

COLLEGE EXPONENT

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—ISSUED MONTHLY—

DURING THE COLLEGE YEAR

— BY —

THE STUDENTS

—OF THE—

MONTANA COLLEGE OF AGRICULTURE

AND MECHANIC ARTS.

BOZEMAN CHRONICLE
PRINT.

Saturday, March 7th, a number of prominent men from Bozeman and Manhattan as guests of George Kinkel, visited the country about Whitehall, in the interests of geology and mining. The party consisted of O. P. Chisholm, George Kinkel, Walter Hartman, Mr. Purnell, Dr. F. W. Traphagen, William Cobleigh, and R. B. Chisholm.

There seems to be a very interesting formation about six miles north of Whitehall consisting of gold bearing quartz boulders, strung along in a line not very wide and extending far up the side of the mountain. These boulders have been assayed several times with a general result of about twelve dollars in gold to the ton. They have been estimated to amount to nearly one hundred thousand tons.

There has been considerable speculation among people interested in geology as to how these boulders got in their present place. Having asked Dr. Traphagen he said their probable origin was a porphyry dyke, with masses of gold bearing quartz segregated from the porphyry after the fault had been filled with the intrusive rock. The dyke had entirely disappeared as well as the original formation in which the fault was made. The dyke material is also nearly decomposed and washed away. Higher on the side of the mountain the porphyry was more plentiful. The Doctor thinks these boulders are the remains of the old porphyry dyke, the softer rock being decomposed and washed away, while the quartz masses remained behind.

The party brought back with them a number of assay samples from the boulders and surrounding country. George Kinkel has the property bonded from Mr. Honaker, and will probably commence work in the near future. The guests of Mr. Kinkel report having been royally entertained.

Although our springs are very late here, and will be some time before the field is dry, it is time the students were gathering candidates for field day sports, and for the

college base ball team. We have the material in the college this spring for a strong ball team, and those who are intending to practice for the team should be in the ring as soon as possible. Our bicycle records this year will be above the average, as we have a few riders in the school who can work up quite a record if the spring permits practice.

T. H. McKee, one of our much esteemed college students, who left Bozeman last spring for the east, is now attending a prominent eastern college at Galesburg, Ill. Mr. McKee will take up the study of law in the future, and we have every reason to expect a bright career for him in his chosen profession.

E. L. Mills, a former student of the college, is now attending the Wesleyan University. He has been greatly missed by his friends and many of the students, especially by those who were workers with him in the Arena Debating society. Mr. Mills was a spirited, progressing student, always at the lead of any college move toward establishing college spirit and fellowship.

FLUNKETS BY A COLLEGE STUDENT.

Break, break, break,

Oh, heart! on my cold chest bone,
And I would that my tongue could utter my
thoughts,

I would I could make sweet moan.

Oh, well for the studious boy,

That he getteth his lessons at night!

Oh, well for the studious girl,

That she riseth before it is light!

And the stately Profs go on

And their mouths with verbosity fill;

But oh, for the touch of a mighty hand

The sound of their voices to still!

For it's flunk! flunk! flunk!

At the foot of my class I be,

And the tender flunks of the days that are
dead,

Are all coming back to me.

Roentgen Photography.

A correspondence to the editor of the Scientific American, by F. W. Traphagen, of the College of Agriculture and Mechanic Arts, of Bozeman, Montana, was printed in the Scientific American, for March 7th. I will give the correspondence as it is in the above paper.

TO THE EDITOR OF THE SCIENTIFIC AMERICAN:

In repeating the experiments of Mr. Crumbie, described in the Electrical World, I obtained a negative with several images of the coins and keys used. Feeling satisfied that the objects could not have moved while under the influence of the current, I exposed a plate to the action of several keys and coins, but without the use of the induction coil or any exterior current whatever. Now while I have seen numerous accounts of the results obtained by use of metallic objects inside the closed dry plate holder, without the aid of the electric current, I have failed to note any account of the same effect being obtained without the current, or a Crookes tube, or electric lamp, or something external. Is it possible that the effect of metals on the dry plate has not been noted?

