4-1890

April 1890

The Dakota Student

VOL. 3. NO. 6.

THE STUDENT.

April, 1890.

CONTENTS

Text-Books Should be Free in the Public Schools. Women Doctors. Debates. The Value of Manual Training in the Public School. Mark Antony's Speech in "Julius Caesar." Locals and Personals. Exchanges. A Vision.

PARENTS

WHO INTEND SENDING THEIR BOYS TO THE

UNIVERSITY OF NORTH DAKOTA

CAN DO NO BETTER THAN TO HAVE THEM FITTED OUT AT THE

U. S. CLOTHING CO.,

THE U. S. CLOTHING CO., make Youths' Clothing a Specialty. Their goods are finished and trimmed as good as the best tailor made. Prices the lowest at all times

A. APPEL. - - - GRAND FORKS, N. D.

O. YOUNG,

DEALER IN

FURNITURE, : PIANOS, : ORGANS,

WALL PAPER, ETC.

OPP. RICHARDSON, GRAND FORKS, N. D.

CHARLES LEPAGE,

CONFECTIONER.

218 So. Third St., Grand Forks, N. D.

CANDIES MADE FRESH EVERY DAY.

PHOTOGRAPHS

FOR FINE

Artistic Pictures

OF ANY KIND GO TO

GEO. F. BLACKBURN,

113 DeMers Avenue, Grand Forks, N.D.

GRAND FORKS BOOK AND NEWS STORE,

F. W. IDDINGS Proprietor.

Books, Stationery, Office Supplies and Fancy Goods.

ALL UNIVERSITY BOOKS AT PUBLISHER'S LIST PRICES.

Jobbers of School Books and School Supplies. - Grand Forks, N. D.

GREAT BARGAINS IN

BOOTS and SHOES,

Overshoes and Rubbers,

LADIE'S AND GENTLEMEN'S FINE SLIPPERS AND FELT SOLE SHOES.

Be sure to buy a pair of our ladies' fine kid hand sewed turned button shoes for $2.75, and our $3.50 gent's fine calf shoes. Sole agent for E. C. Burt & Co., and Gray Bros. ladies fine shoes, and Burt & Mears and Burt & Packard, gents fine shoes. Give us a call and we will save you some money.

H. GOTZIAN,

129 South Third Street,

GRAND FORKS, N. D.

Gotzian Block

SECOND NATIONAL BANK,

GRAND FORKS, N. D.

DOES A GENERAL BANKING BUSINESS.

KOPS BROS.,

Pianos and Organs,

SEND FOR CATALOGUE,

Collins Block - - Grand Forks, N, D.

THE STUDENT.

VOL. III. GRAND FORKS, NORTH DAKOTA, APRIL 1890, No. 6.

THE STUDENT.

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

One Year, - - - - - - - 75 cts
Single Copy, - - - - - - - 10 cents

Our readers will not feel disappointed, we hope, because the promised discussion on the subject of Protection from an agricultural standpoint does not appear in this issue. We have thought it best to have the arguments on both sides of the question appear together and for that reason have deferred the publication of the first article until next month. The gentleman who has kindly consented to champion the protective side of the question is a graduate of Union College, and also that well-known German institution on the Rhine, the University of Frederic William IV. He was for a long time professor of ancient languages in Columbia College, and is now an attorney-at-law in Grand Forks. THE STUDENT has been very fortunate in procuring the services of this learned gentleman in the discussion. We have not as yet asked any of the professers of our own university to contribute anything on this subject lest peradventure their salaries would be reduced by our next legislature for "meddling in politics."

Text-Books Should be Free in the Public Schools.

"Oh, woe to those who trample on the mind,
That deathless thing! They know not what they do,
Nor what they deal with. Man, perchance, may bind
The flower his steps hath buised,or light anew
The torch he quenches; or to music wind
Again the lyre string from his touch that flew;
But for the soul, oh, tremble, and beware
To lay rude hands upon God's mysteries there!"

No subject is so comprehensive as that of education.

Its circumference reachs around and outside of, and therefore embraces all other interests, human and divine. Hence, there is danger that whenever anything practical, any real change, is proposed, all classes of men will startup and inquire how the proposed change will affect some private interest or some "pet" theory of theirs.

So it has been in all advancements in education. It was so when the system of free public schools was to be adopted, and it is so in this adoption of free text-books.

In order to have a state worthy of our pride, the mass of the people must be educated, and the system which will help to educate every child is what we want and what we will work for.

Even in the state of Connecticut the rate-bill or amount paid for attendance kept 11,000 children from attending school. May it then be inferred that many more are kept out on account of lack of money with which to procure text-books?

A great amount of time can be saved by the

prompt supply of books, for in every school there is great delay in procuring them.

This is particularly noticeable in country schools, remote from villages. The farmer, perhaps, does not go to town very often and when he does go he may get the wrong book. Then a week or so is lost by this delay.

Free text-books will do away with the burden of buying new sets of books, which is imposed upon parents every time they change districts. Thus we would have all the benefit of uniformity of text-books.

Prof. Cornwell, of Colorado, says: "There is a strong and growing sentiment here in favor of the district owning the text-books. The frequent changes parents make from one locality to another has caused the purchasing of text-books to become a burden."

Boys who work during the summer and otherwise would not think of attending school, will be drawn by the liberal offer of free text-books.

Some may say that there is a law providing books for those unable to buy them for themselves. But it is against a man's honorable sentiments to beg alms and we admire him for it. Who wants to kneel at a school-board's feet and beg? The finger of scorn would be pointed at the child with a charity book.

Let us give them free to all, then thousands of heads will be raised from the darkness of ignorance into the marvelous light of education. It would do away with the disgrace we feel when we realize that an intelligent, honest man's vote counts no more than that of an ignorant, unprincipled man. Thus it would develope a high degree of patriotism. These children, when they are grown up, will from their hearts thank the state for their liberal education and will stand up for it and its best interests. It may be argued that it will cause too great an expense. But true economy is not in saving money, but in judiciously spending it. Free text-books, in the next place, are less expensive to the community, because they can be purchased at the lowest possible rates.

Another cry is that the pupils would destroy the books because they cost them nothing. I can testify, however, that in our own city schools the books furnished by the board are in good condition and well cared for.

Prof. Thomas, of East Saginaw, Mich., says: "The free text-books were adopted here in June, 1885. Our books are in good condition. Even the first readers in the hands of the little children, six years of age, after a year of free usage, are sound and not much soiled and good for another year."

Massachusetts takes the lead in this good work as she does in advancement of every kind. May each of her sisters follow in her footsteps and hasten the glad day of free text-books. Then shall the schools of these United States yield their increase, and God, even our own God, will bless us.

M. J. B.

WOMEN DOCTORS.

There are at the present time 20,000 women physicians, graduates of various shools. Of these about 15,000 are in the United States.

In 1848 Dr. Elizabeth Blackwell, the first woman physician, graduated. At that time the men doctors, and indeed public opinion generally, opposed women entering the medical profession. To do so, they said, was to overstep all the bounds of reason and sex; they would be forcing themselves into what was solely and entirely a masculine profession. "If women must take up medicine," they said, "let them be nurses; there is always a demand for good nurses. If they are well trained they can get from tweuty to thirty dollars a week." True enough, but they will work hard for it. The doctor drives around in his carriage, makes a pleasant call of half an hour and charges for it as much as the nurse will get for the week's work. The doctor has all the credit and nearly all the pay for the cure, which depended, for the most part, on the watchful care and attendance of the nurse. The best physicians will own that very much more depends on the nursing than on the doctoring. They say: "A good nurse is better than a good doctor," and another maxim with them is "Nine cases out of

ten where a physician is called in, the pa'ient would get well just as fast without his assistance." But then in one's own individual case there is always the dreadful uncertainty, or rather dreadful certainty, that this is the one case out of the ten which demands immediate and skillful attention.

