4-1895

April 1895

The Dakota Student

April, 1895

Vol. VIII

No. 6.

THE STUDENT

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THE STUDENT

VOL. VIII UNIVERSITY, NORTH DAKOTA. NO. 6

Dreams.

Would I might utter all my heart doth hold!
Then would I launch in language free and bold
Affection's bark, with sails of true regard!
But words are weak and do such speed retard.

Romance? Ah yes, be pleased to call it so,
With many a jolly lass and bonny beau.
But stsy, I sigh for *all*, not one alone;
I cry for bread, would'st give to me a stone?
My prayer: "O, let me live my old life o'er,
The Freshman green, the silly Sophomore,
The Junior sweet, whose every thought himself,
The strutting Senior, soon upon the shelf."

There, take me back where labor is a joy,
To study Greek with some more brilliant boy;
The duty past, philosophy we'll talk
Till "Prexy" comes and finds us in the dark,
When, looking stern, we both appear most sage
With reasoning dark on Plato's printed page.
But all at best must suffer some small woe,
Perchance he frowns and bids us homeward go!

Ye grassy banks of sluggish Coulie, fair,
In happy bands we used to wander there!
The stupid gong may call in vain tonight
With thunder tones that mar young lovers' plight.
A College lark? Who has not known a score
And longed to share the joys of just one more!
For wisdoms ways have paths of pleasure too,
Minerva's maids oft Venus' sanction woo.

And now, the mind, sore stuff'd with classic lore,
May muse on Roman Gods and feasts of yore;
For tick-tack calls one to her window sill—
List! "Careful, dear, don't let the coffee spill."
A gallant knight has brought his birthday cake
For home-sick girls to mid-night merry make.
A string descends, the burden safe above—
'Tis thus they prove their ardent, lasting (?) love!

But come! We'll off to where we sang with glee,
Oft "Madame" came and bade us quickly flee.
'Twas "hymns" we sang, and surely we may say
We sang to *hims* across the moon-lit way;
"A Wandering Boy" and "Bless't the Tie that Binds,"
We're "Wholly Thine" in baff'ling watchful minds,
"I've Found a Friend," and evermore the song
Returns with cadence sweet and voices strong.

Anon we think the Medes and Persians there,
How well they do their code of laws prepare!
Petitions must their righteous anger rouse
And freedom's cause few Profs. will ere espouse,
Until some damsel, bold and blithe and gay,
Doth seek His Highness and in sadness say:
"Pray grant us justice, honor, faith, and then
An equal rank beside the College men!

EPILOGUE.

Nay, wake me not, but let me dream once more
That I am passing all the old life o'er!
"Alumna" nay. Give me some welcome name;
Perchance a "Soph" to flirt with fickle fame;
A "Fresh" forsooth—I cannot feel more green
Than now, when large and cold the world is seen,
A "Junior" too with loves most bitter sweet,
The Senior's place I would with pleasure greet!
Yes, if you must, make me a lonely "prep."
And take me back a comely, lengthy step,—
To shake once more old friendship's gentle hand,
To barter jests no others understand,
"Our fish lines into memory's pond to throw
For stories that were left there long ago."
Sweet College days, of life, the dearest far,
Thy happy joys old Time can never mar!
I want to be where all my comrades thronged
When, vain and foolish, for *this* name I longed.

March 4, '95. H. T. P., '94.

The Continental Congress.

What is more interesting to a citizen than the story of the origin of his state? However great we, as a nation, may become, the stirring scenes and daring deeds connected with our national

birth will yet remain the source of our greatest pride.

We boast of the vast extent of our territory, of our accumulated wealth, of our natural resources, of our successes in war and our triumphs in peace. We are proud of our great advance in knowledge and of our growth in virtue. But, most of all do we glory in our freedom, in our representative form of government; and most of all do we honor those who secured its blessings to us. "No age will come in which the American Revolution will appear less than it is, one of the greatest events in human history," the greatest event in our history.

In the consideration of this, let us grant to the Continental Congress its due meed of praise, as the agency through which the Revolution was effected. When we think of the condition it sought to remedy, we indeed respect and honor the motives which brought them together. They did not meditate on schemes of conquest. They wished only for their God-given and inalienable rights of life, liberty and property. They were actuated solely by principle and nothing mean or servile characterized their doings. They voiced the protest of the people against arbitrary power. They had suffered sorely and the time had undoubtedly come when "patience ceased to be a virtue" and submission to constituted authority a duty.

