

THE COLLEGE OF LIBERAL ARTS

(Dr. George S. Thomas.)
From the opening of the university in 1884 till 1889, when the college of law was established, the college of liberal arts was the one college of the university; there are now five others. In contradistinction to the purpose of each of the other colleges, which is to equip its students for the practice of a particular profession, the aim of the college of liberal arts is to impart a broad, general culture. Such culture does not fit one for any distinct vocation, but it does widen the bounds of his interests, intellectual, aesthetic and spiritual, and at the same time furnish a most excellent foundation for the special preparation which every one should make for his life's work. The professional colleges are recognizing the need of such a foundation for strictly professional studies and are demanding as a requirement for entrance the completion of a part, if not the whole, of an arts course.

The faculty of the university consisted at first of a president, two professors and one instructor. Two professors were added before the beginning of the second session and other additions were made later, so that when Professor Webster Merrifield in 1891 succeeded Col. Homer B. Sprague in the presidency, the instructional force numbered ten. Since then, as the needs of the institution demanded and the funds available permitted, the teaching staff has been increased, until now about fifty professors, assistant professors and instructors are offering in the college of liberal arts alone approximately two hundred and fifty different courses of study in the following subjects: Anatomy, art, bacteriology, botany, chemistry, economics, education, English, French, geology, German, Greek, history, household economics, Italian, Latin, elements of law, library science, mathematics, mineralogy, philosophy, physics, physiology, political science, Scandinavian, sociology, Spanish and zoology.

As the high schools of the state, its natural feeders, have developed, the college has raised its requirements for entrance and for graduation until they are now equal to those of the best colleges and universities of our country. An applicant for admission must present satisfactory evidence of having completed fifteen units of high school or preparatory work, a unit being a course of study pursued throughout a school year of not less than thirty-six weeks with five recitations a week of at least forty minutes each. Two periods of laboratory work count as one of recitation. Of the fifteen units required nine are prescribed as follows: English, three units; algebra, one unit; plane geometry, one unit; history, one unit; physics, chemistry or botany, one unit; a foreign language, two units. The remaining six units may be chosen from a wide range of electives.

At first, two degrees, bachelor of arts and bachelor of science—to which, a third, bachelor of letters, was added in 1888—were offered, each for the completion of a rigidly prescribed curriculum of study. The degree of bachelor of letters was abolished in 1894 and that of bachelor of science in 1894. The university was, therefore, one of the first institutions in this country to make the change to the one baccalaureate degree. With that change, the principle of elective studies was for the first time introduced into the university. The present requirements for the B. A. de-

gree include (1) fifty-six hours of prescribed work—English, 12 hours; a language other than English, 16 hours; history, political science, or economics, 8 hours; sociology, biology or philosophy, 8 hours; chemistry, geology, or physics, 8 hours; library science, 1 hour, and physical culture 3 hours; (2) from thirty-two to forty-eight hours selected from certain definite groups of studies; (3) free electives sufficient with the courses taken under (1) and (2) to make a total of one hundred and twenty-five semester hours. As stated in the catalogue, the prescribed subjects are those considered essential to a liberal education; the courses elective within groups prevent smattering and secure the benefit of advanced work in some line; and the free electives afford the opportunity for broader culture or greater specialization, as the student desires.

A student who has ninety-four hours to his credit may elect the work of his senior year from the courses offered in the college of law. In this way, he may count one year's work both towards the degree of bachelor of arts and towards that of bachelor of law and thus obtain the two degrees in six years.

Similarly, by a careful selection of his electives, a student may secure the degree of bachelor of arts and the degree of bachelor of science in mechanical, electrical, civil, or mining engineering in six years.

A student who completes two years of prescribed academic studies and the two years of medical studies in the curriculum outlined by the medical college receives with a medical certificate the degree of bachelor of arts.

In order to give direction to the work of those who intend, after leaving the university, to go into general business, banking, insurance, journalism or the United States civil or consular service, a carefully planned four years' course in commerce is offered. Though the purpose of the course is to prepare students for certain definite lines of work, yet it is so planned as to furnish at the same time the cultural training which is a part of a liberal education. The successful completion of the somewhat rigid curriculum entitles the student to the degree of bachelor of arts.