This effect, let it be well understood, is similar to the Roentgen effect, not a reduction under the metal, but the reverse, the reduction taking place around the objects, the film under the objects remaining unchanged and washing out in the hypo, giving the "shadows."

A coin and a piece of cardboard when placed together on the dry plate, both gave shadows. Great care was taken to prevent access of light, and the plate and holder remained in the dark room during the whole experiment, thoroughly shielded from light.

If this matter has not been brought to the attention of the public, I would be glad if you will use the data I have sent you.

F. W. TRAPHAGEN.

The editor of the Scientific American says: "The images of the keys and coins in

the photographs received from Prof. Traphagen are as clear and distinct as those in any of the radiographs we have published."

Since this article was published the Doctor has tried several experiments to ascertain what the cause of the phenomena was. He placed a piece of glass between two pieces of metal on the dry plate and got a photograph of the glass as well as the metals. Thus showing the glass to be opaque to the rays. He also found that metallic substances were necessary to produce an image, and that if a piece of zinc and a piece of platinum were placed on the plate an image of both was obtained; also if a number of substances of any kind which were opaque to Roentgen rays were placed on the plate along with the metals, an image of these was also produced. Now the metals being in contact with the gelatine film of the dry plate produces a condition of the ether waves, probably the same as the condition when Roentgen rays are produced, and as far as the experiment has been conducted, the Doctor has every reason to believe the effects produced are caused by Roentgen rays.

By the suggestion of Capt. Geo. S. Anderson, the secretary of Interior recommended that license be issued E. V. Blankenship and O. P. Morgan, of the college, to transport camping parties through the Yellowstone National park, during the season of 1896. We wish Messrs. Blankenship and Morgan the best of success in their undertaking, and feel assured that any one wishing to make the Park tour this season will be more than pleased with the accommodations and treatment received from these gentlemen.

All the leading colleges in America are giving credit for work done by students, on college papers. This seems a very reasonable move, as a great deal of time is needed to look after the interests of the paper, and make it a success; besides, the practice one gets in getting up a paper is of far more worth than anything he probably would get in the same time spent in school work.

Western vs. Eastern College Education.

W. T. SHAW.

A large number of our western students seem to have an inordinate desire to go east to college. This migration of western students to the eastern colleges, has given the impression among eastern people that our institutions are of a very inferior grade. Even among our own people, who have never attended eastern institutions, some carry the belief that a liberal education can be obtained only in the east.

This has gone so far that students leaving here for the east are not recognized at all, in an educational way, but having spent a fruitless year in an eastern college, return to be looked upon as a scholar. Why yes, he's been east to college. This prestige attained in the east induces many of our students to go there to school, even though they are aware their education will be sacrificed to a certain extent.

Prestige is good; but real worth is better. Prestige without ability is quite often a detriment. We believe the time is here when people will not recognize your college sheepskin and degrees and what you have done, seen and learned, but rather what you can do.

Of course we do not mean to say that prestige is obtained in the east and real knowledge only in the west; but this much we do claim, that in the courses we do give special attention to, there seems to be no good reason why our students cannot do better work here at home, than at an eastern school.

The same idea prevails in the east among students, that they must go to Germany or France to study.

While there is certainly a plausibility in this movement, no one who knows the real condition of affairs in these two cases, will dare say but

that the thing is overdone to a striking degree.

In speaking of the west, we wish to include strictly the newer western states, excluding California. True, we cannot, at present, finish a doctor or a minister, nor can we fit one for several of the pursuits of life, such as a manufacturer or any following which is limited to eastern industries, so well as can the east. But the idea of our students going east to prepare themselves for carrying on our industries, should be disabused as rapidly as possible, as will be, as soon as our master workmen show a preference to home education, which they are doing to-day, to a good extent. In the first place, our institutions are not developing their education in the line of athletics to such an alarming degree, as some of the eastern colleges are. Certainly athletics are quite a necessary factor in a college course, especially so in the east, where the body must be more carefully attended to than in the west. The western, invigorating climate, permits students to study harder, more hours, with less exercise and keep a stronger, healthier body and mind, than in any other part of the union. Consequently athletics will not be encouraged to such an extent that the acquisition of knowledge shall be materially impaired.