The colonists had forsaken home, country and friends, had crossed the stormy ocean and settled in a wild and howling wilderness. Left largely to themselves, they had built their homes and kept at bay the lurking savage. They had fought their country's battles against the French on this continent. This trained them to the use of arms and developed a spirit of self-reliance. The people became accustomed to local self-government. They breathed the air of freedom and could not brook restraint.

When the French were expelled from the Western Continent the strong ties of mutual interest were snapped. The colonies no longer feared French domination. They were in no mood to accept the laws passed by Parliament.

The Stamp Act affected every colony and drew forth a united, indignant, and emphatic protest. Delegates from nine states met in New York and petitioned for its repeal. It was so unpopular and caused so much opposition that the British Government repealed it. The great principle of "no taxation without representation" was not admitted, however. Duties were imposed on several articles and a system for the collection of the revenue devised. The governors, judges and revenue officers were made directly responsible to the crown and were to be paid from the duties collected. Citizens were to furnish quarters for the troops necessary to enforce the laws. If any conflict occurred between the citizens and soldiers the offenders were to be tried in England. Here was taxation without representation; here was the hated system of purveyance, the appropriation, by the king, of private property without rendering an equivalent; here was trial at a distance from the place where the crime was committed. The colonists were ruthlessly deprived of the rights guaranteed to all Englishmen by the terms of the Magna Charta.

The duty on tea was particularly obnoxious. In Boston a cargo was destroyed. In retaliation the Boston Port Bill was passed which forbade all intercourse with Boston by water. This was the crowning blow.

The colonists saw this with alarm and realized that what Massachusetts was suffering, all might be obliged to suffer, and that her cause was their own. Virginia called a congress of representatives from all the colonies to take

united action. Every colony except Georgia responded, and fifty-three delegates, men of weight and influence, met in Philadelphia, on the fifth of September, 1774. This gathering was the First Continental Congress. A Declaration of Rights was drawn up by John Adams, which proclaimed our position to the world. It was one of the best state papers ever penned. It placed the rights of the colonies upon the laws of nature, the principles of the English Constitution and the several charters. It stated that the colonists had lost none of their rights as Englishmen, because they happened to be three thousand miles from London. It asserted that only their own representatives had power to tax them and only their own juries to try them. It claimed the right of peaceably assembling and petitioning the king for redress of grievances. Petitions were presented to the king and to the people of Great Britain. Non-intercourse was ordered if England did not recede within six months. Congress acted with wonderful moderation. They did not dream of independence, they were not eager for new offices, they did not stickle as to forms of government.

In the following May, the Second Continental Congress met. The condition of affairs had not brightened. Their petitions had been disregarded, Boston was still blockaded, and the battle of Lexington had taken place. Events which ten years before had begun a sort of glacial movement, slow and powerful, were now advancing fast. They drew up more petitions, but did not trust to a paper war alone. They prepared for forcible resistance. They assumed sovereign powers. They adopted the New England Army as the Continental Army, and on the day on which Bunker Hill was fought, elected Washington commander-in-chief.

> Here was the die cast,
> Here was marked the date,
> When this new world awoke to man's estate,
> Burnt its last ship, and ceased to look behind.

They now bent their energies to the prosecution of the war. They issued paper money to pay expenses. They directed reprisals to be made on the vessels injuring our commerce. They advised the states to form independent governments. They appointed a secret committee for correspondence with European states.

Affairs rapidly neared a crisis. When the Third Continental Congress met, independence was considered by many to be the only way out of their troubles. Some still hesitated. They wanted to try another petition. They wanted to defer the contest which now seemed inevitable. But all were agreed not to submit to the king. John and Samuel Adams were uncompromising; Jefferson would lend his hand "to sink the whole island in the ocean, rather than to submit to rights of legislating for us, assumed by the British Parliament;" Patrick Henry still preferred death to loss of liberty, and Washington said, "We will fight them on our own ground as long as possible and then retire beyond the Alleghanies."

The final step was soon taken. Thomas Jefferson, John Adams and others were appointed to draft the Declaration of Independence.

This document was written by Thomas Jefferson, "in words, the memory of which will never die" It was defended in debate by John Adams. He is described as the "Colossus of the debate." "His periods fell on you stroke after stroke like the blows of a lumberer felling an oak." The names of Thomas Jefferson and John Adams are closely linked with this great instrument and through it will be remembered to the end of time.

> Deep graved in every patriot heart,
> O, never let those names depart.