It seems inborn, this instinctive wish for a doctor when one is ill. Even the man who says that he "will welcome death as a relief from a life of misery" sends for several doctors when he has the colic.

The savages have their medicine men, why not we more? And any people who are so fond of taking medicine as are the American people, surely ought to have the opportunity.

Not many immediately followed in Dr. Blackwell's footsteps. Those who did endured the whips and scorns of the time. The oppressor's wrong, the proud man's (the doctor's) contumely, etc., etc. But it is now changed. There is every year an increasing number of women entering medical colleges and fitting themselves to "do their duty in that station in life to which God has assigned them. The brightest, comeliest, most intelligent lot of women and girls I ever knew was in a woman's medical college. Nearly all of them had been school teachers. They came from all parts of the United States and from other countries; one from Japan, intending when she finished to go back to practice in her own country; one from Russia and one from Norway, all united in earnestness and zeal, and ambitious to succeed. They were good girls, too. A number of them expected to go as medical missionaries to China, India and Africa, it having been conclusively shown that the Heathen, as well as ourselves, are more impressionable morally when physically incapacitated. Some of the students were the wives of physicians and were fitting to be able to assist in their husbands' practice.

A medical education is an expensive one both as to time and money, and should have more time, generally, than is given to it. The regulation, three years, is all too short for the amount of knowledge that must be acquired, and more or less "cramming" is necessarily done. But with a young physician of either sex there is generally a time after graduation, before their practice begins to rush them, when they can digest and assimilate this crammed knowledge and get more.

An old saying describes a doctor as "a man who passed his time putting drugs of which he knew little into a body of which he knew less." Addison says: "If in the third place we look into the profession of physic we shall find a most formidable body of men. The sight of them is enough to make a man serious, for we may lay it down as a maxim that when a nation abounds in doctors it grows thin with people. This body of men in our own country may be described like the British army in Caesar's time—some of them slay in chariots and some on foot." But these are not the doctors of the present day.

The Chinese, in employing a physician, as in other ways, are unlike us. He is hired by the year, his pay going on while they are well and discontinued when they are sick. It is to his advantage, then, to keep them well. Might we not copy them in this idea?

Dr. Mary E. Bates is one of the smartest women in the United States today. She is tall and and graceful in appearanse, a pure blonde, with a face that is sometimes like an angel's face. She graduated at the age of twenty-one with high honors. An examination was to be held for internes (resident physicians) of Cook county hospital. There were eight vacancies and many applicants from the various colleges, Rush, Physicians and Surgeons, etc. It was an honor to get in, for the examination was a severe one, and those who got the place had the advantage of eighteen months' practice under the most skillful surgeons and physicians. Dr. Bates procured the papers and passed a fine examination, signing herself, in a masculine hand, M. E. Bates. All was well until it transpired that it was a woman, Mary E. Bates, who had done so well. Then they said, "It was not fitting that a woman should practice in a hospital"

even though a large number of the inmates were women and children. A vigorous effort was made to have women physicians at once and forever prohibited from the Cook county hospital, Dr. Bates, however, owing to the good sense of some friends, kept her place until her time was up, then went abroad, spent two years in Vienna, perfecting herself, and is now in Washington having a large practice. She is a brilliant woman, but is only one of many, scattered here and there through the country, doing good and earning from $2,000 to $50,000 per year. "It is better to have a permanent income than to be fascinating."

The prejudice against women doctors is dying out, though still superstitiously cherished by a few of the old school.

It is getting fashionable to have a "lady physician" come to see you, and everywhere they are being given the right hand of fellowship and "God-speed" in their chosen profession.

Scott had, probably, "a far look ahead" when he said:

O, woman! in our hours of ease,
Uncertain, coy, and hard to please,
And variable as the shade
By the light quivering aspen made;
When pain and anguish wring the brow
A ministering angel thou!

S. E. M.

DEBATES.

The process by which two or more persons maintain different sentiments, and defend their own or oppose the other's opinion, in alternate discourse, by some method of argument is called debating. As debates often arise in good earnest where the contenders really believe the different propsitions which they support; so sometimes they are appointed as mere trials of students' skill in schools, academies and colleges. Sometimes they are practiced, and with apparent fervor,in courts of judicature by lawyers in order to gain the fees of their clients, while both sides, perhaps, are really of the same sentiment with regard to the case which is being tried.

In common conversation debates are often managed without any form of regularity and order, and they turn to good or evil purposes, usually, according to the temper of the disputants They are sometimes effectual in searching out truth, as well as in maintaining truth and convincing the mistaken of their error; but at other times they are simply disputes, altercations, mere battle scenes with vain triumph as their object.

There are, however, some general rules that should be observed in all debates, if we would find out truth by them, or convince a friend of his error, even though they be not managed and conducted according to any settled form of disputation. As there are almost as many different opinions and judgments about things as there are persons, so when several (or indeed as few as two) persons come together they are ready to declare their different sentiments and support them by such reasons, or reasonings, as they are capable of, which is hence called a debate or disputation.

1. When persons begin a debate they should see to it that they, as contending parties, are agreed upon some general principles or propositions which effect the question in hand; else they can have no reasonable hope of convincing each other. There must be, in other words. some common ground upon which to stand while they contend.

2. When they find that they agree in some propositions, let them go further and see how near they approach each other's sentiments. This narrows the field of controversy, and lays the foundation of ultimate conviction. It is like dispensing with the necessity of exploring every little inlet to its fountain head when we should confine our exploration to the lake.

3. The question should be cleared from all doubtful terms and needless additions, and all that belongs to the question should be expressed in plain and intelligible language. This is so necessary that without it disputants will be exposed to such ridiculous contests as one day took place between two unlearned combatants,

Sartor and Sutor, who assaulted and defended the doctrine of transubstantiation with much zeal and violence. But Latino happening to come along, inquired the subject of their dispute, and asked each of them what he meant by that long hard word transubstantiation. Sutor immediately informed him that he meant "bowing at the name of Jesus" whereupon Sartor as readily assured him that he meant nothing but "bowing at the high altar." Or they may find themselves ventilating their ideas as were the two neighboring women, one of whom was heard to explain to her less learned friend the meaning of the word metaphysics, assuring her that as physics were medicines for the body, so metaphysics must be physics or medicines for the soul. Upon this they went on to dispute the question how far a clergyman excels a doctor.

4. Not only the sense and meaning of the words used in the question should be settled and adjusted between the two disputants, but the precise point of inquiry should be distinctly fixed.

5. The question in debate should be limited precisely to its special extent, or declared to be taken in its more general sense; for specification or limitation of the question prevents the disputants from wandering away from the precise point of inquiry. It is this trifling humor or dishonest artifice of changing the question, and wandering away from the first point of debate, which gives endless length to disputes and causes both the disputants to part without any satisfaction; and the chief occasion of it is this: when one of the combatants feels his cause run low and fail, and is just ready to be confuted and domolished, he is tempted to step aside in order to avoid the blow, and betakes himself to a different question. So if his adversary does not watch him he will entrench himself in a new fastness and continue the seige with a new artillery of thoughts and words. It is man's pride, as well as an unwillingness to yield up his own opinions, even to be overcome by truth itself, that is the spring of that evil.

6. Disputants in order to find out truth should remember that a resolute design, or even a warm affectation of victory,is the bane of real improvement, and an effectual bar against the admission of the truth that is sought. This works with a secret but powerful and mischievous influence in every dispute unless great care is exercised. It appears in frequent conversation; every age, each sex, and each party of mankind, is so fond of being thought in the right that they know not how to renounce this unhappy prejudice, this vain love of victory.

7. Disputants,in order to find out truth,should not presume that they are certainly possessed of it beforehand. They should enter the debate with a sincere intention (perhaps I should say determination) of yielding to reason on whatever side it appears. They should use no subtle arts to cloud and entangle the question; nor hide themselves in doubtful words and phrases; nor effect little shifts and subterfuges to avoid the force of an argument. With sober-minded people such obstructions and their purposes are readily understood.