The utterly helpless and impractical condition in which a large percentage of eastern graduates enter the field of practical life, should be a warning to students who expect to receive direct means of support from their education.

Even though they are not obliged to use their education as a means of support, we believe one's faculties become more thoroughly developed, a higher standard of life established, a broader knowledge of human

nature gained, through an education designed for a practical life.

Certainly we recognize that a general knowledge of the languages, elementary sciences, mathematics, etc., should be first attained before entering a technical course.

Our eastern colleges do this to a full degree, but here they stop, graduate their students giving them the impression that they are fitted to enter practical life.

One great trouble with the colleges of to-day is that they try to graduate students too young, and that they make too much of a general college education.

Another defect is that they try to do too much in a four years course. The student gets a smattering of many things; but no one thing thorough. Especially is this the case with eastern institutions.

Technical courses are becoming more popular among young men each year, classical courses are rapidly losing ground.

Most of our western students, when they go east to take a technical course, rarely ever think of staying there after their course is finished. Then why do they lose their opportunity of studying at home, when their interests are where they will find the courses all practical, directly applicable to the profession they are preparing for, where they will meet with instructors who know the resources of the country, its possibilities and its probabilities.

Take an example, for instance chemistry or metallurgy. One cannot take up more than one branch of either of these studies and do it justice in a practical way. Then if you are preparing to be a metallurgist in our western mining districts, why not attend school where your line of

work is taught, and discussed among the students, professors and mining men. Here you can learn the geology, minerology, geography, etc. of the place in which you intend to live and work. The same is true of chemistry. If you will become a chemist, don't get your head full of methods for iron and steel analysis, or learn all about the manufacture of gun cotton, soap or dye stuffs, and then come west expecting to go directly into practical chemical work.

The principle is this, wherever you find a technical school, you will find its teachings, its collections, its library, its sentiments, strongly flavored with the surrounding industries. This is natural, and the natural result is that students follow in the same line.

Now I have taken chemistry and metallurgy as a type to illustrate the principle; but most of the professions and trades can be shown to come under the same course of reasoning.

If one expects to become proficient in any line of research, he must begin to study conditions as early as possible, and not lose four or five of his best years in a country foreign to his field of research.

They say that it takes several years acquaintance with the nature of our western business men to be a successful one yourself. If this is so it would take even more time to be able to handle our mining men.

I believe that every thorough going western man will agree with me on this principle that if a student wishes to become a factor in developing the resources of the west, he should be educated here, and should lose no time in the eastern colleges fitting himself for a candidate for the foot ball team.



Educational Motives.

LUCY STAFFORD.

THE opinion is prevalent among many persons that education is only to be desired to gain a livelihood, or to earn a greater amount of money than could otherwise be obtained, and if it is not seen to be a direct means to these mercenary ends the time spent in acquiring an education is thought to be wasted.

For those who intend to follow some profession, or become teachers, the direct use of education is apparent. But what of the numbers of people who must spend the greater part of their lives in manual labor? All cannot have professions, or be teachers and scientists. Are we to say that gaining of knowledge is to belong to these few alone?

Many people dislike to give their time and money to a thing from which they can see no immediately accruing benefit. Some of the mightiest forces at work in the world do their work so quietly that we see the results and do not realize the source from which they came. So it is with education, we see results of it every day, in better government, greater civilization, and better general tone of life.

No one can possibly have an education without using it, no matter what obscure part of the world he may inhabit, or what lowly occupation gives him his livelihood.

People who live must think; this is one of nature's established laws, and these thoughts are the precursors of their actions.

True education is a development of the mind, so that every thought we have and every act we do are influenced by it. An educated person does not hold the same opinions, or the same reasons for his opinions, that he would if he were not educated. The mind is extended by education and

prejudice must give way to logical thought and reasoning.

We must not, if we would see the benefits of education, compare one man who is not educated, with another who is, because nature has not given to all equal talents to begin with, but we must take a man without an education, and give him an education, and the difference it makes will be speedily seen.

