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THE KAIMIN

THE UNIVERSITY OF MONTANA

MARCH, 1907

PERFECTION of fit and permanency of shape are the leading features of the clothing which we have provided for the Spring and Summer seasons. The garments were designed in faultless styles, made in materials that are the most fashionable and dependable to be had and brought to the pinnacle of perfection by the best tailoring talent in this country; equal in all the essentials of high-class tailoring to the best made-to-order apparel—at about one-half as much as custom tailors charge.

We are making a specialty of young

We are making a specialty of young men's clothes and will surely be able to interest the young fellows with our new styles.

Missoula Mercantile Co.

Missoula, Montana

Contents

Comment 5

The Rushing Sextette 7

The Fraternity Question 12

Higher Education in Montana 15

Societies of the University 28

Montana Alumni 29

Chapel Notes 30

Athletics 40

Exchanges 45

Locals 49

THE KAIMIN

University of Montana

VOL. 10 **MARCH, 1907** NO. 6

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THE KAIMIN

A LITERARY MAGAZINE

VOL. 10 **MARCH, 1907** **NO. 6**

COMMENT

J. W. STREIT FRANCES NUCKOLLS

Now that the arrival of the seniors' caps and gowns will so soon remind us that the end is near, the discussion is becoming more interesting as to what we may "departing leave behind us." Nothing can be more suggestive of "footprints on the sands of time" than the placing of a large M on Mount Sentinel, which forms the background of the University, where the wearing of the M is significant of loyal service. This is an entirely original idea for a class memorial as it has been carried out in at least two other universities—California and Utah—neither of which has as favorable a site as ours. It is certainly worthy of consideration to give Sentinel its M.

———

The organization of a Panhellenic Senate which is at present under discussion, is a matter of considerable interest and importance among fraternities. These inter-fraternity organizations have been given fair trial and have met with general success in older institutions, where fraternity spirit has strongly evidenced itself, and they have been a potent factor in the satisfactory adjustment of inter-fraternity relations and relations between the faculty and the fraternities. The organization of a Panhellenic Senate will undoubtedly prove a great benefit as an intermediary institution, where any possible detrimental conditions of the future may be successfully forestalled.

———

Our third annual debate with the Washington State Agricultural college will take place early in April. This debate will be an event of even more than usual interest as we have no inter-collegiate relations, which are more congenial than those with Pullman, and the members of the team this year are old friends of the University. However, we hope that the history of our last visit from a Pullman debating team may be repeated this year.

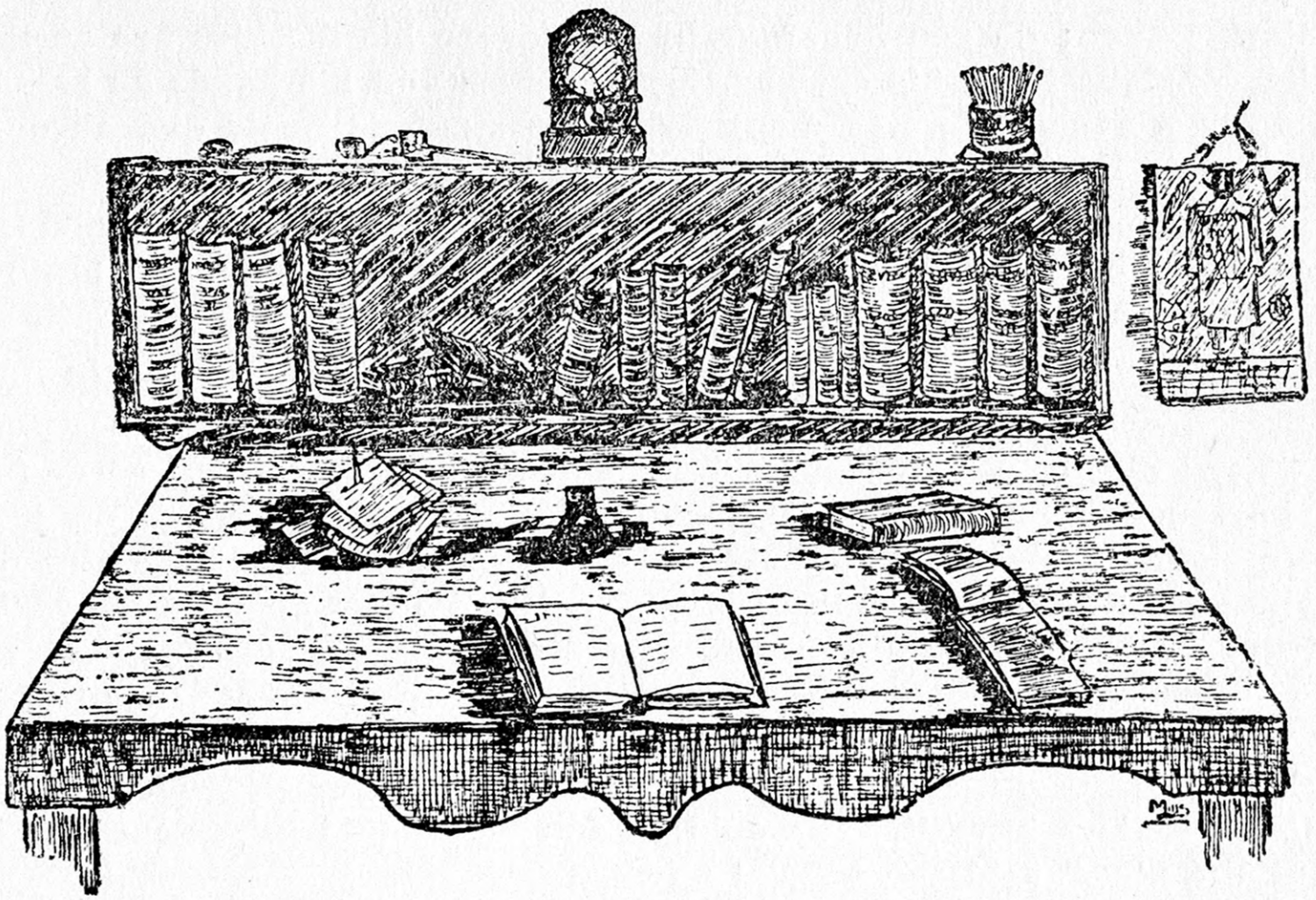
In reviewing a recent issue of the Exponent we were somewhat surprised to find a reference to the Missoula University. From the contents of the article containing that reference it was obvious that the Exponent of the Montana Agricultural college meant the University of Montana. We wish to express our most thorough appreciation of President Hamilton's words, when he said that he hoped that the day would soon come when the educational institutions of Montana would not be known by the name of the towns in which they are located, and it is the fact to be regretted that the Exponent staff has evidenly not heard those words.

———

The last celebration of Charter Day was one of the most successful events in the history of the University. We were honored by the presence of 75 members of the tenth legislative assembly, among whom were some of the oldest and most ardent friends of the University and one of our own alumni. With the exception of the fact that gondolas were almost indispensible for the navigation of our guests, and that the overcrowded condition of our buildings was very obvious, the University appeared at its best.

———

A committee of the A. S. U. M. has been appointed to discuss the awarding of an M to members of the debating teams. Their service is certainly worthy of some recognition from the University and would probably mean encouragement to others in entering debates..



LITERARY DEPARTMENT

EDITORS: LINDA FEATHERMAN, FREDERICK GREENWOOD

THE RUSHING SEXTETTE.

An '09.

Of course, the scene is laid in the Dormitory, the home of the witty and the wise, the wicked and the way-ward school girl.

The fudge was happily boiling in the brightly burnished chafing dish, despite the fact that considerable alcohol had been deposited therein. The official stirrer gaily bedight in a Japanese kimono, was stirring with one hand and was vainly endeavoring to get a taste of the soft mixture, which the second official stirrer was more vainly endeavoring to thrust into her mouth from a huge iron spoon. The result was unsuccessful and a "spill" occurred, for both girls had turned to look at a third girl whose equanimity couldn't have been disturbed by the sound of falling fudge had it so desired, for she had seated herself upon a cushion before a radiator and with her hair spread out upon a towel across its top and with a heavy book in her lap, she seemed a fixture like a door mat. The remark delivered with awful emphasis from between her wet locks and which had caused such marked attention from the others was this:

"I think those frat men treat Rob Hicks abominably. They laugh

at him. Laugh; do you hear? Why? Because his freckles are as the stellar constellations; his eyes as those of mice and his hands as hams; while his worth—his worth mentally and commercially—is disregarded. I'm going to cut O'Reilly for Robbie."

Trite remarks in themselves, but they caused a much kimonoed young lady to issue forth from behind a copy of Browning and bestow upon her this sage advice:

"Don't cut old fellows for green ones. You just have to train and train and train and then they have you."

"Yes," piped up a fifth member. "But all the same I feel sorry for the boy. You know how they made him give a talk on cattle just before chapel yesterday." The thought of this escapade set the already giggling girls off into a gale of laughter, 'til the last speaker suddenly announced that she was going to give back Harry's frat pin and go with Rob.

"No; I am," said she of the hair, casting a baleful glance at her rival.

"O, girls! I have it. It would be fun and would ease your hearts about the pins," said the official stirrer.

"Give it to us, Bet!" "Quick with the remedy for my case," came the chorus.

"Let's all six rush him. Invite him places, walk, talk and read with him etc., etc. I know he can be brought out. I see a noble nature in that raw youth."

"O, cut out the oratory, Bet! Give us a plan."

"Well, we'll all, each and separately rush him. Now, shall we do it for six days or six weeks? It has to be one or the other, because there are just six of us."

Then they planned their campaign. It happened that the next few weeks were to be quite eventful socially and so it was decided that each girl during her week was to capture Robbie, as he was affectionately called in the halls, on the campus or in the library and inveigle him. No—no—not inveigle, ask him or have him ask her for the "dates" of that week. Furthermore, Betty the originator of the plot for the uplifting of this youth, was to be the first to do the deed.

The next day as classes were being dismissed, a very pretty girl in white, walked up to a tall, red-faced youth and addressed him thus:

"What a lovely day, Mr. Hicks. Won't you carry my books for me? They are rather heavy." She ended breathless and more overcome than she cared to confess, for they were the target for all passing eyes. However, he took her books, shambled up to the door and hesitating between a desire to go out first and a feeling that he should let her go first. He compromised by letting her pass under his arm and caught her skirts fast in the door as he let it shut. Having been extricated, she moved off serenely with her charge. As a consequqence, that

afternoon amid a throng of prettily dressed, sparkling girls, at a frat tea, a painfully awkward country boy sat sipping the soothing beverage. All seemed to be enjoying the situation but the hero of the hour, as is the way of heroes. He had only stepped upon four dresses, knocked over two candles and let his hat fall upon a fair lady's head, completely obstructing her view and generally misbehaved, or as one girl remarked, "had brought out his rough points and had 'em painfully rubbed off."

At the end of the week there was a meeting of the sextette to decide upon the following week's campaign. Of course they had to have a review of the events that had just happened.

"You remember, girls, the day we went walking and you remember how rainy and muddy it was? Well, he didn't say a word all the way up and back and I like a simpleton, told him all about my past country life, my future and my present. And do you know it was only as we were coming across that muddy side-walk in front of the library that he vouchsafed any comment, suggestion, exclamation, apostrophe or whatever you want to call it. I said, 'This is so disagreeable,' and picked up my skirts. He splashed through and said, 'Yes'm, but we haven't allus walked on plank walks, have we?' Plank walks," snorted Betty, to the extreme pleasure of the other five.

"But do you know, girls, I sort of like him. He has such broad shoulders. But, my! I'm glad I'm through. I couldn't get him to ask me for a thing. I had to ask him to do everything, and I know he's not so stupid as he looks,"

"Girls, how am I going to get him to Wetherby's card party?" queried the second official stirrer.

"O, use your own ingenuity; I had to, you can just believe. Anyway hes' not so bad now I've had him. He lets a girl go through the door first," answered the first experimenter.

The following Friday, after the card party, the sextette assembled to hear the report and plan again.

"Well, girls, none of you were at Wetherby's so I'll tell you about it."

"My, gracious! I think your week's been tame. You just ambled round the campus once or twice," said the fifth member of the company.

"Well, wait 'til I tell," Harriet replied. "You know I had to work like a Trojan to get him to go, after I'd worked so hard to get an invitation from Grace Wetherby for him. Then we walked two miles there and two miles back, and he couldn't play cards, and he looked awful—plain awful—and Harry was there and I'll not get to go to the Junior Prom," she wailed.

"But, it's not funny now because he didn't do a single crazy thing, just sat like a bump on a log, and several people remarked upon the strength of his face and all that stuff. You know the crazy way women have of mortifying one to death," she continued.

So the third girl started her week with a feeling much akin to disgust for she couldn't have any fun reforming him. She didn't want to do it. But the two that had worked first, introduced her to Robbie, and kept her to her task. By this time their fellow students had begun to notice the chaperonage of this youth by the sextette and of course speculated as to the reason and as to the result. Of course he came to be noticed by the college men and within three weeks found himself not quite so lonely and let alone as in the weeks before, for girls of Betty's acquaintance asked to know him, "to have some fun," they said. And they managed to embarrass him into doing many awkward things; but the men understood better and watched him more closely, and especially the frat men, who were looking for a broad shouldered man, such as he, for the team. But he had to have more "go" about him.

