

The Spectrum.

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THE STUDY OF NATURE.

Nature was man's first teacher. Man was placed by his Creator in a world full of phenomena. His fears and trials were many, for he thought that the forces of nature meant to harm him. Later, as man became more acquainted with nature, he learned that she was his friend and teacher. He learned that he must work with her. Thus he was taught the use of fire, the use of iron, stone and wood. He learned also to cultivate the soil. Finally as man advanced in civilization he lost his fear and learned to admire the woods, the hills and the streams.

As the steady tide of time surged on, man began to notice the sun, the moon and the stars. As the ancient shepherds gazed in the silent night so early man also revelled at the starry skies. These simple observations, guided by intellect, led him to know how regularly the planets move in their orbits without any confusion or noise. Daily the sun rises in the east and sets in the west. How regularly is gladdens our earth with the heat and light of its rays.

Next, man turned his attention to the earth and its adornment. His sight was soothed by its verdure; its fruitfulness gladdened his heart. He found it to be a magnificent palace with its dense forests for the animals and its streams, lakes and rivers for fish. Again

there were its sturdy hills and mountains where roved the gathered mists in clouds. There were the fertile plains far too wide for the wandering eyes of early man to reach. Within its bosom man found the earth to contain a valuable mineral wealth which served for his use. All this was surrounded in glorious atmosphere which was necessary for the lives of all.

Thus interest and love of the sublime in nature has led man to the discovery of the sciences. Astronomy grew from man's interest in the heavens above. Physics and chemistry came from man's superstition and were known as alchemy or black art. Botany has tempted man into the most dangerous lands; biology has consecrated to its service scores of men. Geology dates back to Pliny and has passed through the ages.

As the love of nature has been the mother of science, she can also claim art and literature. The beautiful landscapes of Turner and Loraine are none else but the pictured impressions of a man who thoroughly knew nature. Architecture, too, originated in the ancient forest where early man built a sort of wigwam for his wife and his little ones. Poetry came from music, and music came from the songs of birds, the howling of wild animals, the

blowing of the wind or the murmuring of waves on the seashore.

Literature was begun by man's description of winds, clouds or animals. Max Muller has shown that the contents of Aryan literature, which is recognized as the mother of all literature, is made up of metaphors describing dawn, lightning, storms, and clouds personified and made into stories of human life. So we have the stories of Hercules and William Tell who were solar heroes; Jove for the sky; and Vulcan for fire. In early Teutonic literature we find Hagen, Thor and Brunhilde as Gods of nature. French literature was composed of animal heroes. What beautiful morals are shown in the fables of Fontaine where Reynard, the crow, or the ox are personified. Such great men of letters as Shakespeare, Tennyson, Keats, Wordsworth, Lowell and Longfellow were keen lovers and observers of nature. It was this great love of nature which gave rise to the feelings which they expressed in their works. What grand feeling Tennyson had within him that could give expression to that beautiful lyric,

"Break, break, break,
On thy cold gray stones, O sea!
And I would that my tongue could utter
The thoughts that arise in me."

Since all that man possesses of art, and science and literature has been derived from his observation and admiration of nature, how very important that we should be thoroughly in touch with nature; how necessary to know that if we work against her iron rules—even upset one cog in the great machinery of the universe, that every other power unites against us in one tremendous force making us victims of a losing struggle—a struggle in which we are as helpless as a single man fighting a mighty army. How important, too, to know how to obey with the

rest of the universe that supreme law upon which depends whether we mortals shall be winners or losers in that great game which we all play—life. That preparation for the game of life, in which we are made familiar with the rules and movements of the game is called education.

That preparation is not philosophy, nor art, nor book knowledge. It is training. The object of a geography lesson is not solely where Mt. Washington or Mt. Everest is situated; nor the object of an arithmetic lesson to work problem III, although there is every possible use in having the mind trained in knowing where those mountains are and how to work that example.

Man's education should be of such a nature that it will train him to take part in the game of life; that he will be thoroughly familiar with his part and win the game. We have gone too far from nature in our methods of education. We have left our surroundings so admired by early man, and we depend solely on text books. We have been teaching our young people everything possible except the important subject—the study of nature. Some men who studied nature for themselves have realized this fault of our educational system and consequently "Nature Study" is the great cry of today. It is not a fad, nor the whimsical idea of some pedagogue. It is a remedy for the diseased conditions of our present system of education. It has come to stay in our public schools.