It is the people in the world who make it, and if we would reform the world, we must reform its people, and the best way to do this is to educate them, so that they will be susceptible to the influence of reform. The greatest foe that any reform ever had was prejudice, and the only way to remove it is by education.

One of the greatest attainments given by education is adaptability. If we have this quality we may rule circumstances. If we do not rise above conditions, we shall be controlled by them. If we cannot adapt our minds to the minds of others, we can have no interest with them, no sympathy, hence no influence. Our greatest work and inspiration lies in our influence with others. Can there be a better investment for anyone, be he farmer or fisherman; miner or merchant, than a good education? It is capital deposited in a bank that never fails and always pays interest on amounts invested.

In our progressive age when we have such advantages, for practical education is taking the place of old time theory, it is to be hoped that the time will come when all will realize the benefits of education, for those who are not going to use in a direct manner the training received at college, and none will say to the earnest student: You are wasting your time, you will never use the knowledge you are now gaining.

In The Northwest.

E. V. BLANKENSHIP.

IN the great northwestern part of the United States, there are very few well established colleges, at present, and the reason may be understood by those who have given their attention to the natural development of the country.

It requires time for a country to become mature in every respect, yet it is remarkable to note how well advanced the west is at present, owing to the short time that these states and largest cities have had to formulate their governments in order to meet the emergencies imposed upon them by the rapid increase in population.

If the first inhabitants who came to the northwest had turned their whole attention to the building of factories, colleges, etc., it is quite likely that the country would have been more advanced than it is at present, but the first civilized people who faced the danger of the western plains, engaged themselves more in the accumulation of wealth than in the interests of education.

The pioneers were not looking forward to the prosperity of the country that was represented to them by lonesome mountain peaks, and valleys with herds of wild game, and tribes of warlike Indians. But with their watchful eyes they were constantly on the lookout for treacherous Indians or for some game with which they might satisfy their hunger, or else their time was employed in climbing o'er the rugged steepes, with wistful eye trying to get a glimpse of some treasure, that nature had providentially stored away. So it is not a mystery why the northwest is not well supplied with famous educational institutions. At first there must be a demand for colleges before it is necessary for the people to take an interest in their

upbuilding, and the time has come when such institutions are in demand throughout the northwest. Their value may be appreciated especially in giving aid to the country in the progress it is making toward that high degree of civilization.

A century should increase in wealth as well as in population before it should assume the responsibility of supporting great educational institutions.

Institutions cannot become great in a short time, only in structure, though their domes may pierce the etherial waves, and their system of government may be as perfect as some of those elsewhere. They must follow the natural order of slow growth, in establishing a reputation.

The Agricultural College of the state of Montana has a promising future, and from year to year, if the representation of the young people of the state is as liberal as it is at present, there is no doubt but that the college will gain distinction in the near future.

There are people who think that the Agricultural College is an institution for the purpose of turning out graduates, equipped only for the management of the farm; but the courses of study as given in the catalogues are about as complete as you will find in the other training institutions of the land.

It seemed to be the general impression in a neighboring college town, that the students of the Agricultural College all joined in with the professors in raising and gathering in the products of the farm.

Representing that phase of life prior to 1860, when plantations flourished throughout the south. It happened to be the fortune of one of our professors to pay a visit to the neighboring college town, and while there enjoying

himself, the question was asked: How soon are you going to gather in your pumpkins? Our young professor was like the boy who had an elephant on his hands, but after the feeling of embarrassment had ceased, he kindly informed the questioner that as long as the Agricultural College receives its share of the government appropriations, he would not be compelled to gather in his pumpkins, but could hire them pulled and stored away.

The financial resources of the College are not pumpkin raising as it may be generally understood, nor are the students and professors compelled to pull the pumpkins after they have been raised, though the Experiment Station is an institution, in connection with the College, that is expected to further the agricultural interests in the state of Montana.

The northwest has a broad area that must be recognized for its eminence, in the near future. Montana, though a small portion of the northwest, ranks among the first states of the union, in stock raising and in agriculture.