8. A close watch should be kept that your opponent does not lead you unwarily to grant some principle or proposition which will bring with it a fatal consequence and lead you insensibly into his sentiment though it may be far from truth. Polonides led Incauto to agree with him in this proposition, that "God has too much justice, in any case, to punish any being who is in itself innocent," till he allowed it not only with unthinking alacrity but asserted it in most universal and unguarded terms. A little afterwards Polonides came in his discourse to commend the virtues, the innocence and the piety of your blessed Saviour, and thence inferred that it was impossible that God should ever punish so holy a person who was never guilty of any crime. Then and not until then did Incauto detect the snare whereby he found himself robbed and defrauded of the great doctrine of the atonement by the death of Christ. He then had to recall the concession and add this limitation: "Unless this innocent being were in some way involved in another's sin or stood as a voluntary surety for the guilty." He, in

consequence, learned to be more careful thereafter. On the other hand, when you have found your opponent make any such concession as may turn to your real advantage, be wise and watchful enough to observe it; but don't quibble. Don't play with the shells while your opponent bears off the kernels.

9. When engaged with a person of very different principles from yourself and you can find any way of getting him to embrace the truth by principles which they both freely acknowledge, you may freely make use of his own principles to show him his mistake and so convince him or silence him. For instance, if your opponent be a Stoic, pursue your argument by principles or laws borrowed from Zeno; or if he be a Jew, then by principles or laws borrowed from Moses.

10. Lastly great care must be taken lest debates break in upon passions and waken them to take part in the controversy. When the opponent rushes hard and gives mortal wounds to our opinions, our passions are very apt to feel the strokes and to rise in resentment and defiance. Self is so mingled with the sentiments which we have chosen, and is so sensitive of all the opposition which is made to them that personal brawls are very ready to come in as seconds to finish the disputes of opinion. Then noise, and clamor, and folly appear in all their shapes, and chase reason and truth out of sight.

RAJAJ.

The Value of Manual Training In the Public School.

Two extremes in education are represented by the advocates of the respective principles, "Learn to do by doing" and "Learn to do by knowing." Their value lies chiefly in the fact that by them enthusiasm has been aroused and discussion started. When the golden mean is attained, perhaps the idea may be summed up in "Learn to do by knowing and doing." A long stride toward that middle ground has lately been taken by the advocates of industrial education.

Fifteen years ago comparatively nothing was heard about manual training. An article outlining a plan for its introduction into the public schools which appeared in a New York paper in 1872, was pronounced too radical for the present century, but that very plan has lately been adopted by the schools of New York city; which goes to prove that public sentiment is being moulded by modern industrial circumstances.

The cry from the people has been, "Give us something practical." The answer now comes, "We'll introduce the Kindergarten, Object Teaching, and Maunal Training, that we may develop your children symmetrically to fit them to take their places in the world. We shall no longer neglect the training of the physical nature in our endeavor to make an intellectual power."

The present school system almost ignores the productive faculties of man, and is consequently, one-sided. "The schools have practically taught that letters is the only worthy form for the expression of thought, and a literary education the only one to be given in schools. But some are beginning to realize that unless the eye and hand are trained so that thought may be expressed by the language of form, color, and the making of things, the pupils are sent out into the world blind and maimed, for having eyes they see not, and having hands and fingers they know not how to use them."

Some of the kinds of manual training adopted by various schools are: For boys,—carpentry, turning, moulding, carving, and joining in wood-working; work in metals; printing. For girls,—cookery, plain sewing, dressmaking, millinery, and fancy work; while for both boys and girls, dairying, and farm and garden work have been taught.

The question of educators is now not, "Has Manual Training any value?" but rather, "Where and how shall we introduce it into our schools?" Nevertheless we may find it interesting to look at the answer to the first question.

The argument against manual training—that it is not educational—was used for years against drawing, but the introdaction of drawing has long since exploded that idea.

The physical development secured by manual training has already been alluded to. The universal report shows that the health of the boys ane girls taking the industrial course is benefitted, while the childish activity, under careful guidance, is developed into skilled muscular power. The pupils become enthusiastic, for it is in their nature to delight in making things.

Far from detracting from attention to study, it is true that manual training is a stimulus to study, and in many cases the "honors" are largely secured by those pupils taking the course. The instruction received from a competent teacher in the school workshop is better than that generally received from a mere mechanic, because it is more intelligent. In wood-working, for instance, usually one-third of the time allotted to the training is devoted to class instruction and making or reading working-drawings, so that the pupils proceed to the work-shop to "mix their work with brains." To quote, "That which makes labor honorable, which gives dignity to toil, is just that which differentiates man from a brute,—the application of mind to labor!"

Some, conceding that manual training develops a boy physically and mentally, may ask if it develops his moral nature. Yes. Is not a a boy who enjoys honest labor more moral than one who prefers to loaf about the streets? An educator say upon this subject, "Work is worship. If we teach work, we shall teach a love of work." In wood-working, and also in other lines, one learns to be honest. The measurements must be exact, and the cuts made to the line, else when the pieces are put together there will be a misfit and the work be spoiled. The teacher of this department has boundless opportunity to train the morals of his pupils for he is so intimate with them. The conditions of everyday life are here met and subdued. Many more points can be mentioned in this connection, but has not enough been said to show that manual training has a very great educational value?

The so-called "practical" faction will be more interested in the economic value of industrial education. From the fact that laws for compulsory education have been adopted in many states, it is certain that something is needed to keep children in school. (We exclude from the present discussion the case of those parents whom stern necessity compels to deprive their children of good schooling.)

Free schools and competent teachers would not alone accomplish the end if parents were left to their own choice. Manual training, though not a panacea for all the evils of our educational system, still does, to a great extent, furnish the needed inducement. We know that the skilled artisan commands better wages than the unskilled laborer. The amount of reading, writing and arithmetic secured in the first five years at school does increase the wage-earning capacity of the boy, but how much greater the increase if he stay at school until he gain a fair intellectual education and some skill in handling tools. A man who can read a working-drawing, that is, understand the meaning of the lines in it, is of more money value to himself and his employer than one who cannot thus work from a drawing; while he who can make working-drawings for others to work from is so much the more valuable. Therefore a year or two in the high and training school will fully pay the parent or employer for the loss thus sustained.

Moreover, is it not due a child that be be allowed to follow his bent, and choose for himself his own occupation? The parent can, probably, teach his son only his own trade which may not be at all suited to the nature of the boy. Manual training gives him a wide field of occupation to choose from. Even if he should aim higher and enter the profession of law, medicine, ministry, pedagogy or what not, the knowledge of tools will not come amiss. He will have gained a respect for common labor and a sympathy with the common laborer, which are just what is needed to build up society, to break down some of the class distinctions which for all our boasted equality, are too prominent even in America.

Many a young person has been induced to remain in school by the introduction of a course in manual training, and anything against which

no educational objections can be arrayed, but which lessens the tendency of pupils to leave school at the intermediate and grammar grades, should be accorded a hearty support.

Why is it that so many of the graduates of our schools are unable to do anything; that the young lady from the boarding school looks with disdain upon the homely duties of farm-house life; that there are cases not a few similar to that of the girl who was so kind as to play the piano in the parlor, for the enjoyment of her tired mother, who was washing in the kitchen? Why is it that when a clerk or book-keeper is advertised for, there are crowds of applicants for the place; while when a skilled worker at any trade is wanted, few, if any educated American boys appear,although there are many young men loafing about at the time? Some, yes, a great deal of the blame for this condition of things lies with the parents, who either will not or can not improve it.But it is the duty of the public school sys'em to overcome this as far as may be, by providing such means for training for all as will best fit them for the duties of citizenship.

"It is not contended that it is either necessary or proper to teach a trade in the public school, but rather, that, by combining industrial work with the teaching of the school, a better method of training the intellect is obtained, insuring greater efficiency in the workman and a saving of time to the pupil. both of which are a benefit to the State."

