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Elementary Agriculture for Rural Schools.

By J. C. McDOWELL.

There seems to be a general movement all over the United States in the direction of placing elementary agriculture in the course of study for country schools. In order to secure a country teacher's certificate in Wisconsin, the applicant must pass an examination in elementary agriculture. Missouri has over five hundred public school teachers who have received training in agriculture, either in the Missouri Agricultural College or in the Missouri Normal Schools. In South Carolina Bailey's Principles of Agriculture is used as a text book in the eighth and ninth grades of the common schools. In Nebraska the applicant for a second grade certificate is required to pass an examination in the elements of agriculture. Elementary agriculture finds a place in the common school course of study for the state of Illinois. Agriculture is being taught in a very elementary way even in the city of New York.

Many other states, Minnesota and North Dakota for example, are taking an active interest in watching this forward movement and are preparing to introduce elementary agriculture into their rural schools as soon as the rural school teachers are sufficiently prepared to do the work successfully. In this state the Normal Schools in Mayville and Valley City are now offering their students a brief course in agriculture and Supt.

Stockwell is planning to have some work in agriculture given in the summer schools and institutes next summer.

Is this a move in the right direction? It is an old saying that there are two sides to every question, and I suppose this is no exception. While I believe the time is ripe for placing this new subject in the rural school course of study, I see clearly that the arguments are not all on one side. I think, however, that elementary agriculture is as much entitled to a place in the rural school curriculum as is history, geography or civics.

It is argued that the course of study is already crowded. That may be true; but if so, cut out the least useful parts of some subjects that are now being taught. I believe it would be better to teach fewer topics and to teach them better, but I do not believe we should teach fewer branches. If we would confine our teaching more closely to the essentials it would not be necessary to give as much time to arithmetic, grammar, or physiology as is now being given to these subjects.

In order to introduce elementary agriculture without greatly increasing the work of the teacher, it is proposed to have elementary agriculture taught in the seventh or eighth grade only, and to have it alternate with some other subject, such as geography or history. If this is done

the course of study will be very little heavier than it is at present.

It is claimed that the subject is a difficult one to teach and that the teachers are not prepared to teach it. In those states where the subject is now being taught it is considered one of the easiest to teach; and the teachers have had no difficulty in preparing themselves for the work, when they have been given time in which to make such preparation. We must admit, however, that there has been a complaint that some teachers have lacked the necessary information, and that their work has been little more than nature study. This complaint is almost a thing of the past and has not often been heard this year. It seems to be the policy now to give teachers careful training in this subject for a year or two before expecting them to teach it. Elementary agriculture should be as interesting and as easy to teach as United States history.

Some educators fear that if we give elementary agriculture a place in country schools there will follow an attempt to teach mining, lumbering, etc., in sections where these industries are the principal occupation of the people. I do not see that that necessarily follows or that there would be any great calamity if it did. Agriculture, however, is an industry of more general interest than almost any other; and it does not matter to what line the pupil may afterward turn his attention; his early training in nature study and elementary agriculture must be of use to him. He will never get so far removed from the farm that his table will not be largely supplied from the farm.

Education in the past has tended too much to attract boys to the city. School readers have been full of stories of the success of country boys who turned their backs on the occupation of their fathers, and leaving the farm at eighteen or twenty, studied law or medicine and a few years later found themselves at the head of their profession.

Those same readers do not tell of the thousands who have failed in attempting to follow the same course, nor of the thousands who have been only partially successful and who would gladly go back to the farm if they could do it gracefully. There is no more noble occupation than farming, and certainly none more independent. The man who is esteemed by his neighbors, who owns a good farm, is out of debt, and has a little money laid by for a rainy day, is the happiest man in the world. I would not place obstacles in the way of a young man who wishes to leave the farm and try his fortunes in the city, but I believe it is our duty so to educate him that farm life may be more interesting and attractive to him.

I was told the other day that it would not be practical to teach agriculture in rural schools, as the work would be too bookish. That is an old argument that used to be and is even now sometimes aimed at agricultural colleges. So far as agricultural colleges are concerned that argument is getting out of date. There is so great a demand for scientific agriculturalists and our college students get such flattering offers that it is next to impossible to keep them in school until they graduate. Last year the Wisconsin Agricultural College was asked to supply men to fill over 300 positions, and for the 300 positions the institution had only three graduates. Does that indicate that agricultural college work is considered unpractical and bookish? How will it be with the work that is proposed for country schools? Will that be bookish? No. No more so than that of the agricultural college. The subject offers many opportunities for illustration. It will not be necessary, however, to illustrate everything. We do not propose to bring cattle and horses before classes in country schools, but we do propose to illustrate work with samples of grains, grasses, weeds, etc., and to use pictures, especially colored pictures, in teaching those

parts of the work where it will not be practical to use objects. It is not necessary that all the work be illustrated. We might as well argue that the history of wars must be illustrated by having armies marching, maneuvering and fighting in full view of the class. To be sure nobody else realizes our great civil war as do the old veterans, but our children get some idea of that great struggle from our best text books on United States history. This being true, I see no reason why children in the upper grades cannot get a great deal from the study of a good text book on elementary agriculture, under the guidance of a thoughtful teacher. It has this advantage over history, that in many cases the real object *can* be secured. The progressive teacher will soon have a small collection of seeds, a few specimens of weeds, samples of grains, etc., and she will soon have a collection of pictures which will be useful in her work. To be sure, pictures are not as good as objects to illustrate this work; but in many cases pictures will mean as much to the child as does the map of his native state.