Its mineral output compares favorably with any state or nation of its size on the earth, but there are other openings that are of as much importance to the welfare of the country, as that of the accumulation of wealth. One is for literary fame. It is not probable that the broad and fertile fields of the northwest will continue to yield only the same kind of products in the future, that they have in

past; but history is likely to repeat itself, and the northwest will be taken into consideration.

In order to further the literary interests of any country, there must be good educational institutions. Could Addison, Swift or Steele, have ever gained the eminence they did, without the support and influence of such institutions as Trinity, Edinburgh and Oxford? It is possible but not probable.

A general interest must be shown by the people, in order that the colleges of the northwest may compete with those in the eastern part of the United States and across the sea.

If the people will give their aid to the colleges, then the colleges in return for the favor, will do their part in promoting the interests of education.

It is not assuming, on our part, to fix a high mark for the northwest to attain in the near future. It has reached the maximum degree in many respects, that could be expected of any country to attain, in the same length of time.

If its own people do not look forward with high aspirations, it is not likely that others will.

And as the country has become known and respected for its existing state of advancement, we may hope for its educational advancement. The tide that conveys literary success to the northwest will be welcomed when it comes, though at present it may be remote and slowly drifting.

The Descriptive Art.

LUCY STAFFORD.

It is curious to note how few people are able to give a good, intelligent description of anything. If they attempt to describe a thing, they give you a hazy, indistinct idea, and your conception of the object

they are trying to describe is confused, instead of being made clearer. This defect in description is most commonly due to a lack of observation. We think that we know what the things about us look like, but our

knowledge of them is indistinct. We are continually looking for some new, interesting things, and in so doing neglect the common things which we view every day. You ask a person what the pattern of the wall paper is in his own room, or to describe the carvings on his book-case. Most likely he will be unable to answer your question or to give the description, though he sees these things every day. Likewise, you ask him to tell you what his friend looks like, and, no doubt, his description would apply equally well, to a dozen persons whom you know. The main thing in a good description, is the pointing out of the distinguishing marks, which separate the described individual from others of the same class. An observing person is continually finding resemblances and differences. When he sees a certain object, he instantly thinks of what he has seen before that is similar to this and wherein they are alike and in what respects they differ.

On the other hand there are persons, who, though they have a clear idea themselves, are unable to convey it to others, because they have not a good command of language. They are very much like the little boy who was asked to define salt, and gave the following: "Salt is the stuff that makes your potatoes not taste good when you forget to put any in." He evidently knew what salt was, but he could not give to others the knowledge he possessed.

In our good literature we find many delightful descriptions, which give a seeming reality to fiction, and

establish fact much more firmly in our minds. There are two general kinds of description: The minute, careful description, which gives each part so clearly, with its relations to the other parts, that we seem to see the completed whole, and we feel that if we should see the object we should know it instantly. This kind of description is like the view we get of a mountain when we are very near to it; then, though we cannot see the whole of it, we see, within the range of our vision, each tree and rock, and from the minute examination of a part are able to judge of the appearance of the mountain, from any point of view. This kind of description is more fitting to use in describing small things, and should be used when we wish to give others an idea of the actual appearance of a thing.

The other kind of description is more general. It gives the striking characteristics and leaves imagination to fill in the details. It may be compared to a mountain seen from a great distance, where we get only the general outlines. This method is very effective in describing large objects, and is often used to convey the idea of the effect things have on the person viewing them, rather than their actual appearance.

The descriptive art is one that deserves more attention than is often given to it. All people cannot see things for themselves, and it would be well if we had more careful observers, who could not only see a thing for themselves, but make others to see it with them.





Mrs. Marshall is giving the art class a course of lectures.

A committee of the college faculty is at work on the revision of the courses of study.

If you don't know what all this talk means about recognizing the Cubans as belligerents, ask one of the seniors, they are delving deep in the study of international law.

Student in Prep. Latin:

"Professor, does our English word 'cigar,' come from the Latin 'cingo.'"
Second Student, interrupting: "Naw, cigars come from Cuba."

Ask the Juniors what they think of "Montana Civics." They are now prepared to criticise this excellent work.