Teachers of today, let us say good-bye to that "ramrod" process of teaching in which the poor child was filled with knowledge of the dead languages and mathematics without one single idea of nature; when it was made a punishable crime for a child to look out of the window at a bird or bring a flower into the school house. Let us use the books

as helpers but do not depart from nature. Teach those little ones to investigate for themselves, and not take for granted every mortal's opinion who writes a book. Make them feel with you the song of the robin and the lark; feel the presence of spring with her "pussy willows" and graceful elms. Show them the reds and yellows of the maples, and the various tints of the buds as they begin to swell and burst in the balmy air. Show the violets and the crocuses as they come. Have them admire with you the luxuriance of summer and beautiful autumn so aptly described in "Lowell's Indian Summer Reverie." Do not forget the winter,

with its snowy landscapes and starry skies, when there is life in the click of the skate.

Teachers, remember that love of nature cannot be taught a child as you teach a grammar lesson. Most children love nature. It is their passion. They are delighted with anything novel. Where is the boy or girl who does not find a satisfaction in knowing where a rabbit hides by the grassy river bank or where to find their favorite flowers. What our schools need today is more of that spirit which animated the Great Teacher of us all, when he said, "Consider the lilies of the field."

ANNA HELENA STAPLETON, '03.

RUSSIAN LIFE AND CUSTOMS IN NORTH DAKOTA.

There has been a great desire, the last few years, among the land companies and others to settle the somewhat arid region of this state west of the Big Missouri river. "More settlers" has been the cry from every one except the ranchers and cattlemen. To meet this demand people of all classes and nationalities have been brought into the state.

The Russians that have immigrated to North Dakota are as a rule not very desirable settlers. True, they are quite industrious. They are also, without doubt, successful as diversified farmers upon land that would furnish subsistence to but few other people. And, as a means of settling and populating a country, they are a success. Yet as a people they possess some undesirable qualities. They are as a rule uneducated, quarrelsome among their neighbors, insolent to strangers, and vulgar in speech. They have, if any, a very low standard of morals. Some fathers even

teach their children to steal. Men and women are both fond of beer and other intoxicating liquors. It is not against their principles, it seems, for a woman to enter a saloon and drink liquor at the bar with the men.

The boys learn to smoke cigarettes and the pipe at an early age. In a short while they become slaves to the habit; in fact, they are slaves to the habit through heredity. The conduct of the girls and young women is not such as would be sanctioned among English people. But for all this, these people are firm believers in the Catholic faith, as they know it.

By their manner of living the Russians are pre-eminently the people to make the most off from their one hundred and sixty acres of land in this region. This might be said to be due in a larger measure to their inexpensive manner of living and to the fact that with them "a penny made is a penny

saved" than to the fact that they are scientific and practical farmers.

The Russian's grocery and dry goods bill as compared with that of any of the other settlers is relatively small, even when his liquor bill is also included. Coffee, sugar, yeast, spices and dried fruit are all that he buys in the grocery line. Shoes and some few inexpensive articles of clothing are necessary. For these and the groceries his wife exchanges during the summer eggs and a poor quality of butter. In the fall after he has sold his wheat or steers, he generally lays in a winter's supply of these necessary articles of life. Flour is commonly obtained at one of the flour mills in the section in exchange for wheat. Thus you see the Russian can save more out of what he makes off from his land than almost any other class of settlers.

Notwithstanding the fact that the winters in this region are more or less severe, the Russian seldom loses any stock by exposure. The house and barn, generally of sod or stone, are built connected, or under one roof. The barn is easy of access during the winter storms and the cattle receive the best of care. One is safe in saying that a sick cow or steer will even receive more attention than a sick child.

These people are as close in their dealings as they are in their manner of living. No matter how cheap the price of an article is, they will endeavor to "Jew" the dealer down. It seems to have become a custom among them to haggle about the price of an article.

RUFUS B. LEE.

Scientific.

GRAIN SMUT.