"How did you ever, ever do it?" demanded the chorus.

"Well, I told him that dancing lessons were necessary in a college man's career, and he's had three already. Do you know, he's not a bit afraid of us and never has been. Did you ever think that?" asked the third girl at the expiration of her term, as the report was again being submitted.

"And I got the oyster to tell me about himself, and he told me how he hated his life until the last three weeks, and wanted to know why you two nice girls had asked him to go places, and then he told me about his mother. That's more than anybody's done."

"Yes; you're right girlie. Well done!" came the admiring reply.

The fourth girl was a matter-of-fact, independent young lady, and she had planned to have Robbie get a new suit before she took him to the Friday night hop. So one afternoon as they were walking up the canyon Miss Independence began:

"Robert, you need a new suit."

The young fellow turned his mild blue eyes upon her and said:

"Yes'm; but I got this last winter."

"Well, you go to Smith and have him give you the very latest; just like Harry Halbert's." And he went.

The fifth girl was proud to be seen walking with Robbie during the next week, for he was a "college swell." His tailor had done his best to make Robbie look well and he had succeeded.

These six girls and their missionary work were the talk of the college. The faculty, the students and the frats watched, commented, praised and laughed. But what had at first been a huge joke, was now a serious thing. Robbie meanwhile went wherever he was invited, more because the fifth girl had told him it was his duty, than because he liked. He had learned much of etiquette and college life socially through the combined efforts of the girls, and he showed considerable aptitude in that direction. Certainly the past five weeks had been well spent by the girls at least. They had all learned to like him for his

own sterling worth, except Betty, whose recollections were too vivid and painful.

It was decided that the sixth girl should give a little party at the Dorm. and invite several boys and Robbie. They had all rushed him, now, and they intended to let him alone and see what he would do.

"I wonder which one of us will be asked to go places with him first?" said the girl of the hair.

"Well, he certainly hasn't shown any preference, and now that the frat fellows are looking at him and talking to him, he seems very indifferent," said the fifth girl.

"My, hasn't there been a change in him! That suit did the deed," said Miss Independence.

"I don't see how you ever got your courage up," exclaimed the chorus.

"O, the sight of him made it go," she replied.

The evening for the party had arrived, the guests, with the exception of one had arrived. The gentlemen were telling the girls the news; that Robbie, or Robert now, had been bid to join Kappa Theta Chi that day and were praising the girls for their good deed in bringing out and giving to the youth his good points, when a messenger boy rang the bell and handed to Betty the following note:

"Dear Miss Betty:

"I can't come to your party this evening, as my cousin, Mary Jane, has just come to town, and I'm going to take her to the M. E. church sociable tonight. Yours truly,

"R. HICKS."

Consternation reigned. The joke was on the girls. After all their labor, R. Hicks had chosen another girl; had left them. The gentlemen promised secrecy and a chastisement, and said that as the girls had done so well, they would take the good work up and go on with it.

After the guests had departed, the half angry, half laughing reformers talked it over for the sixth and last time.

"Well, I sacrificed myself to no good, that I can see," said Betty.

"Yes; you got him one-tenth ready for Wetherby's party and helped me out," said the second girl.

"Well, I got him to talk and that's more than the rest of you could do," said the third.

"No, no; I made him go to the dancing school and made him get a suit—military cut—a thirty-eight coat. My! I'm proud of that suit," said the fourth.

"Well, I showed him the value of cultivating people's acquaintance. See, as a result he's going to be a frater."

"Well, I must say, I never dreamed that in my wildest moments," remarked the third girl.

"O, that's easy enough—football, of course," the others replied.

"Well, I am the hero! I deserve the medal. The proof of the training is independence. Behold this note! He squelched me. Me! do you hear and took another girl," cried the sixth.

"Let's give three cheers for R. Hicks; three cheers for the end and three times three for the 'Rushing Sextette.'"

THE FRATERNITY QUESTION.

FRANCES NUCKOLLS, '07.

The first college Greek letter society in this country was founded in 1827 in Union College at the time when anti-Masonic and secret society agitation had made every secret organization the object of suspicion and bitter antagonism, but in spite of all opposition, the fraternities rapidly spread from college to college, and adopted the constitutions, policies and traditions which have continued to govern them. From the period of strongest opposition in which they were looked upon with alarm and strictly forbidden, and considered the organizations of dissipation and immorality, they soon gained toleration and recognition and obtained lodge rooms. In the third stage of development, which is really the present one, the Greek letter society became recognized as a very influential factor in college life, and the addition of chapter houses was a great help in solving the problem of dormitories in a large number of colleges, where the increase in attendance was far in advance of the accommodations.

The most prevalent suspicions toward the prominent fraternities have been entirely overcome as those who are aware of their origin realize that there is far less secrecy than is imagined, and that the fraternities were all founded, originally, for the sake of ideals and ambitions.

Band's Manual of College Fraternities gives the full details which show the great increase and the power of the American Greek letter societies.

There are nearly seventeen hundred fraternity chapters in our colleges and universities, owning over three hundred chapter houses.

Princeton has no Greek letter fraternities, Howard no national chapter houses, and conditions at Yale do not favor them. Michigan leads, as there are thirty-seven chapters including seventeen general, seven women's and thirteen professional fraternities.

Band's Manual shows that alumni and undergraduate fraternity members number in the one hundred thousands and that from our President, Vice President and Chief Justice, leading literary men and women, and the majority of our college presidents, the strongest college men and women are fraternity members. From this fact it must be

seen that the fraternity influence may be one of the greatest in college. For good or for evil the fraternity system has grown almost as deeply rooted as the colleges themselves, and one of our greatest educational questions today is concerning their possibilities for good and for evil, their advantages and dangers. The manner in which the fraternity system has been allowed to grow without any study or understanding by the university faculties, or outsiders, and without any realization or direction of its powers as a beneficial educational factor, is by no means a credit to the faculty system. Conditions are by no means ideal, but many of the gravest faults could have been overcome had the fraternity growth, along with that of the colleges themselves, been considered in a rational manner.

The greatest criticisms against the fraternities are very well founded. It is claimed that:

1st. They foster a class spirit and obtain special privileges for a few.

2d. Those who are not members are excluded and even ostracised from associations which all students have a right to expect in college.

3d. The fraternities break up instead of perfecting the natural bonds of fellowship, which should exist between those who are congenial. In some cases one of two very close friends is chosen and further friendship ceases.

4th. Many members are selected chiefly because of wealth or social position and an element is brought into college which has a very demoralizing influence.

5th. The fraternities develop an air of exclusion and superior which is very undemocratic.

Then it is further claimed that these objections are not found in local clubs or orders where membership is less exclusive and more voluntary. Many of the criticisms are unanswerable facts, but it must be taken into consideration that the college is representative of all social communities and that on the whole its society is far more democratic and less exclusive than the communities from which those people come who are severest in their criticisms.

The editor of a prominent periodical says: "Most of the criticisms directed against the fraternity ought to be directed at the college, and most of the criticisms directed at the college ought to be directed at the society which forms the background of the college."

From this we see what a responsibility falls upon our fraternities. The fraternity system has undoubtedly come to stay in the University of Montana. Fraternity as well as college conditions may develop together and if the experiences of other colleges can teach both faculty and students any lesson, there will be a more rational understanding of the fraternity as an uplifting educational influence and through the examples and warnings, criticisms and advice, at the beginning, where

the "small boy" idea of fun and silly snobbishness have not become established custom and moulded the entire fraternity spirit, there is no question but that the fraternities ought to furnish one of the most available means to raise the moral and mental tone of our University, and to aid in the struggles of many against great odds and temptations.

There is surely power enough in the University life to prevent mistakes which we can clearly recognize as mistakes, and to evolve something far better than that which has grown in many other cases. A careful consideration and understanding of the faculty is one power, and the influence of the alumni should be turned back into the lives of the undergraduates to supplement the efforts of the faculty.

The whole question must be studied by the friends of the fraternities, those who criticise on account of some individual faults cannot do much toward checking evils.

In regard to criticism concerning the exclusiveness or undemocratic spirit of a university which outsiders lay at the door of the fraternities, those very outsiders should realize that they are a majority and in many cases the spirit which fraternities show to the outsiders is largely brought about through the attitude of the latter.

It is unfortunate that the fraternity question in other places has not been given a more comprehensive understanding. It should be taken up in an economic way considering the "correction of wastes" and "the enforcement of economics" in college life.

Clarence F. Birdseye, who has written several articles on fraternities, says that it is time for another advance into the fourth period of their existence, and it is to these results that the faculty, alumni and students should devote their influence.

First. To a study and improvement by each fraternity of conditions in their own chapter.

Second. To incite members to the best possible training in their college course.

Third. To bring about a tendency to true leadership and individualism.

Fourth. To co-operate with one another by means of some Panhellenic organization, so as to study and eliminate faults.

Fifth. To reach backward and set a good example and correct faults in preparatory and high school conditions.

Finally, however, the results which the fraternities work out in the lives of their members can be brought about, not through outside pressure, but through their own conscientious efforts and not in a selfish or bigoted manner, but as a question which concerns the future life and welfare of our University and every student, whether a fraternity member or not.

HIGHER EDUCATION IN MONTANA—ITS STATUS AND FUTURE.

BY J. M. HAMILTON.

The policy of public education was inaugurated very early in the American colonies. The honor of establishing the first school controlled and supported in part by government, probably belongs to the Dutch of New Amsterdam. In 1633 a tax was levied for educational purposes and a school opened. It is true that the master combined with his duties as a teacher, the work of court bell ringer, choir leader and grave digger. But there are teachers in Montana who are under the necessity of supplementing their salaries with other lines of business.

The public school system of Massachusetts had its birth in the law of 1647 which decreed that "every township of fifty householders shall forthwith appoint one within their town to teach all such children as shall resort to them; whose wages shall be paid either by the parents or by the inhabitants as the majority shall decree."

The preparatory school out of which has grown our modern public high school dates from the same law. It was decreed that, "Where any town shall increase to one hundred families, they shall set up a grammar school. The master thereof shall be able to instruct youths so far as they may be fitted for the university."

Five years after the settlement of Boston the sum of four hundred pounds was voted to found a college. The official record states that, "It pleased God to stir up the heart of John Harvard to give one-half his estate and his library," and the public hand of the state added the rest.

Here then was a complete system of public education in operation in Massachusetts before the middle of the seventeenth century. The motto was "That they must be cheap enough for all and good enough for the best."

So universally accepted has the principle of government aid and control of education become in America that according to the last published report of the Commissioner of Education 16,379,443 pupils were enrolled in the public schools, and only 1,517,447 in private institutions. In the elementary grades 93 per cent are in the public schools and the secondary schools 85 per cent are in the public high schools.

Although early inaugurated, state colleges and universities are the latest development in our American system of public education. As yet only 42 per cent of the students of higher education are registered in state institutions. The percentage is increasing rapidly because of the wonderful growth of state colleges and universities in the Mississippi valley and Western states. With the exception of a few Eastern states the policy of public higher education is firmly established.

The statistics for 1905 show that of every dollar raised by taxation for government purposes, 40 cents is expended for public education, the grand total for elementary and secondary being $273,216,227 as a grant, $22,000,000 from private sources. The income for institutions of higher learning is distributed as follows: Tuition and fees, 35 per cent; public taxes, 31½ per cent; endowments, 23 per cent, and private sources 10½ per cent. One-half of all the money appropriated for state legislatures, for colleges and universities comes from that magnificent group of states reaching from the Ohio river to the Canadian boundary and from Ohio to Nebraska. The new and sparsely settled Western states give more annually for higher education than the New England and Middle Atlantic states combined.

The Constitution of the United States was framed by men strongly imbued with the Jeffersonian idea of local government. It is true that the period between the close of the war and the assembling of the Constitutional Convention at Philadelphia was sufficient to prove that loosely constructed confederacy of states a failure. But the Virginia plan of government found favor with a majority of the delegates. Madison dictated the Constitution to such an extent as to merit the name "Father of the Constitution," and Hamilton, the advocate of a strong central government, contented himself with presenting his plan and then retiring to the position of minority leader. The question of sovereignty was left so indefinite that it required a great Civil War three quarters of a century after to decide whether the federal government had been endowed with it or the states had retained it.

The word education does not appear in the Constitution of the United States. The 10th Amendment declared that "The powers not delegated to the United States nor prohibited by it to the states, are reserved to the states respectively or to the people." The whole subject of public education is left to the individual states without limitations or restrictions.

The national government has always maintained a sympathetic and helpful attitude toward public education. Before the Constitution of the United States was made, the Continental Congress had passed the famous Ordinance of 1787 establishing the Northwest Territory. One clause of this document decrees that "Religion, morality and knowledge being necessary to good government, schools and the means of education shall forever be encouraged." The Mason law enacted by the same body about that time and which formulated our plan of survey of public lands, donated every 16th section of the then public domain in the Northwest Territory for the use and endowment of the public schools. This policy has been continued as the territory has been annexed to the United States, and in later years the donation was increased to the 16th and 36th sections of each township. In 1862 the First Morrill Act was passed by Congress authorizing colleges of agriculture and

mechanic arts and gave 30,000 acres of land to each for every member of the House of Representatives and the Senate in the Congress of the United States.