It has not besn the aim of this article to answer all the objections raised by those who are not yet willing to advocate the introduction of manual training into the public schools; but rather, to bring to the minds of the readers something of the educational and economic value of such training. It is high time that we begin to think seriously of this subject which now demands the attention of the friends of education.

HECTOR.

Mark Antony's Speech in "Julius Cæsar."

Julius Caesar, from whom this play is named, was born in Rome in the year 102, B. C., and was a great statesman, as well as the most famous warrior of history. He engaged in a war with Gual lasting ten years, and at the end of that time, 51, B. C., Rome was the mistress of the known world largely through his prowess. In the year 46 B. C., Julius Caesar was made perpetual director, an office which gave him supreme command over Rome during his lifetime. But in the year 44 B, C., a plot was formed for his assasination by a party of senators who were jealous of him, and feared that he wished to make himself king. He was startled while attending a meeting of the Senate in Pompey's Curia,by receiving twenty-three wounds. After the deed is done the conspirators, fearing the anger of the popular party of which Caesar was a member, go to the Forum or market place, and there their leader, Brutus, explains to the people the cause of their act. He quite wins them over to his side, and then leaves them to Mark Antony, the friend of Caesar who has begged leave to speak at Caesar's funeral. This speech is one of the most famous portions of English literature.

Antony begins by expressing his obligation to Brutus for being allowed to speak to the citizens. This is a very politic beginning as Brutus has won their spmpathies in his speech immediately before. At the mention of Brutus' name one who is known as the "fourth citizen" growls out, "'Twere best he speak no harm of Brutus here."Then Antony begins properly by addressing them as,"Gentle Romans," which word, gentle, is equivalent to "noble." This flatters them, as he undoubtedly intended it should, and all call for silence that they may hear him speak. He puts them on a level with himself by addressing them as, "Friends, Romans and countrymen;" and their listening to him a favor to himself, by bidding them lend him their ears. He puts himself seemingly in sympathy with them by telling them he is not come to praise Caesar; "let the good that has done be buried with him." Then, still speaking well of Brutus, he says: "The noble Brutus hath told you Caesar was ambitious,"

and goes on to say that if this were so, it were a grievous fault and Caesar had answered for it grievously. Then he breaks off to mention again his indebtedness to Brutus, who is an honorable man, but the word honorable has by this time a sarcastic stress, as he sees that he is leading his audience with him. He mentions Caesar's justness and fidelity to himself, but repeats that Brutus says he was ambitious, and Brutus is an honorable man. Then he recalls to their memories various acts of Caesar that they may judge whether he was ambitious; he has brought many captives to Rome whose ransoms filled the general coffers. Was that ambition? When the poor cried, Caesar wept for them; ambition should be made of sterner stuff, but Brutus, the honarable man, says he was ambitious. Three times, Antony says, he did present Caesar with a kingly crown, and three times it was refused. Perhaps, as Brutus, the honorable man, would have it, this was ambition. Again he says that he does not wish to disprove what Brutus says, but only to tell that which he knows. Appealling to their personal feelings for Caesar, he says, "You all did love him once, not without cause; what cause withholds you then to mourn for him?" then breaks off with an apostrophe, "O judgement, thou art fled to brutish beasts, and men have lost their reason!" He asks their indulgence for a moment until he recovers himself, and pauses, furtively watching the effect of his speech. The citizens, talking among themselves, approve of what he has said, and the fourth citizen says, 'Tis certain Caesar was not ambitious since he refused the crown," and he is the first to order silence when Antony begins again. Now Antony makes a comparison between Caesar as he was yesterday, when his word might have stood against the world, and as he is today, with none so poor as he himself is to do him honor. Then shrewdly addressing them as "Masters," he divides the people into two classes; Brutus, Cassius, and the conspirators forming one class, and the dead Caesar, Antony and his audience the other, and says that if he should stir the hearts of his hearers to mutiny and rage, he would wrong Brutus and Cassius, who as they know, are honorable men. He protests that he will not wrong them, but will rather choose to wrong the dead himself, and his hearers,than such honorable men. He flatters his audience by associating them with himself and Caesar; and setting them off against a band of conspirators, and by continual reference to Brutus' ruling passion, honor, makes them disgusted with the emptiness of the word. Again he breaks off to mention the will of Caesar which he found, and says he does not mean to read to them, but if the commons should but hear it they would go and kiss dead Caesar's wounds, and dip their napkins in his sacred blood, yea, beg a hair of him for memory, and, dying, mention it within their wills, bequeathing it as a rich legacy unto their issue. Their curiosity being stirred by this strong language, the fourth citizen, as usual the spokesman,demands that they hear the will. Antony, with masterly handling of their feelings, tells them that he must not read it. It is not meet they should know how Caesar loved them. They are not wood, nor stone, but men, and being men, it would inflame them, make them mad to hear the will of Caesar. Having thus worked upon them, he tells them at last that it is good they know not that they are Caesar's heirs, for if they did, O, what would come of it! Again the fourth citizen clamors to hear the will. Then Antony, pretending to have said more than he intended, says he fears he wrongs the honorable men whose daggers have stabbed Caesar. His very words seem to cut and slash like the daggers themselves. At this the fourth citizen, now completely from his allegiance to Brutus, shouts, "They were traitors! Honorable men!" Amid the clamors of the citizens, Antony consents to read the will, but will first show them him who made it. Bidding them form a ring around Caesar's body, which is before them, he comes down from the platform while the men, obeying his orders, shout approval. Then Antony begins again, "If you have tears, prepare to shed them now." He points them to the torn and bloody mantle which is over the body of the dead Caesar, recalls to

them the first time Caesar had worn it, saying it was on the day on which he overcome the Nervii. He showed great skill in mentioning this battle, as it was perhaps the most famous of Caesar's battles, the one that had brought the most glory to Rome. Then, pointing to the various rents, he says:

"Look! in this place ran Cassius' dagger through;
See what a rent the envious Casca made;
Through this the well-beloved Brutus stabb'd;
And as he plucked his cursed steel away,
Mark how the blood of Caesar follow'd it,
As rushing out of doors to be resolv'd
If Brutus so unkindly knock'd, or no;
For Brutus, as you know, was Caesar's angel;
Judge, O you gods, how dearly Caesar lov'd him!"

Then he tells them how Caesar, on seeing Brutus stab, muffled his face in his mantle and fell, his mighty heart broken by ingratitude. He tells them that in that fall they all fell, and bloody treason flourished over them. Then seeing that they are moved to tears, he exclaims "Kind souls, what! weep you when you but behold our Caesar's vesture wounded? Look you here, here is himself marr'd, as you see, with traitors!" Then with groans and cries for revenge, they turn to seek the murderers, but Antony, who is not yet through with them, calms them with a word, begging them not to let him stir them up to such a sudden flood of mutiny, and again adding to their rage by seeming to excuse the conspirators; says he does not know what private grievances they had to make them commit tho deed, but as they are wise and honorable men they will, no doubt, with reason answer for it. He claims he is no orator, as Brutus is, but a plain blunt man, as they all know; and would have them think his superb oratory is a plain, unvarnished statement of his feelings. "I only speak right on; I tell you that which you yourselves do know, show you sweet Caesar's wounds, poor, poor dumb mouths, and bid them speak for me." Then he says:

"But, were I Brutus,
And Brutus-Antony, there were an Antony
Would ruffle up your spirits, and put a tongue
In every wound of Caesar that should move
The stones of Rome to rise and mutiny."

Again they turn to seek their revenge, with mad shouts; but Antony, meaning to work them to the highest possible frenzy, calls to them yet to hear him, for they do not yet know wherein Caesar deserved their love, and then tells them the contents of the will. To every Roman citizen he gives seventy-five drachmas, a sum equal to almost one hundred and fifty dollars of our money at its present valuation. Again he finds it necessary to quiet them while he tells them the rest. Caesar's pleasure gardens, orchards, and private arbors across the Tiber are left to the citizens forever, as a place where they may walk abroad and take recreation. He ends with the exclamation, "Here was a Caesar! Where comes such another?" and leaves the citizens to burn the body of Caesar in the holy place contrary to all law, and with the brands to fire the traitors' houses.

