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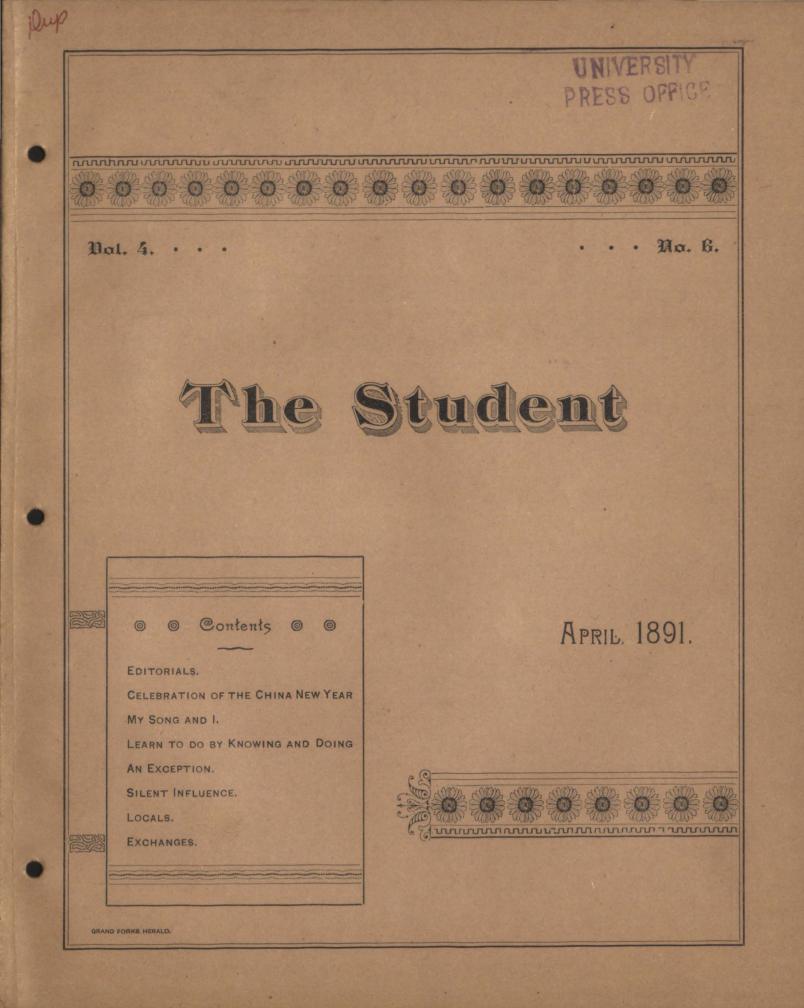
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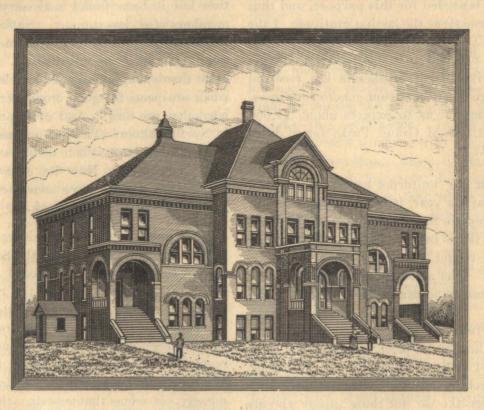
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VOL. IV.

GRAND FORKS, NORTH DAKOTA, APRIL, 1891.



LADIES' HALL, U. N. D.

THE STUDENT.

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

One Year, - - - - - - - - - - - - - - 75 Cents Single Copy, - - : - - - 10 Cents

BOARD OF EDITORS.

LITERARY EDITORS,

T. W. HEYLAND, '91. LOCAL EDITORS, G. F. ROBERTSON, '91. M. R. GLASS, '93. EXCHANGE EDITORS, B. M. JOHNSTON, '91. G. S. SPRAGUE, '93. BUSINESS MANAGER T. W. HEYLAND, '91. **G**HE students feel that our most urgent need is a gymnasium and drill shed. It is thought that the one building might answer both purposes. Apparatus for a gymnasium is in possession of the University, but is lying useless, for the reason that we have no building fit for that purpose. During a large part of the college year the weather is unfit to take exercise out of doors, and therefore the students must suffer in consequence. Military drill is, by the charter of the University, made compulsory, and yet no place is provided where this branch of our education

No. 6

may be taught. The halls of the main building have been used, and answer merely as an excuse.

2

Why should not the enterprising citizens of Grand Forks feel interest enough in our University to place us in possession of such a building as is needed for this purpose, and thus gain for themselves the lasting gratitude of the students. The little town of Wahpeton has just given \$25,000 to the Methodist college, and the University of Minnesota has received several large donations from generous citizens. Is it too much for us to expects about \$1,000 from the citizens of Grand Forks for so desirable an end?