Should any laboratory work in the shape of easy experiments, school gardens, etc., be attempted? Certainly, though I do not see the necessity for a school garden as much as some do. The children are in the best kind of a laboratory all summer, while at work on the farm, and besides, it is much easier to get objects, grown on the farm, for illustration, than it is to raise them in a school garden. Easy experiments may be made very interesting and instructive; but the greater part of the work can be illustrated by reference to things the pupils have already seen and done. In this way much more ground can be covered and the work be just as thorough.

Prof. Kaufman tells me that when he attended college the professor of animal husbandry thought it necessary to teach every student how to harness a horse, how to hitch a team to the wagon, and how to drive through a gateway without

taking out a post. It is very necessary for the farmer's boy to know all this, but these are things he already knows, if he knows anything. Don't attempt to teach the pupil what he already knows, be it in the common school or in the agricultural college.

It is not my purpose this evening to give you an outline of a course of study in elementary agriculture. That has not been worked out in detail yet in North Dakota though a committee of county superintendents has been appointed to revise the common school course of study, and to outline a course in elementary agriculture. The Agricultural College faculty has been asked to assist this committee, and in a few weeks the course will be definitely outlined.

There are several text books on the market. I have examined about a dozen and among the best I may mention the following:

The Principles of Agriculture.—L. H. Bailey, New York.

Practical Agriculture.—Charles C. James, Ontario.

New Elementary Agriculture.—Bessey, Bruner and Swezey, Nebraska.

Elements of Agriculture.—J. B. McBryde, Virginia.

Agriculture for Beginners.—Burkett, Stevens and Hill, North Carolina.

First Principles of Agriculture.—Edward B. Vorhees, New Jersey.

These books may not have all been written for the express purpose of being used in rural schools, but that is certainly the purpose of many of them, and all are suitable for this work. While the books mentioned above are all suitable for common schools, they are all somewhat local in their treatment of the subject. It is perhaps necessary that this should be so, as different states vary so much in soil, climate and productions. The text book that most nearly meets North Dakota conditions, in my opinion, is "New Elementary Agriculture," written by Bessey, Bruner and Swezey

of Nebraska. It does not fit our conditions very well, however. Over one-fourth of the book is given to insect life; too little attention is given to the improvement of school and home grounds; weeds are scarcely mentioned; it contains no experimental work, and the book is somewhat disconnected on account of having been written by four or five different men.

The Minnesota book, entitled "Rural School Agriculture," shows a great deal of careful work on the part of its authors, but it is a book of experiments only, and not a real text book.

It would seem then that if we are to introduce elementary agriculture into country schools it will be necessary to have a local text book prepared. This text can easily be made broad enough to meet the conditions found in North Dakota, South Dakota and Minnesota. The faculty of the Agricultural College is working on such a book, and will push the work forward as rapidly as can be done without slighting the work.

This book must be systematic, elementary, interesting and illustrated. It must treat briefly many subjects, yet be so concise in statements as to be a real text book. Those who write the book must not forget who is to teach it nor to whom it is to be taught. It must not contain a single idea that is too difficult for a seventh grade pupil to understand or for a wide-awake district school teacher to teach.

Is there enough material for a year's work that will meet the above requirements? If not we had better let the subject alone. But the fact is: there is any amount of this easy, interesting, and profitable work and it is with us simply a question of selection. For example: The following ideas are not too difficult for the country school teacher to teach, nor for the country pupil to learn. That soil is formed from the disintegration of rocks.

That an effective soil mulch may be made by a harrow.

That a soil mulch conserves soil moisture.

That heat and moisture are necessary for seed germination.

That soil needs ventilation and why.

That well drained land will withstand drouth better than that which is not drained and why.

That in well drained soil wheat roots forage to a depth of four feet.

That deep cultivation of corn late in the season cuts off many roots that are growing near the surface for food and air.

That clover, alfalfa, peas and beans often improve soil and why.

To know and to be able to name a few of our worst weeds, the best grains, the common flowers, birds, trees, wild animals and insects.

How to beautify the home and school grounds.

What trees, grains, grasses, etc., will do well in our climate.

To recognize the seeds of plants.

To know what birds are beneficial, and what birds are injurious.

To know what insects are beneficial and what insects are injurious.

To know what to do for potato rot, for potato scab, and for oat and wheat smut.

Why milk cans should be washed with hot water.

That individual records of dairy cows should be kept to determine which are paying for their board and which are not.