A. D. S.

SHAKESPEARIANA.

[BY H. B. S.)

In the earliest extant edition of Shakespeare's Tempest (folio of 1623), Act III, sc. i, line 15, we find the following words:

'Most busie lest, when I do it.'

Perhaps no line in Shakespeare has been more puzzling. The whole passage is as follows:

Enter FERDINAND, *bearing a log.*

Ferdinand. There be some sports that are painful, and their labor
Delight in them sets off; some kinds of baseness
Are nobly undergone, and most poor matters
Point to rich ends. This my mean task
Would be as heavy to me as odious, but
The mistress which I serve quickens what's dead,
And makes my labors pleasures. O, she is
Ten times more gentle than he father's crabbed.
And he's composed of harshness! I must remove
Some thousands of these logs, and pile them up,
Upon a sore injunction. My sweet mistress
Weeps when she sees me work, and says such baseness
Had never like executor. I forgot:
But these sweet thoughts do even refresh my labors,
Most busy least, when I do it.

Enter MIRANDA.

Miranda. Alas! now, pray you,
Work not so hard.

In the last line of Ferdinand's speech the first folio has 'lest'; the second, third, and fourth folios have 'least.' Theobald (1733) suggested the reading, 'Most busie-less when I do it,' and nearly all subsequent editors,for eighty or ninety years, printed 'busiless.' Pope changed it to 'Least busie when I do it.' Meiklejohn coincides with Pope. Singer and Grant White follow Holt White in substituting 'Most busiest when I do it.' Collier's annotator has 'Most busy blest.' Knight (2d ed.) prefers 'Busy least when I do it.' Staunton would have it, 'Most busy felt;' Spedding, 'Most busiest when idlest;' the Clarendon Press would either concur with Spedding, or read 'Most busy left when I do it.' Rolfe adopts Verplanck's 'Most busy, least when I do it.' Hudson's latest is, 'Most busy when I do it least.' Rolfe, premising that 'lest' and 'least' may properly be regarded as identical, paraphrases Ferdinand's avowal thus: 'In these reflections I forget my labors, which are even refreshed with the sweetness of the the thoughts, and I am really most busy in mind, while I am least busy with my task—occupied with my thoughts,idlest with my hands."

To us these emendations and explanations all seem wrong. Ferdinand, deeply in love with Miranda, is gladly performing for her dear sake the severe labor which her father has imposed. He declares that as the delight we take in 'painful' (i. e. toilsome) sports offsets the toil, and as a noble purpose may sweeten and glorify the humblest service, so Miranda's gentle sympathy outweighs tenfold her father's harshness, and gives him sweet refreshment in the midst of the hardest work. Inspired by thoughts of her, all difficulties vanish, his energies are redoubled, toil is a glorious revel; when most busy with his hands, he is least tired, least conscious of hardship; work becomes rest! The sooner he accomplishes his task, the sooner that crabbed father will smile on his suit! and then—Miranda! the unspeakably rich reward of all his strenuous efforts.

This interpretation requires no change in the text. The thought is wonderfully condensed, yet clear. We first proposed it in the magazine *Shakespeariana*, April, 1884, in the following language:

"What need of adopting any one of the hundred changes that have been suggested in these simple words? Punctuate thus:

'Most busy, least, when I do it.'

Explain thus: 'Most busy, least busy, when I do this work'; i. e., when I think of Miranda's love, toil is even restful. The line conveys the exact converse of Macbeth's utterance in *Macbeth*, I, iv, 44,

'The rest is labor, which is not used for you.'

With Macbeth, repose is labor; with Ferdinand, labor is repose. Both thoughts are beautiful." See note in our edition of *Macbeth*.

The foregoing interpretation is in some degree confirmed by a comparison of the English Prayer-book version of *Matthew*, xi, 28 (in the Communion service), with the text of King James's version. The latter was published just about the time *The Tempest* was composed. The antithesis between 'labor' and 'rest' in King James's version is between labor ('travail') and 'refreshment' in the Prayer-book. "Come unto me, all ye that labor and are heavy-laden, and I will give you rest." "Come unto me, all ye that travail and are heavy-laden, and I will refresh you," "These sweet thoughts do even refresh my labors," says Ferdinand.

The refreshment or rest is not a cessation of labor, but rather a glorious infusion of vigor and joy.

PERSONALS AND LOCALS.

Good-bye, Normals!

" 'Pick her up tenderly,' Fiz."

What's the matter with the Bouleons?

'Tis said the Viking had a shark bite.

Prof.—The next book of the Aeneid will take us to—— the infernal regions.

"Who is Vick's better half?"

The Regents held a meeting at the University, March 18.

"In the spring the Freshman's fancy lightly turns to thoughts of love."

Two of our boys are recommended for West Point and Annapolis.

Prof.—What can you say about Hammerfest?

Prep.—Three months in the year they have day, three months, night.

Prof.—What about the other six months?

Prep. (doubtfully)—They have twilight.

It would be a good idea to give the chronic kickers of the Adelphi a seat on the platform. Advantages would be gained all around.

Miss Hutton, a student here last year, visited the University, March 13.

Prepy (reading a letter)—By George! there it goes again; the girl I went with got married.

One by one, the Prepy's woe;
One by one, the Normals go.

There is nothing the matter with our "Home Nine."

"The Seniors should set a better example."

What is the Examination Fever?

Or something like that.

Miss Frances Allen, one of our last year's graduates, paid us a visit March 24, and spent some time reviewing old scenes, and renewing old acquaintances.

Hunting geese is quite a sport at our U. Rare, though.

Mr. C. A. Gram, president of the Olympic Athletic Association, left for his home, Sheldon, March 21.

We have been amused in noticing how well Pres. Sprague and our blizzards get along together. During the roughest storms our president takes the longest walks.

Misses Powell and Rank went home to teach, March 12.

Tuesday, March 11, was one of our first warm spring days. It the afternoon the whole campus was covered with amateurs, practicing their athletics.

Frank VanKirk has left school to go at farming. He paid us his farewell visit March 14.

St. Patrick's Day was duly celebrated at our University. Shamrocks and green ribbons were in abundance. Orangemen were timid and scarce. In the Adelphi the day was taken as the subject for an oration. May the day always be *green* in our memories!

Friday, March 21, Prof. Estes gave a very interesting lecture on electricity. All the students turned out. He performed many simple and interesting experiments, and showed how district teachers may employ them in their schools. The lecture was well appreciated by the students; the Normals in particular were enthusiastic over what it suggested to them.

Mr. Lofthus left for his home, Park River, March 22. He is already employed in teaching near Edinburgh.

The Normals, with one or two exceptions, "bade farewell to U. N. D." on March 27. Of course nearly all intend to teach this summer. They will turn up again in the fall in numbers larger than ever. We feel sorry to see the Normals leave us as among their number were some of our finest fellows. some of our best students and some of our prettiest girls.

Miss LaTourrette left for her home, Petersburgh, March 29. We are sorry to see Miss LaTourrette leave. She is a young lady who will be appreciated wherever she goes.

A very pleasant evening was spent in the Dormitory parlors March 28, even though no Normals were there. Miss Simmonds recited several of her stirring selections. Miss Simmonds has a good deal of elocutionary talent and is a universal favorite.

Walt. J. Marcley, "Lord," class of '91, left us March 27, in company with the Normals. Lord Marcley goes to teach near Turtle River. Well, Lord, we wish you a happy time this coming summer. Be sure to come back to graduate next year.

Miss Anna D. Smith, a member of the grand Freshman class, left for her home, Crookston, Minn., April 3. We are afraid the Freshmen have lost another member, at least for this year.