NOW that our uniforms have stood the test for nearly a year, it is possible to see how superior they are for their purpose. It would seem that there can be no reasonable excuse for failing to get a uniform. For poverty is no excuse. The poor student is, above all, just the person who cannot afford to do without a uniform. A uniform will wear and look well about twice as long as an ordinary suit. And then, how much more dignified and handsome do not students appear in their uniforms. When marching on the campus, how much more soldier-like do not those appear who are dressed like soldiers. Of course this is our first year of uniforms, but the results are beyond expectation. We hope that next year every young man who comes here intending to remain with us for any length of time will get a uniform. As for the young ladies, comment is unnecessary. They look so well in their uniforms, etc.

QUITE an enthusiastic meeting of the Athletic Association was held on the first day of this term. Officers were elected, whose election, we have no doubt, will insure the continuence of good management, and who will do a good deal in awakening an athletic

spirit in all. During the meeting a subject was brought up of the greatest importance to us all. That is our next field day. A field day we must have. Money matters need not trouble us. Our association is very well favored, financially Never since its organization has it been found necessary to tax its members for its support. Sufficient money has always been raised by other means, and we can do so now if we only "rustle." We raised more than enough money for our last field day, when prospects for good crops were not nearly what they are now. And crop prospects rule in North Dakota. There is no danger but that our field day can be made a success if the right men take control. Now let everybody begin to practice, for we have some records which they will find it hard to break.

E understand that considerable dissatisfaction is expressed by the Scandinavians of our state, because our Board of Trustees decided that a professor of the Scandinavian languages could not be engaged at present for the apparent good reason that no appropriation has been provided for such purpose. It is reported that some even threaten legal action. We regret this very much, but do not see any remedy. It seems that now since the legislature has decided we are to have him, everybody has been awaiting the arrival of the professor of Scandinavian. A good many have expressed their wish to take up the study of those Northern tongues. We wish there might be some way out of the difficulty, and would give our Scandinavian professor a hearty welcome if he could come.

THE CELEBRATION OF THE CHINA NEW YEAR.

SUNDAY, February 8th, 1891, was a gala day for the Chinese of Baker City. It was the anniversary of their greatest feast, the China New Year. The whole of the preceding night had been spent in firing off fire crackers, sending up rockets and beating gongs, to keep the devil away, for this enlightened people have a comfortable belief that if his Satanic Majesty can be frightened away during this one night he will not molest them throughout the entire year. It is difficult to imagine what sort of a devil it can be who is alarmed at fireworks. All night long the prayer mat in front of the dusty, fly-specked Joss had been occupied by devout worshipers, who had burned incense and bumped their heads on the floor, each in his proper turn. This is the grand worship of the year, and is accompanied by the sacrifice of chickens. There seems to be no regular priest, if that term can be used in such a connection; each man makes his obeisance before the Joss, and, after humbling himself sufficiently, moves away to make room for another.

The Joss House is by far the most pretentious building within the limits of China town, being a two story, red brick building with green porches and trimmings. The lower story contains one large, empty room, from which the stairs ascend to the room above, and, at the back, two smaller rooms occupied by a Chinaman, who sells prayer papers and incense, and keeps an opium den. The prayer papers have long prayers printed on them and are burnt, with the incense, before the Joss, reaching more directly than if uttered. Rather a convenient way of disposing of a long prayer, too.

In a shrine decorated with gaudy paper streamers and artificial flowers, all very dirty, and having offering in the shape of toy horses, boats, etc., before it, is seated the Joss. He is painted the brown usually seen in cigar store Indians, and dressed in red and gold vestments. On his head is a crown, with long red streamers flying from it. His expression is bland and smiling, but has a lurking suspicion of cunning in it. A long beard of black horse hair depends from his chin. His hands are planted on his knees, and taken altogether he is a most comfortable looking personage. A little in front of the shrine is a long counter on which are set beautiful urns and vases for the convenient burning of incense and Joss sticks.

After the religious duties are attended to, the social obligations are fulfilled. Calls are made and received very much as they are among white people, and red paper cards are used, containing the caller's name and a charm to keep the devil away. Tables are set out, usually before a window, with such dainties as vermicelli, macaroni, huge Chinese oranges, candied fruits, melon seeds, nuts, and a certain variety of candied fish, than which nothing can taste worse. Among the dishes on the table are set small glass vases containing oil, in which floats a tiny lighted wick, and in and among these things burns the ever prevalent Joss stick with its delightful odor. A specially decorated house indicates a woman's house, as they call the house where a married Chinaman lives. As the Chinaman is universally called John, so the Chinawoman is called Jennie. At one house we were received by a Chinawoman, who, at our request, brought her little girl of about ten years out to be admired. Little Akuey, as she is called, was dressed in a manner befitting the only young China lady in town. Her suit was a recent importation from San Francisco, and consisted of a capacious brocaded pink silk jacket, over very full trousers of dark red silk. Her hair was parted in the middle, plastered smoothly to her head, and finally disposed of in two tight braids. On her head, and twined in with the shiny black braids, was a gorgeous wreath of artificial roses. She wore the usual bracelets of a milky white material, streaked with blue, and somewhat resembling agate; these bracelets are put on the arm of a small girl and left there until