Smut is a parasite fungus which attacks grasses and other plants. It is very injurious to cereals, producing in the heads of oats, barley, wheat or corn the substance called "smut." One species of this fungus is known as *Ustilago segetum*. The spores or fruiting bodies of the parasite are set free from the plant attacked, just before it ripens, they are so minute that there could be twenty-five million placed upon a square inch, side by side. They are very easily distributed, being carried by the winds, by animals, or by other plants. The germinating spores are unable to infest plants other than their own host or hosts. Each spore develops a so-called germ-tube which divides into one or two cells by transverse partitions and form it, spherical cells, sporidia, are

budded. The sporidia, by means of the germ-tube, effect an entrance into plants soon after germination, but before the first leaf has appeared above the ground. After this stage the epidermal cells of the host become too hard for the germ-tube of the parasite to penetrate the plant tissues.

There are two principal kinds of smut, loose or black smut and stinking smut, called by the English "bunt."

Loose or black smut is characterized by an accumulation of a loose, black substance, spores, in the parts of the head and seed of the host. This plant destroys the flower of the host and uses the young seed for food so that at maturity the seed case is filled with dark dust where the seed should have been. Thus the seeds are nearly or completely destroyed. The smut does not pass

from one plant to another in the field, but confines itself to the plant originally attacked.

It is not difficult to tell affected grain. It is darker green when young. As the kernels develop they are dark green and look very plump, the short diameter is greater and the long diameter less, than in a healthy kernel. When ripe the stalk is shorter, the sheathing leaf is seldom fully developed and the head does not droop as does a normal head. If a young seed is broken the inside will be speckled with developing spores. If attacked by loose smut the head of grain quickly breaks up into a loose black powder.

Stinking smut or bunt is found only in wheat. It does more harm to wheat than loose or black forms; the spores remain in the hull (pericarp) of the wheat grain. It has a disagreeable odor, hence the name. The odor given off from infected wheat is like that of decaying nitrogenous matter. Stinking smut greatly reduces the yield of wheat and lowers the grade of flour.

It is not so easy to tell wheat affected with this disease as that with the loose or black smut. While growing, much the same appearance may be noticed as in the loose smut, but the grains, when ripe, do not rupture, or, when ruptured, do not show the disease as well.

If seed is properly treated the disease can be diminished in its ravages or even eradicated. Some of the treatments are: the hot water, copper sulphate, formalin, and corrosive sublimate.

AN INSECT AUGER.

Among the species of animals and insects brought to light by scientific exploration of the island possessions of the United States none perhaps is more remarkable than the changa, or mole cricket (*scaptericus didactylus*), of Porto Rico.

This fierce and mysterious insect, which in Porto Rico destroys more than a hundred thousand dollars' worth of growing crops annually, and which thus far has defied attempts at its extermination, has four jaws, each provided with six strong teeth and a blade. It has also four eyes. In excavating, the changa rotates its big head like an auger, thus smoothing the walls of the passageway.

The joints and tips of its legs are provided with spadelike teeth. Its ears—at least its auditory organs—are at its elbows, protected by a raised fold. Hair on its body protects it from moist earth. Between this hair and the body air-tight compartments prevent the changa from drowning when freshets descend upon its habitat. It is most at home when under the surface of the earth. It can fly, however, but does not venture out save on the darkest nights.

In attacking cane or tobacco plants it first severs the roots with its powerful mandibles and then pulls the plants part way into its corridors. The result is that a sugar cane or tobacco field with plants six inches above the ground one day will, on the next day after the changa has attacked it, show perhaps but two inches above the surface. After the changa has satisfied its hunger it has a mania for destroying every growing thing within reach. A colony of these underground pests will in a night destroy an entire crop of cane, tobacco, rice, cabbage, tomatoes or turnips. Having accomplished their work of devastation, they will emerge and start on an overland trip to the next farm.—Ex.

SCIENCE NOTES.

The Carnegie Institution, of Washington, is about to publish its first year book. At the annual meeting held in Washington on the 25th of November, 1902, the following appropriations were made: \$20,000 for researches, \$40,000

for publication, \$100,000 for a reserve fund, and \$50,000 for administrative expenses.

Accordingly the executive committee at once made allotments for the year 1902-1903, and now nearly all of the amount placed at their disposal has been appropriated. Some of the projects which have received encouragement are: Two projects relating to natural history, one to botany—to show the effect of desert environment on plants—and a third is for the study of the labor movement, industrial development, taxation, finance, and also the social legislation of the several states, which will be examined with reference to its results.

The amount appropriated for publication is to aid in printing memoirs which are of great importance to the world.

The institution has two objects—one for the promotion and publication of investigation—the other the encouragement of individual students. The work done by the students, who are appointed by the committee, is expected to be of an advanced nature and special character. The amount received for it will not be more than \$1,000.