We notice, by the *Inkster Tribune*, That F. J. Matthie, one of our last year's students, is a prominent member of the Inkster Lyceum.

Congratulations came in thick and fast to Joseph Travis and Frank Walker when it was learned that they were recommended by the committee for West point and Annapolis. We feel proud that two of our University boys came

out ahead in the contest. Saturday evening, March 22, a number ot boys waited upon Joe and compelled him to make a speech. They also turned out to give the class yell outside the girls' dormitory.

March 29 the Preps had what may almost be termed a jubilee in the Per Gradus. All the Normals were gone, and none of the college menwere present at the meeting. The Prepies had it all to themselves. They put their biggest Prep in the chair,and, according to reports, had a lively time. It is said that an attempt to change the Constitution, so as to elect officers that meeting was made; but failed.

Would it not be a great scheme, Prepies, to prepare for the return of the Normals next year? For example, deprive them of some of their rights.

Miss Minnie Benham left for her home, Devil's Lake, March 22. She intends to teach this summer. Miss Benham was one of our most popular young ladies and will be much missed.

Prof. Trask, principal of the East Grand Forks schools, paid us a visit on Monday March 31.

The members of the Senior class all gave lectures on Geology just before vacation. The members of the other classes showed their interest by attending whenever they could.

Miss Paulson, of Hillsboro, spent a day at the University, visiting her sister.

Goldwin S. Sprague, '93, has been appointed signal service observer for the University. He now has his instruments in position, and is prepared to turn out a monthly report to be sent to Washington.

An event of importance to us occurred March 15. The Bouleon Club of the University and the Grand Forks Lyceum crossed swords. The Bouleon Club had challenged the Lyceum to a public debate. The two forces met at the Baptist church. The question was one of interest to farmers. It read thus: "Resolved, That the Tariff is Beneficial to the Farmer." J. J. Armstrong and T. W. Heyland, of the Bouleon, championed the cause of the tariff; W. J. Anderson and Rev. Geo. H. Kemp, of the Lyceum, that of Free-Trade. The debate was a live one. All the speakers were heartily applauded. The judges decided in favor of the affirmative—in favor of our boys. The attendance of students was very large. Beisdes those living in the city, some six 'bus loads went to see the University champions win.Only one thing occured to mar the pleasure of the evening. After the conclusion of the debate the treasurer of the Lyceum explained the poverty of their society, and asked for aid. He received it. If the Grand Forks Lyceum had chosen to debate the question at the University we should gladly have entertained them and even paid their 'bus fare.

On the morning of April 1, Mr. Simmonds and family departed for the East. In the capacity of cook, Mr. Simmonds was a comfort to us all. Miss Simmonds will be missed not only in her classes and societies but also in the Young Ladies' Bible Study. Our best wishes go with her.

Prof. George Brewer gave the young ladies at the dormitory a musical treat on Saturday morning, March 29. Having played marches, waltzes and sonatas until the young ladies all fancied themselves Turkish sultanas or Persian beauties, he was suddenly interrupted by the melodious sounds of the dinner bell and the afore mentioned sultanas immediately descended to prose and the dining-room, not without sighs for what might have been.

When the instruments for the signal service station were brought out and set into place, one of our fair third preps remarked,"We have some machines that are just like those, at the civil service station in———" What? Oh no, we aren't going to tell where.

Mrs. D. D. Williams, of Crookston, spent March 19th at the University, the guest of her sister, Miss Anna Smith.

Mrs. H. A. McClatchie, of Red Lake Falls, spent March 19th at the University.

The top of a gasoline stove lay on the hall table. Six young ladies came up from breakfast and cautiously approached the strange object. "What do you suppose it is?" said one. "A little seeder," said the farmer's daughter. "A rain guage," volunteered a scientific student. "Look out, the president is coming."

Did you notice how beautiful the bass singing was one morning? I heard a sweet soprano voice leading the basses when they were practicing that piece.

On the spacious college campus,
Where the blizzards cross the prairie,
Cross the prairie in their blowing
Stands the monarch of the forest,
Stands a moose on wooden platform.
Banished now from the museum,
Once he was its proudest treasure.
Doomed forever to stand musing,
Looking ever to the westward,
Straining eyes toward hill and valley
Where he wandered, free, untrammeled,
Ere the hunter came and shot him,
Ere the taxidermist got him,
Ere the mice and vermin gnawed him,
Ere his hair came off in patches,
Ere his ears became unstable,
Ere the girls threw stones and missed him,
Ere they climbed his back and rode him.
Tell me, moose, so old and hoary,
Do you grieve for those fair pastures,
That you loved and wandered over,
Ere you came to North Dakota,
To our breezy college campus?
In the far and radiant future,
When our college days are over,
When no longer seek we learning,
When we have eternal spring-time,
When decay no longer blights us,
Thou shalt roam again the valleys,
Greet thy free and joyous kindred,
With thy hair as sleek as ever,
With thy ears as good as their's are.
Thou shall tell the little mooselets
Of thy sojourn in Dakota,
Of the Normals and the Juniors,
Of the Seniors and the Freshmen,
Who, when days were bright and balmy,
With returning spring and sunshine,
Walked the campus with the maidens,
With the maidens not unwilling,
With the Preps, likewise the Normals
On the blooming college campus.

Miss Chapin has just received and opened up a new stock of millinery goods. Ladies will find it to their interest to give her a call before purchasing elsewhere. Remember the place. Over the Ontario store.

Weather report for March, 1890, at the University. Mean temperature:

7:00 A. M.	5.14	deg.
1:00 P. M.	21.00	"
6:00 P. M.	20.36	"
For month	16.83	"

Highest temperature, 39 deg. on the 10th.
Lowest temperature, —29 deg. on the 5th.

Monthly range of temperature	65	deg.
Greatest daily range of temperature	34	"
Least daily range of temperature	3	"

Prevailing wind, south.

Number of clear days	12
Number of partly cloudy days	10
Number of cloudy days	9
Number of days on which rain or snow fell	7

Dates of mirage, 5th.

G. S. S.

EXCHANGES.

The University of Minnesota has an enrollment of 1,001 students.

The oldest college in the world is said to be a Mohammedan institution, at Cairo, Egypt.

One of the literary societies of Princeton is building a $40,000 hall.—*Ex.*

The University of Michigan has entirely done away with the marking system, and has abol-

ished all prize competions and class honors. The experiment will be watched with interest by other large universities, which have for years been discussing its feasibility.—*Ex.*

Ex-Minister Phelps, the newly elected president of Columbia College, receives the largest salary of any college president in America.—*Ex.*

The Supreme Court of Wisconsin has rendered a decision against the reading of the Bible in the public schools, as being sectarian.

Dr. Oliver Wendel Holmes decided, after the death of his wife, that he would do no more literary work. He has changed his mind, however, and finds in the monthly letters to the Atlantic a source of pleasure that he did not expect to experience again.—*Ex.*

Jules Verne can travel no more, prevented by the accident that befell him four years ago when a favorite nephew went mad and suddenly shot at the novelist. One of the bullets hit him in the leg and the wound has never healed. He is consequently unable to walk much.—*Ex.*

In *The Sioux* for February, we read an interesting and valuable article entitled, "Concerning Orations." The writer gives some good suggestions to the student of oratory, and says "too little attention is paid to oratorical training in college years."

One of our exchanges contains a severe criticism on a story in the February number of the *Prairie Breezes*. We thought it must be unjust, until we read the story.

According to a paper read before the recent Literary Association, London, shorthand has flourished more or less for 2,000 years. Cicero's famous writer, Tiro, is known to have had rivals in his own time, and Caesar's feats dictating several letters simultaneously while traveling, still remain unequalled. But shorthand, as now understood, is the product of the present century. It is computed, that the literature relating to the subject would fill no fewer than 13,000 volumes, and England alone has given birth to 307 different systems.—*Ex.*

The Aegis is among our best edited exchanges. Its articles are always instructive, well written and are on live subjects. The number of March 21 contains a finely written article on Poe's Poetry.