3

the hand and arm have grown so that they cannot be removed. She wore also a pair of bracelets made of some dark, heavy wood inlaid with gold. They were perfectly round, and, but for the gold, would look like a curtain ring. On her fingers were rings of China gold, which is very yellow, and in her ears heavy ear-rings of gold and the agate-like stone used in the bracelets, The poor child had taken her turn at the worshiping the night before, and was too sleepy to do anything but stand with her mouth wide open, yawning in the most undisguised way. Akuey's brother Sing is living with an American lady, who is trying to make a Christian of him. When asked if he had worshiped during the preceding night he said: "My father made me bow over, but he couldn't make me say anything." Accepting a few of the sweet-meats, we went on to the next house. This proved to be the drug store, and we found the doctor, as our guide called him, sleeping off the combined effects of opium and worship.

4

The next place we visited was the store. This was crowded with men, who were either participating in or looking on at a game of dice. The onlookers politely made way for us and we watched the game for a few minutes. The dice are of the same shape of ours, but are marked with Chinese characters in red and black, and have beveled edges. The players stood around a small table, in the middle of which was set a large shallow bowl, holding the dice. The player, grasping his full sleeve in his left hand that it might not interfere with his play, and shouting out a not unmusical medley of sounds, with his right hand dexterously catches up all the dice and throws them back into the bowl. He wins or loses, according to the amount of his throw. They will not tell a white person what it is that they say on throwing the dice, but it is said to be a charm for good luck. At another table sat two

women and several men, playing dominoes, and gold nuggets passed from hand to hand during the progress of the game. The Chinese are inveterate gamblers, and are usually expert card players. At one side sat a Chinaman playing on a musical instrument not unlike a mandolin. It is allowed to rest on the floor between his knees, and is played with a bow which draws forth melancholy wails in lieu of music.

In all these places the air is very impure, smelling dreadfully of stale opium smoke and China whiskey, the combined odor being most penetrating and stiffing. Having stood it as long as possible, we left them to their games and rejoicings, which are continued for twelve days by the well to do people, and by the poorer class as long as they can afford to be idle. A. D. S.

- Sanka Shiringa

MY SONG AND I.

Like the close of a plaintive story, Is the end of the winter day, And the sounds or a sad sweet music Around me swell and sway.

And I know not whence it cometh, And I know not where it goes; It is like the murmuring ocean,

With its ebb and its inland flows.

I fancy I hear the sweeping Of invisible angel wings, The mysterious voice of the darkness,

- And the songs of the stars she brings. They cling to my soul as the dew-drop
- Clings to the heart of the rose, As the gleam of a golden sunbeam On the breast of the pearly snows.

At a touch or a breath they vanish, As tremble the stars away

From the heart of the peaceful heavens At the breath of the early day.

As when a thrush that singeth So sweetly when 'tis free, In the prisoning cage grows silent, So is my song with me. KAY WI.

-Southern Collegian.

Senior—"May I have the pleasure?" Miss P.—"Oui." Senior—"What does 'we' mean?" Miss P.—"O, U and I."—*Ex*.

LEARN TO DO BY KNOWING AND DOING.

[By a Normal.]

5^{HAT} there is a science of education founded on principles derived from the natural laws of the mind, is now a generally accepted truth. This is a great step in advance, but owing to the limited understanding of the application of these principles, extremes are often reached and such a principle as 'The concrete should precede the abstract' becomes in actual work 'All concrete and no abstract.' To such extremes do some of the most enthusiastic followers of the new education tend at the present day: from one side we hear 'Learn to do by knowing,' from the other, 'Learn to do by doing.' These two classes of educators accomplish their greatest good by exciting discussion among the great mass of indifferent teachers, who, while passive, are like deadweights to progress, but active and earnestly seeking the truth, hasten the time of the 'golden mean.'

Nowhere are the applications of these principles better studied than in the primary grades of school, where two opposing methods are pursued. In the first school we shall visit, the number lesson is a glibly repeated multiplication table given the day before to be learned. This forms an excellent test of the memory, but is meaningless to the children so far as the application and comparison of numbers are concerned. The same principle governs the geography lesson, and definition after definition is correctly reproduced without so much as a query as to whether the pupils ever saw anything like a river, mountain, or On entering the second school watershed. room we find everything taught by means of One number lesson will serve to objects. illustrate. It is similar to the following: Johnny made for sale ten designs in cut paper, but half of them were not symmetrical so he sold the rest at three cents apiece. How much

money did he receive? Each child in the class cuts and pastes on cardboard ten designs only half of which are symmetrical. On each of the five designs he places three toy cents and thus by experience he finds the required answer. Were we to visit a geography class in such a school, we should see miniature continents with their physical features modelled in clay or sand, with gold rings and silver dimes buried in certain sections of the mountains and blue yarn laid on to represent rivers; thus, they learn by doing.