That such record must include not only quantity of milk given, but particularly quantity of butter fat.

How to determine the percentage of butter fat in milk.

The principle of the cream separator.

Answers to such questions as: Does it pay to hill potatoes? Is stock raising profitable in North Dakota? Is it profitable to raise corn in North Dakota? Has dairying a place in this state?, etc.

These are only suggestive, and per-

haps even some of these points are too difficult, but if so, let us leave them out, and supply their places with others, for I have only suggested a little of the material available for work in rural schools. I do not for a moment want anyone to think that I am advocating that the material given above be used in a disconnected way. No; the book must lead along from point to point in a systematic and logical way. I have given the topics mentioned, only to show that there is material elementary enough for use in country schools.

In the text, the subject matter can probably be arranged systematically under the following heads: Soils, Atmosphere, Plant Life and Animal Life. This book should be confined to about two hundred pages; and as children take great interest in living things, the greater part should be devoted to plant and animal life.

Soils may be treated briefly under the following heads: Origin of Soil, Difference Between Soil and Sub-soil, Kinds of Soil According to Composition, Kinds of Soil According to Formation, Physical Conditions of Soil, Brief Study of the Soil Map of North Dakota, Uses of Soil, Soil Conditions Necessary for Plant Growth, Soil Water, Capacity of Different Soils to Retain Water, Tillage: (a) Purpose of Tillage, (b) Implements of Tillage; Drainage, Irrigation, Rotation of Crops.

The topics mentioned above can easily be covered in an elementary way on twenty-five pages of an ordinary text. I will not have time to run through the rest of our outline even in this brief way, and anyway none of the outline, not even that given above, has been criticised and worked over until we are ready to accept it as the framework on which to build the text.

I merely offer this much in its unfinished condition to let you see what we are doing, and to open the subject for helpful suggestions from those assembled here. We have no idea of getting out a

text in order to make money for ourselves, but do it entirely for the benefit of the schools, and in order that we may add to the intelligence and comfort of those who live in rural communities.

The question naturally arises: How are teachers to be trained to do their part of the work? It is proposed, as stated before, to have this subject taught in summer schools and institutes next summer, and it may be that the plan that is being followed so successfully in New York state will be adopted here. In the State of New York the Agricultural College is training the teachers by means of correspondence courses. Illinois is planning to use the same method, and I see no reason why our college of agriculture could not do this work for North Dakota. Correspondence courses are not as good as courses given with the students present at the college, but the Chicago University and other schools of the highest standing are offering correspondence courses which are meeting with great success.

Judging from the work that is being done in so many of our sister states, and judging from the deep interest that has been taken in our own state during the past year or two, it would seem that there is a demand for agriculture in rural schools, and if such is the case, the Agricultural College would not be doing its duty if it remained indifferent to this work.

To be sure there is opposition to this movement as there always is to every forward movement, and there are obstacles to be overcome. All this means that those who believe agriculture should be taught in rural schools, will have to work and be wide-awake or nothing will be accomplished. Those who oppose the introduction of elementary agriculture into rural schools have some very good arguments to advance in support of their cause, and we must not fail to take advantage of their criticism, for by so doing we shall perhaps be able to avoid some difficulties more or less serious. I

do not know that all here are in sympathy with this cause. Any suggestion that may be offered by those present will be gladly received.

I wish we had a complete outline of the course of study worked out, and that we had copies of it here for general distribution. We must take time, however, to do this work carefully, that it may not be necessary to take any backward step, and that the subject known as Elementary Agriculture may soon have a

place in our country schools on an equivalent basis with geography or history.

Do not expect too much of our rural school teachers; do not criticise them too severely if their work does seem a little crude at first. Remember that they are attempting to teach a subject that is more or less new to them. Help them with an encouraging word or a suggestion when you can, and you will see that they will soon do all that can reasonably be expected of them.

As the Rat Told It.

"A rat! Well—yes. I guess I am a rat. At least that is the name I go by. Although it may seem rather strange to you that a rat, especially a rat 27 years of age, with all the shyness and slyness of that family of animals, should be married to a wig and, more than that, be found lying peaceably beside that wig on the bedroom dresser. Still—it is true.

"Perhaps I am not exactly like all rats you have seen, and this fact may in some measure explain my present situation. I have no ears, no eyes, no nose, no mouth, no legs and no tail. I eat nothing, but still I grow poor very slowly. Many breeds of rats undergoing the same treatment that I undergo, would die in a very few hours. This treatment, however, has little effect upon me.

"This statement will, no doubt, lead you to believe that I have a very robust constitution. Well—perhaps I have. Being a manufactured article, and having been put together in pieces, I cannot say for certain just what I am made of. Ask my mistress. Perhaps she will be able to tell you,—perhaps—she will not.

"I don't look as though I was 27 years old? Well, my age is one of the other queer things about me. Last spring

I was but two weeks old; so the clerk said when he sold me to the young lady who is now my mistress. By the way, did I call her young? Well—perhaps you will agree with me in the statement. Probably not.