The Glee and Banjo Club of the Wisconsin University is to spend their Easter vacation giving concerts in some of the largest cities in Wisconsin, Illinois, Michigan and Minnesota.

"How old are you?" a rude boy asked a very ancient maid.

And this the antiquespinster tasked in gentle accents said: "Pray look at the thermometer."

The graceless boy obeyed, and with a smile he answered her: "You're sixty-one when in the sun and fosty in the shade."—*Ex.*

The following exchanges have been added to our list during the past month:

High School Journal, Lake Forest, Ill.

Moores Hill Collegian, Moores Hill, Ind.

Ten Broeck, from Ten Broeck Free Academy Franklinsville, N. Y.

University Kansan, from the Kansas University.

Societies and Time of Meeting.

Boulton Club	Tuesday,	3:30 p. m.
Adelphi Society	Thursday,	3:30 " "
Pergradus Society	Saturday,	7:30 " "
Normal Society	Saturday,	7:00 " "
Y. M. C. A. meeting	Sunday,	4:30 " "
Chapel service, daily,		9:00 a. m.

In another column may be found a list of the societies in the University. It may be noticeable that we do not enjoy any of the advantages, nor do we experience any of the disadvant-

ages arising from the existence of college fraternities.

So successful has been the work done by the local societies of the University, that the need of fraternities has not been felt. The "Adelphi" is the oldest society in the University and includes students of both sexes. The Per Gradus is exclusively for the young men, and has on its roll almost every male member of the University. The Normal society is conducted by the young women, and meets in the girls' Dormitory. The Bouleon Club has been recently organized, and limits its membership to nine male members of the University classes proper.

The importance of society work to every student can hardly be overestimated. Some who have gone through college think that its practical value is equal to one-half of the college course. That may be placing too high a value upon it but it is at least worth to the student one-fourth of the benefit derived from the rest of his course. No student can go through college without gaining some degree of mental discipline, and a considerable amount of knowledge in certain directions. But he may take a degree from almost any college in the country, and not be able to express himself clearly and intelligently in public, if called upon at short notice. In this very practical age every educated man or woman ought to be able, on any public occasion, to enter into the discussion of any question of the day of public interest.

The ability to do so is acquired only by practice in extemporaneous speaking. Valuable as is the art of declamation it does not accomplish the desired end of enabling the student, without apparent self-consciousness and confusion, to arrange his thoughts logically, and deliver them fluently, when an unsuspected demand to speak in public, is made upon him. The exercises of literary societies, and especially that of debating, does give facility in this direction. Some students pass through college without availing themselves of the advantages offered in the societies; but only in after life to regret their error.

DEPARTURE OF THE NORMALS.

The Preps stayed in the 'Varsity
Whence all but they had fled;
The Normals left us one by one,
To paint the country red.

They are a generous people
And all are fond of fun;
They knocked us out in politics,
For they are really one.

They came here in December
And went away in May;
They differ from an editor
For they ne'er come to stay.

Three months with us they labored hard
By principle and rule;
And now they think they're all prepared
To teach a country-school.

They're gone, yes, every one of them,
From Paddy to Knute;
All confident that they can teach
The young idea to shoot.

The work they've undertaken now
Is such that Preps dare not to do.
But Preps and Normals are unlike
Because a Normal's good as two.

The Normals are good teachers,
As we may all well know;
For, they used the Preps for practice,
In the basement down below.

Jos. H.
First year Normal.

A VISION.

One beautiful day in mid-summer, wearied with the turmoil of this busy world, I directed my steps to the beach, and sought my accustomed place in a little cave near the water's edge, whence the broad expanse of the ocean was plainly visible. I threw myself down on the sand that formed the floor of the cave, and gazed dreamily out upon the ocean. Musing

there, and lulled by the pleasant murmur of the waves as they advanced and receded, I fell asleep and dreamed.

I was sitting on the deck of a magnificent ocean steamer looking over into the water. The waves immediately below me were white with foam; I raised my head and looked far away into the hazy distance. Straining my eyes,I discerned a faint speck;but could hardly tell whether it belonged to the earth or the air; for the outlines of sea and sky seemed to melt into each other. Not particularly interested in this small object,my eyes wandered back to the spot where the steamer, plowing its way through the waves, turned the blue deep near it into one mass of white foam.

I know not how long I remained in this posi tion, but suddenly my attention was arrested by a number of voices exclaiming in unison,"O how beautiful." I sprang to my feet and stood entranced at the fairyland that seemed to stretch before me. The sky was almost cloudles; the atmosphere possessed the clearness of an Italian sky. There was just the faintest ripple on the surface of the sea and as the sun shone across the broad expanse of water, it seemed as though we were sailing on a sea of glass.

The speck I had before noticed in the distance had developed into a beautiful island. As we drew nearer and could see objects with more distinctness, a city, clothed in pure white, lay at our feet. Its tall white steeples and towers shone with dazzling brightness, and stood out in bold relief against the dark background of a mountain, whose summit and sides were covered with verdure. Through the green foliage on the sunny slope one could trace the course of a tiny river as it wound down the mountain side pursuing its silent course through the midst of the city, and finally found its way to the ocean. It looked like a silver thread twined round the mountain side by the hands of some sea divinity.

As we entered the harbor, the delicious perfumes were wafted to us from the shore, and, oh! what a delightful sense of rest stole over my weary limbs, that I exclaimed aloud: "This is indeed the realization of the rest my fancy has pictured, when I was almost ready to sink beneath my burdens."

Near the foot of the mountains, on the sunny slope, were herds of deer grazing on the luxuriant grass; and, on the green plain which stretched off to the left of the mountains, were flocks of sheep scattered over this beautiful plain which gradually rose from the foot of the mountain for a short distance till, with a more abrupt descent, it sloped to the shore on the opposite side.

These were the only appearances of life on the whole island. The city itself appeared like a huge, white breaker in the midst of a calm sea.

At length the great wheel stopped revolving, the anchors were thrown out, our voyage was ended.

As my feet touched the sand, I noticed how silvery white it was. I was about to examine some of it, when a hand touched my shoulder. Turning quickly, I beheld a man standing before me all in white, his face shining with an unearthly glory,his eyes beaming with kindness. He only said, "Come with me." I gladly accepted his invitation; and, as we walked along, I began to question him in regard to the location, population,manners and customs of this strange city, to which I had come. He silenced me however, with a gesture, and said,"observe now and question afterwards." In obedience to my strange companion, I began to look about me. We had just entered a street broader than any I had ever seen before, bordered on each side with trees, whose branches bowed beneath their load of fruit of every description. The sand under our feet seemed to grow deeper and richer in hue until it seemed we were walking on burnished gold. Fountains played on every side and made the air cool with their spray. In front of the white dwellings, I perceived whence came these delicious odors I had noticed as I approached the island. Flowers of the most exquisite beauty grew with more than tropical luxuriance, making the air heavy with their perfume.

After walking for a few minutes, amid such enchanting scenes, we came at lenth to an immense temple of white marble. He bade me enter. I first found myself in a large rotunda in the middle of which was a large marble staircase. On the right, as we entered, was a door of pure gold with a pearl knob. My companion motioned me to enter. The walls were literally covered with white garments.

Then my companion became communicative for the first time, and explained to me that this was the king's island. All ships that sailed the high seas in every direction were making, or vainly imagined they would, wander as they might, make the island as a final haven.

The temple in which we were was the king's palace. The white robes which I saw hanging on the walls were for the king's guests. They were all expected to put these on before they could be admitted into his presence. I removed my travel-stained clothes, and robed myself in the shining garments my guide gave me. They filled the air with the most delicate perfume, such as I had not perceived until I had donned my white robe.