The child taught by the first method would have gained nothing but meaningless words which would not lead to true education, lacking as he does, that power which will enable him to work out his own freedom. Again, a child taught by the second plan seems so dependent upon concrete illustrations and development lessons that he is unfitted for great mental efforts; and time is not long enough for him to learn by experience all that he ought to know. A union of our two rules would call for many object lessons in the first work, because ideas must precede words, and objects give rise to ideas; but their use should be gradually discontinued as the pupils grow older and capable of abstract thinking, in order to keep their proper place as a means and not as an end.

The advocates of these respective principles would apply them also in the preparation of teachers for their work. Everyone concedes that the teacher should have some knowledge of the subjects he is to teach, for we are not ready to say with Jacatot, 'Everyone can teach and even that he does not know.' If the people would demand well trained teachers, the work of teaching would not long remain the sorry trade that it has been, but would soon be recognized as the profession which, as resting upon a scientific basis, it really is. "A teacher," says Mr. Tate, "should be a pious, conscientious man; his talents should be at

least respectable and he should have a decided aptitude for teaching. * * * Aptitude for teaching must undoubtedly be a qualification resulting from the development of certain intellectual and moral faculties of our nature. A man having a great aptitude for teaching may not be a man of great technical attainments; a man of comprehensive mind or one possessing great reasoning powers; but if possessing a great aptitude, he must have a love for children and a knowledge of their tastes, habits and capabilities; he must be a man of fervid imagination and must have considerable fluency of speech and great powers of illustration and exposition; lastly, he must be in the habit of reflecting and reasoning upon various methods by which knowledge may be communicated. All of these essential qualities admit of cultivation, therefore the aptitude for teaching admits of cultivation in the same degree," and teachers are not, altogether, like poets, 'born, not made.' Germany realizes the importance of professional training for educators and proceeds scientifically to develop their aptitude for teaching. A thorough knowledge of the subjects to be taught is succeeded by lectures on the principles and practice of the art of teaching, practice itself in the presence of an expert teacher, and a year of probation at some approved school.

6

In this system we see the appropriate union of our two rules, and the German teacher learns to teach both by knowing and doing.

Some hold that the teacher's training should consist wholly in teaching, while others admit the value of training, but deny the value of experience. The latter class should remember that principles alone do not make artists, and no one is a teacher until he has taught. As Col. Parker says: "We learn to do a thing by doing it repeatedly; by doing it right every time; by doing it until it is well done." Yes, we think it important that it be done right every time, but how shall we be sure we are doing it right unless we learn what right is? He continues: "We might say that everything now done in the school room in the way of teaching is right in its place, but the trouble is that things get frightfully misplaced. It seems to me that the great duty of the teachers of this age is first to know all the great things that have been discovered by the teachers of the past and to reconcile them into a science of teaching. Why have all the educators and thinkers of the past lived and left records if not that we may shun dangers they exposed and make use of the truths which they discovered, thus taking possession of our higher vantage ground?

The normal schools of this country aim to fit a teacher for his work by training him in the analysis of the methods used by eminent educators and by teaching him how to make plans for himself. That he may be qualified to do this he must acquaint himself with mental science, history and philosophy of education, and so forth, thus familiarizing himself with the demands of the profession. So far he has learned to do by knowing, but his training is not yet complete inasmuch as the theory is far different from the practice, therefore he must have an opportunity to adapt himself and his methods to varying circumstances. To furnish this opportuntity most normal schools provide practice departments where he learns to teach by teaching, subject always to criticism. This system of practice-teaching is intended to show the novice what his school may and ought to become under his intelligent guidance, and to bring him face to face with the strong as well as the weak points which determine his aptitude for teaching. In short, it shows him how to learn to do by doing. After passing through such a course of training a teacher may feel assured of success in his chosen profession if he is willing to keep the

humble spirit of a learning child, determining never to reach his ideal, because that ideal is continually receding from him. The results of such a teacher's intelligent efforts will go far to remove all doubt, if there still be any in our minds, and we shall confidently agree that we should 'Learn to Do both by Knowing and Doing.-

AN EXCEPTION.

Logicans say that no phrase means At once both YES and NO; But they are not correct, it seems, As one short phrase will show.

(Where it meant "yes.") I sat one eve with Maude, a miss Who's pretty, sweet and coy; Said I, "Maude dare I steal a kiss?" She said, "You silly boy."

(Where it meaut "no.") And in a little while I said, "Art angry, dear, at me?" She smiled and laughed and shook her head, "You silly boy," said she.

-B. N. in Cornell Era.

SILENT INFLUENCE.