Mr. Slayten, of Texas, has introduced a bill into the House appropriating \$50,000 to aid in the suppression of the bubonic plague in Mexico and to prevent its spread in the United States.

It is said that John D. Rockefeller will build, in New York City, a research laboratory for the Institute of Medical Research, which he established. It will probably cost \$1,000,000.

A SUCCESSFUL COUNTRY SCHOOL TEACHER.

In order to be a successful country school teacher one should have broader mental views and more natural tact than are necessary for a teacher in a city school. When I say this I speak from the experience gained not as a teacher in both city and country school, but as a scholar.

That broader mental views for a country school teacher are necessary is clearly shown when we compare her position with that of a city teacher. Take, for instance, a teacher in the average district. She is practically alone. There is no principal or superintendent above her to assist her immediately; her reference books are few; consequently her previous education must be such that she may bring it into play when she is thus thrown on her own responsibility.

Another great need of the country school teacher (although not at all necessary for a teacher in the grade of a city school) is that her education may enable her to deal with children of all ages and in all stages of advancement. Thus she has scholars from six to eighteen in age; from the Primer to the High School. As a proof of this need, the words of a country village teacher may be offered: "I have twenty-seven classes each day, and this gives me only fifteen minutes, at most, for any of them. Some of the scholars are just beginning; others are ready for the grammar grade." Although this teacher did not speak of it, yet we can know the great amount of work necessary in the grading of so many classes and in making out monthly reports to the county superintendent.

Besides these drains on the country teacher's mental strength, her natural tact is called forth as well, since she is, in a great measure, responsible for the pleasure of the scholars, both during the noon hour and out of school. While the children are on the play-ground, it is the country teacher's duty to see that their games move on smoothly. In order to perform this duty it is not an uncommon thing for her to be seen taking part in "prisoner's goal," "blackman" or "skee riding" with as much pleasure, apparently, as she would show while listening to a talk by a noted speaker. On stormy days, too, the teacher's tact is employed in the invention of games suitable for indoors; for an experience very common in the country teacher's is this question: "Teacher, can't you tell us something new to play?"

Thus far, however, we have only considered the teacher's position with regard to her duties during school hours, without any thought as to her duty at her boarding place and to the district in general.

The country teacher, usually boarding with the parents of some of her scholars, has no small task before her even while out of school. This task, however, is one of natural tact rather than mental strength, since she is obliged to make

herself "one of the family" and yet must not allow the children to become too familiar with her, lest her authority in the school room may be set aside. It is this contact with pupils in their home life that often gives rise to the dreaded partiality which has broken up so many terms of school in the country districts. The teacher may not be aware of any act of partiality on her part towards certain pupils, yet the rest are watching and unless she is very careful, reports will be carried to the homes.

Although a teacher may be able to conduct a school in a manner satisfactory to the district, she is not considered entirely successful unless she can take the lead in all social affairs of young and old alike. This is the reason why the country teacher is expected to plan entertainments, socials and parties and is blamed if they do not turn out successful.

Now, when we consider the responsible position the country teacher holds in the school and the district; the way in which all her actions are commented on and criticized, we can readily see the need of broader mental views and more natural tact for a successful country teacher than for a teacher in a city school.

M. E., '06.

I. M. Adams of the Winona Wagon Co. gave an interesting talk to the students in farm mechanics on the construction of "Good Timber and Bone Dry" wagons, Friday of this week. Mr. Davis, representing the same company, spoke on the construction of buggies.

Sara: "I made an awful break. I asked those men what business they were in; and have since learned they are corset manufacturers."

Elizabeth: ? ? ?

Sara: "One said he made jewel cases and the other one said he made waste baskets."—Ex.

During the spring term the students that have been taking higher mathematics will go out into the field and do practical work in surveying. This will include leveling, laying out angles and such work as would be encountered in actual government or state work.

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enemy of mankind. I see it destroying all simplicity and gentleness of life, all the beauty of the world; I see it restoring barbarism under a mask of civilization; I see it darkening men's minds and hardening their hearts; I see it bringing a time of vast conflicts, which will pale into insignificance "the thousand wars of old," and, as like as not, will overwhelm all the laborious advances of mankind in blood-drenched chaos. Oh, the generous hopes and aspirations of forty years ago! Science then was seen as the deliverer; only a few could prophesy its tyranny, could foresee that it would revive old evils and trample on the promises of its beginning. This is the course of things; we must accept it. But it is some comfort to me that I—poor little mortal—have had no part in bringing the tyrant to his throne."