We then ascended the marble staircase, and I was ushered into the presence of the king. Oh! how shall I describe that countenance, or the effulgent halo of glory that surrounded it. He sat upon a throne of jasper. Around him were throngs of white-robed figures each playing on some instrument of music. The room was filled with melody, all in the most perfect harmony.

As soon as the king perceived me, he bestowed upon me the most benign smile of welcome I had ever beheld. If his face was beautiful before it was radiant now.

Overcome by the excess of light and glory which shone from his countenance and was reflected again and again from the faces of all the shining throng, I fell upon my face. This movement awoke me. The bright sense had vanished. My eyes fell on the broad expanse of waters stretching before me, emblematic of the ocean of life I had yet to cross. Encouraged by the vision of what awaited me at the end of the voyage, I arose and began anew the journey of life.

EMMA C. ARNOLD.

DE NOVISSIMO JUDICIO.

The following is a famous medieval Latin Hymn composed by Thomas of Celano, an Italian Monk of the Francison Order, who died about 1255:

Dies irae, dies illa
Solvet saeclum in favilla,
Teste David cum Libylla.
Quantus tremor est futurus,
Quando Judex est venturus,
Cuncta stricte discussurus.

Tuba, mirum spargens sonum
Per sepulchra regionum,
Coget omnes ante thronum.

Mors stupebit et natura,
Quum resurget creatura
Judicanti responsura.

Liber scriptus proferetur,
In quo totum continetur,
De quo mundus judicetur.

Judex ergo, quum sedebit,
Quidquid latet, apparebit,
Nil inultam remanebit.

Quod sum miser tunc dicturus,
Quem patronum rogaturus,
Quum vix justus est securus?

Rex tremendae majestatis,
Qui salvandos salvas gratis,
Salve me, fons pietatis!

Recordare, Jesu pie,
Quod sum causa tuae viae:
Ne me perdas illa die.

Quarens me sediste lassus,
Redemisti crucem passus:
Tantus labor non sit cassus.

Juste Judex ultionis,
Donum fac remissionis
Ante diem rationis!

Ingemises tomquam reus,
Culpa rubet vultus meus:
Supplicanti parce, Deus!

Qui Mariam absolvisti,
Et latronum exaudisti;
Mihi quoque spem dedisti.

Praeces meae non sunt dignae
Sed tu bonus fac benigne
Ne perenni cremer igne!

Inter oves locum praesta,
Et ab haedis me sequestra,
Statuens in parte dextra!

Confutatis maledictis
Flammis acribus addictis
Voca me cum benedictis.

Pro spplex et acclinis,
Cor contritam quasi cinis;
Gere curam mei finis.

Lachrymosa dies ella
Qua resurget ex favilla
Judicamtis homo reus
Huic ergo parce, Deus.

Witty Items.

Robertson—"There is a paper published in Denver called The Great Divine."

Sharpe—"I suppose it is the organ of the Board of Alderman."

Indignant young man—"Waiter, your coat sleeve dipped into this lady's soup." Obliging waiter—"Don't mention it, sir; it will wash out. What kind of fish, please?"

An incident of the past teacher—Myron, what is the next letter after X?

Myron—W'y - W'y—

Teacher—Correct!

And Myron sat down in a state of wild amazement.

Wit and Humor.

A WOMAN'S REASON.

Ruth—Why have you thrown Clarence overboard?

Madge—I couldn't marry a man with a broken nose.

Ruth—How did his nose get broken?

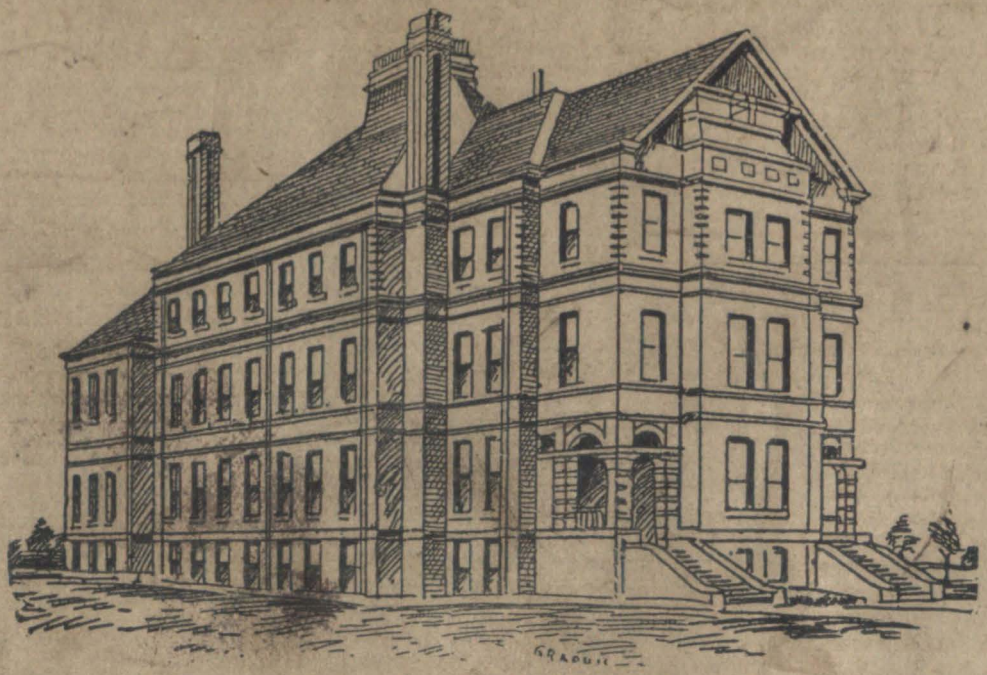
Madge—I struck him playing tennis.

Muscular Joe left at a very late hour, and the old man stood at the head of the stairs, chuckling in fiendish glee. Then there was an awful disturbance in the front yard and the old man laughed. "Ha, Ha!" Then came the cry of "Help!" "What's wanted," shouted the aged sinner. The clarion voice of Travis rang out, "I want somedody to help me bury a dog."

Barber (to Bald-Headed Patron)—Shave, sir?

Bald-Headed Patron—No, you idiot; hair cut pompadour.

VISIT THE ONTARIO DEPARTMENT STORE



SOUTH BUILDING.

UNIVERSITY OF NORTH DAKOTA

AT GRAND FORKS, N. D.

The second term of the current university year begins on Thursday, January 2d, 1890. All students are requested to present themselves punctually. Students are given the choice of four courses, Classical, Scientific, Literary and Normal.
Special attention given to the

TRAINING OF TEACHERS,

TUITION FREE, ALL DEPARTMENTS, **INCIDENTAL FEES, $5.00 PER YEAR.**

A FULL FACULTY OF EXPERIENCED INSTRUCTORS, ...

. . . . . FULLY EQUIPPED LABORATORIES, LIBRARY, MUSEUM.

A new and elegant Dormitory has been erected on the University Grounds, with accommodations for about one hundred. Board, including room heated and furnished with all necessary furniture, except bed clothing, towels and carpets, is supplied for $3.00 a week, payable monthly in advance. As the capacities of the buildings are limited, a preference will be given in the assignment of rooms, to those who have previously been members of the University, those who are pursuing the higher studies, and those who expect to pursue an extended course at this institution. Where students procure rooms and board themselves, the cost may be made to suit their own convenience. Free use of steam laundry. Military drill and gymnastic exercises for the young men; calisthenics for the young women. The gymnasium has already received several hundred dollars worth of choice apparatus. Bath rooms with hot and cold water free of charge. The main buildings are in first-class condition and the grounds have been greatly improved. With recent additions to the teaching force, with new books for the Library, new specimens for the Museum, new apparatus for the different Laboratories, the University is now enabled to offer greatly improved facilities for the acquisition of a liberal education. To a reasonable extent the Professors will be glad to advise and assist by correspondence in directing the studies of prospective students. Music instruction. For catalogue and other information address,

HOMER B. SPRAGUE, Ph. D.
President, Grand Forks, N. D.

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