On the fourth of July, 1776, the Declaration was formally adopted. The foundation of our

nation was then laid. A new state had come into being, if

> "Men, high-minded men,
> Men who their duties know,
> But know their rights, and
> Knowing, dare maintain,"

do constitute a state.

The Declaration of Independence and the acts leading up to it were the great works of the Continental Congress. It conducted the war until 1781, when it gave way to the government instituted by the Articles of Confederation.

Can we show honor enough to the heroes and sages who composed that Congress? Can we praise them too highly? Even this tribute by Lord Chatham seems insufficient: "For solidity of reasoning, force of sagacity, and wisdom of conclusion, the Continental Congress has never been excelled."

Science

Anti-Toxine.

So much interest has been lately aroused on the subject that I shall try to give a brief outline of the new treatment for diphtheria, commonly called the anti-toxine treatment. As mentioned in the March number of THE STUDENT, this theory is the generally accepted one in regard to acquired immunities from certain diseases, and its practical application in the treatment of diphtheria forms the latest advance in the field of bacteriology. The direct cause for the disease is an albumenoid poison developed in the blood by certain bacteria growing in the throat. Much as the yeast plant causes the appearance of alcohol and carbon dioxide in the medium in which it is placed, so do these bacteria cause the appearance of diphtheretic poison or toxine in the blood. If now some chemical substance can be introduced into the blood which will neutralize the toxine, the system will be rendered immune to that terrible scourge, diphtheria.

Anti-toxine, which, so it is claimed, will perform this work, is prepared as follows: In the first place, some disease-producing bacteria from the organ affected, as for instance the throat, is placed in an artificial medium, such as broths, for their culture. The bacteria go on developing and produce the toxine, which is found to be the same as that found in the blood. The toxine is then separated from the broth by filtration. A very small quantity is next injected into a horse. It gives him a mild form of diphtheria. Larger and larger doses are afterward injected, until finally the animal becomes immune to the effects of the toxine.

The idea is thus seen to be exactly analagous to vaccination for small-pox, a slight attack of the disease rendering a second attack impossible, or at least improbable. After the animal has become immune to the effects of the poison, some of the blood is drawn, and the serum separated from the other constituents. If now some of this serum be injected into the blood of a person, it renders him immune to the attacks of the disease-producing bacteria. It may even cure the disease if taken in the first stages of the attack.

In those diseases, such as small-pox, measles, scarlet-fever and the like, in which a first attack protects us from further danger, it is very probable that there is produced in the blood a chemical substance which neutralizes the effect of the poison produced by the bacteria. In this case the serum of the horse contains this anti-toxine, and when injected into a person, it neutralizes the poison already there, or renders the system immune to the effects of any new poison of the same kind that may chance to enter the body.

Undoubted benefits have been received from this treatment in districts affected by the disease, and there is reason for putting much dependence in the process, for the investigators have been very careful in not announcing their discovery until they were sure of the benefits to be derived from its use.

ROBT. RAY.

The Force of Gravity.

To physicists one of the most interesting and valuable problems is the determination of the force of gravity at any point on the earth's surface, for upon gravity depends the weight of a given mass, the velocity of falling bodies, and many matters interesting only to scientists. This intensity of gravity is affected by latitude and altitude. Expressed in absolute units it varies from 978.1 dynes at the equator to 983.1 dynes at the poles. In scientific works it is designated by g; and its value at any point on the earth's surface may be determined approximately by the formula, as given by Everett, g equals 980.6056–2.5028 cis 2x–.000003 h, where x denotes the latitude and h the height in centimetres above sea-level. This equation solved for the latitude and altitude of the University gives g equals 980.853 dynes.

As the experimental determination of g requires much care and skill, I determined to attempt it during Christmas vacation. The apparatus used consisted of a simple pendulum and a clock beating and registering three-quarter seconds. The intensity of gravity (g), the length (l) of the pendulum, from point of suspension to centre of ball, and the time (t) of a single swing all bear a certain relation to each other, expressed by the equation g equals [l x 3.1416 squared divided by t squared.]

After spending two days experimenting with coincidence pendulums and others of various lengths and materials and obtaining no satisfactory results, I discovered that the meter rods which I had used to measure with were not accurate,and exchanged them for an accurate steel scale with which I could measure to one-tenth of a millimetre. Having determined that the longer the pendulum the less the liability of error, I constructed one of a small lead ball supported by a fine silk thread 231.83 cm in length. With this pendulum, taking the time of 500 complete or 1000 single swings, I calculated g to be 981.05, differing from the result obtained by the formula, 980,853, by less than 0.2 dynes.