These are the words of Henry Rye-croft in one of his papers recently published in the Fortnightly Review. Whatever his cause for thus assailing "science" it remains hidden unless it is personal prejudice, which is seen throughout the article. Can it be possible that he would have the world turned back to the dark ages when things now familiar to nearly every person were attributed to evil spirits? When the sun and stars were thought to be fixed in a celestial sphere which was revolved about the earth once in twenty-four hours? Does he wish a return of these dark forebodings of evil that depressed even the most learned mind when the sun was over-shadowed by an eclipsing planet, or any mysterious unexplained demonstration took place? These ignorant superstitions, the "simplicity and gentleness of life," are scattered to the four winds by the advance of science. Whatever may be the future of science, its past history shows wonderful advancements but little that is detrimental to mankind.

Editorial.

"I hate and fear "Science" because of my conviction that, for long to come, if not for ever, it will be the remorseless

NATIONALITY ABOVE GRAMMAR

At last the irresistible sentiment of American nationality has won its final victory over the obstructive dogmas of grammar. The Congressional Committee on the Revision of the Laws has decided that hereafter our national statutes must say "the United States is" instead of "the United States are," as they have been doing hitherto.

It has been a long pull. The point did not occur to the founders of the Constitution. They spoke of the United States in the plural as a matter of course. "Treason against the United States shall consist only in levying war against *them*, or in adhering to *their* enemies, giving them aid and comfort." This form of speech remained universal until within very recent memory. "The United States of America," said Bancroft, "are not only a republic, they are a 'society of societies,' 'a federal republic.'"

It was the Civil War that brought the rules of grammar to the dust. But, at first, even the victors in the struggle for national union did not realize that they had subjected the agreement of nouns and verbs along with slavery and secession. They put into the Thirteenth Amendment of the Constitution the decree: "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to *their* jurisdiction."

But it became evident soon after the war that the principle of national union was going to take possession of the language. The purpose of words is to express thoughts. The grammarians follow humbly in the wake of the philosophers. They build their rules on the observed facts of language; the facts are not made to fit the rules. The fathers of the Republic had thought of the

Union as a group of States. They spoke of it in the plural, not merely to obey the technical rules of verbal agreement, but because they had a plural conception of the thing itself. But now people think of the union as a unit. They say "the Nation is," "the Republic is," "the Union is," and naturally they say "the United States is." United States, in fact, has ceased to be a plural noun. It is a singular noun with a plural ending, like "politics" and "ethics."

Grammarians in future will have to make a note of this and amend their rule accordingly. They can either recognize United States as a singular noun, or they can note an exception to the general rule that a plural noun takes a plural verb. That ought to be easy, for a nation with four hundred and seventy-three universities and colleges is certainly more than a match for a little thing like grammar. In one respect, however, the process of evolution is still incomplete. If United States has become a national proper name like Germany or England, it ought to have a convenient derivative like German or Englishman to describe its citizens. Shall we say "United Stateser," "United Statesian," or "United Statesman"?—Ex.

ANNUAL DECLAMATION CONTEST.

The annual declamation contest for the "President Worst" gold and silver medals took place in the college chapel Friday evening, March 13. This annual affair is one of the most pleasant and eagerly looked forward to that comes within the college year. Large crowds always attend it and this year was no exception. The chapel was completely filled and a more interested and appreciative audience would be hard to find. As an added inducement to visitors it was announced that an inimitable male

quartette and our Mandolin Club would lend their efforts to make the evening enjoyable.

The first number on the program was a song by the male quartette. They were repeatedly encored and—just between you and me—I think we have the finest male quartette in the state.

The first speaker on the program was William H. Westergaard, with a selection entitled "Spartacus to the Gladiators." His delivery on the whole was very pleasing, though it could perhaps have been bettered in some minor details. His subject required a whole lot of force and if it had been delivered a little more spiritedly would undoubtedly have won first place.

The next speaker was John C. Haggart. His rendition of "Lasca" would be hard to surpass. Mr. Haggart has fine stage presence, a fine voice and his style of delivery is particularly suited to the subject in hand. While he did not succeed in gaining a place it was not because of any deficiency of his own, but because others surpassed him.