The Juniors will, after finishing this work, be entertained with lectures on History of Economics by Professor Maiden.

The Senior class have taken their final examination in Geology. They are now prepared to do field work as soon as the hills are dry.

Professor Maiden had charge of the Psychology class during the absence of the president.

Mr. Purnell, a well known western mining expert, has visited the college several times during the past month. He was greatly impressed with the college and took much interest in the work of the students.

The Virgil class is searching its dictionaries for words to express their opinion of Mr. Aeneas.

Another year, or a post graduate course, has been added to the Business Department. It consists of office management, auditing, solution of financial problems, lettering and engrossing, business essays, shorthand and typewriting.

The "quizzing bee," organized by Prof. Phelps, in which the students ask of one another puzzling questions in regard to entries in book keeping, often brings on spirited debates.

Quite a bit of excitement was caused last week, upon the refusal of the maker to pay a one hundred thousand dollar note which bore seven indorsements. As a result several of the students are insolvent on account of their readiness in placing their names on the back of the note.

The girls wish to know why the assistant cashier is so anxious to leave before the books are balanced.

Why is it, Metzel?

The First College National Bank has on deposit \$160,409.82. Second College National Bank had on deposit, at the last quarterly statement, cash, \$226,801.42.

Your eyes accurately fitted at Leslie E. Gage's.



The college students, and many others, are becoming convinced that the Columbia bicycles are winners.

Subscribe for the Exponent for one year, and receive by mail a quarter gross of our celebrated College Pens. Paper and pens for sixty-five cents.

If your watch, clock or jewelery need repairing, Leslie E. Gage is the man to see.

The anatomy class carries a very black eye. What's the matter, Orr? Did a cat kick you?

Upon the completion of the new buildings, the college will be supplied with a first class aquarium, which will be a great advantage to the zoology and physiology classes. In addition to the aquarium, Dr. Williams intends to secure a collection of Montana snakes.

Professor Maiden's dog, Don, has been a regular attendant at the international law class of the Seniors.

No one knows Don's real intentions; but it is thought he will do regular Senior work next term.

The farm employees of the station are comfortably established in the new farm house. The boys vote it a great improvement over the old rookery in which they lived so long. The building gives promise of being warm in winter and cool in summer.

The recent change in the street car line is a decided advantage to the station. It places it in touch with the depot, thus saving the necessity of driving when occasion requires.

Director and Mrs. Emery have returned from their trip to Missoula.

The rabbits have attempted to pay their respects to the station orchard; but by wrapping the stems of the trees with news papers and placing out carrots, over which arsenic was dusted, through the orchard, they have been kept well in check. Field mice promise to be fully as great a nuisance as rabbits. It is an eternal warfare, both animal and vegetable in Montana.

The Red Ridinghood Operetta, which was given as a college benefit by Miss Calvin, Feb. 15th, was repeated on the the 22d for the benefit of Louis Howard. Although the admission was reduced to twenty-five cents, the receipts amounted to over sixty dollars.

It was stated in the December issue of the Exponent, that E. V. Blankenship was going to make a hard fight for the presidency, and let the people know that the People's Party and free silver are not yet dead. It was not clearly stated for what presidency he intended to run. It meant for the presidency of the Arena Debating Society, and as to the polit

ical point of view, the statement is misleading. Our petty conflicts which take place in the Arena, do not always prove our political sentiments, because it is necessary that there should be representatives on each side of the question, in order to have a lively discussion.

The college art class began the year under favorable circumstances, in regard to number of students and conveniences for carrying on advanced art work.

Screens for cutting off cross lights, and stands for placing studies in good positions, for light and shade, have been secured.

The numerous plaster casts are well chosen, beautiful and varied in character. They consist of fruit, plant forms, both natural and artificial, Greek and Gothic ornaments, vases, studies of hands, feet and the human features.

Pupils are also studying the skull and other parts of the human skeleton, as a preparation for work from life.

An artist needs to understand the hidden frame work of the body which underlies the visible flesh. Much object drawing is also done, and students are at liberty, after sufficient instructions in drawing, to select any medium on which they prefer to work, such as water colors, oil, or pastel.