5HE ancient Roman had a far livelier appreciation of the meaning of the word "gift" than has the average man of the present time. We are told that in Rome the practitioner could not charge a fee for his services, but could and did accept gifts. Now let us pause and see what may be called gifts. Turning to Webster's International, we find the first definition to be, "Anything voluntarily transferred from one person to another without compensation," by looking a little farther we find it is also, "A bribe." Is the first definition true and does the second come nearer the truth? The incentives for giving are many, but can usually be traced back to the primary cause of self satisfaction, and this, since it is the final aim of all labors of mankind, should be deemed adequate compensation. This last statement that self satisfaction is the aim of all labors of mankind, may be denied by some, but look at it for a moment. The young man spends his

years in school to get an education, that he may at some future time have power in the world in some particular line. His aim may be to make money, to sway the masses by public speaking, to write leading articles, to plead at the bar, to minister to the physical ailment of the human race, or perhaps to save sinners and guide them into the paths of righteousness. This may be his avowed aim and intention, and he may believe that it is his only intention, but is there not another and deeper motive back of it? Does he not hope by so doing to gain position, power, wealth, influence, fame; or if he has no ambition of this kind, does he not, at least, work with a hope of a higher reward in a future world? We think there is an innate selfishness back of it all, at least we will admit the truth of the old adage, "Self preservation is the first law of nature;" and we think that the majority of mankind believe in the best of self preservation.

But to come back to where we started, the motive of making gifts we said was self satisfaction. First, how are they made? Does Mr.——, when he finds his coffers running over, go out and voluntarily hand his shekels to the first man he meets?

When nature has an over-abundance of nourishment within her bosom, she sends it forth, wherever it is stored, irrespective of whom is passing by, be it king or peasant, elephant or mouse, in the shape of luxuriant herbage, fruit, shrubbery, and the many varied and infinitesimmal ways known only to *herself*. She does not make a great display in the papers and have out in bold headlines:

A GENEROUS BENEFACTOR.

Nature Gives the Residents of the Red River Valley 1,000,000,000 Bushels of Best No. 1 Hard Wheat.

On the other hand, take another benovolent man like Mr.—— He annually spends more money among the needy than any man in the state; yet his name is seldom seen in papers, he

is unknown to the world. People that do know of his deeds call him a broad minded, benevolent, philanthropic man; but let me ask you, under all these generous acts may there not be a deeper motive than the alleviation of suffering humanity? Possibly he has done a great wrong at some time and takes this mode of doing penance; or let us take the more generous view, that *his* greatest enjoyment is to give joy to others.

A noble motive we will admit, still a selfish one. He gives these hundreds pleasures that he *himself* may be pleased.

But suppose we look a little closer into every day life, look at ordinary folks, and to the transfer of those things which are more properly called gifts.

To begin with the very commonest and smallest gift among men, a cigar, a chew of tobacco or a treat of any kind. The giver always expects a like treatment at some time in the future. He who accepts favors and does not return them is soon put down as a "sponge," and most properly we think.

Let us go a step higher, or perhaps we had better say several steps higher. The young man sends his lady friend a bouquet, a book, a pair of gloves, ostentatiously because he likes her and wishes to please her. In reality (whether he knows it or not) either because he enjoys making her happy (or trying to), or because he hopes to gain her regard in return. In either case he has, or hopes to get, what is to him, an adequate compensation.

We might carry this much farther, but are now on almost sacred grounds, so will desist, but think we have said enough to show that as a rule a gift, while ostentatiously it requires nothing, in reality *does* require something in return.

A gift is one of the most tangible *silent influences* in a community, it is also the one most frequently used. Years ago, when an ambassador went into a new country, he took with him costly presents and gave them to the sovereign power in the State. In Biblical times this seems to have been an almost universal custom. We think there are few that will contend that the only motive the giver had in these cases, was simply one of good will and generosity toward the recipient. We might sight as an example how Cortez and Montezuma exchanged presents, and how the former treated the latter in the end, but this is a matter with which all are familiar.

Among the more advanced nations, this custom of exchanging presents vanished some time ago. In a great republic like that of the United States, there is no one person to whom a present can be sent, where it would have the same effect as it would have had in olden times if bestowed upon the king, so we see the very motive for its use is gone.

Now if our executive power does not and cannot accept presents from *abroad*, should it be allowed to receive them from home?

To be more specific, should our senators and representatives travel on passes? Does it not show on its face that these passes are bribes for the good will of the law making assemblies?

The business men at the head of a corporation like a railroad company are usually shrewd enough to know what they get for their money, and it stands to reason that they would not give free rides, unless they hoped to get an adequate return.

We take the above merely as an example of one of the many ways in which bribes are used, under cover of the word gifts, to secure certain ends.

An open switch or a broken rail leads to the destruction of a train, a false light on the shore beaches the ship, a sand bar changes the course of a river, or a rolling stone may cause an avalanch.

8

We believe *silent* influences are the most powerful influences brought to bear on the human race, but still are *least* frequently noticed.

We have merely touched on *one* of the many silent influences thrown around us in our daily life. In a future number we hope to speak of some of the finer, more subtle, and *nobler*, silent influences. A STUDENT.

LOCALS.

The guns have arrived.

Douglas, pay that dollar!

"Finnigan's" loyalty is to be admired.

How is the dining room telephone system?

We are to have two tennis courts this spring.

Miss N. E. Jones is teaching near Casselton. "Do you know green from blue when you see it?"