Miss Neva Stephens' rendition of "Toussaint L' Ouverture" was as perfect a piece of declamatory art as could well be found. Her voice is clear and distinct and her pronunciation perfect. It is generally conceded that Miss Stephens is a brilliant speaker, but on this occasion she outdid herself.

As an interlude between the two halves of the program the mandolin club

rendered some very enjoyable selections. After only a few months of existence this promising club is already able to compare favorably with many a club of many years experience.

The selection, "The Revolutionary Rising," by Miss Katherine Rose, would have been much better if she had not had a slight attack of stage fright. She has an excellent voice and with a little more practice will doubtlessly capture a medal next year.

Of Thomas Jensen's rendition of "The Doom of Claudius and Cynthia" nothing need be said. Mr. Jensen comes from a family of orators and he did not disgrace it.

The last number on the program, "Commencement," by Miss May Darrow, was given with so much feeling that the audience was entirely carried away by it. She carried the spirit of the piece through so well that no criticism could be offered.

While the judges were rendering their decision the mandolin club gave another selection. The judges decided in favor of Miss Neva Stephens for first and Miss Mary Darrow for second place. And then you ought to have heard us yell. First the Athenian and then the Philmathian, and then both together. It was some time before Prof. Lindsey, who acted as chairman, was enabled to deliver the medals.

The judges were A. T. Cole, W. J. Clapp and Rev. Wm. Ballou.

THE RED RIVER VALLEY HOBO.

Every summer, about harvest time, there comes to our state a large number of laboring men. These men come from the large towns and cities of the east and south, such as Chicago, St. Paul,

Minneapolis, Duluth, and other towns of less importance. Among these men are to be found representatives from every civilized nation on the globe. We see them in almost every conceivable con-

dition; some are quite decently dressed; some look as though they had passed through a shedder of some sort; while still others appear to be entirely indifferent about their appearance. The three classes, however, go to make up one grand whole known to every native citizen the state as the "hobos."

The "hobos" come to the state with the excuse that they want work; but while they are looking for a job they are hoping that they may not find one. The majority of "hobos" are too lazy to earn a decent living, and if a man is fortunate enough to get one of them, who can work, he usually has to pay him more than his labor is worth. As long as the "hobo" has a dollar in his pocket he will not work at all, but will be around in the "pot gang" until his last penny is gone; then, with a liquor laden sigh he says, "Well, I guess I'll look for a job."

The "pot-gang" is the "hobos" restaurant, only he has to be his own cook and waiter. He gets his meals on the European plan. Each one buys what he wants to eat, then strolls off to the place of rendezvous to prepare his frugal meal. The "pot gang" approaches nearer ideal socialism than anything I know of. They have everything in common, one iron pot, in which they boil their potatoes (or it sometimes happens that one of the gang steals some chickens then, they boil chicken instead of potatoes), one coffee pot, two or three knives and forks, and a tin cup or two. These articles, and a few others maybe, are about the extent of the scullery utensils of the whole gang.

Among the "hobos" that migrate to the state, every year, are to be found two classes of working men. One class comes to earn money by laboring for the farmers. The other class makes it a point to work the first class for their money. In order to do this they lie around the places where the laboring

men spend their time on Sundays and rainy days, and then without loss of time they reap a rich harvest by gambling.

As soon as the "hobo" gets a little money he is not satisfied until he has spent it all. For that reason then, he at once becomes the victim of these leeches who are lying in wait to rob him of his money. But he does not seem to care for he is already morally corrupt, and if he becomes financially bankrupt what is the difference?

One has but to live among a crew of threshers, made up from the ordinary class of "hobos" to see the immorality of the men. They represent every class of criminals that is to be found in the catalogue of crime. The chances are that out of any twelve "hobos" that have been picked up at random on the streets of Fargo and Moorhead, eight out of the twelve are confirmed criminals who, if they have not already been there, should be serving their time in jail. Not only are these men immoral and ex-convicts, perhaps, but as a rule they are confirmed drunkards; confirmed users of tobacco; and also have the habit of using the most profane language that comes from the lips of man.

Since this is the character of the transient laboring class of our state, is it any wonder, then, that they have received a significant appellation? The word "hobo" itself strikes terror into the hearts of the timid as the name of "The Black Douglas" struck terror into the hearts of the people of Scotland. In some parts of the state the "hobo" element, during the latter part of summer and early fall, is so bold that respectable people hardly dare travel alone in daylight. These months of iniquity poison the young and receptive minds of boys and girls with filthy stories, with wonderful and exciting visions of city-life and its allurements, which have a tendency to lead

the youth into ways of thinking, not for their own good.