In 1867 a National Bureau of Education was established for the purpose of collecting and disseminating statistics and other educational information. In 1881, each territory was granted 72 sections of land as a partial endowment for a university. The policy of giving money out of the United States treasury was begun in 1887, when the Hatch act appropriated $15,000 annually to maintain Agricultural Experiment Stations. This was continued in the second Morrill act of 1890, which gives $25,000 annually to the so-called Land Grant Colleges and the Adams act of 1906 doubles the amount for the experiment stations.

The great educational work carried on by the Smithsonian Institution, the Geological Survey, the Forest Service and other departments of the federal government reaches and benefits every state in the Union. Notwithstanding all this aid to public education, Congress has never passed any laws to control the educational policy of the states.

While the individual states have been free to establish systems of public schools, to levy taxes leniently or liberally, to determine courses of study and qualifications of teachers; nevertheless there is truly an American system of education. The city schools of Buffalo, St. Paul and Seattle are very much alike in pupils, teachers, courses of study and equipment. Likewise are the rural schools of Ohio, Kansas and Oregon, and the great state universities of Michigan, Minnesota and California. This uniformity is due to teachers, conventions, educational exhibits and the use of the same text books and educational literature.

The nomenclature of education has a fixed and universal meaning. The term, elementary school applies to the grades from the first to the eighth inclusive, and the studies pursued in these grades vary but little. The high school includes the grades from the 9th to the 12th, or the four years above the elementary school

No high school is up to standard unless it supports one or more four-year courses. Heretofore the high schools of Montana have been allowed on the accredited list with only three-year courses. The State Board of Education has now ruled that on and after September 1908 no high school shall be accredited which is not up to the standard of four-year courses. Like the elementary schools, the high schools stand for a definite amount of culture and training.

A college comprises the next four years above the high school course. No college, either as separate institution or within a university is standard unless it maintains four or more such courses. While the state institutions of higher education in Montana have supported four-year courses, they have been based on a three-year preparation and the result is that our students are being graduated with one year

less than that of a standard college. This has been the fault of the high schools and not of the state institutions, because the deficiency occurred in the former.

The faculties of the Agricultural College and State University have both voted to require four years preparation on and after September 1908, when all accredited high schools are placed upon the four-year basis.

There has been considerable agitation among Eastern universities about shortening the college course to three years. President Butler of Columbia has even advocated a two-year college course While no institution has actually reduced the number of years, some have arranged a system of electives and a sliding scale of registration so that it is possible for a bright student to finish his course in less than four years. Our idea of the college was borrowed from the English. In Britain as in this country the college has always stood for a very definite amount of training. In Germany there is no such thing as a college. The student goes directly from the high school to the university. A few educators of high rank advocate abolishing the college altogether. They would extend the high school course to six years and allow its graduates to enter the graduate and professional courses of the university. The chief argument for shortening or abolishing the college course is that if a pupil enters the 1st primary grade at six and does not miss a grade, he is twenty-two before he can graduate from a college, and that this is entirely too long a period to devote to general education. This argument had much merit when a few decades ago, the general belief prevailed that only the classics, mathematics and philosophy could give the culture and training of a college education. Then the old-time classical course dominated the college.

Then it was necessary to put off the preparation for a business or a profession until after graduation from college and a young man or woman, would be twenty-five or twenty-six years of age before becoming self supporting, or must forego the benefits of a college education. In recent years educators have ascertained that science, modern language, technical and industrial subjects furnish a training and culture equal to the classics and philosophy and it has become possible to get a college training and a professional training at the same time and with the same studies. As a result we have science, engineering, agricultural and commercial college courses of the same rank and worth as the classical course. This broadening of the college curriculum has practically neutralized the argument of age and graduation. My judgment is that in Montana the college should be retained at its full value of four years and that all subjects should be placed upon an equality in educational value.

It is the peculiar privilege of the college to confer the Bachelor degree. Many argue that if all studies are of equal value but one

Bachelor degree should be granted. Others contend that all Bachelor degrees should be of equal value; but that each course should have its appropriate degree to show the line of specialization of the graduate. The general policy at present is for more than one degree.

All universities in the United States with one exception, maintain colleges, just as many colleges offer preparatory or high school courses. But an institution must be something more than a college to be a university. It must sustain professional schools and graduate courses above and beyond a four-year college course. Schools of medicine, law and technology usually are connected with universities. In the graduate work, courses are given leading to the Master and Doctor degrees.

It is more important in a new state to start right than to reform and get out of ruts later on. The State Board of Education has decided what shall constitute a high school. Now let the State Legislature pass a law defining what shall be a college and a university, or authorize the State Board of Education to do so, and prohibit, under penalty, the use of these names except by those licensed to use them. The minimum in buildings, equipment, income and faculty, should be specifically stated as well as the courses of study and qualification of teachers. The State Superintendent of Public Instruction, or other authorized officer should make an annual inspection and report to the Governor, the status and condition of every college and university in the state. The granting of degrees should be controlled and the minimum standard prescribed. This should include Master and Doctor degrees as well as the Bachelor degrees. Already the state dictates what shall constitute an M. D. and what shall be the qualifications in law, dentistry and pharmacy. The granting of honorary degrees should be dealt with rigidly and fearlessly. If this matter is attended to in the near future it will be comparatively easy to control the confering of degrees in Montana, a problem which has become a scandal in some parts of the Union.

The greatest evil among small institutions is the tendency to multiply courses of study. Twenty-five years ago a college with twenty members in its faculty and $50,000 income yearly maintained a classical course and perhaps a literary or scientific course, or both. This was before the days of large laboratories and expensive shops. Instruction was cheap, the library and class room constituting the principal part of the equipment. But new courses have been added and specialization has caused old ones to be divided. Mining, civil, electrical and mechanical engineering gained places. The general science course was separated into biology, chemistry and physics courses. Today it is not uncommon to find listed in the catalogue of institutions with the means and faculty mentioned, ten or twelve four-year courses. Our Montana institutions are not free from guilt in this respect. I hope that soon these institutions working separately or together will place closer

bounds about the fields of their respective fields of activity to the end that duplication will disappear and each will maintain a few strong and well supported departments and courses.

A college like a business has a rating. One or two courses with the very most complete modern equipment and the best teachers money will secure, will be of more value to a community, the students, education and the institution itself, than a dozen poorly equipped and taught courses designed to catch prospective students without reference to results.

A second serious mistake is made by the ambitious young head of a department who advertises more sub-courses or classes than he can possibly teach. I know of small institutions which print as many as twenty-five sub-courses or classes in a department with but one professor. The head of a department who will voluntarily offer more than ten or twelve courses to the man in any one year is either too dishonest or too stupid to hold a chair in any reputable institution. Honest ambition is laudable, but deception practiced for the purpose of cheap advertising is contemptible. Before a new subject is added to the curriculum these two questions should be answered in the affirmative: Is there adequate equipment? Is there sufficient teaching force?

Perhaps the poor teacher is not to blame. The inordinate desire of Presidents and Boards of Regents to secure the largest enrollment is often responsible for this condition when those in control cease to sacrifice quality for quantity and show more concern for the kind of students than for the number, such evils will disappear. And the people are not blameless. Too many rate an institution by the total enrollment and never inquire into the quality of the work. A large enrollment and large appropriations are supposed to go together. The average person does not analyze the registration of an institution. Often a few pins stuck into the figures judiciously reveals padding. For example, an agricultural college in an adjoining state showed a total registration of 931 students in 1905-06. But 453 of these were in short, special courses, varying from ten days to twelve weeks and 270 were in a preparatory department. There were but 90 college students in courses which required but two years preparation. A state institution in a neighboring state enrolls 733 students with but 92 in college courses. If the Montana institutions will put quality above quantity on their motto, they will gain the respect and sympathy of those whose friendship is worth while. But the small colleges are not the only sinners in the matter of doctoring returns. Many of the largest universities are immense department stores of education with numerous cheap bargain counters.

In 1906 more than 25 per cent of the entire enrollment of Harvard, Chicago and Columbia universities were registered in six- week summer schools. Last year only 20 per cent of the Cornell students were

in the college of liberal arts and 27 per cent at Chicago in under-graduate classes. The charge is sometimes made that the Montana institutions of higher education have so few college students. A comparison of figures as shown in various catalogues show that they compare very favorable with the average throughout the country and especially with large Eastern universities.

This is an age of giant undertakings. It took more than a century to reach a billion dollar congress but less than a decade to make a billion dollar session. Once a millionaire was a rich man in Wall Street and on 5th avenue. Now $100,000,000 will not open every door. There are corporations controlling more property than the entire assessed wealth of the country at the close of the revolution. Likewise rich and populous universities occupy the center of the educational field.

In 1870 only two institutions, Yale and Harvard had 500 students enrolled. Five years ago Harvard passed the 6000 mark and now Chicago, Columbia and Michigan are racing for the five thousand mile post. Twenty-five years ago large corporations were generally unknown and the small farm and shop operated by the owner were the rule. These are fast disappearing and the whole country is the loser for it. It will be just as calamitous for higher education if the large universities drive the small colleges to the wall as it is for business when the trusts have absorbed the individual operators. The advantages for undergraduates are not all with the large institutions. The small college offers the great opportunities of small classes, individual teaching, close personal association with instructors, intimate acquaintance with classmates, college and class spirit and the chance to hold positions of honor and trust in student organizations. These to the college man constitute the most attractive and valued part of a college course. A few years ago there was a rush from the country to the city which resulted in a congestion of unsimilated population. Today the cry is back to the country and a perceptible counter movement has set in. A similar rush of students to the large universities has taken place which has resulted in confusion, over-crowding and the sacrificing of individuality to the mass. Temporary buildings and equipment have been provided but even the millions of the trust makers have not sufficed to bring relief. Already a halt has been called. Princeton, one of the most conservative of American universities, seeing the evils of overcrowded class rooms, has engaged a large number of tutors to look after the personal welfare of the students in matters necessarily neglected by the regular teachers. I believe the return of students to the small college has already begun and that the equilibrium among our institutions will be restored.

There is a false idea extant that the boy and girl born and reared in Montana should go East to be educated in order to broaden his outlook. This is the function of travel. It is a mistake to send under-

graduate students, who know but little of their own state so far away and among strangers and in a strange land. The simple life of the local college is superior to the complex life of the distant university for immature students. Let the Montana boy or girl complete a course of study at home; then when of sufficient education and maturity, go East or abroad for travel and advanced study. One or two years at Columbia, Cornell or Harvard will be worth more after a course at a Montana institution than four years without it.

There is no question but the young men and women educated in Montana among the people and surroundings where they expect to live and work, have a tremendous advantage over those sent away to school. For example, the student who takes his course in mining engineering at Butte, the most wonderful mining camp in the world, where he is in daily contact with all kinds of mining and on a stupendous scale, is far superior to the one who gets his theory at Columbia and works as a common miner in Butte during his vacations.

In the July number of the World's Work, Walter H. Page, the editor, in an article entitled "A Comprehensive View of Colleges," makes the assertion that most of the patronage of all colleges is local, in spite of the cheapness of travel. He proves his statement from catalogues. He says: "If an analysis were made of the attendance of all colleges in the United States, it would show that 75 per cent of all the students live within a radius of fifty miles of the college. Not more than one student out of four, perhaps not more than one out of five, travels more than one hundred miles from home to attend college." Eighty-five per cent of the undergraduates of Columbia come from New York, Brooklyn and their suburbs. Leland Stanford university is a richly endowed university and offers the charm of a California climate. Its attendance is doubtless as cosmopolitan and widely distributed as any in the United States. Yet of its 1800 students, 500 come from Calaveras county in which it is located, and 1341 from California. The largest number from any outside state is 42 from Oregon. The wonderful growth of the high schools is because they are evenly distributed and are brought within reach of such large portion of the young people of the country. The meaning of the figures produced by Mr. Page is this: The future increase in college attendance depends upon the founding of a great many small colleges evenly distributed throughout the centers of population. I hope to see the time when it will be as easy for the high school graduate to step into a college as it is for an 8th grade graduate to go to high school.

There are educational dreamers who have had visions of Harvard's and Ann Arbor's in Montana. The large universities are located near millions of population. There is not a spot in Montana where a college can be placed within 100 miles of more than 100,000 people. No doubt, long distance is the most troublesome difficulty which confronts

the Montana institutions. Omitting Normal schools and including all institutions rated as colleges and universities by the United States Bureau of Education, we have the following interesting exhibit. Massachusetts, fifteen institutions, average area, 554 square miles and average population, 187,000. Ohio, 35 institutions, average area, 1190 square miles, average population 118,000 people. Tennessee, 23 institutions, average area, 1847 square miles and 88,000 average population. Montana three institutions, average area, 48,600 square miles, average population of 81,000, a half more than all of the New England colleges combined, or the 29 institutions in Illinois. We sometimes hear of the Bozeman Agricultural College or the Missoula University, as expressing perhaps unintentionally the local character of the attendance. An examination of the catalogues of these institutions shows that notwithstanding the disadvantage of distance mentioned, their attendance is as widely distributed as that of the average older institution of the densely populated East.