McRae says he will take no chances on horse dealing.

What means that sigh among the young ladies?

Yellow predominated among the young ladies on St. Patrick's day.

Say, Brennan! Macnie has something to say about that grip.

Quammey, the Small, seems to be rapidly developing into an umpire.

Prof. Babcock has received a fine collection of common rocks for mineralogy work.

The Athletic Association has been holding meetings, necessitated by the renewal of outdoor sports.

Mrs. Reuberg, nee Miss May Roberts, called on friends in Ladies' Hall, April 6th. Miss Henrietta Paulson took tea with her in the city. "Why! John, where are you going?"

Miss Nellie Hamilton is living at her home in the city, and comes out as a day student this term.

9

Miss Emma Magoffin spent the Easter vacation with Miss Mattie McKee, at Osnabrook. Miss McKee will teach the school there, during the summer months.

Miss Belle Jacobi visited the Misses Percival at Ladies' Hall on the 10th and 11th.

Jas. Austin spent a part of Easter week visiting friends at Grafton and Park River. The following week, he opened the school formerly presided over by Miss Crans.

Miss Hershey is teaching west of Grafton, likewise Miss Nellie Stevenson is disseminating knowledge near Ardoch.

Mr. Cormick, of Crystal, made a cheerful call at Ladies' Hall, March 8th.

Rev. Longfellow, of Chicago, called on friends at the University, the middle of last month.

Miss Kate Allen, of Lakota, visited old friends, April 10th and 11th, and enjoyed the Friday evening reception.

Facts we would like to know:

Who kicked Blanchard?

The latest "Marriage below zero."

Did they catch any fish?

Which one carried that grip?

Why Goldie wanted Douglas to hold the lantern?

Mr. Blanchard, a leading figure of our base ball team, has been inspecting the fair grounds in view of having a matched game with some outside team.

It has been suggested that a milder form of amusement might be enjoyed by some of our young people than the "chair exercise," at our Friday Evenings.

UNIVERSITY

PRESS OFFICE

Major Smith took charge of the biology class and Senior Robertson of the class in botany, April 10th.

Our spring exodus of teachers helps to verify the statement that America is a nation of school teachers.

It speaks well for our Normal students, that members of the practice class took second class certificates in the state teacher's examination.

Rev. Currie, of St. Paul's Episcopal church, Grand Forks, preached in Chapel Hall on the afternoon of the 12th. His sermon was on Liberty, and the Dangers which beset our Republic.

Labor spent in preparation for Easter examinations, probably so weakened the constitutions of the expected participants, that many easily fell prey to that persistent visitor, La Grippe.

Mr. Chas. Neyhart was much elated the other evening. The boys say it was because he met an old friend, who informed him that he would have to make no more trips after Ward.

The fatal edict has gone forth—No more boys to have rooms in the Dormitory—much to the disgust of all parties immediately concerned.

We are pleased to note the full attendance, at our Friday Evenings, of the day students from Grand Forks. It is greater this year than in any former year, which argues well for the increase of interest in University affairs, by the students. Perhaps for greater attractions.

A number of the young men went down to hear the Hess Opera Company on the 7th. We have not heard them enlarge much on the subject, but a couple of them brought back two strange looking mementoes, which we suppose were intended for programmes. A ghostly apparition was visible in No. 2 on the 11th inst. The ghost survived and has regained his natural color. There was a very telling cry, but by no means unearthly.

Star gazing has once more become a popular evening pastime. The amateur astronomers appreciate the originality of the ancients, before the invention of the telescope.

The last Per Gradus election was remarkably quiet. The usual excitement over the caucuses was absent. Preps and Normals agreed on a college student for president without difficulty.

President—W. J. Marcley. Vice Pres.—B. Skulason. Secretary—J. Hempstead. Treasurer—A. Neyhart. Sergeant-at-Arms—Niel Johnson. Critic—G. A. Brennan.

Rolla Currie battled with the mumps, for a couple of weeks, with all the skill of a 1st lieutenant, and returned to his studies in time to assail the Easter exams.

Rev. Spence visited the young men at the University on the 22nd of March, and in the evening preached one of his eloquent sermons, under the auspices of the C. Y. M. C. A.

The new Board of Regents met on the 7th inst., and transacted the usual monthly business.

U. S. Henry visited the University on the 10th inst., on his way to Thompson to open a term of school near that place.

John D. Campbell, of the '90 Normal class, has accepted the principalship of the Dickinson Public Schools. We are glad to see our normal graduates obtaining such high positions.

Mr. Skulason claims that recently his personal property has been repeatedly trampled upon during his absence, and asserts that, in the future, all such depredations will be dealt with in a severe and uncomprising manner. Miss LaTourette opened the Cashel school on the 5th. We can predict a most profitable summer for the young ideas of Cashel.

President Sprague left for San Francisco on the 31st inst. He will probably spend most of the summer in forming plans for the next years work.