After the "hobos" have labored, robbed and have been robbed, for three months they begin to feel uneasy. Their teeth chatter with the first cold wind that blows. Then like the wild geese and ducks they want to be off for their win-

ter home either in the lumber woods of Minnesota or in the slums of some city. Thus we see that the "hobos" keep up a sort of migratory life; spreading out through the country in the summer; then after aimlessly wandering about for several months gather again to their old haunts.

Athletics.

The first indoor track meet held in the history of the college took place Friday evening, March 6. This event was very successful, as some of the records made by former A. C. athletes were smashed. And by the work done by the track men in the last week it appears as though we can smash more than A. C. records.

In the tug-of-war between Freshmen and the Soph-Junior men the Freshmen won out.

Rose, Fallis, House and Jensen entered the shot-put. Rose won first. Distance 34 feet 7 inches. Fallis second, 31 feet 10 inches.

High Jump—Contestants, Lee Porter, Rose, Cronan, Fallis, and Harry Porter. First, Lee Porter, 5 feet 5½ inches; second, Rose, 5 feet 2½ inches.

Twenty-yard Dash—First heat: Flewel, Watts and Dynes. Dynes took first. Second heat: Rose, Smiley and Simmons. Rose won first place.

Third heat: Henderson, Kennedy and Westergaard. Henderson first.

Fourth heat: Harry Porter, Hanson, and Fallis. Porter first.

Final: Rose, Henderson and H. Porter. Rose took first place. Time: 2.3-5 seconds. Henderson second, and Porter third.

Fencing Bout—Van Horn, Corbet. Declared a tie.

Twenty-yard Hurdle Race—First heat: Flewel and Simmons. Simmons

first.

Second heat: Rose and Lee Porter. Rose first.

Finals—Rose and Simmons. Rose took first. Time: 2.4-5 seconds.

Two Hundred Twenty-yard Dash—Henderson and H. Porter. Porter first. Time: 28.4-5 seconds. Henderson, 29.4-5 seconds.

Mile Run—Fallis, Sevensen, Van Horn, Jensen, Thistle, Lofthouse and Anderson. Anderson won first place. Time: 5 minutes 19 seconds. Jensen, second; Van Horn third.

Half-mile Run—Flewel, Christianson, Hansen, Kennedy, Buronham, Watts, Dynes, Asheim, Magill and Simmons. Simmons took first place. Time: 2 minutes 31¾ seconds. Dynes second; Christianson third.

Relay Race—First team: H. Porter, Rose, Smiley and Watts.

Second team: Cronan, Murphy, Corbett and Henderson. Porter of the first team won.

On Monday evening, March 9th, the Valley City Normal and Boys' teams played our team in Company B armory. The first conquest was between the Boys' teams. The game, after the first ten minutes of play, was not close, and at the end of the first half the score was 26 to 4 in our favor.

At the beginning of the second half, however, Valley City made a better showing for a time, but the superior playing of our boys told in the end and when the whistle blew A. C. had 49 points to Valley City 17.

Van Horn was substituted for Corbett in the second half.

In a few minutes the whistle blew to call the girls' game, which was the attraction of the evening. A. C. scored first on a foul and the play was brisk and exciting until the twenty minutes were up, when V. C. stood 11 to A. C. 8.

In the start of the second half our girls woke up, and the game was close up to the finish. Less than a minute before the finish the score was 19 to 19, but the final score was 21 to 19 in favor of Valley City.

The line-up of the Girls' teams was as follows:

V. C.	A. C.
Nona Outram, Capt.	r. f. Teresa Fields
Eva Hutchinsonl. f.... Clare Olsen
Mamie Hyslopc.... Bessie Smyth
Elsie McFarland	..r. g.. Grace Lofthouse
Ella Schroederl. g... Emily May

French was referee. Wood and Cleveland umpires.

Wednesday evening, March 11, was held in Francis Hall a banquet and reception to the members of the foot-ball teams. Several members of the faculty and some of the old stars were present.