"From the time I became the property of my present mistress until this morning, I have been 18 years of age. But when this morning, amid all the joyous festivities of the Christmas tide, my mistress gave her hand in marriage to a handsome gentleman, 30 years of age, my own age abruptly leaped forward from 18 to 27. I hardly believe all rats grow old that fast.

"Not only did my age change this morning, but, as later developments have proved, my name as well. For when my mistress took me out of her hair that night, her husband, putting his hand on his head, removed his beautiful, curly, black hair, and, placing it on the dresser beside me, exclaimed, 'The two are man and wife!' And so the knot is tied.

"This, therefore, clears up the mystery: Why, that I, a rat, 27 years of age, with all the shyness and slyness of that family of animals, am found with, and lying peaceably beside, my husband, a gentleman's wig." CHAS. H. CLARK.

Dorothy Wordsworth.

The world reads on the monument of some great man the single name, with record of its achievement. It is the few with insight who also read, carved though it be in invisible letters, the name of the companion or friend who made that achievement possible. For few, if any, of the men who have left a great legacy to the world did so unaided. This is true not only in the case of mechanical genius which would save the drudgery of a thousand men, but even more so in the creative work which results from the inspiration of a soul. But the world lauds the glitter of accomplishment; it gives to him who presents the finished work all honor and praise; but what of the devotion, the sympathy, the life-long self-sacrifice of the companion or friend who used her all to inspire and guide this intellect?

To the world the little town of Cocker-mouth is famous for having produced the great poet, William Wordsworth. It should be famous, almost no less, for the noble sister, to whom, perhaps, he owed it that he rose to such splendid heights. Had it not been for her unwearying love, England might never have known its greatest ethical teacher. She came to him when he was in a state of profound discouragement, without faith in his country or himself. By her clear insight, womanly instinct and helpful sympathy, she restored his mental health and gave him a deeper interest in human joys and sorrows. "She was a second pair of eyes to see, a second and more delicate intuition to discern, a second heart to feel what came before their mutual observation." She was his very self—a part not only of his life, but of his imagination. Her journals are Wordsworth in prose; his poems, Dorothy in verse.

In a sense, her's was the more masculine mind; many of the adventures which

he relates in his own name were really of her experience; she sank her personality in his, and he accepted the willing sacrifice.

"She did not seek the world should know her share;

Her one great hunger was for William's fame;

To give his thoughts a voice her life-long prayer."

Although her brother's success was her first thought, he was not the only great man whose life-work was influenced by her suggestions or criticisms. Such men as Hazlitt, Coleridge, DeQuincy, Lamb, and Scott, were her friends and admirers. To be her friend was a privilege which few were qualified to enjoy. It required a thorough appreciation and enjoyment of good literature, nay more, it required real greatness of soul to obtain that sacred title, friend. She possessed many qualities of mind and heart which drew men to her. She was endowed with tender sensibility, with exquisite perception of beauty, with a retentive recollection of what she saw, with a felicitous tact in discerning and admirable skill in delineating natural objects with graphic accuracy and vivid gracefulness.

Next to her brother, of all her distinguished friends, perhaps Coleridge was the most influenced. From the time of their meeting just previous to the prime of his literary career, and until his death, Coleridge enjoyed much of her society. A part of the time Wordsworth, Coleridge and Dorothy were constant companions. They took long walks, reveling in the beauties of woodland and ocean, discussed their ambitions and read the newly written poems. It was during this period and with the assistance of his companions that Coleridge did his best work. Through all, Miss Wordsworth was always the appreciative friend

—she could see a fault in a poem as well as a beautiful touch. Coleridge says of her: "She was a woman, indeed! in mind, I mean, and heart, for her person was such that if you expect to see a pretty woman you would think her ordinary; if you expect to see an ordinary woman you would think her pretty; but her manners are simple, ardent, impulsive. In every motion her most innocent soul outbeams so brightly that who saw her would say:

" 'Guilt is a thing impossible in her.'"

"Her information various; her eye watchful in minutest observation of nature, and her taste a perfect electrometer. It bends, protrudes and draws in at subtlest beauties or most recondite faults."

This power of appreciation was one of the forces in Miss Wordsworth's nature which won her friends, and made her helpful to those with whom she associated. By this power she took her brother from a state of mental despondency, which had well-nigh extinguished the light of poetical genius, and, through years of influence, matured his genius to something above and beyond that of any other man in England at the time.

She was an ardent lover of nature, a remarkably keen observer. She not only noticed such obvious phenomena as color and storm, but she saw the most minute objects and was alive to the subtlest influences. This sensitiveness to everything in the outer world she imparted, in a measure, to Wordsworth. In youth he was inclined to disregard the spirit in nature. In a poem "To a Butterfly" he says:

"A very hunter did I rush

Upon the prey:—with leaps and springs
I followed on from break to bush;
But, she, God love her! feared to brush
The dust from off its wings."

