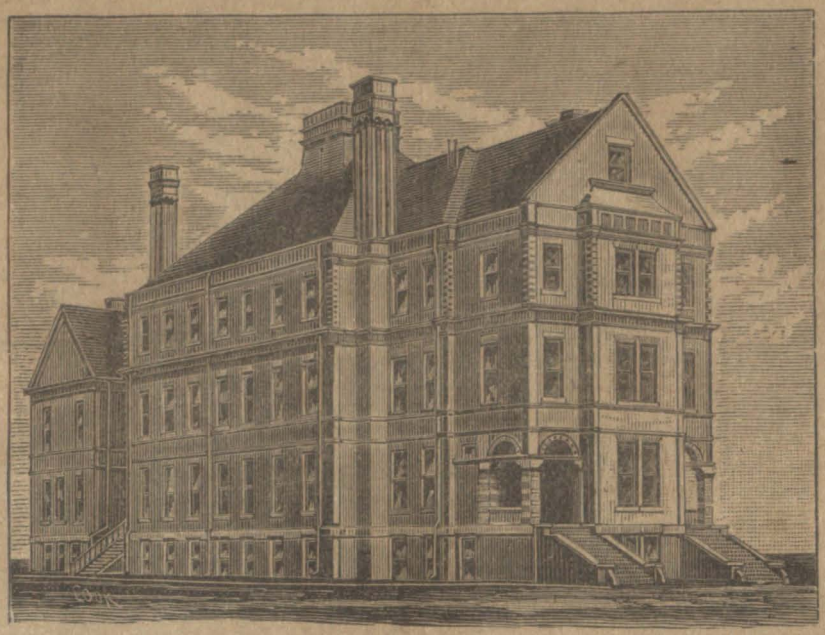
An innocent little mouse had a habit of making nightly visits to one of the rooms, much to the terror of the fair occupants. So they decided to set a trap for him. After a few nights they heard something squeaking in the trap, and concluded they had waylaid the marauder. But the question was, "Who will get up and catch him?" No one dared, so they kept safely under cover, hurling shoes, brushes, and everything within reach at the poor victim. In the morning they discovered he had fled, doubtless as terrified as they.

A Senior: "It is rumored that the 'Freshmen' are about to reorganize the University. This may sound very big to an outsider, but the question that worries the Seniors and Juniors is: 'Who and what are the Freshmen?' Who can tell?" In reply to the Juniors who waited for the example of the Freshmen before they could decide to organize,—to the Seniors who took three years to decide whether they amounted to anything or not, a Freshman writes: "The FRESHMAN class is a mighty power that has been 'coming' for three years, and has just arrived; a class that considers itself, and will be considered by others, second to none in the U. N. D.; a class that can drive the Seniors from long established places in class rooms; a class that is not going to spend all its energies in 'kicking,' but save them for advance action; finally, a class that can make every present Sophomore of the 'Varsity bite the dust—or rather the mud—beneath the waters of our coulie."

On Thanksgiving eve the young ladies spent a pleasant hour dancing in the Dormitory parlor. 'Kerchiefs tied on some of the girls' arms made very good substitutes for partners. The following morning all but about twenty left for their different homes, but the remaining twenty had no reason to wish themselves elsewhere. After the services down town, with appetites sharpened by our keen northern breezes, we realized that Mrs. Sprague was a queen among hostesses. In the evening the young people had a masked "sheet and pillow-case" party in the parlor. Although all the costumes consisted of sheets and pillow cases, some very charming effects were produced. Some of the most striking were: Mr. Sharp, a jolly monk of old: Miss Simmons, a Chinese lady; Hattie Niles, Mother Bunch; Mr. Vick, the champion lean man; Anna Lewis, Old Mother Hubbard; Mr. Marclay, a most commanding Archbishop; Miss Hamilton, a combination of all that was charming; Miss Glass, a Mikado suit. More wholesome and light-hearted fun was floating about in the air, and in the hearts of the maskers than can be expressed. On Friday evening a short reception was held.

At the donation party Thursday evening for the benefit of 'Varsity orphans, the following articles were presented:

Mr. Sharpe—a copy of the Constitution.
Mr. Vick—a pair of stilts.
Miss Paulson—an Algebra.
Mr. Campbell—a smile.
Miss B. Percival—a whistle.
Miss Angier—a conservatory.
G. F. Robertson—a voice for the quartette.
Miss Benham—an admirer.
G. S. Sprague—a tandem safety.
Myron Smith—a string on a conservatory.
Mr. Bjornson—a cheerful disposition.
Miss N. Hamilton—a mortal antipathy.
Miss R. Anderson—another green "bow."
Miss R. Percival—a lord.
Mr. Marcley—a foreign title.
Mr. Heyland—a chair that does not slide.
Miss Crans—a charming young man.
Miss Bangs—a small freckled lizard.
J. Travis—a reprimand.
Miss Smith—a white horse.
Miss Cocks—the three wishes.
L. O. Fiset—a pair of spurs.
Miss Agnes de Kops—John and demi-John.
C. Jenks—a bottle of anti-fat.
Miss Arnold—a man—sion in the skies.
J. Macnie—a Greek Grammar.
Miss Jessie Higgins, } a corner on giggling.
Miss Mattie Glass, }
Mr. O'Keefe—the "Portrait of a Lady."



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President, Grand Forks, N. D.

PROF. W. MERRIFIELD, B. A.,
Secretary of the Faculty.