As this did not satisfy me, I tried a new pendulum, a lead ball supported by a No. 36 copper wire. I made the ball nearly as round as possible and took for its radius, 0.868 cm, the average of fifteen measurements made with a micrometre guage. The length of wire was 233.72 cm, total length, 234.588 cm. I used seven-place logarithms for my calculations and determined its proper time for a single swing to be 1.536387 seconds. Scientifically I am not justified in carrying the calculation to so many decimal places, but as to have taken a less number would have tended to make all my results more nearly uniform, I thought it best to take six decimal places. In order to get the time accurately, I arranged a set of levers by which the pendulum of the clock could be started or stopped by electricity. I set up a telescope with cross hairs, to determine the exact instant of transit of the pendulum; and, after having taken a few observations, found that this pendulum swung so closely to its calculated proper time that I could start the clock by electricity at the instant of a transit; go away for half an hour or longer; calculate the exact instant at which the pendulum would make any specified transit, as for instance, the thousandth; come back and take the time from

the clock; keep track of it by listening to the clock beats; and at the proper instant take up the count of the pendulum vibrations, count its swings to any desired number, and then at an instant of transit stop the clock by the electrical arrangement, thus registering the total time of any required number of swings. As the clock registered its strokes on the dial at the end of its swing and could only be stopped at the middle of its arc, there was a chance for an error in the total time of three-eighths of a second. There was also a chance for a slight personal error by the observer not starting the clock at the exact instant of the zero transit; but there was no probability of there ever being more of an error in the total time than one-half second. This in 1000 swings would give an error of .0005 seconds in the time of one swing.

I took altogether ten observations with this pendulum. These observations aggregated in number 10362, and in time 4 h–25 m–18.75 s, giving as the aveaage time of each swing 1.536262 seconds. This value of t gives g equal 981.013 differing from the value obtained by Everett's formula by 0.16. Some of the individual observations, however, were taken with special care and gave better results. 1402 swings were made in 35 m–54 s. The result obtained from this observation is *g* equal 980,867. The time of 1000 swings was taken twice, giving for the first observation 1536.75 seconds, and for the second 1536.00 seconds. The calculated time for the transit of the thousandth swing should have found the clock pendulum almost at the middle of its arc, and, therefore, the clock would register three-eighths of a second too little or too much, according as the observer pressed the button a fraction of a second too soon or too late, raising the stopping-lever before the clock pendulum reached the middle or after it had passed the central point. Since by a slight difference in starting and stopping the clock, one observation gave too much time and the other too little, the average of the two must be approximately the correct time. This average also gives *g* equal 980.867, or .014 dynes larger than the result from Everett's formula.

The distance a body will fall in one second at any place is in centimetres numerically equal to one-half *g*. This according to Everett's formula is 490.4265 cm. By my experimental determination it equals 490.4335 cm. The difference between these two results is only .007 cm or about one-sixth the thickness of a human hair.

As I was taking the eleventh observation, with a view of still further eliminating sources of error, the pendulum broke; and it being the last day of vacation, I concluded it best to postpone further observation until a more opportune time.

EDWARD B. ROBBINS.

Athletics

Under the present condition of affairs, it would seem as though athletics must be in a rather comatose condition. Since the governor's veto of the University appropriation bill, we have been too busy figuring how to get through our courses elsewhere, to attend to base ball, etc. But athletics are not dead. Although we don't care to make a tour of the state with our baseball team, or to have the field day for which we had hoped, we intend to take some exercise with our study.

The Tennis Association will organize directly after vacation. As for the national game, we shall have two teams from the city to play against, and they have in the past, proved themselves foemen worthy of our steel.

Company F. has organized a football team. We ought to have some early games with them —say before the baseball season is fairly on. With these prospects ahead, baseball, football and tennis, no student should feel that he has not a chance for good healthy sport this spring.

THE STUDENT

Published monthly during the University year by the Students of the University of North Dakota.