The problem of greatest concern to higher education in Montana is that of the financial policy of the state. Our people are noted for their liberality in supporting common schools. Wherever a dozen children of school age can be counted, a building is erected and a school opened. In the United States $12.12 is expended for each child of school age annually, while Montana contributes $20.68. The only states which do better are Massachusetts, New York, Colorado, Washington, Nevada and California. In the average monthly salaries paid to teachers, Montana is outranked but by Massachusetts, Rhode Island, Colorado, Nevada and California. Whenever necessary the people voluntarily vote special taxes to maintain schools for the full terms and at a high standard. No state in the Union has made better provisions for high schools than Montana. The rapid growth of the past decade is little less than phenomenal. All of the large cities support high schools, housed in commodious and well equipped buildings, taught by excellent faculties of college and university graduates. The law authorizing county high schools has been utilized to such an extent that already fifteen counties out of twenty-seven have county high schools and several others would have them were it not for local jealousies which prevents their being located.

Usually the best public building in a town is the high school building. Montana supports a high school for each 10,000 inhabitants, while Massachusetts, the state of high schools has one for each 11,000; Illinois one for each 12,000 and Georgia, the empire state of the South, one for each 16,500, while statistics are not available it is the general belief that high school teachers in Montana receive very liberal salaries.

The experience of higher education in Montana has not been so pleasant, nor are the prospects so flattering. With the exception of

the federal appropriation for the Agricultural College the state institutions have no permanent and regular income. Every two years their officers and friends are under the necessity of presenting their needs to the Legislative Assembly. The uncertainty of appropriations makes it impossible to plan a policy of magnitude or extending over several years until a certain and adequate income is guaranteed, growth will be spasmodic and plans liable to failure. The revenue of the state institutions of Montana have never compared favorably with those of most other states. Last year Columbia spent $332 per student, University of Illinois, $280, University of California, $286, Massachusetts Institute of Technology, $354, while the Agricultural College and State University did not spend to exceed $150. For the fiscal year ending Nov. 30, 1906, the combined appropriations of the four state institutions amounted to but $125,000 or a ½-mill tax on all the assessable property in the state, and this amount was obtained only after a very determined campaign before the 9th Legislative Assembly. Boards of school trustees, consisting of from three to five members voted from one to five mills of tax, with but little hesitation or discussion. The entire state tax of 2½ mills is insignificant beside the county levies ranging all the way from 8 to 23 mills according to the last printed report. It requires but a glance at the tax rolls in Montana to be convinced that the state tax has never been a burden and that the great bulk of taxes go to the counties and cities, and minor local divisions of government. Few states in the Union are being run with such a moderate income. Against the 2½ mills in Montana for state purposes, Oregon has 9, Wyoming 6, North Dakota 5½, Idaho 5, Utah 5, Nevada7 and Colorado 4.

Several plans have been suggested to provide an adequate and certain income for the state institutions. The one most frequently proposed is a permanent one-mill tax. This will require an amendment to the State Constitution. The increase of wealth, year by year will meet the increased expenditures of growing institutions. A policy of expansion and improvement might be planned for any number of years in advance. The permanent state tax for state colleges and universities is being adopted in many states. Already it is the practice in Ohio, Indiana, Iowa, Kentucky, Minnesota, Nebraska, Colorado, North Dakota, Nevada and California. On the same basis as North Dakota, that is 2-5 to State University, 1-5 to Agricultural College, School of Mines and Normal School the revenue for the present year would be, University $93,600, and each of the others $48,800. While this would not provide for all buildings, the maintenance and current expenses would be secured.

The rich men of Montana have never given any appreciable amounts to education outside of their regular taxes. This is an age of giving and many private and state institutions have received their

millions for buildings and endowment. Only last week John D. Rockefeller placed $32,000,000 in the hands of the American Board of Education to be distributed by them to needy colleges. In Montana great fortunes have been made in mines. Up to date there has been taken out of this state the enormous sum of $1,200,000,000 of precious metals and we are extracting them now at the rate of more than $50,000,000 a year. The metals are a species of natural wealth, never replaces itself but when gone, is gone forever. Mining ultimately leaves in its tracks abandoned tunnels, and denuded gulches. This wealth should have belonged to the whole people in common, and should never have become private property. This almost unthinkable total reaching more than a billion, has gone from the state and but little, if any, has been put into permanent institutions for the benefit of future generations. Timber is another kind of wealth which will hardly renew itself during the present generation and which became private property with but small outlay to the owners. The public ranges of the state have afforded pasture for thousands of sheep and cattle without cost to the stockman.

The supreme court of the United States has decided the national income tax law unconstitutional because it is a direct tax and direct taxes must be levied according to population and not wealth. It is extremely doubtful if a federal income law can ever become operative without an amendment to the United States Constitution. This leaves the whole field of income tax to the states. The income tax has been in common use all over Europe for more than half a century. It is no longer an experiment but is a principal source of revenue. I propose a graduated income tax as the best method of increasing the state revenues. It would be peculiarly fitting to use this money to build up permanent state institutions since it would come chiefly from the wealthy. It is generally conceded that at least one-third of the property of the state escapes taxation and it is not the property of the farmer and small business man. An income law should reach express, telephone, telegraph, railroad, mining and other corporations which do not pay their proportion of taxes.

A third plan of getting more money for the state institutions is an enlargement of the inheritance tax law. An adequate progressive inheritance tax law is the most just way of obtaining for the state its share of the estates of millionaires who forget to remember the public needs in their wills. It allows the rich to use their fortunes while living but prevents them from descending in large sums to heirs and thus perpetuating themselves. So eminent an author as President Roosevelt advocates this method of dealing with swollen fortunes. His "Muck Rake" and other speeches on this subject have attracted universal attention and received general praise. Montana can safely follow the lead of our illustrious President.

For me to argue the benefits of higher education to a community

or commonwealth would be a waste of time. The overwhelming proportion of college men and women who have done things worth while in science, in business, in the professions and in office is a matter of common knowledge. In Germany, the university is the only gateway to a scientific, professional or public career. The universities have created modern Germany. Her spirit, her science, her culture, her people are their handiwork. From the humble schoolmaster to the Chancellor of the empire all alike, are the product of her system of education. No other country boasts so little waste material, such small percentage of misdirected effort, such high average of skill, such universal intelligence. Berlin, Heidelberg and Leipsig are synonymous for all that is rich and noble in German life.

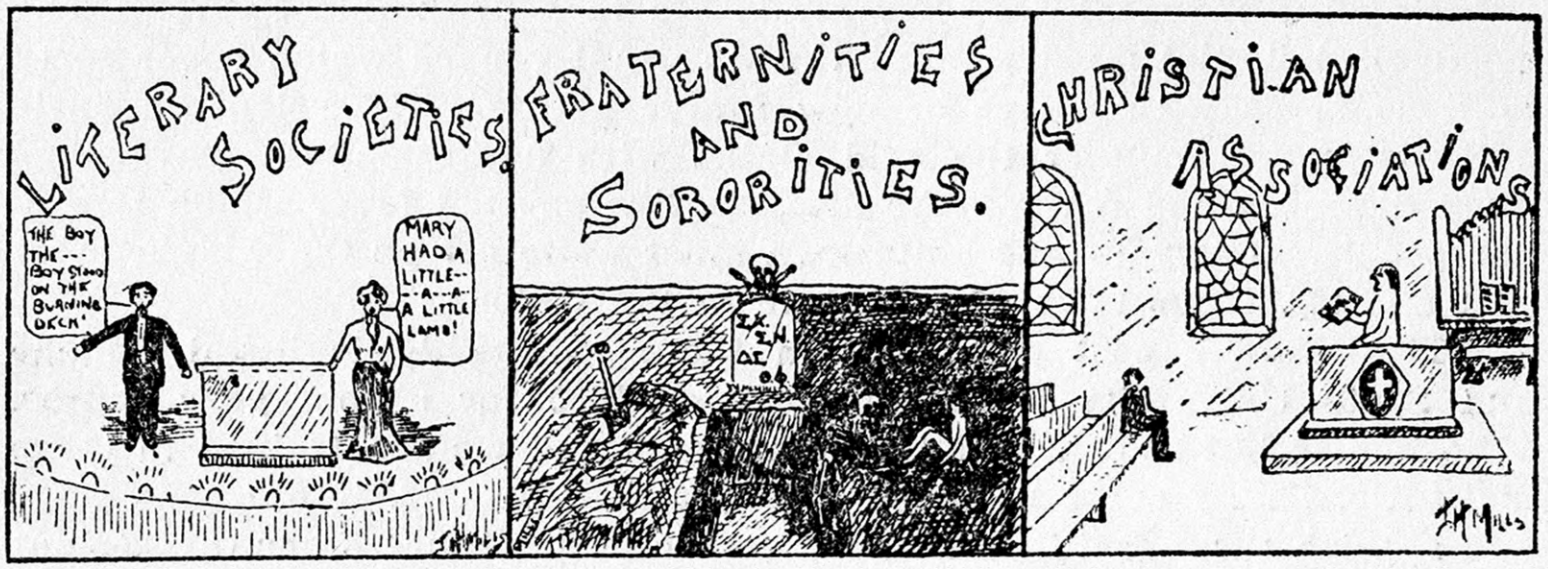
What would English civilization be without Oxford and Cambridge? They have lighted the fires and warmed the hearts of many a noble and patriotic camp. They have trained the churchmen of England and supplied British cabinets. Here were educated her Beaconfields, her Cecils, her Gladstones. The mysterious process of moulding a combination of a practical man and a cultured gentleman was early mastered by these champions of Anglo Saxon civilization.

College leadership has been dominant in American affairs from the time a few graduates were landed in the May Flower to the administration of Theodore Roosevelt with its Taft and its Root. Had Harvard done nothing more than to educate an Emerson, Bowdwin, a Hawthorne, Williams and Mary a Jefferson, Columbia an Alexander Hamilton, Dartmouth a Webster and Yale a Jonathan Edwards, each would have laid not only a continent but the world under everlasting obligation.

No state in the Union has greater problems to solve than Montana. Because of her diversified resources, her variety of surface and climate, her great extent of territory, Montana problems are almost continental in proportion and of national importance. At the same time no state will require greater intelligence or higher skill to develop her natural resources. Most problems are new and unsolved. The American frontier has made its last stand along these slopes of the Rocky Mountains. Here the westward movement of civilization met the line of settlements advancing from the Pacific ocean. In the main, Montana is virgin soil. The Indian, the stage coach and the primitive mining camp, remnants of pioneer life, attest the newness of things. The natural resources have scarcely been touched. Awaiting the technically and scientifically trained man are marvelous industrial opportunities. The mammoth national and private irrigation projects, the construction and operation of railroads over lofty mountains, the installation of electric power plants to utilize the magnificent water power present flattering prospects to the engineer. The chemist must find a way to convert the extensive beds of lignite coal which underlie half the state into power for propelling machinery and lower the cost of

reducing the mountains of low grade ore to a profitable figure. The economic botanist must replant the worn out ranges which cover forty millions acres with native or new forage plants. The scientific agriculturist must conquer the arid plains with dry farming. Physicians must diagnose and destroy the diseases like spotted fever which terrify our people. Lawyers and statesmen must write for us the wisest, most just and righteous laws of any state in the Union.

The average cost per pupil in the Montana Agricultural College and State University is $150 a year or $600 for a four-year course. Who knows but sooner or later young men and women trained in these institutions may solve some of these great problems, if only the state will furnish them facilities as good as the best. What other investment of $600 promises such marvelous returns? But you say let Eastern colleges furnish the graduates to do this work and save the state money. Such a course is not honorable. Montana is able to take care of its own. Besides the Montana boy and girl must either go out of the state to be educated, or be destined to take subordinate positions, to be "hewers of wood and drawers of water." Such a policy would be treason to our young people. It would offer all that is best, the leadership in business and the professions to strangers and aliens. The people of Montana are too liberal, patriotic and progressive, to allow her institutions of higher education to go begging when once they realize the sacrifices that are now being made and the great work which they must perform to meet the reasonable expectations of the public and the common demands of this 20th century age.



MARY FERGUS

SIGMA NU.