Perspective lessons and problems are given weekly, and the classes are doing well. Mrs. Marshall will be pleased to receive any visitors who are interested in art work.

The students of the college are favorably impressed with the idea of The Bozeman hotel being re-opened in the near future by Mr. Ed. L. Stowe, present proprietor of La Clede hotel.

Mr. Stowe finds his present quarters insufficient to meet the demands made on him, and if he decides to re-open the hotel, a special rate will be made for college students.

The sentiment seems to be growing stronger each year, with experience, that the Columbia bicycle is the best wheel on the market.

The Arena Debating Society has gained for itself quite a reputation throughout the state.

Unfortunately this is the only society connected with the college. However, there are students enough to run at least two societies, and next year there will probably be a move in this direction. Rooms for societies will be arranged for in the new buildings. A good society is indispensable in a college course.

The Arena has, so far, fulfilled the desires of those who feel the need of such training. The society has won many joint debates since its organization three years ago, and has met with but one defeat.

Some of its charter members are now growing rapidly into eminence. Some are attending prominent eastern institutions while a few are still attending the college.

In our next issue we hope to give a photograph of the machine shop, to show the public the advances the college has made in this direction.

The shop is well equipped with some of the best pieces of machinery, all conveniently arranged and run by steam.

The course is thoroughly practical. The students, after becoming familiar with one piece of machinery and one line of work, change to another, having access to all the tools neces-

sary for gaining both a practical and a general knowledge. In connection with the practical work the students are drilled in the mathematical and theoretical lines of engineering.

Professor Chandler, who is at the head of this department, takes great interest in his students, and there appears no reason why one, who has finished this course, should not be able to take a position of responsibility. Messrs. Young and Sales, of the "Applied Science" course, are building a small steam engine, every part of which will be as perfect and complete as an engine designed for practical purposes.

Mr. Milburn is at work on a dynamo which is to be used to furnish lights for the chemical laboratory. Mr. Milburn has shown unusual brightness in his electrical studies, and we look for the complete success of his dynamo.

OTHER COLLEGES,

The first college paper in America was the Gazette, published by the students of Dartmouth in 1870.—Lincolonian.

Two-fifths of the income of American colleges are derived from students, while the universities of England derive but one-tenth from that source.

Ohio has more colleges than any other state in the union; Illinois next.—Lincolonian.

Not quite half the representatives in congress are college graduates.—The Unit.

The sum of \$27,000,000, was spent last year for chewing gum. \$5,000,000, or less than one-fifth this sum, was spent for school books. And yet the cry is raised that too much money is spent for school books—School Board Journal.

A gift of eight thousand dollars has been received by Vassar from Miss Helen

Gould to found a scholarship, to be called the Helen Day Gould Scholarship in memory of her mother.—The Unit.

Is Cupid a good archer?

Though all his arrows hisses,
And all his aims seem fairly true;
He's always making Mrs.

—University Courier.

STUDENT'S PSALM OF LIFE.

SADIE SHAW.

Tell me not in mournful numbers,
Life's all poetry and song,
When we're ushered in our class-room
To the music of the gong.

Life is real, life is rocky,
And if flunking is it's goal,
Then conditions without number
Shall be branded on the soul.

Nary pleasure nor enjoyment
Can a student hope to gain,
But to act that each to-morrow
Find his bones more full of pain.

In the school's broad field of battle,
When old Virgil's works are rife,
Don't plod on like driven cattle,
Ride a pony thro' the strife.

Lives of great Profs. all remind us
We can make our lives so pat,
And departing, leave behind us
Fossil prints of where we sat.

Let us then be up and doing,
With our hearts brim-full of spunk,
To our best girls we'll go wooing;
On the morrow—we may flunk.

Senior Class Organization.

MOTTO:—Better to have tried and failed, than never to have tried at all.

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He's Conceited.