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THE University will close in June. So says the governor by his veto of the appropriation bill. The question is being made a political issue and the press of the state is discussing it largely from that stand point. Anything which we say may seem prompted by personal motives, but there are two classes of people we do not care to address. The first are those who construe everything with reference to self, and cannot comprehend how any one can be moved by any other than a purely selfish motive. The second are those who know nothing about educational matters, and view the whole thing as a business enterprise. Neither of these classes could be convinced, for they are not the material of which convictions are made. On the other hand, to the intelligent citizen who knows the importance of an educational system and what it means to the state, who is not blinded by political bias nor influenced by demagogs, it is unnecessary to say a word. He cannot escape the convictions of his own judgment. If this action of the governor had been taken in the interests of the tax payer, or to save the good name of the state, it would have been "heroic." But no reasonable person can believe it to have been so taken, if he concedes the present executive to be a man fitted to perform the high functions entrusted to him by the people of this state. He granted $16,000 to run till June; $25,000 additional was all that was asked to continue through the next two years. What more economic investment could be made? But they say the revenues were exhausted and they did not have the $25,000. Exhausted how? By appropriating $13,000 for a soldiers home in a state which sent but two soldiers to the war; by appropriating $30,000 for *experimenting* on the Russian cactus in a district where part of the land is worth but $2.00 an acre, where the people many of them are indifferent whether the cactus is destroyed or not, and before any other state deems it of sufficient importance to take concerted action; by indulging in a $7,000 judicial district that is not needed; by providing that the insane and criminals of the state may live on the fat of the land and their guardians revel in luxury; by providing for high salaried officers in every department of government in order to perpetuate the life of a machine. Can any candid man, prompted by his honest convictions, say that $25,000 could not have been spared out of these spoils to preserve the life of the first institution in the state? The governor should have discriminated between the essential and non-essential among these institutions,

since all could not be maintained. Leaving political considerations out of the question, which would work the less injury to the state, closing the University or closing the Soldiers Home, Deaf and Dumb School and Normal Schools? Despite the fact that each of these institutions loudly claims its superior importance over all the others, the thinking man must recognize a difference among them and choose accordingly. If the Soldiers Home was closed, the twenty or more old soldiers might have to go for support to the states from which they were enlisted, or avail themselves of the homes offered by the federal government for two years or so. The deaf and dumb children if sent home would be delayed two years in their work, some thirty of them. Closing two of the Normal schools would have only a negative effect on education at most, for they have no connection with any school system and really one school can do all that is now being done in the three. The division of the judicial district might have been postponed without any serious injury to the people. But the closing of the University affects every child in every district from border to border of this state. Its tap roots ramify into every high school, and through them reach every district school in the state. It draws its life from them all and at the same time nourishes each of them. Kill the University, and you stunt the growth of the entire system from end to end. The University is nothing if it is not a part of every school in North Dakota. The failure on the part of those in authority to appreciate this fact has caused one of the most direful blunders in our state's history. Being the organ of an institution concerned, it would be impolitic for us to criticize the motives of those connected with the destruction of the University, but after all has been said and done, it must be conceded that, in refusing to grant the additional $25,000 to perpetuate the life of this institution, Governor Allin failed to rise to the occasion of seeing what his duty was.

WHETHER we have a constitutional convention or not the people of this state will surely profit by the present humiliating experience, and change their plan of secondary education. Now that the mischief is done, it would be a worse piece of statesmanship to open these institutions before they are consolidated, than it was to close them. Surely no citizen of this state who has regard for the commonwealth and its educational interests will ever again become so blinded by local prejudice or personal greed that he will tolerate for a moment any proposition to begin over again on the same old plan. Of course, a poor plan is better than none, but it is safe to say that the governor's blue pencil, however unskillfully it may have been handled on the appropriation bills, has killed one of the most vicious educational systems ever perpetrated on any state. We pride ourselves on our institutions and the money we spend on education, when the most superficial examination into the conditions as they really are should make every conscientious citizen blush at the lack of scruples in our government. Though in asserting it we throw down the guantlet before a hundred and one politicians who boast so loudly over the work they have done for education, yet we venture to say that not a dollar has ever been appropriated for an educational institution in this state. Much of course has been expended upon them but they have been a means and not an end. The appropriations have been made with reference to Grand Forks, Fargo, Valley City, and Devils Lake in proportion to the number of votes which each could control or combine with. So long as educational institutions are made the trading timber of politics, we must expect at such critical periods as the present to see our institutions fall, that political obligations may be kept within the debt limit of the state.