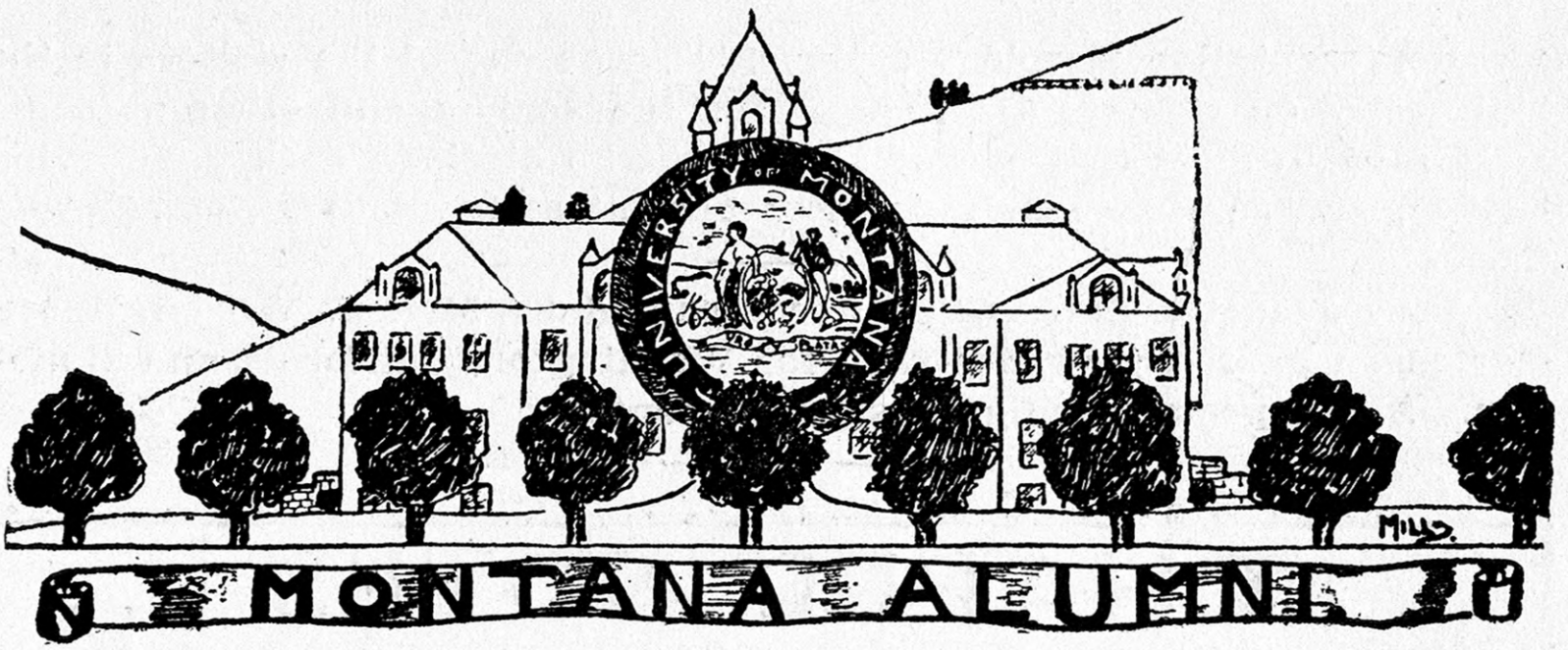
After the trials that beset one at the close of a semester, when everyone is striving to raise his grade a small percentage higher than it formerly was, and after the final outcome, when some with cheerful, "I thought it," expressions told others with long drawn out, "I knew it would come," contortions marring their handsome countenances, how to get through the next semester, the Sigma Nu Fraternity again takes up its normal course.

The boys have all registered again in their respective courses; but one thing is noticeable among all, engineers, scientists and classics, that although it is not required, every one of them is taking a special, general, or a post graduate course in Femininology; a study extremely ancient in origin, first taken up, according to Biblical and evolutionary ideas about the time the first man and woman had been created or evolutionized.

On February 1 Gamma Phi Chapter of Sigma Nu celebrated its second anniversary at the Fraternity house on West Third street with a card party. Hearts was the feature of the evening. Mr. Abon Lucy and Miss Florence Johnson showed themselves to be more proficient in the game than any of the others, while Mr. Bill Harriman and Miss Helen Smead received the consolations. After playing cards until a late hour a dainty repast was served. All present enjoyed the pleasant hospitality of the Greeks.

The remainder of the month has seen but two stag parties and since the Lenten period is now upon us, social affairs will remain acquiescent while studies and the more practical side of life will be enjoyed.

Picture frames and Artists' supplies of all kinds at Simons' Store.



ELOISE KNOWLES

The Montana Alumnus, the quarterly magazine of the Alumni of the University, has just made its second appearance. This number is most creditable and the editorial board is to be congratulated.

Knowing that the average Alumnus is well informed only on the part of the curriculum with which he came in immediate contact, the magazine proposes to publish articles on the scope and aims of the departments of the University. This month the article on "The Classics at Montana," is given by Prof. Aber. All students that pretend to know anything of their own institution should read it.

There are two papers by Miss Katheryne Wilson, '01. One, entitled "In the Days of First Things," recalls to tender memory instances of the first days of Montana. The other, called "Aftermath," gives the impressions of the Alumnus in the "University of Hard Knocks."

The editorial on the college man's enthusiasm is excellent. There are other equally good articles and altogether the number is a dignified and spirited production.

The editorial board consists of the following: George H. Greenwood, '04, editor-in-chief; Helen McCrackin, '99, Katheryne Wilson, '01, Roxy Howell, '04, John D. Jones, '06, and Harold W. Blake, '02, business manager.

Mr. Roy McPhail, '06, has re-entered the University, taking post-graduate work in the Department of Education. Incidentally he has been elected captain of the track team.

Mr. Edwin Corbin, '06, has been at the University several months taking special work in chemistry.

Miss Ruth Ward, '06, visited the University a few days the first of the semester. All were glad to welcome her back, and wished that home duties did not oblige her to make her stay so short.

Representative Harold W. Blake, '02, was one of the visitors to the University on Charter Day. Many of the seniors and other students were glad to meet this son of Montana, who displays such unswerving loyalty, and so strenuously furthers her interests.

Miss Jeanette Rankin, '02, accompanied by Mrs. J. Wilson Moore, started on February twenty-fifth for Washington, California and Honolulu. She expects to be gone several months.

CHAPEL NOTES

J. B. SPEER

THE MISSION OF LITERATURE.

Professor James S. Snoddy, January 30, read a paper on the "Mission of Literature." In announcing his topic he said:

"I hope I shall not be understood as saying anything against science. It is simply a case of not that I love science the less, but that I love literature the more."

Literature, he said, might be considered from a number of points of view: First, its mission is to bring us joy—to add pleasure to our lives; second, to ennoble, to elevate; third, to cultivate taste; fourth, to reveal truth; fifth, to interpret life; sixth, to inspire patriotism; seventh, to bring us ideals. These were illustrated by quoting and interpreting passages from literature, and by commenting on views by a number of literary critics. "But literature, in its mission," Professor Snoddy said, "has an ultimate aim—its ultimate aim is to teach morals."

PROFESSOR UNDERWOOD.

Professor J. H. Underwood, Ph. D., elected to take charge of the department of History and Economics, was present February 6th. This was his first appearance at convocation. President Craig called on the new professor to address the faculty and students.

"I had hoped," Professor Underwood said, "that President Craig had forgotten me. I can not say very much today as I am not all here. The four days' trip from St. Paul has decidedly affected my voice.

"It was just a week ago today that I was in a similar gathering. At that time I took leave of my associates in Clark College, Iowa. My relations there were indeed very pleasant.

"I deeply appreciate the kindly greeting I have received here. I hope that I shall be able to repay you for it."

IDEALS OF WOMANHOOD.

Dean Young read a paper on "Ideals of Womanhood," at the convocation of February 13. The modern young woman was discussed and compared with the young woman of the 18th century. Dean Young is evidently in sympathy with the modern girl as well as co-education. The paper is given in part:

"College students are quite likely to speak of each other as 'girls' and 'boys' and of their college as a 'school.' It seems a little hard for them to realize that they are grown up; that they are entitled to be called men and women, and that they no longer go to school but to college. The laws that govern them are the laws that govern good citizens everywhere. The code that regulates their conduct toward each other is the unwritten one that is observed by ladies and gentlemen everywhere. So, I address you, not as girls and boys, but by the much more suitable and dignified titles, young men and young women.

"It may be thought strange to select such a theme when speaking to young men. Why not talk about something in which they are interested? I will tell you. I have always been a strong believer in co-education. It is true that occasionally there are 'cases' which make my faith waver, but so far it has not left me entirely. Of course, we should not put the emphasis entirely on the 'co.' That is the danger. The main thing is education. If we keep that uppermost, the 'co' will not hurt us, but will help in many ways.

"A dean of women is supposed to have charge of the young women only. Young men are commonly regarded as her natural enemies, ready at any time to entice young maidens to break rules and indulge in forbidden larks. This is a very great mistake. A college is not a boarding school any more than college students are 'boys' and 'girls.' The larks of boarding school misses are not attractive to young men and young women. Breaking over rules is no fun for people who rule themselves.

"Young men of college age, more than anyone else in the world, are interested in the kind of young women that are growing up beside them. Who will suffer most in the future if these young women are silly, trifling, idle, useless, or unreliable? Will it not be the men of their own generation—the men who twenty, thirty and forty years hence will have the burdens of the world to carry and will need to be helped, not hindered, by the women who are about them? So, I look to the young men as my chief support always in whatever concerns the real welfare of the young women. Hence my remarks today are addressed as much to their side of the house as to the other.

"The value and the power of ideals is a subject so old that perhaps nothing new can be said on it. But it is sometimes well to say the old things over again. Those people who have done good work in the world have usually followed some mental vision of the thing to be accom-

plished, some gleam of light which, luring them on, has determined the direction of their effort. Other people's ideals influence us as well as our own. Indeed for most people the standards of life and character that prevail about them are stronger than their own. What other people think, especially our own kind of people, is a mighty force with us. Only a few strong souls dare to strive against the current of public opinion. The type of woman generally admired today in America is the one that most of us wish to be like. Of course, we do not all agree exactly as to what she is, but we know she is not just like the model set before our grandmothers or our foreign cousins across the sea."

The status of women in uncivilized countries, and also in European countries, was reviewed and compared with the standing of woman in America. The type of woman we most admire was spoken of; also the good housewife. Appropriate quotations from literature were given. Concerning the practical women, Miss Young said:

"Every young woman should learn how to cook and to sew. She should know those sciences which underlie domestic economy, and be able to apply her knowledge. No part of her education is more important. It is a shame for a girl to grow up knowing nothing of the work which she is most likely to have to do. College women have a special mission in housework. They should be able to do it scientifically, to use improved methods, to accomplish better results with less labor than their grandmothers did. To use a homely saying, they should 'let their heads save their heels' and show others how to do so. A crying need of today is for simpler living, for good sense in housekeeping, for knowledge of the laws of health, and for the application of the truths of science to daily family life. No college woman can find a more useful field of labor."

The speaker alluded to the ideals of woman as seen in the literature of a few generations ago. In Tennyson's "Dream of Fair Women" the frail woman is the one admired. He calls his poem the story of

> "Beauty and anguish walking hand in hand
> The downward slope of death."

"These tragic stories are interesting to read but their heroines do not have much influence upon our ideals of today. We shiver and close the book. Dying for love has gone out of fashion. The woman whose lover runs away today does not take poison, or fall upon a sword, or mount a funeral pyre. She goes to work, and lives to be glad that he ran away if he was that kind of a fellow."

Chivalry was referred to and its effect on the attitude toward women. Men in those days, Dean Young said, lived on love and war.

"These stories of romance are very good company for a rainy day as we sit with a book by a blazing fire. But they belong not to our

practical, everyday, twentieth century. The whole spirit of chivalry seems very wild and extravagant, and so it is, for women were not angels then any more than now, nor were they more beautiful than now. Yet there is a truth here which has lived when much of the falsity in this ideal has perished. This chivalrous devotion was toward womanood rather than to an individual. Queen Elizabeth may not have deserved all the praise that Spencer gave her, but, as queen, she stood for sex at its best, for all the beauty and goodness, and sanctity that chivalry and religion had thrown about it. And so, today, the gentleman takes off his hat to show his respect for womanhood. He will protect any woman anywhere simply because she is a woman. Nowhere is genuine chivalry toward womanhood more marked than in America. Nor is it a mere surface politeness. It is real helpfulness. A woman who knows how to behave herself can travel anywhere in our great country and be sure of respectful consideration. Only drunkards or criminals would molest her. We American women ought to appreciate our advantage in this respect and be sure that we are always deserving of the courtesies we generally receive and be properly grateful for them.

"The following good advice is said to have been given by an eighteenth century father to his daughters: 'Should you be so unfortunate as to possess a robust constitution by nature, assimilate such sickly delicacy as is necessary to keep up the proper female charm.' He bids them hide any good sense or learning which they may happen to possess, since men will not like it.

"Thank heaven, that kind of a girl is out of fashion. But she had some good qualities. She was not a hoyden. She was taught good manners. True, the manners were rather an outside polish. We know that genuine good manners come from within, that they are the expression of unselfishness, consideration for the comfort of others. But even so, it is worth while to learn the common usages of good society. One who is absolutely without social training is at a great disadvantage, however excellent her qualities of mind and heart.

"The worst thing about this eighteenth century woman was her lack of truth. She was affected. She was a sham. There was nothing genuine about her. There is no worse fault in human nature than that, for falsehood of any kind is a rottenness at the very heart of character. Some one has said that the commonest vice of womankind is affectation—the pretense of being something which she is not. Verily, it is a sin which doth most easily beset us. I often think of Lowell's lines in 'The Courtin','

"Mebbe to mean yes and say no
Comes nateral to women."