After years of constant study, guided by his beloved sister, he finally established a relation with nature of which the fundamental quality was a kind of

reverential, religious awe. He gives us a glimpse of his mind when he says:

"For I have learned
To look on nature, not as in the hour
Of thoughtless youth; but hearing oftentimes

The still sad music of humanity,
Nor harsh, nor grating, though of ample
power

To chasten and subdue. I have felt
A presence that disturbs me with the
joy

Of elevated thoughts; a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting
suns,

And the round ocean and the living air,
And the blue sky, and in the mind of
man;

A motion and a spirit, that impells
All thinking things, all objects of all
thought,
And rolls through all things."

The woman who guided such a mind from the first pale gleam of dawn until the great, round, glowing sun of genius had risen far towards its zenith, deserves the highest tribute the living can pay.

The beauty and gentleness of disposition which made Dorothy Wordsworth such a perfect woman, were developed and perfected in her life-long devotion to her brother. She planned, guided, drudged,—everything for him. The perfection of his genius was her life-work. Her qualities were remarkably acute and most delicately poised. Her sympathy, even with her brother's finest creation, was fervid without blindness; her loving kindness won her a place in the hearts of all about her from the lowliest to the most gifted. "She was a woman, indeed!" A type of womanhood, the embodiment of virtues worthy to be an example to all her kind. Her life was one long self-sacrifice—she gave her time, her mental and physical energy, her health, her whole life, gladly and willingly to a work which was to bring fame to another and which, through him, was to benefit the world.

EDITH C. FOWLER, '04.

Our Exchange Table.

Closet Hook: "Do you catch on?"
 The Coat: "I'll be hanged if I do."
 —*Ex.*

"Is your name written there?"
 Where? On THE SPECTRUM subscription list.

We acknowledge the receipt of *The Flickertail*. It has some very bright exchanges.

The Jamestown High School Magazine has made some changes in its editorial staff. We wish the new staff success.

A Fresh stood on the burning deck,
 So far as we could learn,
 Stood there in perfect safety—
 He was too green to burn.

—*Ex.*

The January issue of *The Polytechnic* has an excellent illustrated article on "Prospecting for Artesian Water Supplies."

First Student—Have you seen the hammer?

Second Student—Yes, brace up, I saw it plane a bit ago.

The Comenian has an interesting article on "Northern Lights as Observed in Alberta." It also contains some signed editorials which add to the appearance of the paper.

We take pleasure in reading *The Arena*. It is gotten up in an attractive manner, the locals are numerous, giving the reader a good knowledge of the happenings of the month, and the poetry, composed especially for *The Arena*, adds much to its appearance. Judging by the amount of space allowed this last feature, the editor must differ from the editor of *The*

Student, who sells advertising space to a would-be poet.

The Cynosure has a goodly number of exchanges on its list.

"Do you know, young gentlemen, that if a boy were meant to smoke he would have had a chimney placed on his head?"
 —*Ex.*

"Retrospection," in *The Normal Oracle*, gives, in an interesting manner the advantages and disadvantages of football.

He (meditatively)—Some great man says that music hath charms to soothe the wild beast.

She—Shall I play for you?

Teacher: "Name the bones of the human skull.

Pupil: "I have them all in my head, but I can't think of them."

Early to bed, early to rise, does very well for preachers and guys, but makes a man miss all the fun till he dies and joins the old stiffs that are up in the skies. Go to bed when you please and lie at your ease, and you'll die just the same of a Latin disease.—*Ex.*

The prizes have been awarded for the story and the essay contest arranged by *The Blue and Gold*. The story which won first prize is published in the January issue, entitled "Only a Dog." It is a well written and interesting account of the fate of a young college man. THE SPECTRUM is offering a prize for the best original story sent in to the editor in chief. Some stories are completed, others are being written. Get your story in before the contest closes.

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Editorial.

Always do your very best. This is one of the plain, but, nevertheless powerful, secrets of success in life. We recite our lessons day after day. At times it almost gets monotonous. We do not feel our responsibility to ourselves in getting each day those lessons assigned as nearly perfect as possible. But it will count tremendously in the end.

Hippolyti Marinoni was once a poor peasant boy who herded cows on the pasture lands of France. This seems a little thing in the common eyes of the world, but it did not seem so to this boy. He did this commonplace task as best he could. Later he entered a printshop. He took with him that principle that had already become part of his character. He worked hard and gained slowly, but he kept at it. He is now considered the founder of the modern French press, and at his late death left a fortune of \$20,000,000. But he left something more valuable than money. He has left an example that speaks stronger than words. Throughout his life he looked back with pride to the days when he minded cows on the grass lands. He had felt a dignity in his work. He had sense enough to know that

for him it was the most important thing in the world at the time. He wasted no time sighing for something far away, but did the thing that was near at hand. He put up with conditions and made the best of them.

There is no purer pleasure than the feeling that you have done well some useful work. It reflects back upon you and makes you feel nobler and better. It gives the mind that upward turn which brings it into touch with the divinity and makes it an element of resistless power.