In closing of the University in June the Board of Trustees will be confronted with a problem difficult to solve. What shall be done with the institution during the next two years? We believe there is but one way of tiding over this difficulty and that is to retain the President and let the remainder of the Faculty go. This would continue the life of the institntion, and when they come to open again the trustees would find themselves in possession of a man who knows the needs of the University better than any new man possibly could. Our present Faculty will be scattered and each will find employment elsewhere, for they are too able a body of men to remain long unemployed. No man would be better qualified for selecting a new faculty than President Merrifield. His popularity, too, and the confidence which the students have in him would draw back many if not all those who may seek in the meantime education outside the state, and thus the upper classes would be represented from the start. It would obviate the difficulty of political complications which would be sure to arise in the selection of a new president, and thus save this state from repeating in its history the political disgrace which ruined the University of South Dakota a few years ago. The closing of the University does not dispense with the functions of the President; they are two-fold. First the superintending of the instructional force, and second the care of the University and the supervision of high school examinations. The former function will be suspended but the latter will be greatly increased. To one who is unacquainted with the University and what it contains, closing for two years means nothing more than vacant buildings under the care of a janitor, but to the better informed it means a great destruction of much of the most costly supplies and apparatus in the three laboratories. It has taken years of labor and thousands of dollars to put them in their present condition, and to leave them without intelligent supervision for two years would necessitate an outlay of $5,000 before work could be carried on again as it is at present. The museum needs supervision, and to leave the library without the care of a master hand would mean the destruction or loss of much of the valuable material which it has taken years of patient labor to collect. The work of the state examiner, too, should be kept up at any cost or the recent high school legislation will amount to nothing. This work is coming to occupy the whole time of one man. It should be continued, for to drop it would throw the high school system back into chaotic condition from which educators have been working for years to lift it. With the state examiner at work during the quiesence of the University, a large class of Freshmen throughout the state will stand ready to enter when the University opens; otherwise there will be no source from which to draw, and the University will have to begin the struggle again as it did when its doors were first thrown open in 1884. By all means retain the President, so that when the favoring winds again return we may have a master hand at the helm who knows the seas and can safely steer our bark to its destiny along its retarded course.

To one who is only slightly acquainted with the value of the apparatus now in our laboratories, the question inevitably suggests itself, "What is to become of all this outlay when the University closes?" In each laboratory there are thousands of dollars worth of valuable instruments that require constant and intelligent care to keep them in working order. More especially is this the case in the two laboratories in the basement. When our present professors

took charge, they found a comparatively simple and inexpensive outfit. By the most careful and judicious outlay of the small appropriations they received for that purpose, they have added to that outfit year by year, until the University of North Dakota has laboratories which, though small, are better equipped than those of many an institution that has been famous for years. Nor is this all; as I said, constant care is needed to keep these instruments in order. The assistants know by sad experience, how the dust filters through every crack and crevice during these terrible dust storms, and covers the apparatus, even when it is in glass cases and in a room protected by double windows. Think of two years' dust on all those valuable instruments! And again, when these basement rooms are vacated, dampness will soon gather. Every rain will increase it and every beautiful, polished metal bearing will become covered with rust. Summer will come, and spiders, flies, cockroaches, fleas, rats and mice will do their share toward ruining the patient and loving labor of years. No mere janitor, however faithful, could take proper care of these things. A single movement, due to carelessness or ignorance, might easily destroy an instrument worth hundreds of dollars. And then when, in two or four years, some stranger comes in to pack up what is left, he or the railroad company will doubtless manage to ruin the most of that. How much better to have kept the instruments bright by use until the time had come for such a a removal, and then have competent men to superintend the packing and transportation.

President Avery, of the Mayville Normal School, in a recent communication to the Minneapolis Journal, gives his reasons why the University should be closed and the Normal schools kept open. We will not use up space in any protracted reply, because his arguments are not based on fact, but on a condition which he fancies to exist. When he speaks of spires and minarets he shows his ignorance of what is really being done here, and the article on the whole is one of the strongest pleas yet made for the necessity of combining our normal schools with some institution of higher learning. They need some higher standard with which to compare themselves in order to keep from falling into that foolish notion that because nothing else is known in their little sphere, therefore, there is nothing else beyond. "Surely we are the light and knowledge will die with us." When people reach this stage of self-sufficiency they no longer have a teachable spirit and are no longer useful as teachers. The student, on the other hand, who pursues a college course is not so likely to blunder thus. Viewing as he does the vast field of learning of which he can hope to cover but a small part at best, he is struck with the marked contrast between the littleness of his own knowledge and vastness of that about him. The intermingling of these two classes has a wholesome effect on each. The Normal is lifted from his rut to a place where he can see something beyond worth striving for, and thus he becomes progressive and useful.