Miss Mary Crans, '90, started for Inkster on the 11th inst. to resume the duties of school ma'am. Miss Crans is well known as one of the most successful teachers of which this county can boast.

At the last regular meeting of the Olympic Athletic Association, the following officers were elected:

President—Geo. F. Robertson. Vice Pres.—Alonzo McDonald. Sec. and Treas.—Frank Douglas.

President Merrifield won golden opinions on all sides among the students, by his kindly interest and pleasing hospitality, our first Friday evening of the term.

'Tis said that rooms in the Dormitory are particularly desirable to occupants of the main building.

The Freshman class in chemistry is devoting a week to lectures by different members of the class, on Organic Chemistry.

Biology has been substituted for English in the Arts department of the Sophomore class, for this term.

The command should have been "Close up," but one of the young lady officers ordered the fair members of Company C to "Fill up," and in these prohibition times too.

Our Sophomore orator is prepared to fill all orders for white washing in the most artistic style. If you wish to have your rooms renovated, call on him. No visitors received in working hours. Once more we are reminded of the uncertainity of all things terrestrial. One day, the Adelphi had organized a Shakesperian troup, and were eager to display the brilliancy of their histrionic talents. The next day, owing to La Grippe and a slip, all visions of foot lights and admiring spectators had vanished.

Professors Merrifield and Macnie took up their residence at the University during vacation. Prof. Merrifield, as senior professor, will perform the duties of president. His success in that capacity is assured, for, having been so long an active laborer for the well fare of the the institution, he is conversant with both the students and the institution. His popularity as an instructor and friend of the students has increased with time.

President Sprague delivered the last lecture of last term, which, to the regret of all, was to be his last as President of this institution. The lecture was particularly appropriate. Many happy suggestions, applicable to our future life-work, were given in his eloquent and interesting way. After his touching farewell remarks, Mr. Heyland, in behalf of the students and professors, presented him with the Century Dictionary.

The following officers were elected to serve for the present term in Adelphi Society:

President-M. W. Smith.

Vice Pres.-Rena M. Percival.

Secretary-Blanche M. Percival.

Treasurer-Mattie R. Glass.

1st Marshall-Henrietta T. Paulson.

2nd Marshall-Nellie V. Kellogg.

We trust the society will not suffer from its Woman Suffrage principles.

During vacation, the young ladies of Bathgate gave a reception in the opera house to the University students of Bathgate and the towns near. 'About fifty guests were present, and the evening, enlivened by games, dancing, etc., will long be pleasantly remembered by those privileged to attend.

In reply to the toast "Our University," Mr. Brennan made a speech, the eloquence of which even a Sophomore might envy. He spoke of the recent departure of President Sprague, and of state politics in regard to the University.

Prominent among those who gave the reception, were our old students, Miss Florence Brennan and Mrs. Wilson, nee Miss Nellie Baptie. Students present were Misses Grandy, Bostwick and Glass, and Messrs. Brennan and Burke.

Only one "blossom" has appeared this season, and that was almost a "bud" but is blossoming out under the care of one of the young ladies.

"In the spring time a young man's fancy lightly turns to thoughts of love." If so, we would advise those suffering from the malady to voice their rhapsodies in the form of spring poetry, and contribute it (*not* the malady) to our local department. Our inky, mucilageoderiferous sanctum does not give a hospitable reception to that particular muse, and la grippe scares her from the entrance. When the gloomy gate-keeper forgot to watch, she dropped the following in a half apologetic manner:

Come gentle spring, the harbinger of joy Athletic; vernal, pensive, maiden coy. At thy first beck, at early dawn, along The coulee bank the robin's matin song, In clear and joyous notes, thy praises far Proclaims; nor discord, blemish, spot, to mar. To base ball, tennis, quoits, our thoughts are turned, And college, normal, prep, all books are spurned. The Senior, grave and fearfully sedate, Along the railroad goes with thoughtful gait: Hands clasped and musing, drooping head, intent On things profound and mystic, which are blent With sylph-like, bright creations, denizens Of air, with forms aerial; the lens Of his imagination chequered o'er With winged cupids, scientific lore— But who can penetrate that intricate, That great and wonderful, designed by fate To puzzle men and gods and all things sane, The mighty workings of a Senior's brain?

EXCHANGES.

The following is some good advice found in several of our exchanges: "Honor thy professors in the days of thy youth, that thou mayst be solid in the senior year."

Johns Hopkins University will hereafter admit women to its Medical Department. The world moves and woman is gradually coming into her true place.

We are glad to acknowledge the receipt of the *Penn Chronicle*. It represents a thriving and progressive college, situated at Oskaloosa, Ia., and contains many attractive and instructive productions.

The U. of M. publishes the following statistics:

	Students
University of Michigan (about)	2,410
Harvard	
Northwestern University	
Columbia College	1,709
Yale	1,645
University of Pennsylvania	1,581
Cornell	
Princeton	850

The March number of the many-eyed, Argus, contained a good article on the "Foreign Element." It is a subject of interest to all of us.