A short time ago Edward B. Cochems was elected assistant football coach at the University of Wisconsin. We feel that it is a fitting reward of merit. THE SPECTRUM and student body wish him the highest success in his new position. While we regret to have him leave, we realize that his new position offers him a larger field and a better opportunity to show his splendid ability as a coach than any we can offer here. Mr. Cochems has done much for athletics at the A. C.—more than any other coach who has been here before—and we know he will be successful at Wisconsin.

There are plenty of people who have sympathy for the wronged and are sorry because there is suffering in this world. They will sob and wring their hands in agony and make the finest kind of a speech on charity, philanthropy and kindness, and then wonder why "somebody doesn't do something." Then along will come the real Samaritan, more often with the dust and grime on his hands and face. He blankets the freezing horse or gives his last coin to the ragged street urchin

and passes on. He doesn't care a cent whose the duty is, nor does he bother himself about the shortcoming of others. He sees his duty, acts, and then goes on. "There is a sermon in his action and real humanity in his heart." "In this practical world one can create more joy and end more suffering than a thousand cautious ones who hold back, because it was somebody else's duty."

It seems as though there are times even in this enlightened age when human life, in the hands of others, is considered cheap, and material things are considered of more consequence. Our civilization seems to have risen above that of the ancients only in this that while we sacrifice human life incidentally and through neglect, they offered up human beings deliberately. It was not until after the appalling Iroquois disaster that the public awoke to the fact that they had been the victims of gross neglect and disregard of law. We must not think the managers of the Iroquois theater are the only sinners in this respect. There are hundreds of other incidents in the way of mining explosions, building operations, factory accidents, train wrecks, etc., which, though perhaps less spectacular, are just as inhuman. In spite of these facts it was impossible for the mayor of Chicago to do his duty because he, like other mortals, is bound to respect the power of public opinion. After the Chicago disaster the enforcement of the theater laws was comparatively easy, not only in Chicago, but in other cities as well. It would seem that public opinion must be revitalized and the public conscience must be aroused. The sense of what is right and what is wrong should be keener than it is.



Athletic Department.

The baseball season is approaching and the managers are looking for material. The prospects are that we will have as good a team this year as we have ever had. Manager Harry Fowler has begun to write for games and it is probable that several trips will be arranged for.

There was an interesting debate in the hall of the main building, between Messrs. Rose and Dolve. Subject, "The Importance of the Juniors" and "Pure Athletics." Both sides of each question were ably argued and none of the spectators asked for their money back.

The A. C. boys' basketball team is the whole thing now. The latest scalp which they have tied to their belts is that of the High School. However, the score was only 5 points in favor of the A. C., 25-30. The game was fierce at all stages, but was remarkably free from fouls.

The girls' teams of the two institutions played a game which resulted in a victory for the High School. Score 11-22. The game was fast and furious, altogether too furious. The H. S. girls made the game too rough to be very entertaining to the spectators.

On Feb. 13 the A. C. boys did fearful things to the gentlemen from Fergus Falls. Score—A. C. 77, F. F. 9.

It seems as though they might have let them down a little easier, but then the hall was cold and our boys had to keep warm.

Having cleaned up everything in this

part of the country our boys have scheduled several games with teams in Minneapolis and hope to show the superiority of the west.

On the evening of Feb. 19, the A. C. basketball teams met their old time rivals, the Fargo College. The girls' game was played first and was one of the best games of the kind which has been played in the city. The game was fast and snappy and was thoroughly enjoyed by the spectators. The Misses Rice and Lofthouse were the bright lights for the Farmers and Miss Karla Van Horn and Miss Hutchison carried off the like honors for the opposing team. Score, A. C. 16; Fargo College, 18.

The boys' game started off with a vim and at first the lads from "the hill" seemed to have the best of the game, but they could not stand the pace and became discouraged by the magnificent work of the A. C. boys. The consequence was that our boys had things going their own way. Final score, A. C. 42, F. C. 27.

The athletic editor ventures to insert the following:

The football said to the basketball, "You think you own the town."

The basketball replied, "It is your turn to go way back and sit down."

The baseball heard this silly quarrel and said, "I'll take my oath

That just as soon as spring comes 'round, I supersede you both."

MUST FOOTBALL GO?