Our governor has, indeed, used the "knife" unsparingly, and, it seems, unwisely; for this veto of the University appropriation will not only irrevocably cripple the greatest educational institution in the state, but will greatly hinder the progress of every High School in North Dakota, and, through these, thousands of our best young men and women. The evil will not be local and temporary, but universal and permanent. Evil will spread, as wide as the boundaries of our state; it will annul the all-important element of our High School course. A period of No-University life and association

for two years, will disastrously undo what years of great energy, perseverence and wisdom have built up. By the close association of every High School with the "U," together with the effects of the lectures given by the professors of the "U," under the system of "University Extension," a healthful spirit of learning has, to a remarkable degree, developed in every town or city containing a first or second-class High School. It is disastrous in the extreme; but others than Governor Allin are to blame. Something, certainly, must be wrong—"A nigger in the woodpile"—somewhere, if our sister state on the south, which has been visited by the blasting drouth for two years, can maintain her University, while we, who have enjoyed comparative prosperity, must sacrifice ours. Count the cost of this sacrifice. It is not of dollars and cents. Reckon it in the better part of our rising generation; reckon it in discouraging disappointments to our progressive young men and women—the future rulers of our commonwealth.—*The Public School.*

Mayor Anderson said: "He's the noblest Roman of them all. He has dared to do right." The students said———!

Many of our students will go to the "U" of Minnesota next year, some to Hamline —if we close. Letters have been received from the presidents of both these universities saying that work done at the "U" of North Dakota will be received and credited term for term, which, of course, means that the student can go on with his work without loss of time.

The Earlhamite of Earlham College, wants it distinctly understood that it is a different paper from the *Earlhamite* which it succeeds; and to emphasize the destruction, it begins with Vol. 1.

Among the Colleges

The Ariel took the right stand in opposing the capitol removal if it was going to bring the university into politics. No matter how flourishing their university may be, let it become the football of a lobby and it will soon be like ours—a thing of the past. We hope the University of Minnesota may be saved the trying experience of her smaller sisters in the two Dakotas.

The *Normal Exponent*, published at Mayville, reflects great credit on the editors and the school. In the February number, one of their students tells his experience in visiting the University in a blizzard. Many of us who have had similar experiences know how to appreciate his feelings. Come again when the elements are less furious.

HER ANSWER.

I vowed on my knees that I loved her,
Asked for her heart ere I went;
But she said that really she couldn't,
Because just at present 'twas *Lent*.

—*Brunonian.*

The powers that be have spoken. By a vote of 26 to 14. the Harvard faculty have abolished football contests at Cambridge. It now remains to be seen how many other faculties will follow them and what the effect will be on the students in American colleges. Concealed lots will be at a premium near those institutions in which the faculties take a hand in football. Unless this action is reversed, football in colleges has received its death-blow, for the national championship with Harvard left out will be no longer such a strong incentive.

Dr. John Adam Ryder, professor of Comparative Embryology in the University of Pennsylvania, died at Philadelphia, March 26. Dr. Ryder was a prolific writer and has contributed much to biological science.

Local

Andrew Morrison will teach school near Fisher, Minn., during the spring and summer.

Fifty cadet sabres and swords for the officers have been added to the equipment of the military department. Sabre drill will begin this term.

Nine out of the Junior class of fourteen intend to go to Minnesota uext year—unless part of them accept a position on the DeGroat far near Hillsboro.

A party from town consisting of the Misses Parker, Booker, Walker and Messrs. Booker, Parsons, Clifford, and others were present at the reception Saturday evening, March 23.

Congressman Johnson made us a pleasant visit Friday, March 8. At the conclusion of the work for the day the students assembled in the chapel and Mr. Johnson gave a very interesting and instructive talk on the Behring Sea question.

E. H. Thursby has presented the university museum with a finely mounted English magpie. The bird was brought from England several years ago and was kept on Mr. Thursby's Mouse River farm till it died.

President Merrifield went to Bismarck March, 17, to see what could be done about saving the University appropriations. He returned on the 19, but brought back no very hopeful report.

Secretary Van Vranken, of the Grand Forks, Y. M. C. A., preached to the University students Sunday evening, March 10.

Rev. Mr. Spence, of the Presbyterian church in Grand Forks, preached at the University Sunday evening, March 17.

One Saturday evening two rats were received by express for the biological laboratory. At first sight, the rats seemed to be dead, but more careful investigation proved that they were alive and vigorously kicking. In order to make assurance doubly sure, the box was placed in a barrel and carefully opened. One of the prisoners immediately jumped out, and a wild chase ensued; the other got out and two wild chases ensued. Boys, rats, yells, and laboratory assistant, all mixed up, one rat under the sidewalk, the other under a lumber heap, neither of them anywhere. It's a wonder they were ever caught; but they were at last returned to the barrel, and are now living a peaceful and contented life in an old aquarium in the laboratory.