Since 1895, the college has made provision for graduate work and has offered the degree of master of arts on conditions substantially the same as those on which it is granted by other reputable colleges. Up to the present time, eighteen—thirteen men and five women—have won the master's degree. The establishment during the past year of several graduate fellowships and scholarships will, it is believed, tend to a rapid development of graduate work.

The enrollment the past year was more than twenty-three per cent greater than the year before and the largest in the history of the college.

Twenty-three high schools of the state were represented by their graduates in the freshman class. The college graduated its first class, consisting of six members, in 1889. To the present time, it has graduated in all two hundred and sixty-one—one hundred and ninety-four men and sixty-seven women. A few of the graduates have died and some have moved away, but the majority are scattered throughout the state engaged in various pursuits and quite generally making good. But the number of its graduates is not the measure of the influence exerted, or the work accomplished, by a college; for from it go forth year after year many who, though they leave before taking their degree, have yet had their knowledge widened and deepened, their powers strengthened, their sympathies broadened, their tastes elevated, and their lives ennobled and enriched.

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THE COLLEGE OF MINING ENGINEERING

(Dean Earle J. Babcock.)

The college of mining engineering of the University of North Dakota, of which Professor Earle J. Babcock is the director, aims to give a strong technical and practical training which will fit young men to fill successfully important positions in the various branches of the mining industry. This is made possible in a large way on account of the connection of this college with the university. Here every mining student has all the advantages of a university with its specialists in the various departments of instruction, with its library, its well equipped laboratories and machine shops.

The work of instruction in the college of mining engineering falls under several departments. The foundation and bulk of it, however, is given by the departments of chemistry, metallurgy, geology and mineralogy. The course of study, while embracing the more important technical subjects of mining engineering includes also a number of subjects which add breadth and versatility.

Mining engineering opens a variety of attractive fields of work in connection with metallurgy, geology, surveying and other engineering subjects. On account of natural aptitude or of circumstances students may desire to specialize along any of these lines.

Accordingly, courses of study have been arranged so that students wishing to emphasize special lines of work in mining, metallurgy, coal, or clay will have an excellent opportunity to do so. These are strong courses and are well suited to prepare young men for the active occupations of life upon which they expect to enter after graduation. It is the aim to send out young men who are well equipped and who will do themselves and the university honor.

The positions which the mining engineering graduates are being called upon to fill are responsible and remunerative ones in various mining regions of the west, such as managers, superintendents, assistants, assayers, etc., in this and other states where well trained men are needed.

During the summer vacations students are required, as part of their course, to spend several weeks in some mining region for the purpose of studying the geological conditions, mineral formations, the work of mining, milling, etc., under the direction of the professor in charge. All of the geological and mineral conditions of the region are carefully studied, as well as the methods of mining and ore treatment.

Arrangements are frequently made so that mining students who wish to can spend their summers in remunerative employment in various mining regions and in work which affords excellent training for them in connection with their future profession.

The young mining engineer must not only become familiar with mining operations but he must also be a prac-

tical man and one skilled in the manipulation of the appliances used in the various departments of the mining industry. For this reason much care is given to the technical and practical equipment of this college.

A large part of the technical work of this college is carried on in the school of mines building. This building was erected in 1908. It is a substantial structure of pressed brick 122x56 feet on the ground and three stories and a half in height and is well arranged and equipped for the various kinds of work which are carried on within it. In the basement

are model plants for reducing ores, and for making brick and cement; on the other floors are recitation rooms, laboratories and offices.

Special training is given to fit men to develop the mineral industries of our own state. The coal and clay industries, which are destined rapidly to become large mineral wealth producers, receive special attention. In connection with the great coal deposits of this state careful study is being made of the character of the coal, its geological deposition, the best methods of mining, handling, storing and burning.

Ceramics.
The clay industry of this country is one of the most extensive and valuable representatives of our mineral resources. On account of the large deposits of valuable clay in North Dakota this industry is one of special

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GEORGE H. THOMAS,
Dean of College of Liberal Arts.



EARLE J. BABCOCK,
Dean of School of Mines.

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