One of our exchanges has lately published an article entitled "Retrospection." It is exceedingly interesting in its way. It depicts the usual alleged

horrors and drawbacks to the game—the national game—football. But the writer appears to have looked through the wrong end of the telescope. The ordinary ob-

jections to the game, all those outside of the "death" argument, are easily met. They only need a few moments of unprejudiced consideration. They can never stand out in "bold relief" when placed over against the merits of the game. How, then, about the deaths that result? They rightfully awaken other emotions. Last season, according to good authority, there were nineteen out of all the players of all the high schools and colleges from Colby College on the Kennebec to Leland Stanford on the Pacific—only nineteen! Even on the very face of it, is there anything appalling in this number? But, when you consider that most of those who were killed, had played contrary to medical advice, does not the "fatality" argument dwindle almost to insignificance? The *Journal of the American Medical Association* states that on the last Fourth of July, 470 persons were killed outright, out of the 4,449 who were injured on that day. Four hundred and seventy killed in one day of sport! More by far than have been killed by football in all the twenty-five years of its existence in our American institutions. And yet, to all this we say nothing. We do not consider other factors when a man is killed in football, but we blame the game. As well blame the firecracker that kills a man on the Fourth of July. As well blame the water that drowned the man, who couldn't swim. A player must first be physically fit, and then it's his next business to learn how to play the game.

Football has unquestioned superiorities over any other game for sharpening and quickening the wits. Why? Frankly and boldly because it's a more or less dangerous game, and secondly because wits count tremendously in the player's success. It is in this respect most truly symbolical of the contest of life. Hundreds of students flock to our institutions who can not, seemingly, in any way, be induced to exert themselves to their utmost in any line. They are in a sort of lethargic condition from which it

seems hard to arouse them. It is hard to get them to prove the "stuff they are made of." I can conceive of no better means for stirring up the sluggish life blood of this class of students. To be put in the midst of circumstances where there is an element of danger and also an element of glory—that is the thing that has proved a blessing to many a young person. We sometimes need to prove, to test ourselves—put ourselves on trial, as it were.

To do things that are easy and pleasant all the time does not develop us. We must make an effort a little beyond what we are accustomed to, even if it sometimes costs a groan—that is the thing that develops us, makes us ready to meet emergencies.

On this ground does President Roosevelt favor the game. No game could more truly represent the strenuous life.

Do some football players get weak hearts or other troubles, the result of over exertion? That is the fault of the trainer or the individual, not the game.

Does football take up the student's time? Emphatically, yes! Does it take too much? That, then, is surely within the bounds of human control. Who is there that would have the benefit of a thing and forfeit nothing himself? So, football demands that we forfeit to it a share of our time. And because football is worth while, therefore a portion of our time given to it is "worth while."

It would be well if persons who criticize a thing, had really entered into and for a time at least, identified themselves with that thing, in order that they might the better judge in regard to it. So many criticize from a distance. Especially is this true as to football.

Granting that there is something in the talk of "anti-footballists," all that they have said has little more than a feather's weight when it comes to deciding whether football shall be abolished in the American college.

HAROLD WESTERGAARD.

Local Happenings.

Something happened to Fergus Falls.

The pharmacy students have organized an association.

Miss Amanda Jacobson recently visited with friends at college.

James McGuigan has returned to college to finish his senior year.

Lloyd Worst has almost recovered from his illness of the past two weeks.

Mr. Harry Fowler is again able to resume his studies, after three months of ill health.

Fred Hegge, '07, who has recently been ill, was a pleasant visitor at college Monday.

The A. C. students are much pleased with Rev. Lewis, judging from the number that attend the church.

A Mexican dollar is being circulated amongst the students. Beware! Never accept any money in dark corners.

Don't be startled if you hear unearthly sounds in the chapel. Declamation and oratorical contests are soon due.

The Athenian Literary Society has decided "to turn over a new leaf" and opened up the season, by rendering, before a large audience, a most excellent program.

On Jan. 25 Mr. Parsons, traveling secretary for the Y. M. C. A., gave the young men a very interesting and instructive talk on the organization and its work in colleges. As a result over forty new members joined the association, with

a determination to make it one of the most wide-awake organizations in the college.

Wm. Porter has invested in a claim west of Minot, and is going out there in the spring to put his theories of agriculture into practice.

Bishop Shanley's advice to the young people to master the German language so impressed a young lady that she pulled out her text book and began studying at once.

The dance which the A. C. girls gave at the armory on Friday evening was a great success. There was a very nice crowd in spite of the storm. All report the very best of times.

H. M. Ash, formerly farm superintendent at the A. C., spent the past week in Fargo, and several times visited the A. C. Mrs. Ash and daughter, Ruth, are at present visiting in Pennsylvania.

The benefits of a college education are invaluable and the discoveries of college graduates wonderful in the extreme. The latest from the realms of science is a four legged ostrich brought to light by one of the alumni.

President Merrifield of the State University delivered the chapel address Monday, Jan. 24. His subject, "Schools I Have Visited," is a very interesting one to students. We are never tired of hearing about the Military School at West Point. It would be well for us if we had some of the same high sense of honor which the cadets have. Eaton College, the other school of which President Merrifield spoke, is interesting as a very old and aristocratic school. We have heard much of it, and it is pleasant to

meet one who has had the privilege of seeing those old halls, of which we can only read.

Miss Stella Haggart, in company with her parents, is enjoying a trip through the southern states. Miss Haggart, on her return, will resume her work at college.

As the winter term advances, it is observed that the students are becoming more and more thoughtful. Perhaps it is a sign of coming knowledge, but more likely a sign of the coming examinations.