Siver Serumgard, of Devils Lake, was a pleasant visitor at the "U" Friday, March 22.

Rev. W. H. Spence was the guest of President Merrifield Saturday, March 23.

Budd Reeve, of Buxton, has quite actively interested himself in University affairs during the last few weeks. So far his schemes for raising money with which to pay the expenses of running the "U" for the next two years, have not succeeded very well. We still wish him success.

Professor Bechdolt made a brief trip to St. Paul, leaving Thursday, March 21, and returning the following Monday.

Prof. Estes attended the meeting of prohibitionists, held in Fargo March 28-30.

Mrs. Davis read a very enjoyable paper at a recent missionary tea at Mrs. Higham's, of Grand Forks.

The houses of Professors Bechdolt and Estes, as well as those of several other families who have been interested in the University and on that account have resided in Grand Forks for several years, are now for sale.

Miss Sadie Lanterman left for her home at Hillsboro, Saturday, March 23. Rumor has it that Miss Sadie will shortly wed a well known divine.

A telegram from Lieut. Roudiez at his post in California announced the arrival home of his wife, who has been spending a few weeks with her parents in Grand Forks.

A mass meeting of Grand Forks business men was held in the court house Tuesday evening, March 19, for the purpose of protesting against Governor Allin's proposed veto of the educational appropriations. Many students from the "U" were present. The meeting was called to order by Judge Cochrane, who briefly outlined its purpose and offered some valuable suggestions. The assembly was then addressed by several speakers, among whom were Editor Winship, Mayor Anderson, Father Conaty, Rep. Wineman, Senator Sorley, Prof. Woodworth, B. G. Skulason, and G. A. Brennan. R. B. Griffith, F. R. Fulton, and G. A. Brennan were appointed a committee to draft a protest and resolutions, and Mayor Anderson was deputized to present the protest to Gov. Allin.

NORMAL ITEMS—MINNIE A. KELLOGG.

The prospective teachers of North Dakota may well mourn their untimely fate, for with the vetoing of the appropriation bills our Normal schools become a thing of the past. During the next two years the standard among teachers can only be raised by Normal schools outside of the state. But since this is the case, it is a question whether the standard will not be lowered instead of raised. The students of our Normal schools and the Normal department at the University are, for a great part, ambitious young men and women, who, by teaching through the summer months, earn enough money to send themselves to school during the winter. But the money which has enabled them to attend home institutions will not be sufficient to send them outside of the state, hence many will be unable to better themselves in the art of teaching. Will not the inevitable result be that a number of teachers of inferior grade will be employed and that the whole teaching body will tend to degenerate, since those already in the field will no longer fear competition from those better qualified, because

better trained? If pedagogical training is worth anything, if the teacher has an influence second only to that of the parent over the child placed under his charge, does it not follow that the lack of such training must lower the standard of scholarship and efficiency everywhere? And if our common school system is the foundation of our national well being, will not the weakening of that foundation imperil the superstructure?

A. E. Morrison, one of our first preparatory students, received a first grade certificate at the last teachers' examination, and will teach near Fisher, Minnesota.

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The great problem in America today is how to remedy political corruption. To this there is but one solution—the education and enlightenment of the people. Should not this then be of primary interest to us and demand our special attention? The schoolteacher of today is not only responsible for the mental training of the child, but also for his moral and physical development. He should be thoroughly competent before taking upon himself such responsibilities, and it is the duty of a state to do all in its power to raise the standard among these trainers of youth, for the power behind the throne determines the nature of government.

Misses Helen Christianson, Delia and Sybella Wehe, and Messrs. Bolstad, Norby, Odney, Olson, and Strandwold will not be with us during the spring term, as they are going out to teach.

The History of Education has been a very interesting part of the Senior Normals work during the winter term, but the wind-up was perhaps the most interesting part of it all. In place of the regular term examination the members of the class were to get into a little bark canoe near the source of the River of Time, and come down the stream, noting the people whom they met who influenced the current of advancement in educational matters. In other words they were to write an essay on the History of Education. It is evidence of the good work done in this class that some thought it would be easier to write a book.

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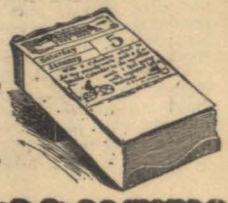

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