Wherever you go, or in whatever calling you may be, you will meet with the expression: She's so conceited; he's stuck on himself; and got the big head, etc. Now these expressions and sneers may do some good in keeping a few people from being overbearing, etc., but the idea of raking every person into the category of swell-head because they hold their heads up and walk along as though they meant business, is becoming too peevish and insignificant to be tolerated. You hear a person often remarking that someone is "too conceited," and you can put it down that there is something decidedly lacking in that person.—generally an education, and sometimes a lack of common sense and good breeding.

Conceit arises out of one of the mental divisions, called self esteem. This faculty every one has, but not developed as highly in some as in others. Now we are all aware that this faculty of the mind is one of the prime factors in the life of a successful man. Without this self esteem, we lack confidence in ourselves, we have no leading ambitions, we do not wish to assume the responsibility of an undertaking, we will follow your lead. This faculty is, we might say, absolutely necessary to make a good general, an engineer, an architect, a mining man, a speculator, and in fact nearly every profession and calling in life.

Confidence is a necessary compliment of self esteem. We cannot get along without confidence, and if the faculty which sustains it overflows some, it never does any harm and often does great good. An old professor of mine used to say, "when I see a young man without either self esteem or a quick temper, I put him down as a failure." All business energies, all brilliant moves, all inventions, are results of this faculty being well developed.

The world moves onward through its agency. Certainly we do not say that this is the only faculty necessary to do all this but one having this faculty will have ambi-

tion to get more knowledge, and put what he does know to the best advantage, while one lacking this faculty may have ever so good an education and will never amount to anything. Here is a reason why so many people of an inferior grade of learning quite often get the best positions, and generally the best of anything. Book learning is apt to repress this faculty, so we find some of our best students and brightest men in very humble positions.

Now as this faculty is so necessary in every person's life, why do we show our ignorance of what is a virtue by trying to make everyone keep his head hanging as though he had stolen a sheep? Certainly it can be overdone and often is, so is every faculty and activity of the mind. Many are overdone to such an extent that the owners are being ruined inch by inch and every one knows it; but this harmless faculty many abhor to see it in another person.

Quite a stir was produced among the college students and in the neighboring vicinity last week, by a number of college professors resigning their positions.

This move was quite a surprise to all the students, and many are lamenting that their highly regarded and much esteemed professors are to leave them. All the students seem to feel that some of their best friends and instructors are leaving them in the early part of their college training. Although students will ever antagonize the professors to a certain extent in the classroom, there are but a few students, having natural affection, who have not formed ties of friendship and who find it hard to see their teachers leave the college for some better and more prominent position. We are all moving upward and onward, students graduate and leave for higher goals, so we must not expect our professors to be contented always with present conditions.



A REAL COQUETTE.

CHARLES PATTERSON.

O, Anna! you're sweet, but far from complete,
I'am strong in the latter conclusion,
For many a day I've wooed at you're feet,
To find you all farce and delusion.

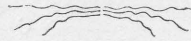
Often your prattle seems innocent play,
Again it will gladly relieve,
Till I am in straits of sorest dismay,
And scarcely know when to believe.

You're lacking in grace and not very fair,
And too soft for such northerly clime,
But I loved you dear Anna, just as you are,
And hoped that your plainness was mine.

O, Anna! O, woman! do you not know,
You'll soon be repentant for this great
wrong,
You're chances diminish the older you grow,
For you are so fickle and not very strong.

It grieves me dear Anna; oh, a great deal,
At times I am nearly insane,
To think that my love, heart-felt and real,
Is only affection in vain.

But if such it is and always must be,
Dear Anna be shy with your smiles,
Forbear to turn your eyes on me
And deny me your winning smiles.



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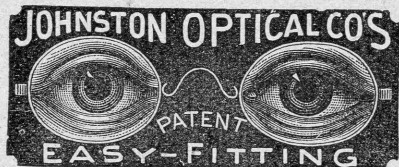


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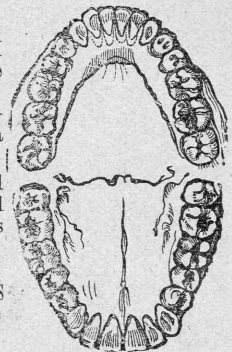
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