After the sumptuous banquet given by our girls, followed toasts and speeches by members of the faculty and teams. Mr. Manns acted as master of ceremonies. Professor Keene responded with a witty little story. After short speeches by the stars, Mr. Manns was called upon. In a neat speech he thanked his team mates for their kindness toward him while in the foot-ball field. Mr. Cochems gave a short talk on athletics in general. After the toasts each player

present was given a hearty yell. And Capt. Byron Wilde was not forgotten, as was shown by the three cheers and a tiger given for him.



Chas. Rose, Captain 1903 Football Team.

After the speaking the captain for the next fall foot-ball team was elected. Charles Rose was elected, and responded to the call for a speech by a nice little address.

The young ladies, Misses Olsen, Han- non, Rose, Smyth, Bowers, Ash and Clark, are to be congratulated for the manner in which they got up the spread unassisted. It is a thing which will not be soon forgotten by those present.

Local Happenings.

"Many are called but few get up."—
Ex.

Miss Thomas is again able to attend to duties, after a short illness (mumps).

Mr. Westergaard went to Valley City on business (3) last Friday.

Miss May says she wishes L. Worst would smoke so she could scold him.

Didn't miss the track meet at Co. B armory, did you?

The Athenians are quite elated over their victories, in both the oratorical, and the declamation contests.

A. W. Schmidt went out to his claim to drive the wolves away and see that no one "jumped" it.

Katie Jensen said, "If you use a 52-volt bulb in place of a 110-volt bulb the wick will be burned out."

Westergaard has had the storm flag up for three weeks so that he might not miss the usual March storm.

Professor McArdle recently gave a reception to a number of the students, namely, those who skipped class on Lincoln's Birthday.

The debate given by the Agricultural Club on the subject, "Art and Nature Study" was enjoyed, most of all, by those who were absent.

The Agricultural Club met for the last time Friday evening. An elaborate program was rendered, after which all the members partook in a general "jollification."

Professor Bolley is again able to resume work after a two weeks' illness.

The personnel of the new board of regents is particularly pleasing to the college.

Miss McArdle was slightly indisposed at the beginning of the week, but herself again.

Wyman Paige is a registered pharmacist, if you please. Paige somewhat surprised himself at the examination.

The usual convocations commenced again Monday. Professor Lindsay delivered an interesting talk on "Emerson."

The girls of the basket-ball corps posed for a picture Thursday. Schmidt, the photographer, did excellent work.

President Worst lectured Thursday evening in the Plymouth church on "The Coming Man."

Alex F. Peterson, of the Edmore Drug Co., was a visitor on Tuesday, and expressed himself surprised and pleased at the grade of work being done here.

Judge Pollock was a visitor Friday. He went through most of the laboratories and expressed himself carried back in his life about twenty years.

President Worst has appointed a committee of the faculty to visit sick students and see that they receive proper attention.

Wyman Paige has had several offers to enter into the drug business since passing his examination. For the present he will continue his course here.



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Exchanges.

"So many gods, so many creeds;
So many paths that wind and wind,
Whilst just the art of being kind
Is all the sad world needs."

—ELLA WHEELER WILCOX.

"His Struggle Was as the Struggle of Ten," a story in "The Normal Pointer," is very interesting. It tells of the trials and triumphs of a little donkey while on a journey through Palestine. Parts of the story, especially the descriptions of little Selim and his big load, are very picturesque and humorous.

"The Industrialist" contains an instructive article on Iron Moulding. The article gives the process, from forming the moulds to taking the moulded pieces from them.

A college student, in rendering an account of his expenses, inserted, "For charity, thirty-five dollars." His sire wrote back, "I fear charity covers a multitude of sins."—Ex.

The January "Retina" contains a number of good stories. The poetry is also well written. The poem entitled "Trust" is especially good.

"The Comenian" has a well written exchange department. The comments call the reader's attention to the best articles printed in the papers from other institutions.

"An Echo from Killarney" in the "High School World" is a very pathetic incident of a young Irish cornetist who left her pleasant home to study in a Dublin conservatory of music, and then was carried home to die just as her course was completed. The ending is particularly touching. It gives the picture of the young girl lying on her bed, softly playing on the beloved instrument until she draws her last breath.

Berggo—"What are the three best ways of spreading news?"

Wiggs—"Telephone, telegraph and tell a woman."—Ex.

The cornerstone of the war college was laid last Saturday with impressive ceremonies. War colleges may be necessary, but for us, North Dakotans give us the Agricultural College, with its 700 students—and more buildings and money to take care of them.—Lidgerwood Broadaxe.

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