"I do not believe that is true, but I do fear that much of the training which girls get from society makes it easy for them to fib and sham and pretend. The highest virtue of the perfect woman when she comes will be absolute sincerity, perfect truth. You can trust her as you trust your own soul.

"In 1899 there were more than 21,000 women in the colleges of America, nearly 17,000 of these being co-educational colleges, where Cupid roves at large. Even Tennysons' view did not reach to such a condition as that. And so, in spite of all objectors, women are being educated and are none the less charming for it. A good deal of nonsense has been written and said about education unfitting them for marriage. I call it nonsense, though some men who ought to be wise have said it. College women will marry fast enough if the men who ask them are their equals in knowledge and culture. No woman wants a husband that she must look down upon. Educated women will make more capable housekeepers, and wiser mothers than ignorant ones. They will also make better companions. This sentence, often quoted, is a wise one: 'When you educate a man you educate an individual. When you educate a woman you educate a whole family."

"The drudge, the housewife, the beauty, the lady, the scholar! There is something good in all. To whatever extremes each has been carried, it has yet contributed something to the coming perfect woman. There are plenty of extremes and exaggerations yet, but out of them all is slowly arising the all-around, well balanced, sane woman of the twentieth century.

"There are signs that she is coming. Common sense is more fashionable than it ever was before. The drudge is vanishing before a reasonable and all around physical development, homes are more delightful because the housewife herself has become more interesting, the beauty of health is admired more than the pallor of disease, neither sex is a slave to the other but both are learning sensible comradship, good manners are seen to be founded upon goodness of heart and they are better than ever before because love for all men is breaking down the exclusiveness of caste, the female scholar is not a blue-stocking, but is learning the use of studies, which Bacon says is a wisdom beyond them won by observation, philanthropy is taking a larger share of attention, and all these qualities are being combined more and more in one woman. There are more women than there ever were before who have good health and good looks, do much of their own work, bring up their children sensibly, move creditably in society, know something of the events of the world, of literature and of science, and with all do some sort of work for the betterment of some part of the race. Even the beauty columns in the daily papers show good sense in putting cleanliness and health before cosmetics. Even the most extreme styles in dress are not so ridiculous as they were one hundred years ago.

Education has dispelled many foolish notions. Co-education has done away with much silly self-consciousness and given boys and girls more rational ideas of each other. Self-reliance, self-support are doing their share in this progress toward the sensible woman. Self-poise will gradually take the place of a nervous tendency to extremes until the woman shall learn to be a well rounded human being.

"This, I believe, is the goal. Whatever makes a better human being makes a better man or woman. Our humanity is a greater fact than our sex. And so, we see that the perfect woman is growing nearer to the perfect man. She is not masculine nor effeminate, (such people we justly despise), but each has the best qualities of the other. I quote Tennyson again:

" 'Yet in the long years liker must they grow,
The man be more of woman, she of man:
He again in sweetness and in moral height,
She mental breadth.'

"In closing let me quote once more, and this time from Wordsworth. Truly the poets are our best teachers. Notice that Wordsworth's perfect woman is beautiful:

"She was a phantom of delight
When first she gleamed upon my sight,
A lovely apparition, sent
To be a moment's ornament.
Her eyes as stars of twilight fair,
Like twilight's, too, her dusky hair;
But all things else about her drawn,
From May-time and the cheerful dawn—
A dancing shape, an image gay,
To haunt, to startle, and waylay.'

"That is the first stanza. But the second is better for it tells us that she is useful, human, and lovable.

" 'I saw her upon nearer view,
A spirit, yet a woman, too!
Her household motions light and free,
And steps of virgin liberty;
A countenance in which did meet
Sweet records, promises as sweet;
A creature not too bright and good
For human nature's daily food;
For transient sorrows, simple wiles,
Praise, blame, love, kisses, tears and smiles.'

"In the third comes the climax. She is more than an ornament or a plaything, however sweet. She is a reasonable, thoughtful being:

"'And now I see with eye serene,
The very pulse of the machine;
A being breathing thoughtful breath
A traveler between life and death;
The reason firm, the temperate will,
Endurance, foresight, strength and skill;
A perfect woman, nobly planned,
To warn, to comfort, and command;
And yet a spirit still, and bright
With something of an angel light.'"

WASHINGTON'S BIRTHDAY.

The convocation address February 20 was delivered by President Craig. George Washington was the subject of the address. Extracts from a memorial issue of a newspaper printed a few days after the death of Washington were read. President Craig said:

"On next Friday the people of the United States will celebrate the anniversary of the birth of one of the most distinguished men this world has ever known. Friday is Washington's birthday. There will be no classes at the University on that day.

"You have heard many speeches in regard to Washington. It occurred to me that it might be interesting to give you a contemporary view of the great American."

President Craig then read extracts from the Ulster County Gazette published at Kingston, New York, January 4, 1800. One of the most interesting is John Adams' letter to the Senate:

"I receive with the most respectful and affectionate sentiments in this impressive address, the obliging expressions of your regret, for the loss our country has sustained in the death of her most esteemed, beloved and admired citizen.

"In the multitude of my thoughts and recollections, on this melancholy event, you will permit me only to say, that I have seen him in the days of adversity, in some of the scenes of his deepest and most trying perplexities; I have also attended him in the highest elevation and most prosperous felicity; with uniform admiration of his wisdom, moderation and constancy.

"Among all our original associates, in the memorable League of the Continent in 1774, which first expressed the sovereign will of a free nation in America, he was the only one remaining in the general government. Although with a constitution more enfeebled than his, at an age when he thought it necessary to prepare for retirement, I feel myself alone, bereaved of my last brother; yet I derive strong consolation

from the unanimous disposition, which appears in all ages and classes, to mingle their sorrows with mine, on this common calamity to the world.

"The life of our Washington cannot suffer by comparison with those of other countries, who have been most celebrated and exalted by fame. The attributes and decorations of royalty, could only have served to eclipse the majesty of those virtues, which made him from being a modest citizen, a more resplendent luminary. Misfortune, had he lived, could hereafter have sullied his glory only with those superficial minds, who, believing that characters and actions are marked by success alone, rarely deserve to enjoy it. Malice could never blast his honor, and envy made him a singular exception to her universal rule.

"For himself he had lived enough, to life and glory. For his fellow citizens, if their prayers could have been answered he would have been immortal. For me his departure is a most unfortunate moment. Trusting, however, in the wise and righteous dominions of Providence over passions of men, and the result of their council and affections, as well as over their lives, nothing remains for me but humble resignation.

"His example is now complete, and it will teach wisdom and virtue to magistrates, citizens and men, not only in the present age, but in future generations, as long as our history shall be read."

Another extract from the Ulster County Gazette, an editorial on the burial of Washington at Mount Vernon, was cited. It read as follows:

"The sun is now setting. Alas, the sun of glory has set forever. No; the name of Washington, the American president and general, will triumph over death! The unclouded brightness of his glory will illuminate the future ages."

"There never was a more true prophecy than this," said President Craig. "Washington is today, as well as at the time of his death, revered as the man who was 'first in war, first in peace and first in the hearts of his countrymen.'"

President Craig reviewed briefly Washington's life. Concerning the character of the man he said:

"A truer man never lived. There has been a tendency of late to doubt the stories of his boyhood. It matters little whether the hatchet story be true or not. It has been a great inspiration for truth to many a boy and girl. I do not know whether it is true that Washington kept a daily record, but the story of his dairy has been a great inspiration to young people for painstaking effort.

"Washington was honest; nothing whatever could swerve him from his interests. He was accurate. You have seen facsimiles of his mes-

sages. Everything was right. Washington was straightforward; he outlined a policy and carried it out.

"Washington was a true christian man. Not an act in his life throws discredit on the christian religion. He is an example of the good men who have been leaders."

IDEAL AMERICANS.

Rev. W. H. Bagsby, pastor of the Christian church, gave the convocation address February 27. Rev. Mr. Bagsby said in part:

"This is the 100th anniversary of the birth of Longfellow. You had an eye to the eternal fitness of things in having a 'long fellow' talk to you.

"As it is the anniversary of an ideal American, I have thought that it would be fitting to talk about some ideal Americans.

"Back in the beginning of this Republic many of our ideals were formed. Posterity has clothed certain representatives of certain classes with these ideal characters, and they have become the concrete expression of those ideals.

"America's ideal soldier is the man who draws his sword in the defense of human rights and human liberty. The soldier who has drawn his sword to cut the bonds of oppression from his own hands or the hands of his brother has fulfilled the measure of the American's ideal soldier. May we never depart from this ideal. May we never make it embrace the soldier who draws his sword in the interest of imperialism, conquest or commerce.

"America's ideal statesman is the man who, in all he plans and does, is actuated by motives of the purest patriotism—who wants every statesmanly step he takes to be in the direction of the highest good of the whole people. He is the man who thinks not of self, nor of party, nor of class, nor of mass; but of all. When we speak of statesmen the names of Washington, Jefferson, Hamilton, Benton, Clay, Webster and Lincoln rise up before us. May no worse type ever become the ideal of Americans. These were statesmen because they were able and patriotic, and not because they were millionaires.

"Some one said: 'Let me write the songs of a people, and who will can make their laws.' America's ideal singer is the poet who sings of unity, liberty, purity, fraternity and peace; and not of lust, luxury and licentiousness. And such were Bryant, Holmes, Whittier, Lowell and Longfellow. If in the larger future, larger men shall write in a loftier way about the lofty themes that engaged their pens, let us be ready to give to them their rightful place beside or above them; but God forbid that they should ever be displaced in our hearts by any

whose pen exalts material prosperity above national integrity, luxury above liberty, party above patriotism, gold above Godliness.

"Some years ago, the editor of one of our popular magazines said, editorially: 'The leading question in this is, What will put the most dollars in the pocket of the citizen?' God save this country from this false and fatal notion! The dollar in the pocket, if honestly acquired, is good, but patriotism in the heart is far better, if both are impossible. Nothing but patriotism in every man's heart can ever put the dollar in every man's pocket. As Americans, may we realize the truth of this."

CHARLES P. COTTER

March 15, and our track team is still indoors! Only a few of the athletic events can be practiced indoors, such as the high jump, shot-put and sprints. The men are practicing, too, for form on such events as the hurdles, but not much can be done on the hurdles until the men can get out doors. It is time that the long distance runners have been out for cross-country jogs; but even their work at this time is to be considered merely as preliminary to the more rigid work when their practice can be done on the track. The number of candidates for the various events is much greater than the number that reported last year. This fact, together with the knowledge that we have several new candidates that are to be considered "more than likely," forces one to write in a rather optimistic tone, especially when this year's out-

look is compared with our chances on the track by this time last year. With a gloomy out-look last year, Montana's athletes proved themselves decidedly superior to those who met from other institutions; and, judging from the records our men made in those meets, it is not without reason, that we can place our last year's team on an equal footing with any of the Northwest colleges. So it is with a great deal of pleasure that we are given permission to announce that arrangements have been about concluded for entering our team in the Quadrangular meet at Seattle, May 30, where the teams from the Universities of Oregon, Idaho, Washington and Montana will strive for supremacy.

We mentioned above that we have a set of more than likely candidates. This addition is off-set to a certain extent by the loss of our well-known men, Carey and Greenough, both of whom did so much to uphold Montana's banner. In our list of new candidates we include such men as Hammel, Loughbrough, King, Patterson, Tait, Bullerdeck, Morgan and McCarthy, some of whom come to us with considerable experience. We speak with more pride, if that is possible, of our men who worked faithfully last year, but who, mainly on account of experience, failed "to make good." We won't mention them all, because some have expressly requested to be kept dark for reasons which will become apparent next May; but we will mention such men as Coffey, Farmer, Johnson and Hamilton, who, already, have done so much to warrant only the most optimistic prediction. It is with still more pride, together with a little vanity on our part, if the same is possible and permissible, that we recall the names of our "old faithfuls" who are still with us; bigger, faster, stronger and more skillful and experienced. We will head this list with Captain Roy McPhail, who, so the coach says, will vault close to 12 feet or he will know the reason. "Tib" Adams, the conqueror of the Northwest's quarter mile, is here with us again, faster and stronger. Fifty seconds in the quarter should not stop him. Allan Toole is our candidate to whom we point with pride. "Will six feet stop him?" is the question which is being broached now. Then we have our old "King" Garlington, our fleet-footing Wallace, our speedy "Joe" Farrell, and others who are known to all.