In the United States one man in about two thousand takes a college course. In Scotland one in six hundred and fifteen, in Germany one in two hundred and thirteen, while in England only one in about five thousand.—Ex.

The expenditures of Columbia College, during the year ending last June, were \$407,600. Toward these the students contributed in fees \$144,731, or only a little more than one-third. The tuition fees do not so much as pay for keeping open and maintaining the buildings. -Ex.

12

The National Educator claims to be the oldest educational publication in America under the same editor-32 years.

The New Nation is the name of Edward Bellamy's new weekly. Its motto is, "With malice toward none, with charity for all." This is an epoch of reform in government and the most practical of all measures proposed for our Republic is Nationalism. Edward Bellamy is one of the peers in this movement. He is without a peer in popularizing the theory. It remains to be seen how great is his ability in practical application.—Ex.

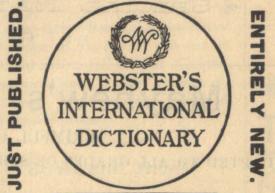
The Lantern shines forth as a new exchange. It is published by the students of the University of Deseret, Salt Lake City, Utah. Prof. Montgomery, formerly a professor in this University, is a member of the faculty.

Harvard College has recently established a course of systematic reading which includes the principal works of all the prominent English authors. The course will extend throughout the regular college course. Every college should follow the example set by Harvard and thus afford the student an opportunity to read the books of the best authors under the guidance and direction of the Professor of English Literature. Under such a system, the easier works could be read during the first years of the college course, while the more difficult ones could be ieft until the senior year, when they could be taken up in the Literature class.—Ex.

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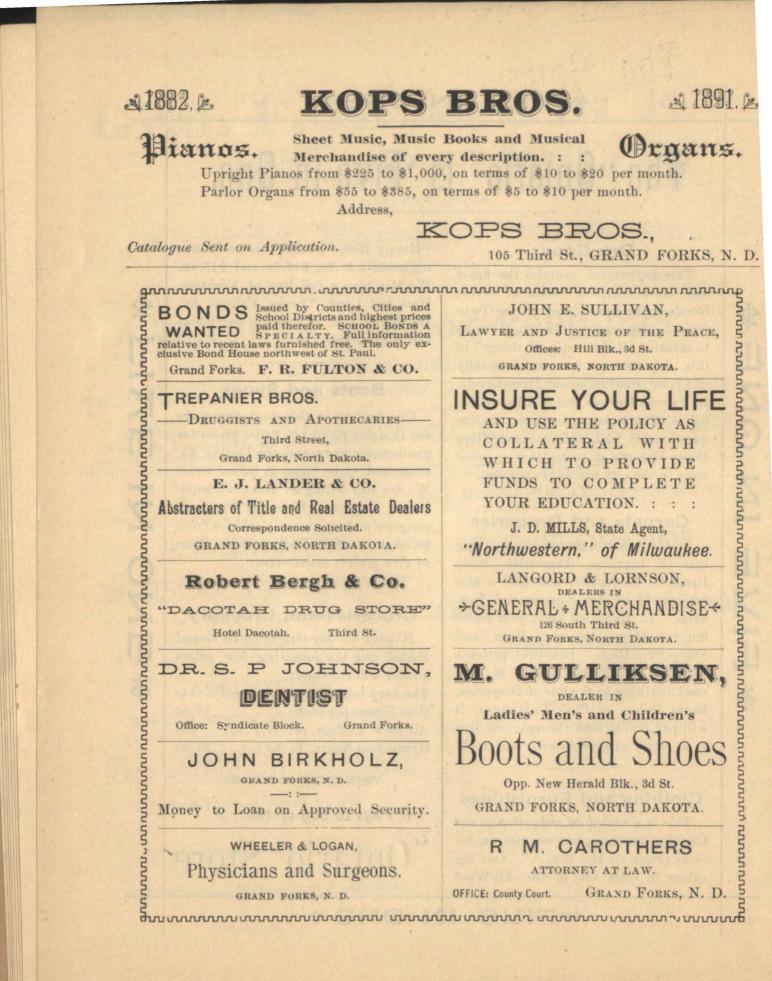
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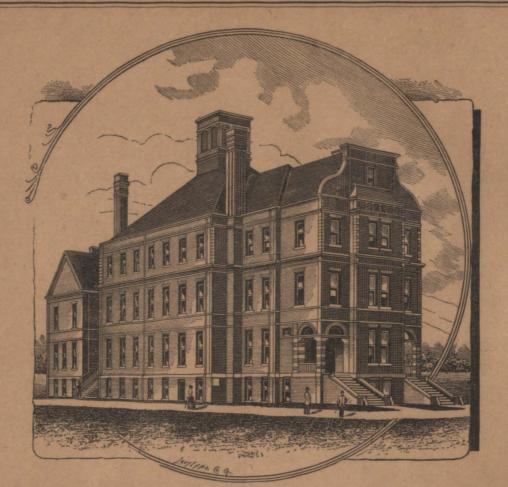
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