A fraternity known as the Alpha Mu has been organized with five charter members. At their first regular meeting Mr. Green and Mr. Stone were initiated. They had a hair-raising experience when riding the goat—so 'tis said.

George Axvig is rapidly recovering from his recent illness, but all his classmates and friends are sorry he will not be able to attend college any more this year. He is soon to go to a milder climate, where we all hope he will speedily regain perfect health.

The Edith Hill Club gave a reception to the girls Saturday afternoon, Feb. 6. Despite the inclemency of the weather, a large number were present. Games of various kinds were indulged in and light refreshments were served. Every one present declared the girls of the club most royal entertainers.

Dr. Batt gave a very interesting stereopticon lecture in chapel on Saturday evening, Feb. 6. He took his audience on a drive through the principal streets of Berlin, showed them all the noted and historical buildings and statuary, took them into the principal buildings, even into the palaces of the emperor, and explained all in a most interesting and entertaining manner. Such a lecture gives a man a good idea of how the German capital appears, even though he has

never seen it. Owing to the storm the attendance was small, and the lecture was repeated the following Monday evening to a much larger audience.

Stone—(waking up at 4 o'clock Sunday morning after the Philos' meeting): What are you getting up so early for?

Junod—I'm not getting up; I'm just getting home.

Some very little boys saw fit to do as much damage as they could to old Uncle John's partly constructed building near the college. It is sincerely hoped that these infants are satisfied with their destructive achievements.

The "fad party" given the Juniors and Seniors, Jan. 13, by Miss Mary Hill, was a most delightful affair. The greater part of the evening was spent in playing new and witty games, which created a great deal of amusement. After partaking of dainty refreshments all adjourned, declaring Miss Hill a highly pleasing entertainer.

Bishop Shanley addressed the student body Monday, Feb. 1, in chapel. He criticised the English speaking people for their poor accomplishment in the art of language. He says they use bad grammar, have a poor pronunciation and an inadequate choice of words. He states that but two senators in the United States senate are able to read and write in foreign languages. Our foreign ambassadors have to transact business through interpreters—a most deplorable fact. The bishop urged that every young man and woman of today should have a knowledge, first of all, of German, and then of French and Spanish.

On Monday, Feb. 8, Professor Stockwell, state superintendent of public instruction, spoke to the student body during chapel hour. He is a very forceful and entertaining speaker, and gave one

of the most instructive talks the students have heard this year. He told how North Dakota was spending more money per capita than either wealthy New York or cultured Massachusetts. He showed that, inasmuch as the state has been at great expense to educate the students in different state institutions, it is the duty

of each receiving such an education at state expense to repay that debt to the state by being an honest man and a good citizen, willing to serve the state to the best of his ability, in any office he may be called to fill, and not for the sordid purpose of graft, which seems so prevalent at the present day.

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Musical Department.

The orchestra played for the girls' dance at the armory Feb. 12.

The Edith Hill Club, with assistance from other societies, have placed another piano in Francis Hall.

Harry Anheier is a new acquisition to the band, playing solo cornet. He also plays first cornet in the orchestra.

The band played at the basketball games at the Co. B armory during the month—turning out forty-one strong on the night of the A. C. vs. Fargo High School game. At one evening session of the Grain Growers' Convention the band played a half-hour concert which was enthusiastically received and favorably commented upon by those present and by the newspapers. The conscientious work of the boys in rehearsal is showing results in their playing, and causing a friendly feeling toward the band both in the city and the state at large.

The band, assisted by Mrs. C. M. Hall, soprano; Mr. C. A. Douglas, clarinetist; Miss Carter, accompanist; the College Mandolin Club and Orchestra, planned a concert for the 12th inst., but Old Boreas "got busy" and the concert was postponed to the 24th when the following program will be rendered in the college chapel:

PART I.

1. Overture—Aesculapius (Mss.).....
.....*Dr. Putnam*
Cadet Band.
2. Flower Song—
(a)—Hearts and Flowers.....*Tobani*
(b) Two-step, Blaze Away.....*Holzeman*
Mandolin Club.
3. Sextette from "Lucia d'Ammermoor".....*Donizetti*
Messrs. Aiken, Hanson, Allen, Westergaard, Nickles and Putnam.
4. Clarinet Solo—Third Air Varie.....
.....*Thornton*
Mr. C. A. Douglass
5. Polka Caprice—Pitter Patter.....*Brooke*
Cadet Band.

PART II.

1. March A. C. Champions (Mss. new).....*Dr. Putnam*
(Respectfully dedicated to A. C. football team, 1903.)
Cadet Band.
2. Solo—Sing On.....*Denza*
Mrs. C. M. Hall
3. Overture—Lustspiel.....*Kela Bela op. 73*
College Orchestra.
4. Cornet Solo—Fantasia "Pensez a Moi".....*Millars*
Dr. C. S. Putnam
5. Selection from "Chimes of Normandy".....*Planquette*
Cadet Band.