On April 27 our track team makes its exodus to Pullman, Washington, where they will try conclusions with our old rival, the Washington State College. This is rather early for a meet, but it seems, all things considered, to be the best arrangements that could be made. The men all realize that they may be "up against it," but our candidates are now hard at work, desirous of upholding their own as they did last year. The University of Idaho and Whitman College are anxious to meet us on our first trip west. If satisfactory terms can be agreed upon, the 'Varsity team may have occasion to meet another college team in addition to Washington. This year we meet our old rival, the Montana Agricultural College, at Missoula. Although the Bozeman

contingent won only one event of the thirteen contested, we have reasons to believe that she will give us a pretty close call this season, inasmuch as they have some very promising material and a recognized coach to put them in condition. Although desirous of winning her dual contests, Montana is bending most of its time and energy towards securing its quota of points at the Great Seattle meeting, which will be held at Seattle on May 30. Let us try to do this thing for Montana this season. It requires hard work and perseverance; but our representatives from Montana should be equal to the occasion. It is expected that at least ten men shall form the team to compete at Montana. Who will be the Montana men to compete? And how ably will they defend the Copper, Silver and Gold?

The close of the basket ball season marks the opening of the base ball and track season. Already our spring teams are handicapped by reason of the fact that winter hangs on so long. Last year all the candidates for both track and base ball were out of doors by March 2. This year all the preliminary work, so far as possible, must be done indoors, although it is already March 14. Montana is the only one of the colleges of the Northwest that is put back by a late season, for we learn that all our sister institutions farther West have started out door work some two weeks ago. Leaving aside the fact that the weather is too inclement, our athletic work will be further delayed by the wretched condition of the athletic field, which is still frozen and covered with ice and snow. Base ball work will receive a greater set-back on this score than track, because the whole field will have to dry out pretty much to put it into even fair condition. Then, here is to warm and dry weather! Let us hope that greater interest and vim will offset the handicap of cold weather and the present poor condition of the athletic field.

'VARSITY VS. M. A. C.

Without doubt the finest and fastest exhibition of basket ball ever given in Missoula was witnessed in the University Gymnasium on March 1st, the occasion being the second of the series of annual games between the Montana Agricultural College and the University. A fine crowd was in attendance and enthusiasm ran very high at all times.

From the beginning the game was very close and neither side could claim a victory until the whistle was blown.

The score at the end of the first half was 8 to 5, in favor of the visitors. Montana took a decided brace in the second half and with about a minute to play the score stood 15-14 in favor of the University. At this juncture the referee awarded the M. A. C. one score for unnec-

essary roughness and also gave them a free elbow. This made the score 16-15 in favor of the M. A. C.

The lineups of the two teams were:

M. A. C.		University
Hartman	Forwards	Gilham
Penwell	"	McPhail
Griffith	Center	McCarthy
Keeler	Guards	Farrell
Allard	"	Hamilton
		Bishop

Referee—Flagler. Umpire—Schule.

All the fans at the 'Varsity are getting anxious. They are all looking for "dope" and for better weather. The cold weather and dreary days are not depressing enough to cool down the enthusiasm of the candidates for the teams, though it may make a few of those who have secured a lease on the bleachers feel a little down in the mouth. We have our share of bad weather every spring. The conditions are decidedly bearish so far as weather is concerned. We, the optimists, feel certain that even bad weather has its low ebb, and that a movement for sudden recovery is on hand.

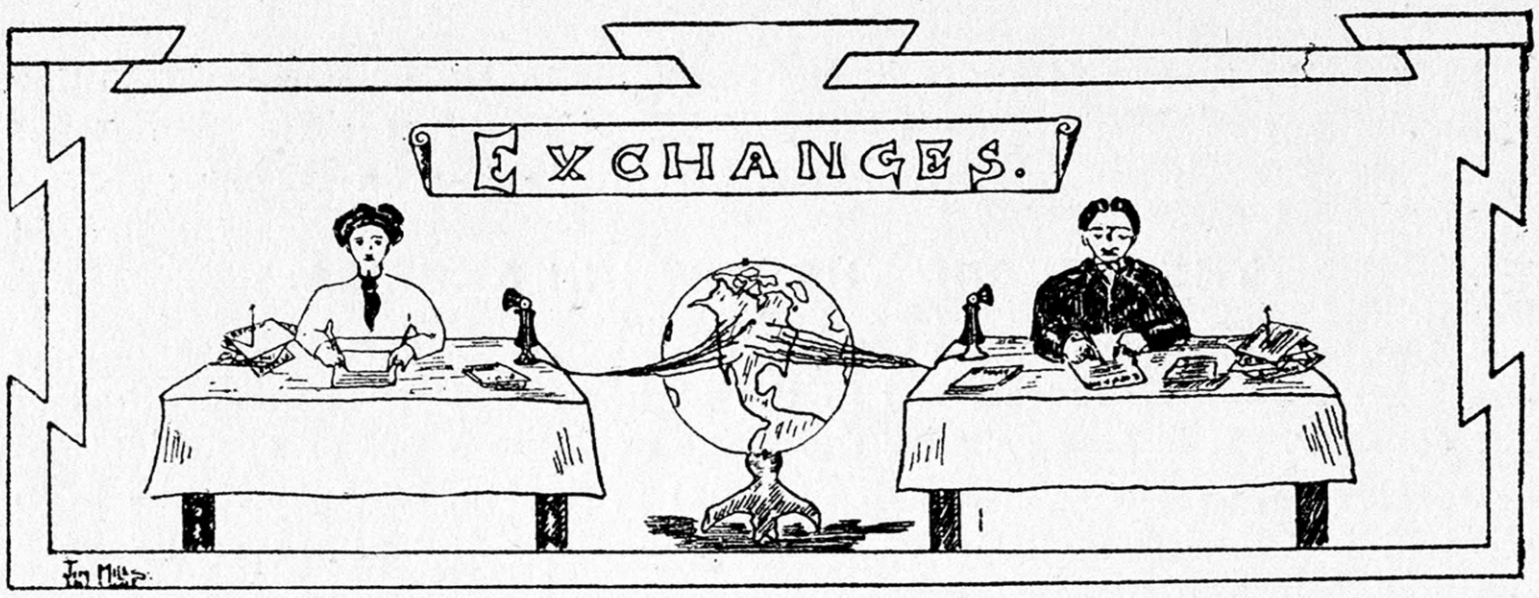
Although we have lost a few of our last year's favorites, it is with pleasure that Captain Mills is able to say that a good share of our last year's team have already reported for duty. Not only this, but the number of new candidates exceeds the number that ever reported before. Our famous old performer with the hyperbolic spirals will have more rivals than he has had in the past. Some of them are "south paws," but most of them are being concealed from the general eye till the occasion actually demands that they appear with their goods, which they will not hand on a plate, but over a plate. Goodbourn and "Duchy" Smith were never in better form to uphold the society of the in-field; while Wenger will see that not much will go away beyond the square. Bonner has increased his capacity for covering ground to such an extent that it is thought that he may be able to do some work in left fielder's position besides his own in right field.

Our new candidates are not slow in reporting. Most of them have enthusiasm to the limit. They will make some of the old men fight for places. Such men as McManus, Bishop, McCarthy, Conner, Fleming and Flaherty should make a few of our last year's regulars feel nervous. The position that all of the new candidates will try for is not definitely settled, nor can it be until out door work has actually begun.

A good schedule has been arranged. We play with the Butte School of Mines and the Montana Agricultural College in Missoula the

first part of May; and our delegation of players will invade both the Butte camp and the Bozeman stock yards later on in May. The management is doing their best to make favorable arrangements for a Western trip. The conditions and agreements are being entered into by Montana with its Western foes; so it will not surprise us if Montana will be able to cross bats with a few of our rivals further West.

It is our earnest hope that Montana will prove herself capable on the diamond. Our prospects are as bright, if not brighter, than they were last year. Our men have the spirit, and they have the well wishes and backing of the students. Then, here is to a 1000 per cent record with the rest of our rivals below us. It takes practice and a lot of it; it requires competition and of the right kind. So, everybody out on the diamond and pitch in.



NELLIE BULLARD

Although, so far this month, few of our usual exchanges have been received, these few are up to their usual good standard. The editorials seem to offer, to the outsider, the best opportunity of learning the conditions of the college and its opinion on perplexing questions. More and more deference is being paid, from time to time, to the opinion of the college students. There is no reason why their honest beliefs on public questions should not be considered, especially when it is a question of literature or the stage. The Harvard Monthly predicts a change in the drama on the ground that to use their own words: "The public is beginning to realize that it is weary of the pink and white emotions and wants the red."

This same magazine has a well written, cleverly developed character study in "The Difference." Also, its usual amount of classically written poetry, together with a highly suggestive paper on Keats and his remarkable influence over the reader, entitled, "The Daemon of Poetry." This purely literary magazine, long founded and well established, acts as a powerful incentive to smaller ones, struggling painfully through the first years of existence.

We cannot but sympathize with Whitman College when they deplore the poor standard of their Young Men's Literary Society. It is a deplorable fact that these literary societies have sunk to the level that they have today in most colleges. The problem is to make them so interesting and attractive that there will be a deeper interest taken in them; but, again, how is this to be done?

The Junior Annual Board of the University of Idaho intends to take the management of an indoor meet into their own hands, to benefit the Annual and make it more worthy of the University. Any class, in these colleges of the Northwest, finds the "ways and means" a drawback in attempting to issue a book which will be an honor to their college.

No doubt there are many of the undergraduates who are unfamiliar with the entire significance of the cap and gown; for the benefit of these, we publish the following, taken from the Oregon Weekly:

THE CAP AND THE GOWN IN AMERICA.

The custom of wearing caps and gowns on appropriate occasions is becoming more and more fixed in the higher educational institutions of our country. It is fast passing the stage of student fad or ecclesiastical requirements, overcoming a dull national prejudice, because it has been tried in our leading centers of higher education and approved by both the aesthetic and utilitarian sense.

The academic gown as used in America is really a uniform. On its historic and picturesque side it serves to remind those who wear it of the dignity of learning. On its democratic side, it covers difference in dress, arising from individual taste, fashion and wealth, and clothes all with an external equality of fellowship. The gown uniforms a body of students, overcoming the nondescript dress of any considerable number of women. On the score of economy, it saves many students considerable expenditure at the end of a course, when there is often little to spend, and a good appearance is most desirable.

In 1895 an inter-collegiate committee met in the East for the purpose of arranging a uniform whereby the cap and gown and hood shall indicate not only the degree of the wearer and the faculty under which it was obtained, but also the institution by which the degree was conferred. A system was constructed by which the hood will indicate the plain badge of degree, of the department of learning, and the institution granting the degree. Patterns and colors can be used for this. The marks of the gown sleeve are as follows: Bachelor's degree, a long pointed sleeve; Master's degree, a long closed sleeve; Doctor's degree, a round open sleeve. The pattern for the hood is the Oxford, for the Baccalaureat degree not over three feet in length; for the Master's degree, the same a foot longer; for the Doctorate, a hood with a panel. All hoods are black, the department of learning shown by a trimming of color on the exterior edge, as follows: Arts and Letters, white; Theology, scarlet; Law, purple; Philosophy, blue; Science, gold-yellow; Fine Arts, brown; Music, pink; Medicine, green.—Silver and Gold.

Many of the publications show the burden of the student mind in the trials of the mid-year worry and grind. One has summed it up well in this wise:

"I thought I knew it all,
But now I must confess
The more I know I know I know
I know I know the less."—Ex.

The University of Oregon Monthly has an exceptionally interesting and entertaining issue. The article on "Student Interest in Public Speaking" is one which deserves consideration by every college, for there is not enough attention paid to this most important factor of college life. How true and just are these lines quoted from this article:

"The debating team spend months preparing themselves for a debate; they spend their leisure hours buried in dusty books, absorbing dry statistics; working with all their might; they come to Assembly Hall on the night they are to represent their university, burning with enthusiasm, only to find a small handful of students scattered about the room. This lack of enthusiasm on the part of the student body is not just to the fellow student, nor just to the university, to the state, to literary and scholastic culture."

The same magazine contains two well written and cleverly handled stories, "When a God Intervenes" and "Etude Awakening."

"The Monmal" from the State Normal, contains a clever poem, explaining choice of the school colors, together with their usual amount of well arranged material. The brevity and rather choppy effect of its stories is the chief fault of the paper.

The popular college story seems to be one which depicts soul and mental development. "The College Review" prints one of these interesting character studies entitled, "A Girl's Philosophy."

The University of Utah Chronicle is as breezy as usual. The continued story, "The Princess Treskets," shows a clever juggling of slang.

In a previous lesson the little folks had learned that the word "damsel" meant "a girl." The next day the teacher asked if any one knew what "damson" meant." A little boy said, "Does it mean boy?"—Ex.

"Say, ma."
"Well."
"If a boy is a lad, and has a step-father, is he a step-ladder?"—Ex.

Prof: "You should be ashamed of yourself, sir. George Washington at your age was surveying Virginia."

Dull Pupil: "And at your age, he was president of the United States."—Ex.

What is a polygon?
A polygon is a dead parrot.—Ex.

Kohn Jewelry Co.—University of Montana and High School Pins.

THE ADVERTISING POET.

(From The Holy Cross Purple.)

In ev'ry school and college
Where the young are seeking knowledge,
There the works of famous poets you will find;
But of all that are selected
There is one who is neglected,
Though you must admit his is a master mind.

When Apollo's laurels wilt on
The brows of Poe and Milton,
When the fame of Richard Crashaw has decayed,
There will live one master then, sir,
The greatest of all men, sir,
The glory of whose work shall never fade.

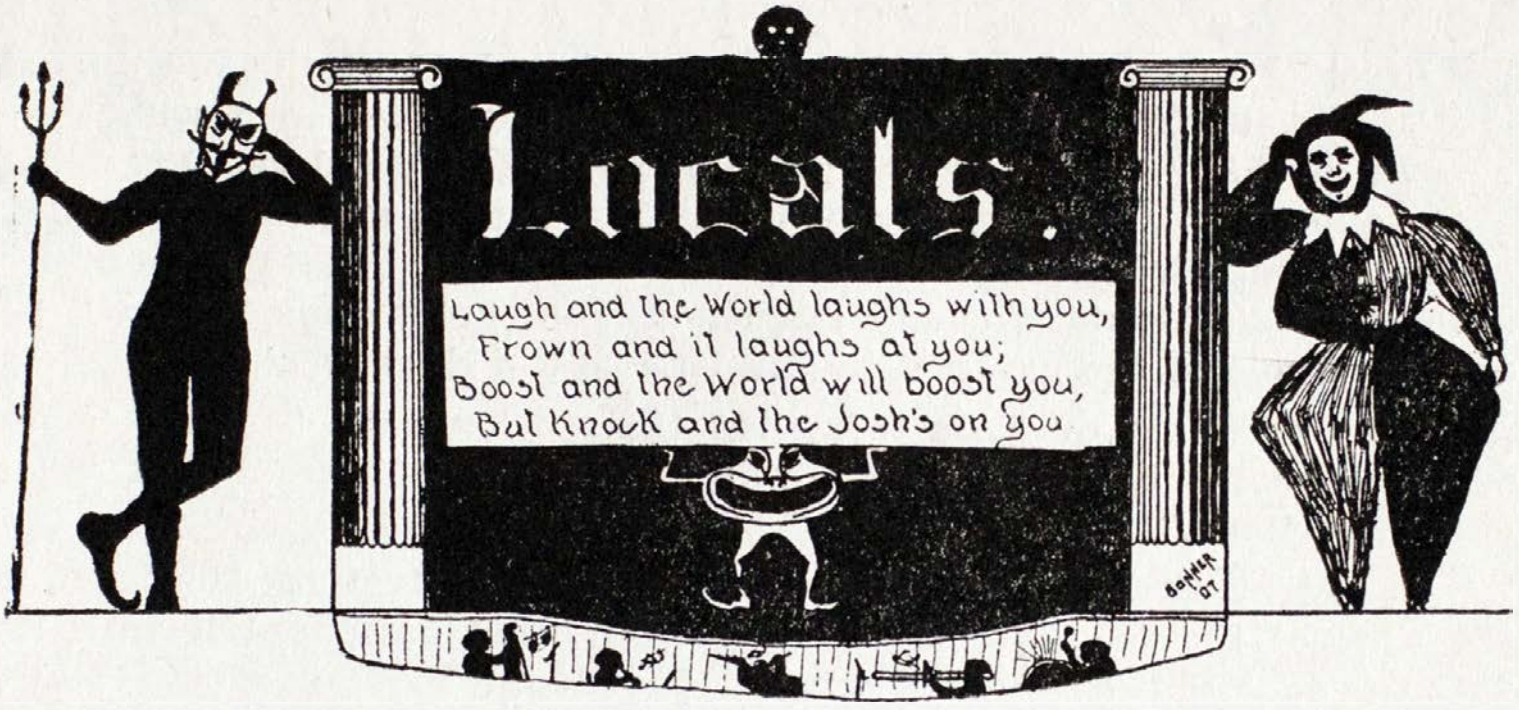
He's the Keats of soaps and heaters,
Breakfast foods and carpet beaters;
He extols the use of Linkham's Piver Pills;
And he says that Blinko's Whiskey
Makes one feel quite young and frisky,
And that Na-Ru-Pe is most deadly to all ills.

Such are his flights of fancy
As, in a sort of trance, he
Mounts Parnassus hill—his clever rhymings show it;
And the world will sometime waken
And confess the fame unshaken
Of that Bard of Bards, the Advertising Poet.

The University of Washington is to have a song book of its own. The book will contain words and music and songs always in use, and in addition many entirely new ones.—Ex.

A new golden rule—"Skidoo as you would be skiddone by."—Ex.

1907



JAMES BONNER

CHARTER DAY.

The second celebration of Charter Day was observed February 16. The exercises for the occasion were appropriate and enjoyed by all who attended. The presence of three-fourths of the members of the Legislature, some of whom were accompanied by their wives, made the occasion one of more than usual importance.

The morning exercises were held at 10:30. President Craig delivered a short address on the "University of Montana." Col T. C. Marshall, representative from Missoula county, was then introduced. After a few remarks concerning the University, Col. Marshall called on different members of the Legislative Assembly for short addresses. Nearly a dozen legislators spoke. Every one of them spoke enthusiastically for higher education in Montana. It seemed very evident from the attitude of the speakers that the Montana Legislature will support the state educational institutions as well as it is possible to do so. Musical numbers were rendered by the Glee Club, Girls' Chorus and Orchestra at both the morning and afternoon exercises.

"The University of Montana this morning," President Craig said, "gives a welcome to all within her halls; a welcome to the members of the Legislature and the ladies who accompanied them; a welcome to every citizen of Montana who is here; a welcome to all those who have come to see our progress from year to year.

"Today we celebrate Charter Day. Twelve years ago the bill providing for the State University at Missoula was signed by the governor. Our beginning was necessarily small, and we had many difficulties to contend with. But may I be allowed to express the hope that from year to year there shall be signs of substantial progress in everything that characterizes a good institution."

President Craig then told of the exercises held at the opening of the University for students. One of the distinguished men who were present at this occasion twelve years ago was Col. Sanders. President Craig quoted Col. Sanders as saying that: "You do not conceive today of the magnitude of this movement in your midst. State universities never die. As Montana comes more and more prosperous here will be developed one of the greatest institutions of the Northwest."

"The pertinent question today is," the speaker said, "are the hopes of these people being realized? The University is here, and it must speak for itself."

President Craig reviewed the educational system of Montana at the time of the founding of the University, and compared it with its present development. The whole educational system of the state, from the grades to the institutions of higher learning have undergone a remarkable growth in the last twelve years.

"The University of Montana has taken its place among the universities of the nation," President Craig said. "It has been a recognized factor in the National Association of State Universities for six years. Students going from this institution to the professional schools of the East are given equal recognition with those coming from any college in the country."

Col. Marshall on being introduced was given nine "rahs" by the students. Col. Marshall said:

"We appreciate the cordial reception tendered the members of the Legislative Assembly today. The legislators, however, came not so much in response to your invitation, as from a sense of duty to the great state of Montana. The Tenth Legislative Assembly has a quorum in Missoula today.

"We came to get acquainted with the conditions at the institution. We wanted to see the work being accomplished so that we can provide for your needs. You are under inspection today."

Col. Marshall spoke of the pride that Montana citizens take in their institutions of higher learning. He spoke of the success of the graduates of the University, and their character and integrity. He referred to one of the members of the Legislature who boasted that the University of Montana was his alma mater. The mention of this fact was greeted with continued applause.

Representative Miller of Park county was the first member of the Legislature introduced by Col. Marshall. Mr. Miller told of his confidence in the young men and women of Montana and congratulated the state on the fact that it was no longer necessary to send its young people East to be educated.

"Some one has said," Mr. Miller remarked, "that we will never find a Lincoln or a Grant. When I look into the faces of the young people

here I feel that Montana will furnish its quota of leaders when they are needed."

Hon. A. J. Bennett, chairman of the house committee on appropriations, followed Mr. Miller with a short talk, in which he declared that the Legislature would do the best it could for the needs of the institution. He was followed by Hon. Alex Macauley of Butte, who said that he did not think there was any necessity for parents to send their children outside of the state to obtain an education. He spoke strongly against the bill providing for the licensing of gambling which was pending in the house.

Dr. Tudor of Gallatin county expressed the hope that the kindly feeling that existed toward the University would continue until the entire campus is filled with buildings. William Scallon of Butte, M. M. Duncan of Madison county, Senator Miles of Park county, Fred Whiteside of Flathead and John Wendell of Lewis and Clark county, were called upon and in appropriate speeches each told of their interest in educational matters and their desire that the University would prosper.

Representative Goff of Chouteau, was the last speaker. He is one of the pioneers in the Northwest, and told something of the early times in the territory. He said:

"People did not come to Montana in the '70s looking for high schools and colleges. In the early days of this territory we did not pay attention to education, gold was the incentive for all effort. I am glad that Montana is not neglecting her children today in the matter of education. We will give you every dollar that we can to help you along."

(The address of President James M. Hamilton of the Montana College of Agriculture and the Mechanic Arts, delivered at 3 p. m., before a large audience, is published elsewhere in this issue of The Kaimin.)

THE STORY OF THE HIT WE MADE.

And it came to pass that in the City of Mis-sou-la, that was builded by the river which has Lotsofnames and by the mountain Jum-Bo, that there was a school. Yea, verily; even a school such that the Big Guns, who are Legis-lators in the City of Hel-ena are proud to send forth their sons and their daughters. And there came a time when Prexiecraig called his children unto him and he said: "Yea, verily; it behooves us to Graft a little or we will be not unlike the number Twenty-Three." So Prexiecraig and his many followers, even Docunder-wood and Prof. Snoddy, called the many pupils of his school unto him and then he spake in great sonorous tones; even those like Bismarck-Kessler's snoring. "Children, we need a new Library, a place where the

boys and girls who are in love may congregate in its halls and, even, also, those who are after learning. There is in the City of the Cap-itol many Big Guns who can give us this. Also we need a larger Heat-ingplant for even now our teeth are chattering. Yea, even those who have none. We must send forth and have these Big Guns come unto us and make speeches to us and we must show them we are wise and are good and speak the truth." And so it came to pass that there was a Charter day; even one to make glad the hearts of ourselves who have hearts, and even those who have none; for it was to be a Holiday and there was great rejoicing.

Great preparation was made, therefore, for their coming, and they came. Yea, they came in multitudes on every train, until in the Hotel, which is named after Florenceroy, there was much crowding and much sleeping in the parlors and even in the hall and bath tubs. And on every hand there was rejoicing and we all wore badges.

And the students gathered in the Chap-hel; yea, verily, the place where Prexiecraig looks into our bright and smiling faces, as also do others who speak unto we-uns. And then the Big Guns came in and seated themselves where the children of Prexiecraig sit, and Prof. Rowe was not there, and they spake unto us: "Yea, verily, you need a new library for did we not see that the one you have now is crowded; and you need, also, more warmth." And then we warmed up and clapped our hands, which resembled thunder. And they spake even thus until one Big Gun from Parkcounty purloined for himself the speeches of the remaining Big Guns and then we were turned loose so we could smoke and get down from our good behavior.

And then Silis voice; yea, even he who works the Senior Engineers not unlike to mules, thundered in tones not resembling a meadow lark, loudly across the campus, and the Big Guns and their wives and their children followed the strings which was as a "maze." And there was work and more noise which was like a football game when we beat Bozeman. Even Kessler; yea, even he who is so quiet and un-assuming, left his engine and explained the power of "his hot air" and of his new "Batent" and their eyes were blurred, and their ears rang and they retreated to Woman's Hall; yea, even the place where Aliceyoung dwells with her flocks and there was no "ten o'clock." But even there there had been much noise of sweeping and of putting up of pictures and of nailing down all things takeable. And when the Big Guns came, even those who were bachelors, spake unto each other and said: "Yea, verily, they are good housekeepers; let us get one," but they did not look under the beds or sofas or behind the pianos or dressers, for dirt, nor into the closets, for the old clothes and they were wise not too. And they were shown into the Suite Thetaphi's and Deltasigma's parlors and they rushed madly out with the noise of "Ours is the best" clinging to them like flies on the syrup that we get. And after much

"chasing" around, the big clock put up its hands and tolled something which was not polite. Yea, even so the clock that is like unto a Dago. And then there were more speeches and song for every one was glad because these Big Guns said: "We will help you graft." And then Dr. Hamilton, even he who pulls down his vest and shakes his trousers leg for the cigars, spoke unto us and he made a "hit."

And when it was all over the Big Guns went to the Hotel and slept; yea, even those who slept in the halls and bath tubs and parlors, locked their doors and "transoms." And it came to pass that in a few days they returned to Hel-ena and they spoke the same until the Big Guns who could not come, because they needed rest from chopping down Bills, as they spake to us—and the Bill passed and was granted and therefore Prexiecraig was proud and happy and we clapped our hands. And then he put up his hands and spake and we sang, "You certainly were good to us." And then he said unto us: "My children, close your eyes and picture a new library so Big that Miss Buckhouse cannot hear you whisper or see you chew gum," and we did and we slept as did also the faculty and also Prof. Rowe who was there, this time, and there was much snoring and we woke and found we had not dreamed, but that we had made a big Graft.

It is being rumored around town that Beeson has his new oxfords in, and from the looks of his window display there will be some "Walk-Overs" worn this spring.

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